Can you act for change?

(Lesson 6b Post-Show)

Experiences & Outcomes (Curriculum for Excellence)

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 3-12a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 3-13a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b

Benchmarks

Literacy

- Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.
- Responds appropriately to the views of others developing or adapting own thinking.
- Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.

Social Subjects

- Provides at least two valid opinions about the ways in which choices and decisions might be influenced by bias or exaggeration.
- Describes the role of elected representatives and/or groups which influence the political decision-making process at local, national or international level.

Learning Intentions	Success Criteria
- To identify and understand the influence campaigns/arts have on the behaviour of pupils. - To recognise the influence that pupils have as individuals and groups on behaviours of others.	- Pupils will identify appropriate and creative actions at class, school, local and national level that could impact on road safety - Pupils will be motivated to move forward with actions identified.

Resources

ICT suite if possible

Note: It is likely that this lesson will run over two periods/sessions to ensure the pupils have enough time to explore how they would take a campaign forward and feedback to the class.

Introduction (5-10 mins)

Pupils should revisit the previous week's discussion using the following prompt questions.

How has School Daze influenced behaviour/attitude?

What were the main points raised by pupils about successful school, local and national campaigns to change behaviours and/or attitudes?

What are the important messages in School Daze that should be relayed to the wider school and local community?

Main (30 mins)

Pupils should remain split into groups. Each group is given the task of creating a campaign designed to influence behaviour and attitude towards road safety and, as a consequence, the road safety statistics. In particular, those of the early teenage year demographic. Differentiate the groups by giving each one either a school, local or national campaign.

Pupils should be told that the success criteria includes the word creative. They should come up with creative solutions relevant and meaningful to their own peer group

Extension: for any groups requiring broader learning their creative campaign can be directed at drivers, adults with the aim of influencing their understanding and behaviour towards early teenage pedestrians.

Each group should outline the highlights of their own campaign. They should be encouraged to think about music, song, art, social media, digital platforms, film, etc.

Plenary (5-10 mins)

Pupils present their ideas to the class outlining what their strongest messages are and the tools to relay those messages to the audience.

Groups should be encouraged to critically analyse and question each other's work using open questions and critical analysis of what works.

Further extension ideas

At this point, if pupils are motivated and there is the capacity, then there is scope to realise some of these campaigns. Ideally these could be facilitated through cross curricular links between departments. Potentially pupils could produce podcasts, twitter campaigns, posters, scripts and so on through this cross curricular work.