

Unit 7 Taking part – planning a community event

About the unit

In this unit, pupils take responsibility for planning and implementing a community event. They work as part of a team, taking on a variety of roles and responsibilities, including aspects of leadership. They learn to respect and value others' opinions and contributions. They consider how the event can make a difference in their school and local community and can provide opportunities for individuals and groups to contribute to social change.

Pupils build on the knowledge, skills and understanding developed through their involvement in school and community events during key stage 3. They increase their levels of responsibility and become less reliant on adults by reflecting critically on their own and others' performance. They consider how social, cultural and religious influences might affect the way in which they organise an event. Resources for running festivals and events, eg *TOP Link* and *Panathlon*, can be used in this unit.

This unit provides opportunities to link citizenship with work in key stage 4 physical education (PE), specifically with reference to leadership. The unit may also link with the key skills and the enterprise and entrepreneurial skills described in the national curriculum.

Where the unit fits in

This unit addresses the following aspects of the key stage 4 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1b the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 1d the importance of playing an active part in democratic and electoral processes
- 1f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

Developing skills of enquiry and communication

Pupils should be taught to:

- 2c contribute to group and exploratory class discussions, and take part in formal debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- 3b negotiate, decide and take part responsibly in school and community-based activities
- 3c reflect on the process of participating

This unit builds on unit 14 'Developing skills of democratic participation' in the key stage 3 scheme of work, and links with unit 6 'Business and enterprise' in the key stage 4 scheme.

Expectations

At the end of this unit

most pupils: recognise and understand the diversity of needs of their school and local community. They plan a community event, and know what factors they need to take into account, where to get support and how to work effectively in a team. They play an active role in decision-making and reflect critically on their own and others' participation. They recognise the difference the event has made in their school and local community and the opportunities it provides to contribute to social change.

some pupils have not made so much progress and: understand the skills of teamwork and leadership and participate in planning and organising an event, with guidance and support. They contribute to team decision-making and take responsibility for some tasks, reflecting on their own participation.

some pupils have progressed further and: understand the wide range of influences that need to be considered in planning and carrying out such an event, critically evaluating their performance to improve practice. They become involved in the wider community as well as in school and encourage others to participate. They demonstrate considerable independence in organising the event. They recognise the difference the event has made in their school and local community and the opportunities it provides to contribute to social change.

Resources

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 4 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Millennium Volunteers (information on volunteering)
- Sport England (information on active community involvement in sport and Panathlon, a structured coaching and competition programme that encourages fair play and participation by young people at all levels of ability)
- Youth Sports Trust (for information on the TOP programmes, a series of linked schemes designed to offer all young people the opportunity to participate and progress in sport)
- British Sports Trust (for information on the Junior Sports Leader Awards)

Links with other subjects

In this section, references are made to the programme of study if there is one at key stage 4, or to the subject specific criteria on which GCSE courses are based. Some of these links have been included in the 'Points to note' section to illustrate these opportunities.

Geography: GCSE criteria: coursework/enquiry (3.1x); sense of place (2.1ii); and themes of economic activity, employment at a local scale (3.1ii); values and attitudes in decision-making (3.1vii)

PE: this unit has links with the advanced units in the key stage 4 PE scheme of work and with 3a, 3b, 3c, 3d in the programme of study

RE: opportunities for organising assemblies and religious or charitable events in the community, such as festivals, campaigns and inter-faith gatherings

PSHE: 1a, 1b, 1c, 1d, 3d, 3f, 4a, 4c, 4d, 4e in the non-statutory guidelines

Pupils should learn:

Pupils:

What skills do we need for effective teamwork?

- how to plan a project or event
 - to become an effective member of a team in the organisation of a project or an event
 - to contribute ideas and opinions and take into consideration other people's viewpoints
 - to identify opportunities and constraints that are particular to their school and community
 - about the different ways their project or event can contribute to their school and local community
- Pupils choose an event to plan, implement and evaluate, *eg a 'select a sport' day to encourage members of the local community to use the school's facilities out of school hours; a dance or arts festival that reflects and celebrates the diversity in the community; a 'special Olympics', jointly organised with pupils from a special school.* They identify the project's objectives.
 - Working in groups, pupils consider the needs of their community and how they can communicate with their target audience to promote the community event, *eg by sending out letters or making presentations.* They carry out research to check that their approaches reflect different needs and respect the diversity – social, cultural, religious – in the community, *eg by undertaking a survey of the community's needs or conducting interviews.* Pupils identify their target group and write a development plan for the project. This includes how they will evaluate the event and their own participation in it.
 - Remind pupils what they learnt at key stage 3 about leadership and working as a team. In their groups they identify team members' knowledge and skills, and negotiate specific roles and responsibilities, *eg leadership, finance, refreshments, publicity, booking facilities, school and community links, press and photography.*
 - Pupils discuss specific training needs and how to meet them, *eg peer mentoring training for older pupils to enable them to mentor younger ones; obtaining coaching qualifications; learning about publicity, marketing or financial management; sponsorship training.* They consider whether external help with skills development and training is necessary. (Obtaining external help forms part of the next section.)
- demonstrate effective project planning skills, including programme design, allocation of roles and responsibilities, setting timelines and budget planning
 - demonstrate good communication and decision-making skills and the ability to work with others
 - take responsibility and carry out allocated tasks efficiently
 - show understanding of opportunities and constraints and find solutions to problems and challenges
 - recognise the benefits of the project to the school and local community
- Links with PE: the activities in this unit link with the advanced units in the scheme of work for PE at key stage 4.
 - Groups should have a range of abilities and strengths, to ensure that there is an effective, balanced team.
 - If the project involves working with young people with disabilities, it is essential that they are full partners.
 - Pupils should take the lead and assume responsibility for the project, with teachers and other adults acting as resources and sources of advice. However, consideration must be given to health and safety issues.
 - Link with geography: pupils could consider the distinctive physical and human features that contribute to the identity of their community and to a sense of place.
 - This section links with unit 14 'Developing skills of democratic participation' in the key stage 3 scheme of work for citizenship.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Who are the key partners in the community? How can we develop effective partnerships?

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| <ul style="list-style-type: none"> • to work collaboratively to develop and deliver a school or community event • how to identify suitable key partners in the community and to work with them • about the ways in which their project provides opportunities for social change in their school or local community | <ul style="list-style-type: none"> • In groups, pupils discuss potential partners from within the school and the wider community, <i>eg other pupils in the school, pupils from other local schools, sports coaches, first aiders, financial services organisations, leisure providers, refreshment providers</i>. They contribute ideas about ways of obtaining support from key partners, including any training identified in the previous section. They consider the cost of the event and how to obtain sponsorship from a local organisation. Groups share their thinking and collaborate to produce a database of potential partners and sponsors. • In their groups the pupils then select the most suitable partners and invite them to take part. Each group will need to decide how to ensure that partners know what to expect. The groups will need to make contingency plans, <i>eg what to do if the event is to be held outside and it rains, what happens if a key partner pulls out of the event</i>. • The groups plan how to maintain effective communication both within the group and with key partners, <i>eg whether to set up a planning or briefing meeting before the event for all those involved</i>. They also decide how to undertake ongoing evaluation of the project, including how they will ensure that all group members are actively involved and taking some responsibility and that everyone who participates will be able to give feedback. Evaluation should include regular team meetings to update the group on progress and address problems or issues as they arise. • On the day of the event itself, pupils work with their partners and undertake the agreed roles and responsibilities, <i>eg acting as guides, referees, coaches, interviewers or press officers, or serving refreshments</i>. | <ul style="list-style-type: none"> • identify school and community partners and produce a database of potential partners that others could use in the future • work with, and make effective use of, key partners • set up effective networks with partners • work with experts to develop new knowledge and skills and use these in implementing their project | <ul style="list-style-type: none"> • The involvement of partners is crucial for such projects to effect positive social change. It is important that pupils build effective working relationships with everyone involved. • Link with geography: GCSE criteria: themes of economic activity, employment at a local scale (3.1 ii). |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

How can we improve performance through critical analysis and evaluation?

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| <ul style="list-style-type: none"> • to develop analytical skills that enable them to evaluate progress and improve their project planning • to develop self-evaluation skills that identify their own strengths and weaknesses in project planning and implementation | <ul style="list-style-type: none"> • Pupils reflect on their participation in the event and use a range of critical evaluation techniques to assess their involvement and performance, <i>eg peer feedback, questionnaires, interviews, evaluation forms, videos, photographs</i>. They discuss the reliability of feedback and data collected by these methods, and consider changes to their project planning and implementation strategies. • Each group identifies what went well, what issues need to be addressed and what improvements could be made for a future event or for future team-working. In consultation with other pupils, staff and, where appropriate, community partners, they set future targets. • The outcomes are shared within and between groups, in other internal school arenas and with external partners, as appropriate, <i>eg displays of photographs in the school or at a community venue, articles in the school newspaper or a local newspaper, the production of a 'how to' guide for other young people</i>. | <ul style="list-style-type: none"> • identify and use a range of evaluation techniques and skills • accurately evaluate the effectiveness of their participation, using self-assessment, peer assessment and feedback from others involved, including key partners, teachers, other pupils and members of the local community • know how to improve their participation as a result of reflection and assessment • demonstrate good levels of confidence and awareness of their capability • recognise how they have made a difference in their school and local community, and how the project has provided opportunities for individuals and groups to work together and contribute to social change | <ul style="list-style-type: none"> • Constructive criticism of the whole event should be promoted. • Evidence can contribute to pupil portfolios. Accreditation opportunities may be available. • Pupils may go on to take part in a TOP Link event or become junior sports leaders or Millennium Volunteers. • Link with geography: GCSE criteria: enquiry skills (3.1x). |
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