

KS2



Community Matters

Social Issues



A resource from
The Archbishop of
York Youth trust

abyyt.com

Teacher Information

This pack provides a range of activities to introduce pupils to the topic of **social issues** in the community. There are 3 sections:

Ignite

Sparking discussion about social issues and asking the big questions

Inspire

Providing real life examples of community matters in action and ways to make a difference to social issues

Empower

Offering opportunities for pupils to find out more and become agents of change through their actions

The activities can be used and adapted to best suit your pupils' learning and curriculum needs.



Teacher Information

Where can you use activities in this resource?



As part of an assembly or collective worship session



Within PSHE sessions as part of Core Theme 3: Living in the Wider World



As part of Citizenship provision learning to be an active citizen



Within RE sessions that explore religious teaching on social issues



As part of a unit of work to develop pupils' understanding of social, moral and cultural issues in society



In preparing pupils to take part in a social action project that engages and reconnects with the community



To supplement the KS2 Young Leaders Award materials



Social Issues

What are the social issues that affect our communities and how can we play our part in solving them?



Archie's Definition

A social issue is a problem, which has a negative impact on many people in society or a community
e.g. *homelessness, racism.*



Social Issues Activities List

IGNITE ACTIVITIES

1. Archie's Big Questions (ppt slide 6, page 9)
2. Archie's Mind-map (ppt slides 7-8, page 10)
3. Who's Responsible? (ppt slide 9, pages 11-14)
4. IGNITE Collective Worship Activity (ppt slide 10, page 15)

INSPIRE ACTIVITIES

5. Taking Action to Help Social Issues Video (ppt slide 12)
6. Archie's Inspirational People (ppt slide 13, pages 18-19)
7. INSPIRE Collective Worship Activity (ppt slide 14-15, page 20)

EMPOWER ACTIVITIES

8. Find Out More (ppt slide 17, pages 23-24)
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10. Archie's Challenges (ppt slide 19, page 25)
11. EMPOWER Collective Worship Activity (ppt slide 20)





Ignite Activities



IGNITE Activities Teacher Guidance



1. ARCHIE'S BIG QUESTIONS (ppt slide 6, page 9)

Archie poses 3 Big questions to help pupils get started in thinking about and discussing **social issues**. You can look at all 3 big questions or just one as a whole class. Alternatively, you can divide the class into pairs/groups giving pupils a different question to consider. Take feedback from pupils.

You might display Archie's Definition- A social issue is a problem, which has a negative impact on many people in society or a community e.g. homelessness, racism.

You can cut out the questions on the handout to give to pupils.

2. ARCHIE'S MIND-MAP (ppt slides 7-8, page 10)

This activity helps get pupils thinking about all the different social issues that matter in community.

Task: Ask pupils Individually or in pairs to create a mind-map with as many social issues they can think of under the headings: Poverty, Crime, Mental and Physical Health, Diversity and Equality.

The mind-map provides teachers with some of the ideas pupils might identify.

Important Note: Some topics may be sensitive for pupils in your class, so only share ideas from the mind-map if appropriate.

3. WHO'S RESPONSIBLE? DISCUSSION TOPICS (ppt slide 9, pages 11-14)

In this activity there are 4 different discussion topics based on facts looking at Crime, Poverty, Health, Diversity & Equality. Teacher notes are provided to help guide you through the topics. You may want to do additional research to support the discussion.

IMPORTANT NOTE: Many of the issues explored in this activity are, by their very nature, sensitive and may elicit a range of different viewpoints. It is essential, as with all PSHE & Citizenship lessons, that you ensure a safe and supportive classroom environment before initiating and facilitating these discussions. There should be clear ground rules in place, that all pupils understand and agree to, which include the importance of not using language that will stereotype or offend, not sharing personal experiences or the experiences of known individuals (fictional examples should be used instead) and respecting the views of others. Pupils must also have the right to 'pass' and should not be put on the spot.



4. IGNITE Collective Worship Activity (ppt slide 10, page 15)

This activity can be used in isolation or as part of a collective worship session, or series of sessions, looking at social issues from a Christian Perspective.

In this activity you might look at all 4 Bible quotes as a class or divide the class into pairs/groups giving pupils a different quote to look at and discuss. Take feedback from pupils on what each verse says to Christians about Social Issues. Cut out the questions on the handout to give to pupils to discuss.

Bible verses context

1. *Speak up for people who cannot speak for themselves. Protect the rights of all who are helpless. Speak for them and be a righteous judge. Protect the rights of the poor and needy. Proverbs 31: 8-9*

- In these Bible verses, the writer tells people to speak up for those who can't speak for themselves and to protect the rights of those who are poor and in need.

2. *What God the Father considers to be pure and genuine religion is this: to take care of orphans and widows in their suffering and to keep oneself from being corrupted by the world.*

James 1: 27

- This Bible verse speaks powerfully about the importance of caring for those who have no family or who have lost loved ones. To God, this is a pure and genuine way to live your life.

3. *And all the believers met together in one place and shared everything they had. 45 They sold their property and possessions and shared the money with those in need. Acts 2: 44-45*

- This verse is taken from the story of the early church who formed a powerful community after Jesus left the earth.

4. *When you harvest your fields, do not cut the grain at the edges of the fields, and do not go back to cut the heads of grain that were left; leave them for poor people and foreigners. The Lord is your God. Leviticus 23: 22*

- This verse is taken from one of the very first books of the Bible where God was teaching his people, the Israelites, how best to live. We see from the beginning that God's heart is for the poor, that they should be provided for, and for those who were not part of the community but were foreigners travelling through their lands.

1. ARCHIE'S BIG QUESTIONS HANDOUT

Can you think of a social issue that has a big impact on lots of people in our communities?

How do social issues affect people in our communities?

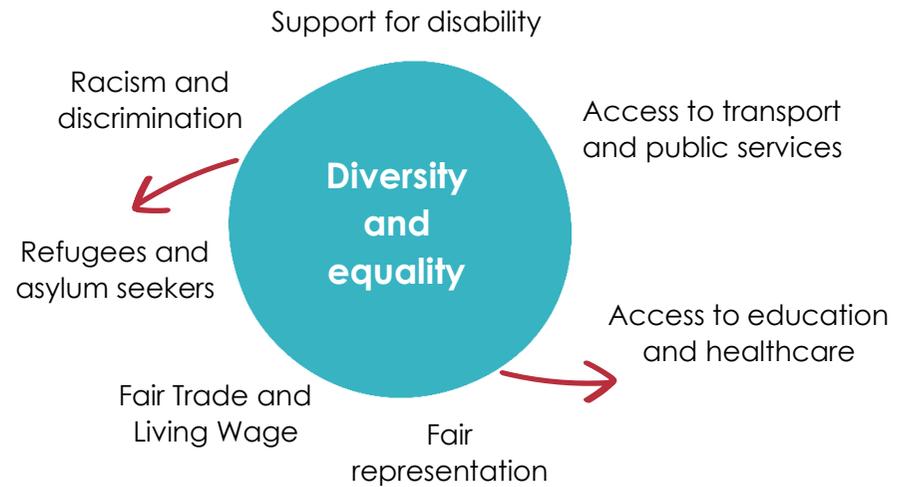
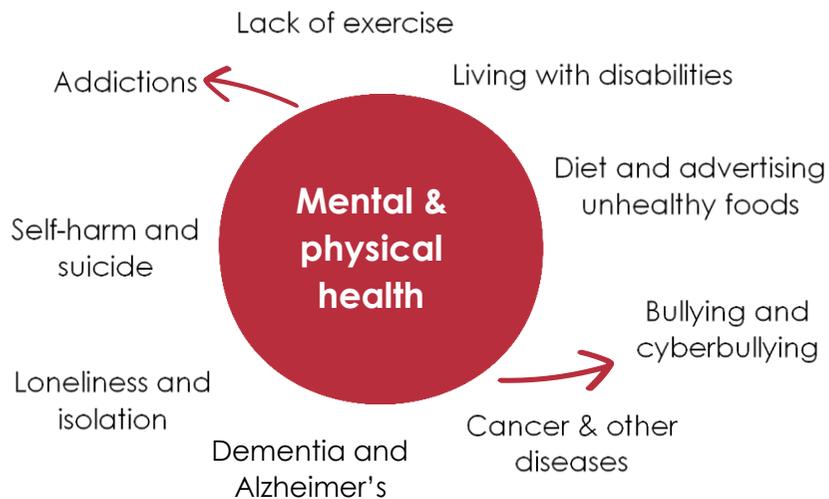
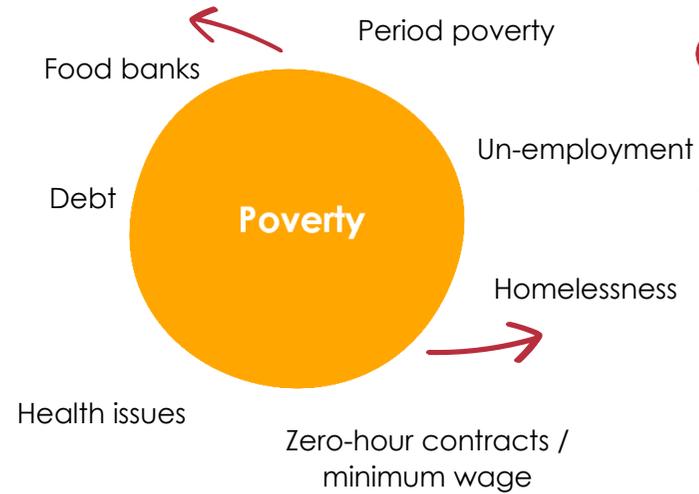
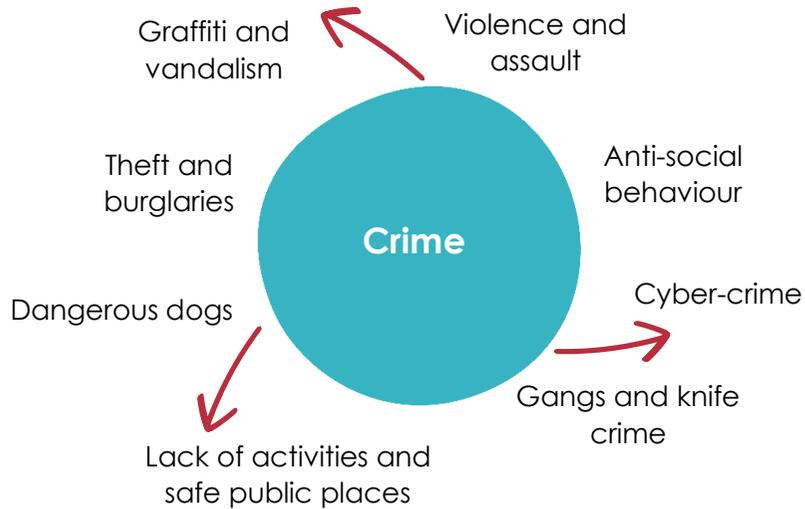
What can people do to help solve social issues?

Can you think of a social issue that has a big impact on lots of people in our communities?

How do social issues affect people in our communities?

What can people do to help solve social issues?

2. ARCHIE'S MIND-MAP TEACHER GUIDANCE



3. WHO'S RESPONSIBLE? CRIME DISCUSSION TOPIC TEACHER NOTES



FACT 1

Removing graffiti costs local councils over £1 billion a year.

Who is responsible for graffiti and vandalism?

Notes/further questions to guide discussion

Why do people vandalise public spaces or private property?

Pupils may mention things like boredom, not enough activities for children and young people, or peer pressure. They may mention that people might do this because they feel angry about an injustice e.g. the vandalism of statues or monuments to people involved in slavery.

Key Questions

- Should parents be held responsible if their children are involved in vandalism?
- Should the individual who carries out the graffiti be held responsible and made to pay to clean it up? What if they don't get caught?
- Is there a difference between graffiti art and vandalism?

You could explain that it depends where the graffiti or vandalism occurs, as to who is responsible for cleaning it up. If the damage is done to a private building (someone's home or business) they must pay to clean it up themselves. If play equipment in a public park is damaged, the local government must repair the damage.

You might also explore the consequences of graffiti and vandalism – broken glass or damaged buildings can be dangerous to people and animals, the damage can make an area feel unsafe to many people who might feel less comfortable in that space. Shops or businesses that keep getting vandalised may close and move somewhere else, leaving the area empty.

Fact 1 Source: www.corby.gov.uk/home/environmental-services/street-scene/enviro-crime/graffiti

3. WHO'S RESPONSIBLE? **POVERTY** DISCUSSION TOPIC TEACHER NOTES



FACT 2

Around 2.4 million people did not have enough money to eat, stay warm and dry, and keep clean in the UK at some point during 2019.

Who is responsible when people don't have enough money?

Notes/further questions to guide discussion

You might explore things like losing your job, unexpected large bills (e.g. your car breaks down and you need to buy a new one to be able to get to work) or money being stolen from you – **is that an individual's fault?**

*Explain to pupils that some jobs, including very important jobs like caring for other people, often don't pay enough money to cover the cost of buying essential things. **Is this fair?***

Is it fair if big companies pay low wages to some of their staff while paying others lots of money? *You might explain the government sets a minimum wage employers must pay but this isn't very much.*

How does the government help people if they don't have enough money?

Pupils might mention things like:

- Benefits – Housing Benefit, Income Support, Carer's Allowance, Disability Living Allowance etc.
- Council housing
- Free school meals for children

What role do charities play in helping people in poverty?

Pupils might mention things like:

- Food banks
- Providing shelter for people who are homeless

You might also explore how much things cost, and how this can increase over time – prices for food, petrol or the cost of getting a bus or train might go up which can make it more difficult for people to afford the things they need.

Fact 2 Source: www.jrf.org.uk/blog/what-destitution

3. WHO'S RESPONSIBLE? HEALTH DISCUSSION TOPIC TEACHER NOTES



FACT 3

Almost a third of children under 10 eat less than one portion of veg a day.

Who is responsible for unhealthy eating?

Notes/further questions to guide discussion

You may need to remind pupils why eating vegetables is important for their health (hopefully this has already been discussed as part of work in science and PSHE) – it can help prevent certain diseases and protects their hearts.

If pupils suggest that it is parents who are responsible, you could ask:

Why might parents not give vegetables to their children?

This could be because they are not used to eating vegetable themselves, or because children don't like them so refuse to eat them, because they don't know how to cook/prepare them etc.

Should schools be more responsible for teaching children about the importance of eating vegetables and how to cook tasty recipes using lots of vegetables? What about school dinners? Could these be healthier and include more vegetables?

You could ask children if they have heard of Jamie Oliver and his campaign to improve school dinners and tell them about Martha Payne, the Scottish primary school pupil who blogged about her terrible school dinners www.prideofbritain.com/history/2017/martha-payne

What about the companies who make and sell food that is very unhealthy, should they be more responsible?

Explain to the pupils that the government gives money to the NHS (National Health Service) to pay for hospitals and medicines to help people when they get ill or have an accident. People who eat unhealthily are more likely to suffer from certain illnesses.

Is there anything the government could do? Have pupils heard of any of these things?

- Ban on TV and online adverts for food high in fat, sugar and salt before 9pm (when younger children most likely to see them)
- Ban supermarket deals like 'buy one get one free' on unhealthy food high in salt, sugar and fat
- Display calories on menus to help people make healthier choices when eating out
- 'Sugar Tax' on fizzy drinks

Fact 3 Source: foodfoundation.org.uk/wp-content/uploads/2020/06/Veg-Facts-2020.pdf

3. WHO'S RESPONSIBLE? DIVERSITY & EQUALITY DISCUSSION TOPIC TEACHER NOTES



FACT 4

Only one third of the UK's 13,552 public toilets are accessible to people in wheelchairs.

Who is responsible for making sure wheelchair users can access places they want to go?

Notes/further questions to guide discussion

You might explore the difference between **public** and **private spaces**.

Public places are generally open and accessible to everyone. Roads, public squares, parks and beaches are usually all public spaces. Buildings that provide essential services to people such as hospitals, doctors surgeries, banks and shops, as well as public transport and public toilets are also generally considered public spaces even though they may be owned by private companies or the government.

Private spaces are people's homes.

Key Questions

- Does it make a difference whether the place is public or private when thinking about making somewhere wheelchair accessible?
- Should all places be wheelchair accessible? If so, who should pay for things like lifts or ramps to make them accessible?
- If the pupils say the owner of the public space should pay, ask them: What should they do if they can't afford to pay or there isn't space for a ramp or lift?
- Which places are essential for everyone to be able to access?
- How might pupils feel if they couldn't access a toilet when they needed one or couldn't visit their favourite shop?

Fact 4 Source: www.bathingsolutions.co.uk/blog/disabilities/accessible-toilets-in-uk/

7. IGNITE Collective Worship Activity Cards



Time to Discuss

What does this Bible Verse say to Christians about social issues?

“Speak up for people who cannot speak for themselves. Protect the rights of all who are helpless. Speak for them and be a righteous judge. Protect the rights of the poor and needy.”

Proverbs 31: 8-9

Making Community Matter

- Is it important to share everything you have?
- Do people need all the possessions and resources they have or could people share more?
- Is there anything that you could sell or give away to support others who are in need?

Time to Discuss

What does this Bible Verse say to Christians about social issues?

“What God the Father considers to be pure and genuine religion is this: to take care of orphans and widows in their suffering and to keep oneself from being corrupted by the world.”

James 1: 27

Making Community Matter

- Why is it important to speak to take care of orphans and widows?
- Do you know anyone that has recently lost a family member?
- How could you support them?

Time to Discuss

What does this Bible Verse say to Christians about social issues?

“And all the believers met together in one place and shared everything they had. They sold their property and possessions and shared the money with those in need.”

Acts 2: 44-45

Making Community Matter

- Is it important to share everything you have?
- Do people need all the possessions and resources they have or could people share more?
- Is there anything that you could sell or give away to support others who are in need?

Time to Discuss

What does this Bible Verse say to Christians about social issues?

“When you harvest your fields, do not cut the grain at the edges of the fields, and do not go back to cut the heads of grain that were left; leave them for poor people and foreigners.

The Lord is your God.”

Leviticus 23: 22

Making Community Matter

- Why is it important to consider the needs of those who are poor?
- When you get paid or receive some pocket money, do you ever think about giving away some of this to those in need?
- If you did give some away, who might you give it to and why?



INSPIRE Activities Teacher Guidance



5. TAKING ACTION TO HELP SOCIAL ISSUES VIDEO (ppt slide 12)

The video contains stories from a charity called **Phase**, who are working to address social issues in their communities.

As pupils watch the video, ask them to consider these questions:

- What positive actions is this charity taking to help solve social issues in their communities?
- What actions could you take to help solve an issue in your community?

There is the opportunity to discuss as a class and take feedback from pupils.

6. ARCHIE'S INSPIRATIONAL PEOPLE (ppt slide 13, pages 18-19)

This activity focuses on the personal stories of Marcus Rashford and Ellie Simmonds and their work to address social issues in their communities. Before looking at the case studies with pupils, you may want to explore what pupils already know about them.

After reading their stories, there is space on the handout for pupils to identify how Marcus and Ellie have made a difference to their communities and what leadership skills they have shown.

7. INSPIRE COLLECTIVE WORSHIP ACTIVITY (ppt slides 14-15, page 20)

This activity focuses on the Bible story of *The Good Samaritan Luke 10: 30-37*. You can use the passage from the Good News Bible Translation on the PPT or look at the story in a Children's Bible with pupils.

The questions encourage pupils to think about the message of the story and how this applies to life in today's world.

Context

When Jesus told this story, it was well known that Jews and Samaritans practised open hostility. The man travelling down to Jerusalem would have likely been a Jew and therefore it was a shock to hear that one of his enemies, a Samaritan, had rescued him after he was attacked.

Archie's Inspirational People

MARCUS RASHFORD

What do you know about Marcus Rashford?

How has he made a difference to his community?

What leadership skills has he shown?

Concerns:

- Children are going hungry and not getting free school meals, especially in the school holidays.
- Not all children have access to books to read.

**"These children matter...
And as long as they don't
have a voice, they will have
mine."**



Set up the **In the Box** campaign with Selfridges Department store to give homeless people essential items over Christmas.

Joined FareShare, a poverty and food waste charity, to deliver meals to children who were no longer receiving their free school meals .

Wrote an open letter to the UK government calling on them to end UK child poverty and later set up a petition, resulting in an extra £400 million towards the cost of food and household bills for poorer families.

Launched a book club with Macmillan Publishers to help all children experience the 'escapism of reading', giving away 50,000 free books.



Archie's Inspirational People

ELLIE SIMMONDS

What do you know about Ellie Simmonds?

Concerns:

- Young people need positive role models and places to try new things and not be afraid to fail.
- A lack of clean water and decent sanitation creates a cycle of poverty.



How has she made a difference to her community?

“People shouldn't think ‘I'm not normal, I've got a disability. Overcome that, go out there and enjoy your life and achieve something.”

She is a Girl-guiding leader and Scouts Ambassador which she feels gives her the chance to reach out and be there for young people, teaching them what she has learnt and inspiring others to believe that they can achieve.

What leadership skills has she shown?

She is an ambassador for the charity Water Aid supporting them in their aim for an end to water poverty, allowing people to have access to clean water and a decent toilet.

She is a Paralympic athlete, who was awarded an OBE in 2013 for services to Paralympic sport and is patron of the Dwarf Sports Association UK supporting and encouraging disabled young people into sport.



7. INSPIRE COLLECTIVE WORSHIP ACTIVITY



What does this Bible story teach people about social issues in communities?

Luke 10: 30-37- The Good Samaritan

There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked on by on the other side. In the same way a Levite also came there, went over and looked at the man, and then walked on by on the other side. But a Samaritan who was traveling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Take care of him,' he told the innkeeper, 'and when I come back this way, I will pay you whatever else you spend on him.'"

And Jesus concluded, "In your opinion, which one of these three acted like a neighbour toward the man attacked by the robbers?"

The teacher of the Law answered, "The one who was kind to him."

Jesus replied, "You go, then, and do the same."



- Can you think of any social issues that exist today because of people not being included?
- Is there anyone you know who you do not always get on with, because they are different to you in some way?
- How could you change your behaviour to be kinder and more accepting of them?

Empower Activities



EMPOWER Activities Teacher Guidance



8. FIND OUT MORE (ppt slide 17, pages 23-24)

For this activity we have provided teachers with some suggestions for pupil friendly websites and videos that explore different social issues. **Please make sure these websites and videos are suitable for pupils in your school context.**

You may focus pupils on a particular issue you want them to explore or ask them to research an issue they are passionate about. How you then want them to present their findings is up to you. Perhaps get them to be creative in their response or deliver a mini-presentation. You might want to provide a research framework handout to help focus pupils on the key information they are looking for.

9. ARCHIE'S YOUNG LEADERS IN ACTION (ppt slide 18)

Through our Young Leaders Award, Archie's young leaders are involved in helping solve lots of social issues in their communities. Using the pictures for inspiration, ask pupils what social issue matters to them and why? What ideas have they got for taking action to fix these social issues in their community? There is no handout for this activity.

10. ARCHIE'S CHALLENGES (ppt slide 19, page 25)

We've provided a challenge grid with 6 practical actions that pupils could take to explore and act upon social issues in their community.

11. EMPOWER COLLECTIVE WORSHIP ACTIVITY (ppt slide 20)

If you have been using the resources as part of Collective Worship, a prayer finishes off this session and is just on the ppt slide.



8. FIND OUT MORE

Below are some suggestions for pupil friendly websites and videos that explore different social issues. **Please make sure these websites and videos are suitable for pupils in your school context.** We cannot be responsible for links to external content.

CRIME

www.bbc.co.uk/newsround/57029038 Story about the increase in pet theft and a new taskforce being set up to prevent it

www.bbc.co.uk/newsround/53971673 Story about a whether it should be illegal to park on the pavement

www.fearless.org A website for young people to access non-judgemental information and advice about crime and criminality that is also a safe place to give information about crime anonymously ****Please note, this website contains information about all types of crimes. You should decide whether the information is suitable for the children you teach****

www.thinkuknow.co.uk Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline

www.bbc.co.uk/newsround/53408650 A story about the graffiti artist, Banksy

POVERTY

www.chefsinschools.org.uk/end-child-food-poverty Charity working to end child food poverty.

www.trusselltrust.org/ Charity that supports a nationwide network of food banks

www.bbc.co.uk/newsround/54887140 Interview with 10 year old Jayden from Blackburn who is living in food poverty

www.bbc.co.uk/newsround/54337917 Story about children protesting against the end of free travel cards for most 11-17 year olds in London which will have a big impact on families on low incomes.

www.youtube.com/watch?v=UhtOK-Q6kHA BBC video - Children talking about their experiences of poverty



MENTAL & PHYSICAL HEALTH

www.bbc.co.uk/newsround/51486001 CBBC Newsround article about companies no longer marketing unhealthy products to children

www.bbc.co.uk/newsround/56737416 CBBC Newsround story about Marcus Rashford helping families to cook healthier food

www.funkidslive.com/learn/environment/a-is-for-active-and-healthy-kids/ Why is it good to be active and healthy?

www.funkidslive.com/learn/environment/n-is-for-nutrition/ Exploring what we mean by nutrition

www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-when-i-worry-about-things/z7jyd6f Various short films looking at issues affecting children's mental health

DIVERSITY & EQUALITY

www.bbc.co.uk/newsround/47459748 Short video clip about inclusion & representation of disability in children's toys

www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr Video exploring diversity and what it means to young people.

www.bbc.co.uk/teach/class-clips-video/pshe-ks2-same-but-different/zn87vk7 Various short films exploring children with different disabilities, learning difficulties and medical conditions

www.youtube.com/watch?v=xBUFcV0y0yk Sesame Street explain Black Lives Matter

www.bbc.co.uk/newsround/52976350 Children speaking about their experiences of racism in the UK

www.bbc.co.uk/newsround/56735573 British Chinese children talk about racism and the impact on their lives

www.funkidslive.com/learn/environment/f-is-for-fairtrade/ What is Fair Trade?

10. ARCHIE'S CHALLENGES

Archie's Challenges

How can you start to take action in your community?

Choose at least one of the action ideas below or create your own.



Create recipe cards with exciting and tasty ways to cook and eat more vegetables.

Find out what items your local foodbank needs and organise as a class or school items to donate.

Research and raise awareness about a charity that supports people who do not have anywhere to live.

Write to your local council about a public space that isn't accessible to wheelchair users.

Talk to your school's dinner supervisors about ways to help pupils make healthier food choices.

Write to your council about cleaning up a space that has been damaged by vandalism and graffiti.

