

LESSON ONE

Understanding social issues



Key question

What are the social issues affecting our community?

Lesson summary

Students will define and investigate social issues in their local communities. They will identify causes and look at who is responsible for addressing these social issues. By the end of the lesson, students will have selected one social issue that they will focus on as a class. It is important that students have autonomy over this decision. The social issue must be an issue affecting **people** in the local community. **Social issues affecting animals should therefore not be selected.**

Resources

- ◆ Student coursebook pages 3–7
- ◆ Lesson 1 PPT
- ◆ Charity videos
- ◆ Case study document.

Lesson preparation

- ◆ Watch: Lesson 1 – Teacher briefing video
- ◆ Choose two of the video clip options to show.

Time (mins)	Page	PPT slide	Activity	Challenge
12	3	2–3	What is a social issue? <ul style="list-style-type: none"> ◆ Students watch the first video clip and answer the first two questions. ◆ Students watch the second video clip and students complete their definition of a social issue and the class definition. 	Are there any other social issues that the students can think of that aren't covered by the video?
12	4	4	Identifying causes and making links Read out Gary's case study. Students to: <ul style="list-style-type: none"> ◆ Identify the social issues present in the case study, write these in the boxes. ◆ Draw arrows to connect social issues that are linked in some way. ◆ Think about the causes of the social issues. 	If Gary's issues are not dealt with they will become problems that affect society on a wider scale. How far do the students agree or disagree with this view?
12	5	5	Who's responsible? <ul style="list-style-type: none"> ◆ In pairs, students discuss how the different groups listed should address the social issue they selected. For this activity, students choose one social issue from page 4 to focus on. 	What might prevent these groups from being effective in tackling the social issue?
12	6	6–7	Which social issues can you identify in your area? <ul style="list-style-type: none"> ◆ In pairs, students will write down three social issues affecting their local area. (One minute timed task). ◆ Students will feed these back to the class, while you make a list on the board. ◆ Facilitate a student discussion so that the whole class makes a decision on one social issue to support going forward. We recommend asking the students if there is any issue on the list that they definitely don't think the class should choose, discussing why and by general consensus removing these as options. The class then votes on the remaining social issues until they pick one. ◆ If students are struggling to think of ideas, they can use page 7 as a guide. 	



Time (mins)	Page	PPT slide	Activity	Challenge
2	7	8	Reflection ♦ Students to RAG rate their understanding of social issues.	

Safeguarding: During the course of this lesson students are asked to discuss social issues. We strongly recommend setting clear ground rules around how to discuss such issues sensitively. Students in your class may have been directly or indirectly affected by the social issues being discussed, and in some cases, students may make a disclosure which should be reported through your school's safeguarding procedures.