

KS3



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 students' 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 session 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 students' understanding of social, moral and cultural issues in society



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



To supplement the KS3 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?

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

INSPIRE ACTIVITIES

5. Taking Action to Help Social Issues Video (ppt slide 12)
6. Social Issues: 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)
9. Young Leaders in Action (ppt slide 18)
10. Challenge Time (ppt slide 19, page 25)
11. EMPOWER Collective Worship Activity (ppt slide 20)





Ignite Activities





IGNITE Activities Teacher Guidance

1. THE BIG QUESTIONS (ppt slide 6, page 9)

There are 3 Big questions to help students 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 students a different question to consider. Take feedback from students.

You might display the 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 students.

2. SOCIAL ISSUES MIND-MAP (ppt slides 7-8, page 10)

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

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

The handout provides some of the ideas and themes students might identify for teachers to refer to.

Important Note: Some topics may be sensitive for students 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 about 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 students 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. Students 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 students a different quote to look at and discuss. Take feedback from students on what each verse says to Christians about Social Issues? Cut out the questions on the handout and give to students 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. THE BIG QUESTIONS HANDOUT

What is the biggest social issue affecting our society today?

How do social issues affect people in our communities?

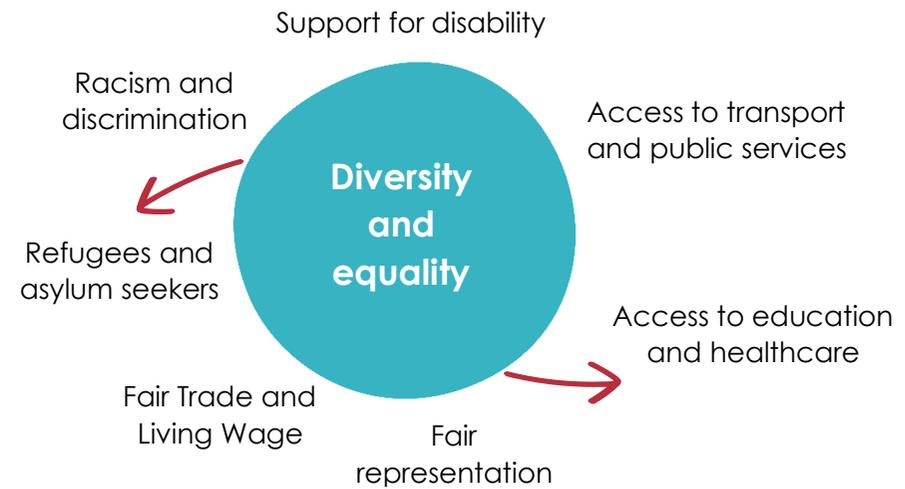
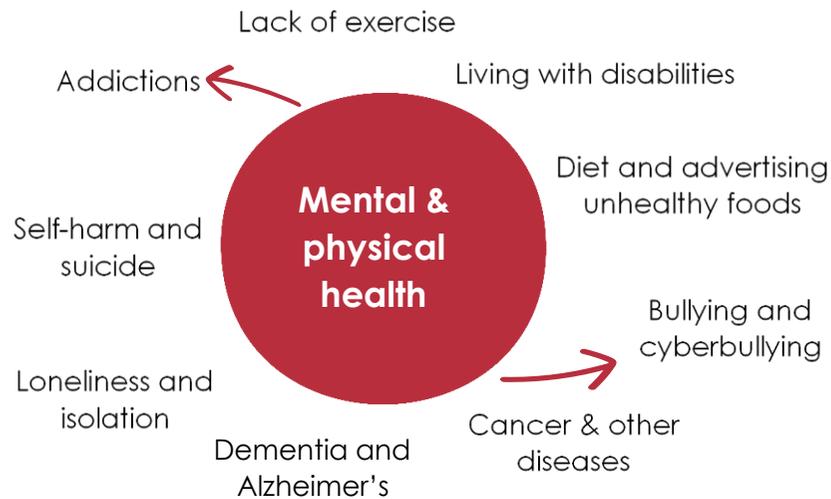
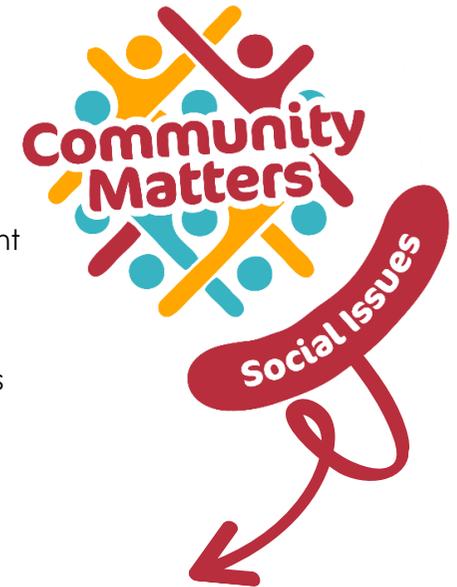
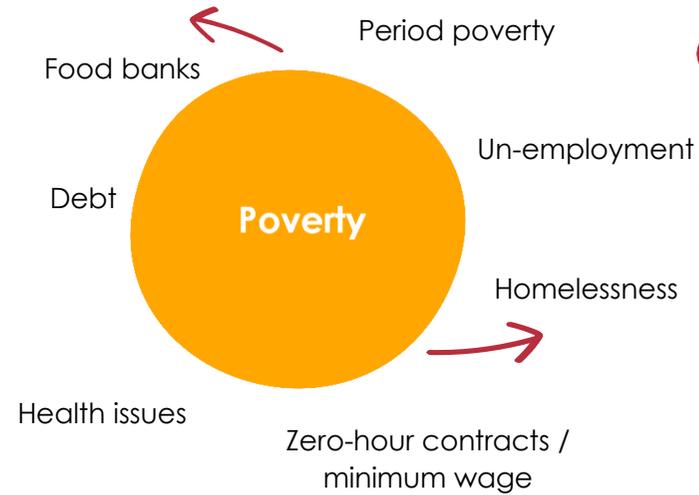
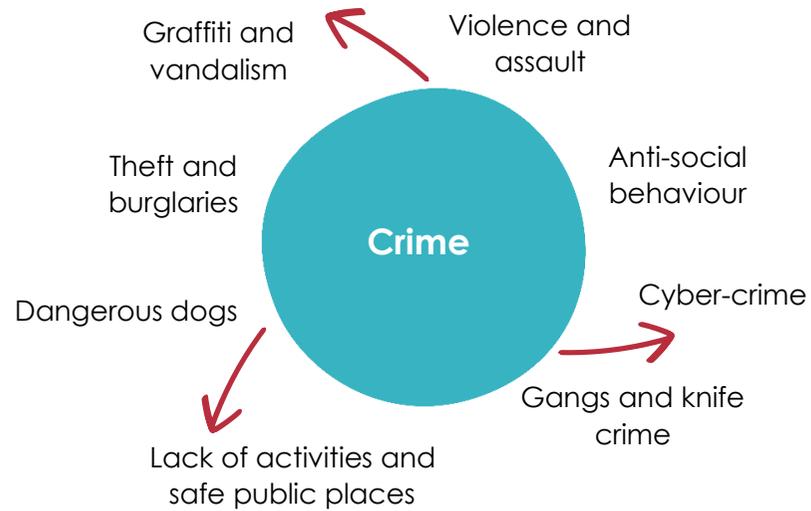
What can people do to help solve social issues?

What is the biggest social issue affecting our society today?

How do social issues affect people in our communities?

What can people do to help solve social issues?

2. MIND-MAP TEACHER GUIDANCE



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

FACT 1

Out of the 44 police forces in England and Wales, 43 have recorded an increase in knife crime since 2011.

Who is responsible for a rise in knife crime?

FACT: Out of the 44 police forces in England and Wales, 43 have recorded an increase in knife crime since 2011. There were 46,265 offences in the 12 months to the end of March 2020, up 6% from the previous year, a new record high.

Notes/further questions to guide discussion

While this obviously depends on your school context and how likely your students are to be affected by the issue of knife crime, it is important to stress that while this statistic is concerning, knife crime is still **very rare** and is an issue that mainly affects large cities, London in particular. During the discussion, ensure students use the correct language rather than slang terms and if

students are concerned, ensure they know where they can go to get support.

The PSHE Association have produced helpful guidance for teachers in association with the Home Office:

www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-knifefree-lesson-plans-ks34-%E2%80%93updated

Who is responsible for a rise in knife crime?

If the students suggest it's the individuals who are carrying the knives you could ask them:-

- **Why would someone choose to carry a knife?** (Self-protection, self-image – looking 'cool' or 'hard' and trying to fit in)
- **Is there anything in our wider society that could be responsible?** E.g. Young people not having opportunities to get respect and recognition in other ways? Young people not feeling like they 'belong' in their community. Does the media and culture have a part to play? What about role models such as YouTube stars, rappers, actors who may glorify violence?
- **What is the role of government?** How does Policing contribute towards the rise in knife crime? Should public places, such as schools, have metal detecting scanners? Are sentences for being caught carrying a knife tough enough?

Fact 1 Source: www.bbc.co.uk/news/uk-42749089 and www.bbc.co.uk/news/uk-53443246

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



FACT 2

Around 2.4 million people experienced destitution (not having the essentials to eat, stay warm and dry, and keep clean) in the UK at some point during 2019.

Who is responsible when people are destitute?

FACT: Around 2.4 million people experienced destitution (not having the essentials to eat, stay warm and dry, and keep clean) in the UK at some point during 2019.

Notes/further questions to guide discussion

Who is responsible when people are destitute?

You might explore causes on a personal level such as: 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) money being stolen from you or being a victim of a scam. **Is this an individual's fault?**

Encourage students to think about structural/society-wide causes as well such as some jobs having very low wages that don't cover the cost of living and might be insecure, changes to the benefits system, prices for essentials going up (e.g. rent, bills, food, transport)

Consider the role of companies who pay low wages to staff while earning big profits. **Is this fair?**

How does the government help people in poverty?

Students might mention things like:

- Benefits system – Housing Benefit, Income Support, Carer's Allowance, Disability Living Allowance etc.
- Setting a minimum wage employers must pay
- Council housing
- Free school meals for children
- State Pension for elderly people who have retired

What is role do charities play in helping people in poverty?

Students might mention things like:

- Food banks
- Providing accommodation for people who are homeless
- Providing large items people need to improve their circumstances like washing machines, laptops, a suit for an interview

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

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



FACT 3

63% of adults in England are overweight or living with obesity – and 1 in 3 children leave primary school overweight or obese.

Who is responsible when people are overweight or obese?

FACT: 63% of adults in England are overweight or living with obesity – and 1 in 3 children leave primary school overweight or obese. Obesity-related illnesses cost the NHS £6 billion a year and living with excess weight puts people at greater risk of serious illness or death from COVID-19.

Notes/further questions to guide discussion

Who is responsible when people are overweight or obese?

If the students suggest that it is individuals who are responsible, you could ask them:

- Does everyone have a choice over what they eat and how much they exercise? What about children?
- What about people who don't have much money?
- What about people who have a disability?
- Do we always know which foods are unhealthy and likely to make us overweight?
- What about the companies who make and sell food that is very unhealthy, should they be held responsible?

Explain to the students 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.

Is there anything the government could do? Have they 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: www.gov.uk/government/news/new-obesity-strategy-unveiled-as-country-urged-to-lose-weight-to-beat-coronavirus-covid-19-and-protect-the-nhs

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



FACT 4

Only 51 out of the 1,097 most powerful roles in the country were filled by non-white individuals in 2020, an increase of only 1.2%, or 15 people, since 2017.

Who is responsible for ensuring, in positions of power, there is better representation?

FACT: Only 51 out of the 1,097 most powerful roles in the country were filled by non-white individuals in 2020, an increase of only 1.2%, or 15 people, since 2017

NB. This represents 4.7% of the total number when 13% of the UK population is non-white.

Notes/further questions to guide discussion

Who is responsible for ensuring there is better representation in positions of power?

You might explore things that enable people to get the best jobs such as: getting good academic qualifications, being able to get relevant work experience, being selected for interview, having enough money to do unpaid voluntary work or internships, having enough money to move to where the better jobs are, having your own transport to get to interviews and the workplace etc. **What barriers might there be for non-white individuals?**

Have students heard of the phrase 'It's not what you know but who you know'? How much do people mix and make friends with people from outside their own ethnic, religious or socio-economic group? Research shows people tend to employ those that are similar to themselves who they believe will 'fit in' – this is called 'unconscious bias'. **How might this impact on non-white individuals?**

How does racism prevent non-white people from securing positions of power? Research has also shown that applicants with white, British-sounding names are more likely to be called to interview for a position than their ethnic minority counterparts. **What should be done to change this?**

What role does the media and culture have to play in providing people, particularly children and young people, with role models of non-white individuals (or women and other under-represented groups) in positions of power? If people don't see themselves in these roles they might not aspire to them.

Fact 4 Source: www.theguardian.com/business/2020/jul/28/bame-representation-uk-top-jobs-colour-of-power-survey

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 the charity **Phase** who are working to address social issues in their communities.

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

- What positive actions do **Phase** take 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 students.

6. SOCIAL ISSUES: INSPIRATIONAL PEOPLE (ppt slide 13, pages 18-19)

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

After reading their stories, there is space on the handout for students to identify how Marcus and Amika 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*. The version used is the Good News Bible Translation.

The questions encourage students 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.

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

AMIKA GEORGE



What do you know about Amika George?

Concerns:

- Girls are missing school each month, because they can't afford sanitary products.
- Period poverty places some young women at an educational disadvantage.

How has she made a difference to her community?

“We must not deny a child their right to education, but we know that period poverty does just that”

While still at school, Amika read that girls in the UK were missing school because they can't afford period products. As a result, she started the campaign Free Periods, to end period poverty.

She organised protests and a petition aimed at convincing the UK government to provide free sanitary products to school children and has written key articles in national newspapers.

What leadership skills has she shown?

Her campaign led the UK government to offer free period products to every school in England. She was awa

She has written a book called 'Make it Happen' to inspire others to campaign for social changes in their communities



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 student friendly websites and videos that explore different social issues. **Please make sure these websites and videos are suitable for students in your school context.**

You may focus students 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 students on the key information they are looking for.

9. YOUNG LEADERS IN ACTION (ppt slide 18)

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

10. CHALLENGE TIME (ppt slide 19, page 25)

We've provided a challenge grid with 6 practical actions that students 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.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.

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

noknivesbetterlives.com/young-people/the-facts/ Scottish national programme that aims to deter young people from carrying knives.

<https://benkinsella.org.uk/> One of the leading anti-knife crime charities in the UK, set up following the tragic murder of Ben Kinsella in 2008.

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

www.bbc.co.uk/newsround/49997568 What is obesity?

www.mind.org.uk/information-support/for-children-and-young-people/understanding-mental-health/ Charity that supports mental health.

www.bbc.co.uk/newsround/39383028 How running can help your 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/bitesize/clips/zsm9jxs Children talking about racism and its impact on their lives.

www.bbc.co.uk/newsround/57158877 Story exploring whether there is enough diversity and representation in gaming.

www.youtube.com/watch?v=kJP1zPOfq_0&t=84s Video exploring gender stereotypes and how these affect our career choices.

www.youtube.com/watch?v=Az-mi5_Sbts Young people talking about having multiple cultural identities.

10. CHALLENGE TIME

Challenge Time

How can you start to take action in your community?

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



Create a campaign in school that promotes and encourages healthy living and wellbeing.

Collect items of food and/or sanitary items to donate to your local food bank.

Support a charity that helps people who are destitute e.g. homeless shelter, asylum seekers' centre

Invite role models from under-represented groups to speak about their career path in assembly.

Research positive role models and create a campaign in school that challenges stereotypes and/or celebrates equality and diversity in your community.

Write to your local council about providing safe spaces for children and young people to socialise and take part in activities.