



Lesson plan - Having your say

Starter (five minutes)

Today we are going to talk about what we can do to get things changed in our community.

At the end of the lesson you will be able to explain what actions we can take as individuals to make changes.

Whole class question and answer

To get started, who sets the rules / makes the laws in our community? Show on whiteboard as the answers come.

- ◆ At school? Headteacher / Board of Governors
- ◆ Where we live? Local council
- ◆ In the country? the government
- ◆ In Europe? the EU

These are the people we have to reach to get our voice heard.

Main part of lesson (30 minutes)

Whole class discussion

But before you approach any of these groups there are two things you have to decide on. What are they?

Yes, what it is you want changed.

And the second thing?

Yes, the right group to get to.

No good asking local council for more soap in the school loos, nor asking the head teacher to change the national speed limit.

Short group task (5 minutes plus 5 minutes for feedback)

Options:

– *Main body of class*

Divide into groups of four. Ask them to decide for themselves on a change in the law or rules that they would like (for real, not imaginary) and match with the relevant law/rule maker listed on the whiteboard.

– A G&T group to decide on the law/ rule maker and also who in the organisation would be their first contact.

For differentiation, an easier task:

Here are four things you might want done. Match each up with the group that will do it for you, if you can persuade them.

- ◆ Change the voting age to 16
- ◆ Get your household waste bins emptied every week
- ◆ Take only five subjects at GCSE
- ◆ Get airlines to pay a tax on air pollution

Plenary review

We have chosen a topic for a change in the law. We have learnt which group to contact to get the change made.

What is the next step?

Yes, get in touch with the group.

Group task (10 minutes)

Stay in the same groups. Swap your topic with the one chosen by another group and work out who you need to contact, how you will make the contact and what you will ask the person contacted to do for you.

For G&T group go on to think about who else to bring in to support your request.

Differentiated group to choose one of the four topics they have already discussed.

Each group to appoint a spokesman who will go to another group and share the decisions they have taken.

Choose spokesman of one group to share decisions with the class.

Whole class discussion

We have thought about you would as a group or an individual go about getting your voice heard where laws are made.

But will it be heard if you just do it yourself? What would raise the volume? Yes, get other people to join in. Who would you invite?

Put responses on whiteboard and ask G&T group to say what they had decided.

- ◆ Get friends/ the school to support
- ◆ Write a letter to the newspapers
- ◆ Get up a petition (one million signatures in more than one EU country will force EU to propose a new law)
Reference: the Lisbon Treaty – Citizens' Initiative
http://www.citizensofeurope.org/full_article.php?article_id=144&cat_id=6

Plenary close (five minutes)

Silent work

Write down in a few words what you have learnt about getting laws changed. And guess what success you might have with your topic and how long it might take.

Reference

The European Parliament
http://www.citizensofeurope.org/full_article.php?article_id=144&cat_id=6

Programme of Study

Key concept 1.1a, 1.1d,
Key process 2.1a,
Range and content 3c, 3e

Attainment Target

levels 3-5