



CLIC PSE Lesson Plan - KS4

Active Citizenship – Participation

Outline & Requirements

Broad topic/title for lesson:

Decision Making and Participation

Key stage or student group:

KS4

Time needed

1 hour

Quick description

Students will learn about the different ways in which groups can make decisions, the different mechanisms within the school for making decisions and allowing students' views to be represented, e.g. class/year/school councils

Developing thinking	✓	Developing number	
Developing communication	✓	Working with others	✓
Developing ICT	✓	Improving own learning	✓

- » how representatives are elected and understand their roles
- » how young people can have their views listened to and influence decision-making

Materials, resources and preparation needed:

IT facilities
Coloured markers
Rough paper

Link to DCELLS PSE Framework for 7 to 19 year olds in Wales

Theme: Active Citizenship

Intended specific learning outcomes:

Learners should have opportunities to:

- » develop respect for themselves and others
- » participate in school and the wider community

And to understand

- » their rights e.g. the UN Convention on the Rights of the Child,
- » the principles of democracy in Wales, the UK and the EU



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Method:

Lesson Starter: (10mins)

- » In groups, students discuss and make a decision about choosing a charity or voluntary organisation to support
- » Get them to discuss afterwards how they came to their final decision as a group
- » Was it unanimous?
- » Was it tough to all agree on the final decision?
- » How did they feel when their views were not taken on board?

Introduction: (20mins)

- » Ask the class to come up with a definition for participation. “What does participation mean?”
- » Explain that participation means taking part, but when it is referred to with regards to young people it quite often means:
 1. involving you in projects
 2. working with you to get your ideas and opinions
 3. encouraging you to become involved in decision-making to influence the services and activities that are provided for you
- » Introduce the WG definition of participation; ‘Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect me. Having a voice, having a choice.’
- » This links to United Nations Convention on the Rights of the Child (UNCRC) Article 12:
http://www.cewc-cymru.org.uk/for_young_people/your_rights/863/

Article 12

Governments to ensure that children have the right to express freely their views and to take account of children’s views. Children have the right to be heard in any legal or administrative matters that affect them.

- » Ask the class - “Why is it important to make your voice heard when it comes to decisions or issues which involve you?”
- » Ask the class to give examples where they have participated in or influenced any decision-making recently

DVD:(10mins)

Use the following link to 10 min DVD to guide the learners to the Funky Dragon explanation of the UNCRC. You may wish to select which part to watch according to learners

<http://www.cliconline.co.uk/en/info/law-rights/>

<http://www.funkydragon.org/en/fe/page.asp?n1=1036&n2=1853>





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lesson plan

Activity: (20mins – 5mins on each)

Ask students to use their own experience and the following link <http://www.cliconline.co.uk/en/info/law-rights/> to consider the following 4 questions about decision making and participation

- » Divide students into groups and give each group flip chart paper and marker pens:
- 1. Using flipcharts, ask students to identify different ways in which groups of people (e.g. organisations, communities) make decisions
- 2. Consider the following:
 - ◇ Are there situations in which everyone has a say?
 - ◇ Can other people ever make decisions on our behalf?
 - ◇ What are fair ways of making a decision?
 - ◇ Is taking a vote on different options the only possibility?
 - ◇ What other ways are there, e.g. one person decides; voting (show of hands, secret ballot, e-mail poll, MPs walking through the lobby in Parliament, national referendum); a sub-group decides for a larger group (for instance a board of directors makes a decision on behalf of company shareholders)?
- 3. Students then list the ways in which they can ‘have their say’ in school, e.g. informal discussions with staff, group discussions during tutor time, circle time, surveys of students’ opinions, student noticeboards, meetings, involvement in class/ year/school councils
 - ◇ How effective are these different forums?
 - ◇ To what extent do students feel consulted/able to contribute to discussions?
 - ◇ How are they notified of any decisions that are made in/about the school?

- 4. In groups, students could compare the ways of contributing to the decision-making process used in the school with those used in the wider world.
- 5. Draw out suggestions on how they can further their involvement in decision-making, e.g. improving their listening skills, learning how to get the most from meetings, choosing appropriate people to represent them, taking part in surveys, writing letters

Plenary: (10mins)

- » Reflect on the learning that has taken place

Tips, suggestions and additional resources:

Websites such as CLIC, Pupil Voice Wales (<http://www.pupilvoicewales.org.uk/>) which promotes participation and allows young people to influence decision-making.

The Funky Dragon website also has various DVDs. One is on the history of the UNCRC with or without subtitles. It also has a dvd about school councils <http://www.funkydragon.org/en/fe/page.asp?n1=1036&n2=1853>

