

Citizenship lessons: Teachers' notes

About the Citizenship lessons

This series of lessons has been designed to help you mark the hundredth anniversary of women's suffrage. It encourages students to think about how suffragettes achieved their goals and to make the connection with today's change-makers in civic and public life, who continue to press for greater gender equality nationally and locally.

Key learning points

- The struggle for gender equality has gone on for centuries and continues today.
- The UK political system has developed over time to give women more rights.
- Women getting the vote is an example of people working together to bring about democratic change.
- Many of the men and women involved in campaigning for the vote for women were ordinary citizens.
- Today, a wide range of people, locally and nationally, continue to push for greater equality for women in life and work using peaceful and democratic means.

Outline

The table below gives an overview of the lesson sequence, the questions for learning, related activities and supporting resources. These have been written as a set of flexible assets that teachers can use in a range of ways to suit the curriculum provision in their school and to support their teaching on democracy and equality.

Lessons and Rationale

The content is appropriate for addressing the relevant requirements of the National Curriculum for citizenship on parliamentary democracy, voting and elections, justice, liberty and equality, as well as how citizens today take positive democratic action. The lessons draw on the historical context of the struggle for women's equality and why it is relevant today, and can be linked to teaching about suffrage in history.

The lessons are designed for use with Key Stage 3 students and may be adapted for use with Key Stage 4.

At the start of each lesson, there is a knowledge check to help teachers check that students have grasped the knowledge from previous sections. Activities in the lessons can also be used flexibly – for example, as part of assemblies, workshops or off-timetable sessions with students.

Make sure that students are reminded of the mechanisms for dealing with sensitive and controversial issues where these may be discussed in-lesson. When contacting local campaigners and undertaking lessons involving interviews, ensure that this is done in accordance with your school safeguarding policy.

A number of case studies have been written to provide teachers with starting points for exploring change-makers and campaigners who continue to press for greater equality in society. These are used in Unit 2. Unit 3 involves students researching local change-makers.

The case studies also offer teachers a free-standing resource to use flexibly with students in lessons and other

teaching activities. Each case study includes discussion and questions for students to explore.

Films

Alongside the lessons, resource sheets and case studies is film footage that records an interview between students at Hamilton Academy in Leicestershire and a Deputy Speaker of the House of Lords, Baroness Garden of Frognal, on the issue of progress towards equality for women and women in politics. Use of the film clips is included in Unit 5.

The films can be viewed online at this link:

[www.suffrageresources.org.uk/
resource/3230/interview-with-
baroness-garden](http://www.suffrageresources.org.uk/resource/3230/interview-with-baroness-garden)

Citizenship: Teachers' notes

Unit	Focus question for learning activity	Resources
1	<p>What political changes have happened for women during the nineteenth and twentieth centuries?</p> <ul style="list-style-type: none"> • What is equality? • How women got the vote. • Gender equality since 1928. • Suffrage today. 	<p>PowerPoint 1 Resources a) to d)</p>
2	<p>If there is still inequality today, how can we change this?</p> <ul style="list-style-type: none"> • What's happening today? • Modern forms of protest. • A modern-day change-maker. • Comparing campaigns. 	<p>PowerPoint 2 Resources e) to l)</p>
3	<p>How can local people change things?</p> <ul style="list-style-type: none"> • MPs, local councillors and citizens. • Who can help to make change? • Researching a local change-maker. 	<p>PowerPoint 3 Resource m)</p>
4	<p>Who is the greatest change-maker?</p> <ul style="list-style-type: none"> • Balloon debate. 	<p>PowerPoint 4</p>
5	<p>What makes a change-maker successful?</p> <ul style="list-style-type: none"> • Interviewing a change-maker. • Choosing your interviewee. • Preparing for the interview. 	<p>PowerPoint 5 Resources n) to q)</p>
6	<p>How will we take democratic action?</p> <ul style="list-style-type: none"> • Planning and taking action. 	<p>PowerPoint 6 ACTive Citizenship toolkit</p>

Unit 1:

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What political changes have happened for women during the nineteenth and twentieth centuries?

Starter: What is equality? (Slide 5)

Whole-class discussion: Ask students what they think 'equality' means and discuss whether we have equality today in the UK. Students may talk about treating people the same, equal pay, equal representation in business and politics, etc. It is important to point out that equality can also mean treating people differently – for example,

removing barriers to achievement or in order to access local or public services. This idea of equality is illustrated in the image on Slide 5. Ask students whether they can give an example of where they have seen equality in action.

(Prior learning: Students should have some familiarity with the concept of equality.)

Definition of equality from the Equality and Human Rights Commission:

<https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/glossary-terms>

'Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, or because of other characteristics. Equality recognises

that historically, certain groups of people with particular characteristics e.g. those of certain races, disabled people, women and gays and lesbians, have experienced discrimination.'

What is inequality? (Slides 6–7)

Talk briefly about one aspect of inequality in the UK – for example, the gender pay gap (Slide 6). What does equal pay mean? Enshrined in the Equality Act 2010, it means that 'men and women in the same employment performing equal work must receive equal rewards' (Equality and Human Rights Commission). Ask students what they know about the gender pay gap at the BBC and what progress has been made since 2017.

Ask students what they know about the difference between men and women footballers' pay (Slide 7). The combined salaries of those in the top seven women's football leagues are equal to that of a single male footballer, Neymar (Sporting Intelligence, Annual Salary Survey, 2017).

News story link: <https://www.theguardian.com/football/2017/nov/26/football-gender-pay-gap-worse-than-in-politics-medicine-and-space>

Get the class to list other forms of inequality that continue to affect women today (representations in politics, business, etc.).

Activity 1a: How did women get the vote? (Slides 8–10)

Show Slide 8 with the images of the suffrage movement, the first female MP to take up her seat in the House of Commons and the UK's two female prime ministers. Ask students whether they know who the people in the pictures are.

Probe to see whether students can work out how they are connected: women in the suffrage movement pushed for women to have the right to vote and to be represented in government. Women got the vote, their voices began to be represented in Parliament (Nancy Astor, first female MP to take up her seat in the House of Commons) and there have been two women prime ministers since 1979: Margaret Thatcher and Theresa May.

Slide 9 provides some key vocabulary to help students to answer the questions on Slide 10.

Unit 1:

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What political changes have happened for women during the nineteenth and twentieth centuries?

Activity 1b (Resources a to b)

Share Resource **a) Votes for women! Key events to 1928** with students. Hand out the **Resource b) Recording sheet** and, after modelling the answer to the first question, ask students to complete the sheet using the timeline and then peer check.

Talk through the information on the timeline.

- **When did the struggle for political rights begin?**

Have a discussion about the rights to vote before 1832. (Explain that these rights were dependent on age and property ownership. Before 1832, some women who owned property could vote, e.g. widows who inherited their husbands' property. The Great Reform Act (1832) banned women from voting. At the same time, the Act extended the franchise to a broader spectrum of male voters, including more landowners and householders paying rent, but these provisions continued to exclude poorer working men.

- **When did women get the same right to vote as men?**

Help students to understand the difference between the changes to law in 1918 and 1928. In 1918, women had to be over 30 and have voted in local elections or be married to men who had. In 1928, women were given the same rights as men (over 21). You could explore with more able students a different question about which date was more important.

- **Name five key change-makers.** You will need to spend time explaining what a change-maker is and model the answer using the timeline. Change-makers make

a difference to their communities at a national or even an international level. For example, Malala Yousafzai is a well-known change-maker. She started campaigning about education in her local community in Pakistan with her school friends but was shot by the Taliban. She quickly became known internationally. Many people in your local communities will be change-makers for very different reasons.

- **What actions (indirect and direct) were used and why?**

The more able students could highlight direct and indirect actions in different colours. Direct actions: directly acting themselves to make change happen, e.g. participating in demonstrations or marches. Indirect actions: asking someone else (normally someone who has the authority/power) to make changes happen for them, e.g. signing a letter or petitions. Definitions are provided on Slide 9.

- **What do you think are the turning points in the story?**

A turning point is a moment in time when things start to change in an important way. This could be used as an extended answer question. You could ask students to give two or three points and then rank them. Make sure they use connective language.

Unit 1:

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What political changes have happened for women during the nineteenth and twentieth centuries?

Activity 2: Gender equality since 1928 – how far have things changed? (Slides 11–12, Resource c to d)

Hand out the **Resource c) Gender equality: Key events 1928 to 2000**. Ask students to compare this timeline with the previous one (Activity 1) and look at the difference between the activities of government and campaigners in both timelines. Try to tease out that achieving the vote for women meant that the government had to listen to the needs of women.

Provide a copy of **Resource d) Gender equality recording sheet** so that students can jot down examples of how things have changed since 1928. Students should note down examples of how women have achieved greater equality in life since 1928. As part of a longer answer, they could describe how women have achieved greater equality in work and politics. Ask them to identify ways in which change-makers' tactics have changed since the suffragettes. How are they similar? When were campaigners most active? Try to tease out that quite a few tactics are similar: using petitions, marches in London as the capital and home of power and democracy, media stunts, public meetings, etc.

Return to the issue of the gender pay gap (Slide 12). Ask students why this slide is talking about the gender pay gap again. Tease out from them that the gender pay gap isn't a recent issue, and that as far back as 1970, an Equal Pay Act came into force, making it illegal to pay women less than men for the same work. This Act has been through various amendments since, but, despite legislation, there is still an issue over pay for men and women.

Activity 3: Suffrage today (Slide 13)

Women now have the vote, but there are others who live in the UK who do not have the right to vote. To deepen knowledge of contemporary debates about suffrage, give students the information provided by the Electoral Commission on who can vote in local elections and ask them to answer the questions on Slide 13. Tease out the specific difference in relation to age and nationality, e.g. that EU citizens and qualifying Commonwealth nationals can vote in local elections but not in national elections and the debate about extending voting rights to those under 18.

1. Who can vote in local elections?
2. Who can vote in national elections?
3. Why do you think there are differences?
4. What do you think about these differences?

Information on eligibility to vote on the Electoral Commission website and briefing for teachers from the House of Commons Library: <http://www.electoralcommission.org.uk/faq/voting-and-registration/who-is-eligible-to-vote-at-a-local-government-election>

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN01747>

It is worth highlighting that whatever the outcome of discussions, young people can register to vote from 16 and where they can do this:

<https://www.gov.uk/register-to-vote>

Plenary: (Slide 14)

Suffrage today – who should have the right to vote?

Use the discussion to recap learning from the lesson and discuss whether the same criteria should be used to decide who has the right to vote in local and national elections.

Resources needed:

- Citizenship PowerPoint Unit 1
- Citizenship Unit 1 Resources a) to d) pp. 1–10

Unit 2:

Citizenship: Teachers' notes

If there is still inequality today, how can we change this?

Recap: (Slide 5)

1. False – 1918: The Representation of the People Bill is passed, allowing women over 30 to vote.
2. and 3. Encourage students to state their view and give reasons for what they think. Allow other students to build on points made by their peers to clarify or challenge responses. You may need to remind them of the key facts:

1918 The Representation of the People Act is passed, allowing women over 30 to vote.

1928 The Representation of the People (Equal Franchise) Act is passed, entitling women over the age of 21 to vote (the same voting rights as men).

Starter: What's happening today? (Slides 6–7, Resource e)

Activity 1:

Working in pairs, give students a copy of **Resource e) Gender equality: What's happening now?** Talk through the timeline. Ask students to use two different colours to highlight:

- examples of what the government did
- examples of what campaigners/ change-makers did

Ensure that students understand what is meant by the term 'change-maker' and use a well-known example such as Malala Yousafzai to help explain this (see note above for Unit 1). Give students time to compare their decisions with other groups in the class. Then ask them to annotate their work using 'D' or 'I' to decide which

campaigners' actions are:

- direct actions
- indirect actions

Definitions are provided as a reminder on Slide 7. Again, give students time to discuss and compare their findings.

Activity 2: Modern forms of protest (Slides 8–9)

Encourage students to talk about the tools that today's change-makers can use to spread their message and gather support, including social media and online petitions. When discussing the use of social media and digital campaigning, point out that some websites set up as campaigning or petition websites may in fact exist to collect personal data for marketing and other criminal purposes, and so care should be exercised when participating.

Petitions: <https://www.gov.uk/petition-government>

This website is provided by the government to allow citizens to create or sign a petition that asks for a change to the law or to government policy. After 10,000 signatures, petitions get a response from the government. After 100,000 signatures, petitions are considered for debate in Parliament.

You must be a British citizen or a UK resident to create or

sign a petition.

Students will explore a range of case studies about change makers who have used this and other methods of campaigning later in the unit. Return to the **Gender equality** timeline (Slide 9). Ask students to respond to the four questions in their exercise books:

- 1) What new tools are campaigners today able to use?
- 2) What has been the biggest change since 2000?
- 3) Has life got better for women since 2000?
- 4) What are the main challenges/barriers that women face today?

Whole-class discussion: Draw out different examples of the kinds of inequality that women continue to experience today and produce a class list.

Unit 2:

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How can local people change things?

Activity 3: A modern-day change-maker (Slide 10, Resources f to l)

Activity: Read through Resource f), the case study on Caroline Criado-Perez with students, then ask students to answer the questions on the slide. Encourage students to make the connection between the suffragists and suffragettes campaigning 100 years ago and Criado-Perez's work today.

- Who or what inspired Caroline Criado-Perez to become a change-maker?
- What campaigning strategies has she used?
- What tools was Criado-Perez able to use that weren't available when the suffragettes were campaigning?
- Why do you think Millicent Fawcett was Criado-Perez's first choice for the statue in Parliament Square?
- Can you see similarities between the two women?
- What was the role of politicians in Criado-Perez's campaign?
- What difference do you think Criado-Perez's campaigns have made?

You could choose alternative case studies (resources g to l) to start with if you wish. For example:

- Muna Hassan, who campaigned to raise awareness of the risk of FGM to girls in the UK.
- Amika George, who launched a campaign for free sanitary products for schoolgirls from low-income families.
- Helena Morrissey, who set up the 30% Club to campaign for at least one-third representation of women on FTSE 100 company boards.
- Funke Abimbola, a senior lawyer who campaigns for greater racial, gender and social diversity in the legal profession and business.
- Stella Creasy, a politician who has championed women's equality along with other issues such as the improvement of sex and relationships education.
- Maria Miller, a politician who has campaigned for increased female representation in Parliament, LGBT rights and combating all forms of harassment including online abuse.

Activity 4: Comparing campaigns (Slide 11)

Encourage students to consider and identify the range of issues that people campaign on to achieve further equality and other kinds of change in society. Identify the wide range of issues that citizens campaign on today (e.g. poverty, healthcare, justice). Why do these issues matter to people? Then compare and contrast the campaign strategies used for the case studies that students have explored above.

Whole-class discussion: Ask students to consider and identify the pros and cons of different approaches used in campaigns and the impact achieved. Are there any common features to a successful campaign? Draw attention to the fact that these campaigns use democratic and peaceful strategies and use a range of tactics to engage and try to persuade decision-makers and influencers to support their ideas. These can be local and/or national politicians, those in important positions, such as business leaders, or the media.

Plenary: (Slide 12)

Final question: Return to the focus of the lesson and ask students to reflect on what they have learned so far. As a class, discuss:

What kinds of inequalities exist today?

How could we change things?

Resources needed:

- Citizenship PowerPoint Unit 2
- Citizenship Unit 2 Resources e) to l) pp. 11–26

Unit 3:

Citizenship: Teachers' notes

How can local people change things?

Recap: (Slide 5)

1. Criado Perez wanted a statue of Millicent Fawcett.
2. She used social media (Twitter), email, phoning, letter-writing and high-profile people, including J.K. Rowling, to endorse her campaign.
3. Pros – they are easy for people to participate in from many parts of the country and wider world, they can quickly create a mass response; cons – they are sometimes misused for capturing personal data, they don't always provide sustained citizen engagement with an issue.

Activity 1: Who can help to make change locally? (Slide 6)

Ask pupils to write down their answer to the following question:

What is the difference between your local MP and your local councillor?

Take feedback from students and ensure that a good answer is developed with the class. Tell students that this is going to be explored in more depth during today's lesson.

Activity 2: Who can help to make change? (Slide 7)

Explain to students that petitioning is one way to gather steam for a campaign, but there are other tools that citizens can use to instigate change – for example, through their constituency MP and local government. If you have not

addressed this topic in your teaching, you will need to ensure that students develop knowledge of the UK political system, including the role of MPs in Parliament and the difference between Parliament and government.

Parliament is bicameral – made up of two houses: the House of Commons and the House of Lords. In general elections, eligible citizens vote to choose an MP whom they want to represent them, who sits in the House of Commons. Each MP belongs to a political party. The House of Commons is made up of 650 constituencies, each of which is represented by an MP. A government may be formed by the first party to reach 326 seats. The national government makes decisions and policies about taxation; public services such as schools, hospitals and transport; and the role of the UK in Europe and internationally, as well as many other areas of national life.

An MP works on behalf of their constituency to ensure that local interests (as well as those of the political party they represent) are taken into account in any debates about national issues, policies and new laws, or that, if there is a problem that has arisen at local level due to a specific law or piece of government policy, this is discussed in Parliament or with the government department or minister. The local MP is often the first point of contact for those citizens who want to lobby government on an issue or for a change. The suffrage movement lobbied MPs, John Stuart Mill presented a petition on their behalf and George Lansbury also supported the movement.

MPs can also ensure that they reflect their constituency opinions on issues and matters of national importance, such as climate change. They can also choose to add their support to campaigns, either at local or national level.

For additional resources on teaching about the UK political system, see: <https://www.parliament.uk/education/>.

Unit 3:

Citizenship: Teachers' notes

How can local people change things?

Activity 2: Who can help to make change? (Slide 7)

If you have not already addressed this topic in teaching, you may need to develop students' knowledge of how local government works in your area.

Most local government operates on a two-tier council structure – county and district. There are also unitary authorities, London boroughs and metropolitan districts, and in some places there are also town and parish councils.

Students can find out more information about the organisation of local councils and which are responsible for what here: <https://www.local.gov.uk/sites/default/files/documents/local-government-structur-634.pdf>

Opportunities for citizens to get involved in local decision-making and services can happen in a range of ways. For example, people can: vote in local elections to elect councillors; attend a surgery to raise an issue with their local councillor, usually by meeting face to face; or attend a council meeting or public meeting, for example when a new development is planned. They can also: respond to consultations; join or initiate a neighbourhood assembly or forum; or join a citizens panel or user group, for example to shape local healthcare provision.

For some issues, lobbying your local MP may not be the best course of action to begin with. Sometimes a local councillor is whom you need to contact in the first instance. This is the case if the issue relates to an issue at local level, regarding services, rather than at policy level in Parliament. However, your local MP may take up your case if it has not been resolved by local government.

Activity: Students find out who their local MP is. They can do so here: <http://www.ukpolitical.info/Finder.htm>. Ask them to look at their MP's profile. Many MPs will have their own website in addition to their Parliament profile. Ask students to locate the MP's website. What recent campaigns has the MP been involved in? Can they find examples of the MP doing any of the actions listed in Slide 7? Look at all of the case studies from Unit 2. Have any of the change-makers

identified here lobbied their MP?

Explain to students that, at local level, as well as having a local MP, the area is also represented by a council, who take more responsibility for the day-to-day well-being of the area. They also deal with things that are not dealt with by central government, like library and parks provision, etc.

Activity 3: Your Local Council (Slides 8-9)

Ask students to find out:

- What is your council called? What kind of council is it? (Students can find out what their local council is called here: <https://www.gov.uk/find-local-council>. They may also wish to look at their council's website.)
- Who is your councillor where you live?
- Which party do they represent?
- What are the opportunities for local citizens to be involved in local decision-making and services?
- What issues are students concerned about in their local area? Ask them to do some research about this and write a letter to their local councillor. This could be a homework task.

Unit 3:

Citizenship: Teachers' notes

How can local people change things?

Activity 4: Researching a local change-maker (Slide 10, Resource m)

Campaigns over a wide range of issues can happen or start at local level, including those related to gender equality. Indeed, a recent report from the Fawcett Society shows how male-dominated local councils still are: <https://www.fawcettsociety.org.uk/news/womens-representation-in-local-government-stuck-in-the-past>.

Prepare a list of local change-makers who are working to promote change in your area for students. Ideally, this should be a list comprising campaigns that are important at local level, campaigns promoting equality and, especially, gender equality. A good starting point is any local activity of larger groups, such as the Women's Equality Party, The Fawcett Society, UN Women UK or your local MP's website, among others. You may also find other organisations here: <https://www.elle.com/uk/life-and-culture/culture/articles/a40920/help-womens-organisations-2018/>. Remember, a change-maker could be a charity or NGO, a business person, a local councillor, MP or community leader.

Activity: Students research one of the people on the list and record their findings on **Resource m) Research a change-maker**. You may need to provide fact files for some students. They will use their research for a balloon debate later.

Encourage students to make notes on:

- Who the change-maker is/their background.
- What they are doing and trying to achieve.
- What difference they are making.
- Whether they think their work will have a long-term impact on young people's futures.

If you want to focus on another local or national issue outside of gender equality, or on the work of a politician or your MP instead, it is a good idea to ensure that students have had an opportunity to research a range of change-makers using those provided with this resource.

Plenary: (Slide 11)

Final question: Explore in groups and then as a class:

What issue are you concerned about in your school or local community?

Why?

Who would you approach to help you – your local MP, your local councillor, another member of the community or organisation?

Why do you think they are best placed to help you?

Resources needed:

- Citizenship PowerPoint Unit 3
- Citizenship Unit 3 Resource m) pp. 27-28

Unit 4:

Citizenship: Teachers' notes

Who's the greatest change-maker?

Recap: (Slide 5)

1. The first female MP elected to the House of Commons was Constance Markievicz of the Sinn Fein Party but she did not take her seat. The first woman to take her seat was Nancy Astor (Viscountess Astor), after a by-election in December 1919.
2. Margaret Thatcher in 1979 became the first female prime minister.
3. Campaign tactics such as marches, petitions, media stunts and letter-writing were used by the women's suffrage movement and continue to be used today.

Activity 1: Balloon debate (Slides 6–7)

Explain how the balloon debate will work, particularly if students have not participated in this kind of activity before. The debate activity could be organised as a group or whole-class discussion or where students work as small team to develop their argument for why their change-maker is the greatest.

Using their research from the previous unit, give different students an opportunity to argue why their chosen change-maker should stay in the balloon.

The winning change-maker could be the one most worthy of a statue in your town or city! What kinds of activity/campaign strategies have made that campaigner successful?

For guidance on how to organise a balloon debate, see the ESU resource: https://www.esu.org/__data/assets/pdf_file/0027/13599/Balloon-Debate.pdf

Take feedback from students and ensure that a good answer is developed with the class. Tell students that this is going to be explored in more depth during today's lesson.

Plenary: (Slide 8)

Final question: Think about the arguments and evidence you have heard today. Do you agree with the winning change-maker? Why or why not?

Resources needed:

- Citizenship PowerPoint Unit 4

Unit 5:

Citizenship: Teachers' notes

What makes a change-maker successful?

Recap: (Slide 5)

1. Direct action: Change-makers act directly to make change happen – for example, they plan and take part in demonstrations and rallies. Indirect action: Change-makers ask someone else, someone who has authority or power to make things happen – for example, they lobby MPs, sign petitions or write letters to people with influence.
2. Examples could be drawn from those working on contemporary or historical campaigns.

Starter: What is true equality? (Slide 6)

Activity: Revisit the image used to discuss equality (Slide 6).

What kinds of inequality continue today?

Give examples of some of the issues and campaigns you have explored.

Recap with students on what has been learned so far about the different types of issues that people campaign over, the struggle for gender equality, other equalities and the campaign routes open to change-makers. Remind students what 'equality' and 'gender equality' mean and

about some of the different types of inequality that people campaign on that students have explored in the case studies.

Discuss the fact that the struggle for gender equality continues today – for example, there is still a gender pay gap, and women are still under-represented in some areas of business and in politics. There are many citizens actively working today, locally, nationally and internationally, to challenge inequalities and improve gender equality and equality generally.

Activity 1: Interviewing a change-maker (Slides 7–8)

Tell students that news readers have to interview people all the time. You may like to find a suitable clip from a news programme and ask students to think about which interview techniques are most effective. Which questions give the best answers and why? The purpose of this activity is to enable students to efficiently learn how to structure questions in order to find out about change-makers, what they do and how a change-maker can be successful. They should learn how to structure and ask questions in order to elicit information to learn how to influence those in power.

Watch the films of students interviewing Baroness Garden, Deputy Speaker of the House of Lords, in July 2018.

The students developed and practised questions in advance to ensure that they found out what they wanted to know about during the interview. www.suffrageresources.org.uk/resource/3230/interview-with-baroness-garden

Whole-class discussion: Ask students to think about the questions used in the interview. Are they good questions? Would you change them? What would you ask? Then consider as a class, what was Baroness Garden's main achievement and in which area? She is an example of someone who has successfully promoted gender equality through her life and work.

Unit 5:

Citizenship: Teachers' notes

What makes a change-maker successful?

Activity 2: Preparing for Interview: Choosing your interviewee (Slide 9)

You will need to identify a change-maker who's had significant involvement, preferably in gender equality or voting issues – for example, the campaign to lower the voting age (although other pressing issues could be used) – and is happy to speak to your students. It may be that your interviewee is one of the change-makers identified by your students in their earlier research activities, but it does not have to be. The change-maker should have a direct connection with an issue that students care about and want to take action on. The change-maker could be a person from a charity or NGO, a business person, a local councillor, MP or community leader.

You could use a third-party provider to support this activity. For example, the Politics Project offer themed digital surgeries, essentially Skype calls with politicians. See their theme 'Talking Gender': <https://www.digitalsurgeries.com>.

The Parliament Education Service also offer 'Lords Live' and 'Skype the Speaker'.

Discuss with students the reasons why the change-maker is a good person to interview. Look at:

- Who they are and what their background is.
- What they're doing and trying to achieve.
- What difference they are making.
- The longer-term impact on young people's futures.

Activity 3: Preparing for the interview (Slides 9–10, Resource n to q)

Once you've chosen your interviewee, your students will be responsible for making contact and organising the interview. Ensure that this is done in accordance with your school safeguarding policy.

Take students through the interview planning checklists on slides 9 and 10. Give students a copy of the sample **Phone/email script (Resource n)**, which they can adapt, especially if emailing is preferred to the phone. This will be their method of securing an interviewee.

Before interviewing the change-maker, students will need to research them in some depth. (If your interviewee is one of the change-makers from the students' earlier activity, then they will already have this detail.) The more informed the students are, the better they will feel about the interview itself and the more confident they'll be about the questions they ask.

Working in pairs, give students a copy of **Resource o) Writing interview questions**. Ask them to come up with their own set of questions for the change-maker, explaining that good interview questions are at the heart of a good interview. If you find that students need a scaffold, give them the **completed questions** version and ask them to select. (**Resource p**).

N.B. Good questions will find answers to why ordinary people take civic action, the kinds of action they take, the challenges they face, how they overcome them and the impact their actions have on communities and the wider world, helping the students to understand what has made the change-maker successful.

Ask students to come up with one or two questions for each of the following categories. Their questions should be open-ended and include follow-up questions to keep the interview going.

Unit 5:

Citizenship: Teachers' notes

What makes a change-maker successful?

Category	Description	Examples
Background	Puts their story in context and establishes historical and biographical detail.	<ul style="list-style-type: none"> • Where were you born? • Where are you from?
Awareness	Gives the interviewee an opportunity to explain how they first became interested in an issue or challenge in their community or society.	<ul style="list-style-type: none"> • When did you first become aware of inequality in your community? • Were there any specific events that triggered your awareness? • What were they? • Can you describe the impact they had on you?
Action	Helps interviewees explain where they started, what that led to and how things progressed.	<ul style="list-style-type: none"> • When did you first feel the need to do something about this issue? • What did you do first? • Who did you talk to? • Did you go on to join a group or a movement?
Results	Gives the interviewee an opportunity to assess the results of their actions and talk about their impact on the community and wider society.	<ul style="list-style-type: none"> • What were the results of your actions? • Were they successful? • How did you judge their success?
Reflection	An opportunity to think about the bigger picture, to link their actions to the state of the world today.	<ul style="list-style-type: none"> • In what way are things different now because of the actions you took? • What did you learn? • What lessons would you like to pass on to young people today?

Give students time to compare questions with other groups in the class and decide which they will use (aiming for about ten questions in total.) They will also need to agree who will ask the questions in the interview. Ask the students to share their questions with the interviewee in advance to ensure that they have time to think about their responses. Explain to the students that they will need to prepare a script to take to the interview with them. This is an important document that provides context for the interview and a framework for the questions. It should include an introductory statement that sets out the purpose of the interview and introduces the interviewee. As well as preparing their script and interview questions, students will need to rehearse and practise their questions, taking on the different roles of interviewer, interviewee and audio/video recorder. Students can use **Resource q) Interview checklist** to make sure that plans are running smoothly: the interview is booked, the time, date and location secured, the equipment is available, and so on.

Plenary: (Slide 11)

1. Reflect on how the interview went. Did you find out what you wanted to know? What would you do differently next time?
2. Write a short feature article for the school newsletter about the change-maker, based on the interview transcript.

Resources needed:

- Citizenship PowerPoint Unit 5
- Citizenship Unit 5 Resources n) to q) pp. 29–35

Unit 6:

Citizenship: Teachers' notes

What makes a change-maker successful?

Recap answers: (Slide 5)

1. The Great Reform Act
2. 1918
3. 1928
4. 'Votes at 16': extending the vote to 16- and 17-year-olds

Starter (Slide 6):

Take time to recap with students what they have learnt about the change-maker. Ask them whether they could

be change-makers themselves and take action to achieve greater equality or a better society today.

Activity 1: Interviewing a change-maker (Slides 7–8)

Whole-class discussion: Talk through what students' next steps might be. Identify one of the suggested follow-up activities – for example, holding an assembly in school on 'democratic rights: having a say' – and ask them to complete an action plan using the structure provided in Slide 8 and set out in more detail in the ACTIVE Citizenship toolkit provided by the Association for Citizenship Teaching. If they choose the assembly, they could showcase their change-maker's interview and share their learning on the issue with the school, as well as inviting those involved to attend. They should think about how they'd encourage peers and other members of the community to get involved and what tools they would use. Remember, change is not always easy; it can take time and involves a lot of hard work!

The ACTIVE Citizenship toolkit is a useful planning tool for organising active citizenship: <https://www.teachingcitizenship.org.uk/resource/ncs-make-it-happen-social-action-toolkit>

Plenary (Slide 9)

Final questions: What have you learned from taking action? What advice would you give to others who are planning to take action on something they care about?

Why is it important for citizens to be active in a democracy?

Resources needed:

- Citizenship PowerPoint Unit 6
- The ACTIVE Citizenship toolkit

Glossary

Citizenship: Teachers' notes

Suffrage – is the right to vote in political elections.

Equality – is about making sure that everyone has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe or whether they have a disability.

Rights – give people the freedom to have something or do something. These rights are often protected by law.

Gender equality – is where access to rights and opportunities across all areas of society is unaffected by gender.

Bill – is a proposal for a new law, or a proposal to significantly change an existing law.

Direct action – is taking action yourself to make change happen – for example, going on a march or a demonstration.

Indirect action – is putting pressure on others in positions of power to make change happen – for example, writing to your MP or signing an online petition.

Equality and Human Rights Commission – is an independent public body, established following the 2006 Equality Act. It has the responsibility to encourage equality and diversity, put an end to unlawful discrimination, and protect and promote the human rights of everyone in Britain.

Forms of political protest – non-violent forms include petitions, newspaper articles, works of art, sit-ins, strikes and peaceful demonstrations. Violent forms include destruction of property, bodily harm and acts of terrorism.