



# Active Citizenship Activity Pack

for GCSE AQA Paper 1 (Theme 3.5)

[zigzageducation.co.uk](http://zigzageducation.co.uk)

POD  
12517

Publish your own work... Write to a brief...  
Register at [publishmenow.co.uk](http://publishmenow.co.uk)

# Contents

Product Support from ZigZag Education.....	ii
Terms and Conditions of Use.....	iii
Teacher’s Introduction.....	1
Teacher’s Notes.....	2
Stage 1 – Deciding the question or issue.....	2
Stage 2 – Carrying out the initial research.....	2
Stage 3 – Plan the action.....	4
Stage 4 – Taking the action.....	5
Stages 5 & 6 – Assessing the impact and evaluating the whole process.....	5
Activities.....	7
Stage 1 – Deciding the question or issue.....	7
Activity 1 – Understanding the range of methods: case studies.....	7
Activity 2 – Deciding the question or issue: flow chart.....	8
Activity 3 – Allocating roles and tasks: Belbin team roles.....	9
Stage 2 – Carrying out the initial research.....	10
Activity 4 – How to quote an academic reference.....	10
Activity 5 – Different research methods and types of question: article with questions.....	12
Activity 6 – Carrying out primary research: interviewing people.....	13
Activity 7 – Analysing data: quantitative research.....	15
Activity 8 – Analysing data: qualitative research.....	16
Stage 3 – Plan the Action.....	18
Activity 9 – Reviewing the evidence with critical thinking.....	18
Activity 10 – Considering the different viewpoints: ranking activity.....	19
Activity 11 – Setting goals: SMART targets and well-formed outcomes.....	20
Activity 12 – Forming a clear plan of action: key steps, sequence and priorities.....	21
Activity 13 – Allocating roles and tasks: Belbin revisited.....	22
Stage 4 - Taking the Action.....	23
Activity 14 – Organising an event.....	23
Activity 15 – Organising a social action project.....	24
Activity 16 – Survey: keeping track of what is happening.....	25
Stages 5 & 6 Assessing the impact and evaluating the whole process.....	26
Activity 17 – Feedback sheet on actions.....	26
Activity 18 – Feedback sheet on methods.....	27
Activity 19 – How to give feedback.....	28
Activity 20 – Crossword.....	30

# Teacher's Introduction

This Citizenship GCSE AQA theme 3.5 Active citizenship activity pack has been created specifically to incorporate the changes made to the 2016 GCSE Citizenship specification. It is divided into five parts which very closely follow the six stages of the new syllabus.

## 3.5 Active citizenship

- Part 1 – Stage 1 – Deciding the question or issue
- Part 2 – Stage 2 – Carrying out the initial research
- Part 3 – Stage 3 – Planning the action
- Part 4 – Stage 4 – Taking the action
- Part 5 – Stage 5 – Assessing the impact of the action – and Stage 6 – Evaluating the whole process

This resource is intended as a varied activity pack to supplement classroom and individual learning of the specification for theme 3.5 Active citizenship. This will help develop students' knowledge, understanding and skills in carrying out the project required for theme 3.5. In addition, it will aid final examination preparation and revision so that pupils can undertake GCSE Citizenship successfully.

The main focus, therefore, is to reinforce pupil knowledge and understanding of the six parts of theme 3.5, while providing the vocabulary and research skills to carry out the research project for theme 3.5.

The following 20 structured activities are comprehensive and varied, and include extension activities to challenge advanced, talented and gifted students. These activities can be used while preparing and undertaking the research project for theme 3.5, to consolidate learning throughout the topic. I hope that these engaging and fun activities prove useful to both pupils and teachers alike. Teaching notes overleaf help you to fit them easily into any lesson or stage of the project, with suggested timings and answers for each activity. These include a range of sorting activities, matching activities, several case studies, several articles with questions, a crossword, a flow chart and plenty of discussion activities.

*May 2024*

*Simon Foster is an A Level Politics, Economics and Citizenship teacher and author.*

# Teacher's Notes

INSPECTION COPY

## Stage 1 – Deciding the question or issue



Activity 1	<b>Aim</b>	To look at three case studies to see how different students approach
	<b>Prior knowledge</b>	None
	<b>Timing</b>	10–15 minutes
	<b>Answers</b>	Suggest a range of issues. This is a subjective activity, where students
	<b>Extension activity</b>	Students pick a range of local citizenship projects to compare
Activity 2	<b>Aim</b>	For students to consider the different factors when choosing a citizenship project.
	<b>Prior knowledge</b>	None
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	None. This is a subjective activity, but teachers should encourage
	<b>Extension activity</b>	Students can then discuss a different group's issue alongside their
Activity 3	<b>Aim</b>	To learn the different roles that make up the Belbin team model
	<b>Prior knowledge</b>	None, but this activity and the extension activity require doing a computer room for this lesson in advance.
	<b>Timing</b>	30–45 minutes including online research
	<b>Answers</b>	None. This is a subjective activity.
	<b>Extension activity</b>	Completing an online personality test. Note that the Myers–Briggs Type Inventory, and therefore is suggested for gifted and talented students.
	<b>Extension timing</b>	30 minutes

## Stage 2 – Carrying out the initial research

Activity 4	<b>Aim</b>	To learn how to complete an academic reference.
	<b>Prior knowledge</b>	None
	<b>Timing</b>	10–15 minutes
	<b>Answers</b>	1) Secondary research looks at previously published material in a journal or newspaper. 2) A reference is a short note explaining where your material came from. 3) Copying long pieces of other people's work. 4) A list of useful reading at the end of your research or article. 5) This answer is part of students' citizenship research projects.
	<b>Extension activity</b>	Students should think about what subjects of research they are going to do for their research project.
	<b>Extension timing</b>	15–20 minutes

**COPYRIGHT  
PROTECTED**



Activity 5	<b>Aim</b>	To understand the range of mistakes students can make by not co
	<b>Prior knowledge</b>	None
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	Answers: 1) Not interviewing refugees correctly – no understanding of th 2) Assuming needs in one city are the same as in another. 3) Not advertising the jumble sale in advance. 4) Not asking the jumble sale organisers if they could join in. 5) Assuming refugees would like the same food as them. 6) Not contacting the food bank in advance. 7) Assuming Syrians will be Muslim and won't eat pork. 8) Not contacting the local paper and assuming people would Students research and discuss which projects locally they think and why.
	<b>Extension timing</b>	15–20 minutes
		
Activity 6	<b>Aim</b>	To understand the different types of interviews and questions st
	<b>Prior knowledge</b>	None. Teachers should note the overlap with GCSE Sociology he
	<b>Timing</b>	15–30 minutes
	<b>Answers</b>	1) Structured. 2) Extra questions can be asked in a different order in a semi-st 3) There is no set list of questions in an unstructured interview 4) Open questions have no set answers. 5) Closed questions have set answers. 6) Structured interviews with closed questions.
	<b>Extension activity</b>	Students can think about the different types of interviews and o research.
<b>Extension timing</b>	15–20 minutes	
Activity 7	<b>Aim</b>	To understand and identify different types of statistical samples.
	<b>Prior knowledge</b>	None. There may be crossover with GCSE Maths and GCSE Socie
	<b>Timing</b>	10–15 minutes
	<b>Answers</b>	Biased sample = 4), Complete sample = 2), Quota sample = 5), R Representative sample = 1)
	<b>Extension activity</b>	Researching one other type of sample.
<b>Extension timing</b>	20–30 minutes	
Activity 8	<b>Aim</b>	To understand what content analysis is and learn how to use it
	<b>Prior knowledge</b>	None
	<b>Timing</b>	20–30 minutes
	<b>Answers</b>	1) Young people (5 times), citizenship (8 times) 2) Citizenship is the subject of the article; young people are the 3) The fourth paragraph, where Sally speaks, is one sentence 4) The first part of Sarah's sentence. 5) This is a subjective answer.
	<b>Extension activity</b>	Students should use the Internet to content analyse one article
	<b>Extension timing</b>	15–30 minutes

**COPYRIGHT  
PROTECTED**



## Stage 3 – Plan the action

Activity 9	<b>Aim</b>	To understand 10 different types of critical thinking flaw.
	<b>Prior knowledge</b>	None. There is an overlap with critical thinking courses here.
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	1) H, 2) B, 3) F, 4) I, 5) G, 6) C, 7) A, 8) J, 9) D, 10) E
	<b>Extension activity</b>	Students can research online for any other flaw that exists in critical thinking.
	<b>Extension timing</b>	15–20 minutes
Activity 10	<b>Aim</b>	To be aware of the range of different viewpoints that can exist on an issue.
	<b>Prior knowledge</b>	None
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	None. This is a subjective activity.
	<b>Extension activity</b>	To look at things from another viewpoint, and see how the range of viewpoints can change.
<b>Extension timing</b>	10–15 minutes	
Activity 11	<b>Aim</b>	To understand how to set SMART targets or well-formed outcomes.
	<b>Prior knowledge</b>	None
	<b>Timing</b>	10–15 minutes
	<b>Answers</b>	None. This is a subjective activity.
	<b>Extension activity</b>	Students should research another way of setting targets.
	<b>Extension timing</b>	15–20 minutes
Activity 12	<b>Aim</b>	To understand the difference between SMART targets and well-formed outcomes.
	<b>Prior knowledge</b>	Awareness of different media organisations in the UK.
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	<ul style="list-style-type: none"> <li>Initial discussions about the aim of the project</li> <li>Agreeing SMART targets or well-formed outcomes</li> <li>Conducting secondary research about the project</li> <li>Content analysis of secondary research articles</li> <li>Consulting all stakeholders who may be affected by your project</li> <li>Conducting questionnaires or interviews</li> <li>Analysing questionnaires or interviews</li> <li>Completing the main activities which make a change as a result of the project</li> <li>Writing up a conclusion</li> <li>Issuing a press release about the success of the project</li> </ul>
	<b>Extension activity</b>	Students should consider whether there are any other stages to the project.
<b>Extension timing</b>	5–10 minutes	
Activity 13	<b>Aim</b>	To allocate roles to different members of your team.
	<b>Prior knowledge</b>	Activity 3
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	None. This is a subjective activity. However, all of the students should be able to identify the following Belin roles: Completer finisher, Co-ordinator, Implementer, Plant, Resource investigator, Shaper, Specialist, Teamworker.
	<b>Extension activity</b>	Students could complete the same exercise using the Myers-Brown model.
	<b>Extension timing</b>	30–45 minutes (if questionnaires need filling out).

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Stage 4 – Taking the action

Activity 14	<b>Aim</b>	To understand how to organise an event.
	<b>Prior knowledge</b>	None
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	This is a comparative exercise, so there are no right or wrong answers.
	<b>Extension activity</b>	Students should consider how to adapt their own project in light of the information.
	<b>Extension timing</b>	10–15 minutes
Activity 15	<b>Aim</b>	To understand the common barriers in organising a social action project.
	<b>Prior knowledge</b>	Key vocabulary for this theme.
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	1) F, 2) D, 3) E, 4) G, 5) A, 6) H, 7) C, 8) B, 9) I The solutions are subjective, so there is no one right or wrong answer.
	<b>Extension activity</b>	Compare answers and choose the best solutions.
	<b>Extension timing</b>	10–15 minutes
Activity 16	<b>Aim</b>	To discuss how each other's projects are progressing.
	<b>Prior knowledge</b>	None
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	None. This is a subjective activity.
	<b>Extension activity</b>	Students should then think what solutions they can apply to their own project.
	<b>Extension timing</b>	10–15 minutes

## Stages 5 – Assessing the impact and evaluating the whole project

Activity 17	<b>Aim</b>	To reflect on activity sheets completed and what students have learned.
	<b>Prior knowledge</b>	Completed activities.
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	This is a subjective activity, so there are no right or wrong answers.
	<b>Extension activity</b>	Students pick the top three things that have made a difference to their project.
	<b>Extension timing</b>	10–15 minutes

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

 INSPECTION COPY



Activity 18	<b>Aim</b>	To identify which research method is appropriate in each situation.
	<b>Prior knowledge</b>	Activities 6–8
	<b>Timing</b>	15–20 minutes
	<b>Answers</b>	<ul style="list-style-type: none"> <li>Secondary research – A need to understand previous work in your project area.</li> <li>Content analysis – Finding out how much one particular issue is the most important issue in the area.</li> <li>Structured interviews – Interview a specific group of people to gain a representative sample for the area.</li> <li>Semi-structured interviews – Wanting to ask a group of people the freedom to discuss some areas in more detail.</li> <li>Unstructured interviews – A need to interview a group of people on questions and conversations, to understand what is really going on.</li> <li>Statistical analysis – Comparing numerical data for two different groups.</li> </ul>
	<b>Extension activity</b>	Students should research another research method, such as focus group or observation.
	<b>Extension timing</b>	15–30 minutes
Activity 19	<b>Aim</b>	To learn how to give feedback.
	<b>Prior knowledge</b>	None
	<b>Timing</b>	10–15 minutes
	<b>Answers</b>	These are subjective questions, so there are no right or wrong answers.
	<b>Extension activity</b>	Students give feedback on each other's projects.
Activity 20	<b>Aim</b>	To revise key vocabulary from the final activity pack.
	<b>Prior knowledge</b>	Knowledge of vocabulary from Activities 1–19.
	<b>Timing</b>	30–45 minutes
	<b>Answers</b>	
	<b>Extension activity</b>	Students make their own crossword, and then try it out on each other.
	<b>Extension timing</b>	30–45 minutes

**COPYRIGHT  
PROTECTED**





# Activity 1 – Understanding the range of met



In groups, look at the following case studies and answer the following questions.

## Case study 1

At my school, we got sick of the local graffiti in my part of Birmingham. So we decided to work with local graffiti artists, the local council, and local residents' groups. We got them to explain to the graffiti artists that 'tagging' empty shops and houses made them look like they were abandoned. We liked some of the detailed pictures that had been painted. We agreed that we could spray-paint over the graffiti. Although the project is over now, I feel we have made a real difference to our area.



## Case study 2

My mum's a single mum, so she never has time to walk the twins to school. However, she has a car, which costs too much, and then there's the air pollution from her diesel car. I found other pupils with similar problems. So we worked with local schools, and set up a shared walking train, where we take turns to walk primary school pupils to school. It's now in its third year.

## Case study 3

Nobody from my secondary school had got into Oxford or Cambridge University for a long time. The reason was that we didn't have many extra things to put on our UCAS references. So we started a project within the school. It only ran for 2 years, but it certainly gave us some extra experience. We worked with the Social Mobility Foundation, and sent some of our students, including myself, to their summer school. I got into Oxford University to read Law, and I'm on the debate team.

1) Which case study do you think has made the biggest difference to their local community?

.....

2) Which case study do you think will have the longest-lasting effects?

.....

3) Which case study do you prefer and why? Give reasons for your views.

.....

.....

.....

## STRETCH Activity

Look at other projects that you have done in your year groups or other local schools in your local area. Which projects were the best? Why? Give reasons for your views.



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Activity 2 – Deciding the question or issue

Identify an issue, problem, cause of social need that relates to citizenship concepts covered in the course.



In pairs or small groups of 3–4, list the possible issues that you think need to be addressed. Brainstorm this on a piece of A3 paper, with everyone contributing at least one idea.



Now look at each issue, and answer the following questions when selecting one to work on.

1) How big is the issue?

- |  |  |
|--|--|
| <input type="checkbox"/> Local – to one site or street | <input type="checkbox"/> Neighbourhood |
| <input type="checkbox"/> Regional                      | <input type="checkbox"/> National      |

2) How easy is it going to be to run a project on this issue?

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Very easy | <input type="checkbox"/> Easy           |
| <input type="checkbox"/> Difficult | <input type="checkbox"/> Very difficult |

If you have said it is very easy, consider whether you need to set yourself a challenge. If you have said it is very difficult, consider how you can make the task easier, or consider another issue.

3) How much money will this problem take to sort out?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> A small amount of money | <input type="checkbox"/> A medium amount of money | <input type="checkbox"/> A large amount of money |
|--|---|--|

If you have said that this problem will take a large amount of money to sort out, consider whether you can find a different project where the money involved is smaller.

4) How much time will this problem take to sort out?

- |   |
|---|
| <input type="checkbox"/> A small amount of time and commitment  |
| <input type="checkbox"/> A medium amount of time and commitment |
| <input type="checkbox"/> A large amount of time and commitment  |

Again, if you have said this problem will take a large amount of time and commitment, consider whether you all have enough time and commitment to see the project through.

5) Is there anything else you might have missed in predicting the success of this project?

.....

.....

.....



### Share Your Project Activity

Look at another group's project proposal, and get them to look at yours. Discuss the projects, and what you might learn from each other.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Activity 3 – Allocating roles and tasks: Be

The Belbin Quiz is a quiz which is used to determine which tasks you like perform developed by a person of the same name in the Henley Management College in different roles in the model. Most people like more than one of these roles. The

- **Completer finisher** – you rarely start tasks, but when you do, you always finish at a point of perfection.
- **Co-ordinator** – you like taking charge of the team, and sorting out the complex tasks that people come to the head of the line, with you at the helm.
- **Implementer** – you like taking ideas that have already been decided, and putting them into practice.
- **Monitor evaluator** – you like the big picture, and the overview, so you can make sure that everything is on track.
- **Plant** – you love thinking up new ideas, and implementing them to see how they work without too much thought for the cost or the consequences.
- **Resource investigator** – you enjoy meeting other people and making new contacts and networking. While you can't do everything yourself, you always know someone who can.
- **Shaper** – you like taking existing ideas and shaping them so that the best possible results are achieved, and all the ideas fit together and work with one another.
- **Specialist** – you like being involved in a few detailed tasks – which you can't do in detail, and are happy to work at these tasks on your own and get on with them.
- **Teamworker** – you like working with other people and making sure that everyone is happy with everyone else.

For further information on each of these roles, visit <http://www.belbin.com/about>



Look at the list of roles above and think about which two or three roles you think you are. Take the Belbin Quiz using the link below, visiting <https://www.123test.com/team-roles>

Do your results surprise you? Then compare your results in a team. Ask a group of different people who like different roles in it. Discuss whether you think you are. Give reasons for your views.



### STRETCH Activity

Complete another test, such as the Myers-Briggs test, which can be found at [zzed.uk/12517-personality-test](http://zzed.uk/12517-personality-test)

Do you think the Myers-Briggs test is more or less useful than the Belbin Quiz? Give reasons for your views.

INSPECTION COPY

COPYRIGHT  
PROTECTED



INSPECTION COPY



## Activity 4 – How to quote an academic

Secondary research means looking at what has been researched and published by others who are researching. Often, there will be a wide range of articles looking at the area you are researching. You may quote these articles in your current research.

In order to complete your research, you may quote other people's ideas and facts from sources. To do this, you need to be able to provide a reference, in the correct format, so other people can find the source of your research. One system of referencing is used by the University of Harvard, and is used by many academics. This does not use brackets in the following way:

- The quote is put in speech marks. *'This is an example of a quote'*
- The author's name, the date, and the page number are then included in brackets. For example, *'This is an example of a quote' (Foster, 4/9/17, 11)* would be an example for Harvard referencing.

It is a good idea to use an occasional quote in your work to make your point. However, using too many quotes, as this is then not your original work. Instead, you may want to use the wording of a long paragraph. Quoting whole pages is not allowed – this is plagiarism and your assignment being rejected and ungraded.

A bibliography is different to a reference. This is when you provide a list of books and articles to your research at the end of your document. The reference system for a bibliography includes more information. This is done in the following order:

- The name of the author
- The title of their book or article
- The name of the company that published it
- The date it was published from the edition you are using
- The page number of the source

So for example, a quote from a resource could be as follows:

*Foster, Simon. 'Active Citizenship Activity Pack'. ZigZag Education, 2024, page 11.*



Read the article above, and answer the following questions:

- 1) What is secondary research?

.....

- 2) What is a reference?

.....

- 3) What is plagiarism?

.....

- 4) What is a bibliography?

.....

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



5) What references are you already going to have to include in your research or they are correct and you can refer to them later.

.....

.....

.....

.....

.....

.....



INSPECTION COPY



### **STRETCH Activity**

In groups, discuss what secondary research you think you need project a success.



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 5 – Different research methods and article with questions

We decided that we wanted to help refugees in our local area. We didn't really and didn't fancy popping down the local hostel, so we didn't ask them directly. I found an Internet article on refugees in another city about how they didn't have enough money for the local food bank. So we thought we'd raise some money to help the local food bank.

We did a jumble sale to try and raise some money. We didn't advertise in advance at the local school jumble sale. We didn't understand why they were upset with us, as we didn't ask for permission. After all, it was just another jumble sale.

We then went out and bought all of our own favourite food to donate to the food bank. They were quite surprised when we turned up unannounced that Saturday morning with all our food. They raised eyebrows at some of the items we'd bought – especially the pork pizzas which we thought refugees might like. I think it was because we'd bought 10 types of the same pizza.

Afterwards, we wrote an article for the school website. However, we didn't send it to the school and didn't take any photos during our activity. After all, it was just a school project, and who really cares?



Look at the article above, where the person carrying out the citizenship project made a number of mistakes. List the mistakes in the table below, then write in the next column how you would do it differently.

Mistake	Was it a mistake	What would you do differently



### STRETCH Activity

Pick a local citizenship project that worked well, and list at least five reasons for your views.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 6 – Carrying out primary research: in

One form of primary research is that of speaking to people to gain information. There are three different forms – structured interviews, semi-structured interviews and unstructured interviews.

Structured interviews include a list of questions that are asked, using specific words. They are very useful if you want to gain the same sort of information from a large number of people. Questionnaires are a form of structured interview.

Often, structured interviews use closed questions. These are questions which have a set of possible answers. For example, 'what age are you?' with the answers 0–16, 17–25, 26–35, 36–45, 46–55, 56–65, 66–75, 76–85, 86–95.

Closed questions are very good at providing quantitative, or numerical data. They are also good at analysing trends.

At other times, you may use open questions. Open questions have no specific answer in their own words or choose their own answer. Open questions are good for gathering more about a topic.

Another sort of interview is a semi-structured interview. This is where there are a set of questions that need to be asked using the same sort of words. However, the interviewer can ask other questions, so that the interview may go in a different direction at times. This is useful for the interviewer to find out the reason behind different answers to questions.

Finally, there are unstructured interviews. These take the form of conversations. A topic can be discussed, but there are no specific questions. This type of interview is useful for gaining an in-depth understanding of a situation from a person or group of people, without a set of questions.



Read the article and answer the questions below:

1) What type of interview is a questionnaire?

.....

2) What is the difference between a structured and a semi-structured interview?

.....

.....

3) What is an unstructured interview?

.....

.....

4) What is an open question?

.....

.....

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



5) What is a closed question?

.....  
.....

6) Which type of interview do you think is the best at providing numerical data?

.....  
.....  
.....



INSPECTION COPY



### STRETCH Activity

Think about the research you are going to conduct. Which sort think is best? What sort of questions are you going to use? Give



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Activity 7 – Analysing data: quantitative

Positivism is a school of thought within sociology. Positivists believe that the best way to understand human behaviour is through the use of statistics. This can involve the use of questionnaires to gain quantitative (numerical) data to analyse. In short, positivists like maths.

When using questionnaires, it is often impractical to ask everyone the questions. For example, to gauge opinion across the whole of Manchester about the HS2 project. There is not time to ask everyone in Manchester their views. Therefore, sociologists use a sample, and then apply their findings to the whole of the city.

In order to make their findings valid, the sample must be correct in several ways. These are described in the table below.



Look at the table below. In pairs, match the definitions with the examples. Write down your answers in groups, and finally with your teacher. Which samples do you think are good research? Which one is the worst? Give reasons for your views.

Term	Definition
Biased sample	A sample that contains an unrepresentative leaning or bias towards one group.
Complete sample	Everyone is interviewed or given a questionnaire.
Quota sample	The sample consists of quotas of people from different groups.
Random sample	The sample consists of people chosen at random.
Representative sample	The sample is representative generally of the group you are studying.

1	We surveyed all the people who live in our area.
2	We surveyed all the people who live in our area, but only those who are over 18.
3	We surveyed all the people who live in our area, but only those who are under 18.
4	We surveyed all the people who live in our area, but only those who are over 65.
5	We surveyed all the people who live in our area, but only those who are under 65.
6	We surveyed all the people who live in our area, but only those who are over 52.



### STRETCH Activity

Random samples can be achieved in many different ways, such as snowball samples, and many other types of samples. Research in your groups and then report back to your group on what you have learnt.



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 8 – Analysing data: qualitative

Content analysis is another research method. Content analysis involves looking at articles, speeches or conversations that people have made. The idea is to look at what is important. This method of research is often favoured by the interpretivist school of thought. They believe what is important is not numerical data, but the words and language which are used.

Content analysis can be used in several different ways. It can be used to count up the number of times a word appears in an article or speech, to see how this changes over time. This is often done for political speeches. For example, researchers will count how many times the Prime Minister or Leader of the Opposition uses a particular word, such as 'Brexit' or 'freedom'.

Content analysis can also be used to pick out which particular phrases sum up how someone feels. Here, a researcher is looking for the best line or phrase which summarises the main point of the text.

Finally, content analysis can be used to compare and contrast different speakers or texts. This includes differences in the language used. This includes the lengths of any articles or conversations and the number of sentences within them.

The National Citizenship Service was set up in 2009. It aims to help young people become more active citizens and will help them in the future. Each year, thousands of young people complete a citizenship project over the summer. There is a wide range of citizenship-based activities for young people. Some of the most popular citizenship activities include a sporting event, communication skills and a community project. The aim is for young people to give something back to their community.

- The following young people have endorsed the project:
- 'NCS is brilliant – I feel that I have really developed as a person,' said Francis from London.
  - 'The quality of citizenship training that I received was superb, as was the range of activities that I took part in. As a result of the National Citizenship Service,' exclaimed Sasha from Norwich, who is now studying at Oxford University.
  - 'As a result of the project, I felt I got a lot out of this project,' said David from Portsmouth.
  - 'Putting me from a non-citizen into citizenship,' explained Sarah from Devon.
  - 'I really liked the citizenship project at the end of the scheme,' stated Mohamud from London.



Read the article above and answer the questions:

- 1) What are the top two most popular words or phrases that appear in the article?  
.....  
.....
- 2) Why do you think the article repeats these words or phrases?  
.....  
.....  
.....
- 3) What is the longest sentence in the article, and where is it?  
.....  
.....

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



4) What is the longest quote in the article?

.....  
.....  
.....

5) Which phrase or phrases do you think sum up the article best? Give reasons

.....  
.....  
.....



INSPECTION COPY



**STRETCH Activity**

Pick your own article, radio clip or TV clip to analyse. Count up number of speakers, how often a person speaks, the longest sentence, the longest words in your article or clip, and the sentence or phrase that best describes the clip for you.



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



INSPECTION COPY



## Activity 9 – Reviewing the evidence with c

Critical thinking is a way of viewing evidence, to maximise the validity of the evidence and to identify any flaws within it. However, evidence is often very specific, and can have a number of flaws. One type of flaw is given below.



In pairs, look at the flaws below, and match them with the examples. Then

Type of flaw	Definition	Example
1) Ad hominem	Personal attack.	A) I am not a racist and I don't believe in racism.
2) Appeal to Authority	This statement is true because of the position a person is in.	B) I know that the Earth is round because the Prime Minister says so.
3) Appeal to Emotion	A person uses emotion to convince you to follow a logical argument.	C) The Prime Minister has kept the country safe for over a hundred years.
4) Appeal to History	Arguing that because something happened once before it will happen again.	D) I am not a racist because I was a racist when I was a child on Friday.
5) Appeal to Popularity	This argument is the best because it is the most popular.	E) All people are black because that is what the majority of people think.
6) Appeal to Tradition	This argument works because it has always done this way.	F) Stop smoking because it is a tradition and it will help you live longer.
7) Circular Argument	An argument that goes round in circles in on itself.	G) We should punish the poor because they are poor.
8) Conflation	Confusing one thing with another.	H) The Prime Minister is a GCSE student and an idiot.
9) Post Hoc	Two things happen at the same time but are not connected.	I) As the Prime Minister has last GCSE defined General Education.
10) Sweeping Generalisation	Stating one example applies to every example of that situation.	J) The Prime Minister is a racist.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



### CH Activity

1. Look at the project or campaign that you are running at the moment. Write down the conclusions that you will be writing. What conclusions are you writing? Do they match the evidence?
2. Research other flaws that exist in critical thinking. Then look at your conclusions, to make sure that you are avoiding all of these flaws.

## Activity 10 – Considering the different ranking activity



Imagine you are conducting a piece of research for a school project. Rank opinion formers in order of preference. Then compare your answers in pairs and give reasons for your views.

Opinion former	
Opinion from an academic or journalist you have read on the Internet.	
Opinion that you have discussed in an Internet chat room.	
Opinion from an alternative news site on the Internet.	
Opinion from a BBC or Sky News reporter.	
Opinion from a tabloid newspaper like <i>The Sun</i> .	
Opinion from a broadsheet newspaper like <i>The Times</i> .	
Your brother's or sister's opinion.	
Your best friend's opinion.	
Your class partner's opinion.	
Your class group's opinion.	
Your parents' opinion.	
Your teacher's opinion.	

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



### STRETCHING Activity

Now imagine the opinion was advice you needed to give a friend. How would your opinion to different opinion formers change? Give reasons for your views.

## Activity 11 – Setting goals: SMART targets and well-formed outcomes



Look at the following two ways of setting targets. Which one do you prefer? Give reasons for your views.

### SMART targets

SMART targets are a way of setting targets to achieve a goal or goals in a project – that is to say, each letter stands for an element that should be included when setting your goals:

- S** Specific. Your goal should be something specific. So cleaning up a park is more specific than reducing the amount of litter in a park by 90% is specific.
- M** Measureable. Your goal should be easily measurable. So when cleaning up a park we will aim to collect five full bin liners of rubbish.
- A** Achievable. There is no point in setting a target if it is not achievable. Planning a park clean-up which needs 200 people to turn up for four hours will be very difficult. Planning a park clean-up which requires 10 people to turn up for four hours, or 20 people for two hours, or a combination, is much more achievable.
- R** Resource based. The necessary resources need including in your plan. If littering bin liners do you need? Will you recycle any of the rubbish? If so, how will the rubbish going to be disposed of? How many pairs of gloves do you need? Do you need permission from the council? Do you require insurance?
- T** Timetabled. When and where is your activity going to take place? What is the start and end time?

### Well-formed outcomes

Well-formed outcomes are an alternative to SMART targets, that were formed according to the principles of linguistic programming. Well-formed outcomes must be stated in a way that forms an acronym:

- P** Positive. Well-formed outcomes must be stated in the positive. This is because it is better when we move towards a positive idea, because our subconscious is more likely to be positive than negative.
- U** Understandable. Your well-formed outcome needs to be understood by everyone on your team or group, your teacher or supervisor, and those around you who are affected with your actions.
- R** Resource based and responsible. Like SMART targets, a well-formed outcome should be resource based. It also should be responsible, which can be included in the outcome.
- E** Ecological. A well-formed outcome should be in line with the ecology, or ecology, of the world around you. This includes not only living things and the environment, but also your personal values and belief systems, and the health of your team and people around you.



### PEACH Activity

Using the Internet, find another way of setting goals and targets. What are the advantages and disadvantages does this approach have? Give reasons for your views.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 12 – Forming a clear plan of key steps, sequence and priorities



Look at the following citizenship project tasks. Complete the table by ranking the stage of the project in the order that you would complete them, and

Project stage	Rank

- Writing up a conclusion
- Issuing a press release about the success of the project
- Initial discussions about the aim of the project
- Conducting secondary research about the project
- Conducting questionnaires or interviews
- Completing the main activities which make a change as the central part of the project
- Consulting all stakeholders who may be affected by your project
- Content analysis of secondary research articles
- Analysing questionnaires or interviews
- Agreeing SMART targets or well-defined outcomes

**COPYRIGHT  
PROTECTED**



### STRETCH Activity

Are there any other stages you think you should add? Give reasons.

INSPECTION COPY

## Activity 13 – Allocating roles and tasks: B



Look at the table below, which has each of the Belbin team roles in the list of tasks that need to be completed in a project. Match each

Role	Tasks
Completer finisher	
Co-ordinator	
Implementer	
Monitor evaluator	
Plant	
Resource investigator	
Shaper	
Specialist	
Teamworker	

- 1) Working on one highly technical aspect of your project on their own.
- 2) Coming up with lots of new ideas to get the project going.
- 3) Finding lots of people to help your project.
- 4) Helping other team members who are stuck and need a hand.
- 5) Taking charge and managing the team.
- 6) Checking that the project is progressing well.
- 7) Putting all of the theory into action.
- 8) Taking the initial ideas, and changing them to make them more practical.
- 9) Picking up all the existing ideas, and making sure the project comes to an end.

**COPYRIGHT  
PROTECTED**



### STRETCH Activity

If you have completed the Myers-Briggs stretch activity from Activity 12, apply this to your team and decide who will be undertaking each of the above nine tasks in your team.

INSPECTION COPY



## Activity 14 – Organising an event



Pick an event that a friend or another group has planned. Fill in the table to consider what needs changing, or after the event, with a view to the future.

Event area	Current status	
What is the clear SMART target or well-formed outcome for your event?		
Will there be a noticeable difference before and after the event is held?		
What is the number of people you would like at the event compared to the number of people who are definitely coming to the event?		
If anything needs building or putting in place for the event, is it in place?		
If you need insurance for the event, have you got it?		
If you need permission from anyone to run the event, have you got it?		
Is the event planning running on time?		
Is the event planning running to budget?		
Anything else important you would like to add?		

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



### **STRETCH Activity**

Now look at your completed table. Is there anything you need to do now or you would run in the future?



## Activity 15 – Organising a social action

The aim of any social action project is to make a difference in a community. However, you may run into barriers that prevent them from being carried out.



Look at the table below. Match the barrier with the example given and explain how you would overcome this barrier.

Barrier	Example
1) Lack of money	
2) Bureaucracy	
3) A key group won't engage with your idea	
4) Opinion formers are being too negative	
5) An appeal to history	
6) Technology	
7) Discrimination	
8) Lack of time	
9) Lack of community focus	

- A) 'Somebody tried that last year, and it didn't work.'
- B) 'There is no way we can get this done before Christmas.'
- C) 'You lot are too young to sort this out, you need someone older.'
- D) 'We need permission from the local council to run this event.'
- E) 'This is a great campaign, but how are we going to get the BAME members of the community involved?'
- F) 'It's a great idea, but I'm not sure we can afford a survey.'
- G) 'The local MP says this project will never succeed.'
- H) 'That's all very good, but how do we create an Internet site that will do this?'
- I) 'Well, it's good experience for us, but does it really do anything for the local community?'



### STRETCH ACTIVITY

Compare the barriers in groups. Which solutions do you think you would use?

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 16 – Survey: keeping track of what



Look at the following survey below. Interview three people from other groups about their citizenship projects. Then in your original group, discuss what you think each group needs to improve.

Question	Group	Project
Your name:	Their name:	Project:
How did the project go?		
What is your SMART target / well-formed outcome?		
How useful was any secondary research you conducted?		
How useful were any interviews that you conducted?		
Have you completed the main section of your project yet?		
Is your project on time?		
Is your project on budget?		
What has been the easiest part about your project so far?		
What has been the most difficult part about your project so far?		
Is there anything else important you would like to add?		



### STRETCH Activity

What lessons have you learnt from other projects that you can apply to your own? Why? Give reasons for your views.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



INSPECTION COPY



## Activity 17 – Feedback sheet on a



Look at the activities that you have completed so far. Fill in the table with what you have learnt.

Activity	What I have learnt	What I will do
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		



### STRETCH Activity

Discuss your answers in groups. Pick the top three things that you find most useful to you. Give reasons for your views.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 18 – Feedback sheet on m



Look at the following research methods. Match them with the different situations. Rank them in order of preference. Then compare your results in groups.

Research method	Situation	
Secondary research		
Content analysis		
Structured interviews		
Semi-structured interviews		
Unstructured interviews		
Statistical analysis		

- Research at the beginning of your project, where you need to speak to a few people to find out where the discussion will go.
- Comparing numerical data for two different groups in the same area.
- A need to interview a group of people, but with very different questions about what is really going on with their behaviour.
- Wanting to ask a group of people similar questions, but with the freedom to go into more detail.
- A need to read up on previous articles that have been written on your project.
- Finding out how much one particular local politician feels yours is the most important issue.
- Interview a specific group of people with specific questions, to gain a representative view.



### STRETCH Activity

Research one other research method, such as a focus group or a survey. What do you think are the advantages or disadvantages of this research method?

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



INSPECTION COPY



## Activity 19 – How to give feedback

INSPECTION COPY

There is a saying, 'There is no failure, only feedback.' This is a very useful belief, if used constructively, without being criticised personally. Research has shown that a wide range of scientists, inventors and world leaders have all succeeded in their fields because they make the best use of their feedback.

In other words, feedback is something that is welcomed. Either you are getting something that you can advance, or you analyse your own mistakes impersonally, and use them to improve yourself next time.

Usually, a project will include a range of feedback. Some things will work well, some will need improvement. Either way, you can use feedback to help you do things better in the future.

Feedback should also be requested, rather than forced. You may want to give someone feedback about something they have done. If you have positive feedback, make sure you give it so it will be welcomed. However, it is better to wait until feedback is requested by a person who is critical to say. If you do this, such feedback should always be in person.

If you do have something critical to say, make sure it is about an action, and not a person. Being unhappy with a statement in a survey is a much better way of dealing with it than blaming the person who wrote it.

Minority viewpoints – Sometimes a team will come to a majority view of how to do something. However, a significant minority may have a different view of the project. The way to deal with this is to include the minority view in any feedback. This shows that there was a range of views.



Now answer the questions below.

- 1) What do you think of the idea of the saying, 'There is no failure, only feedback'?

.....  
.....

- 2) How do you feel about giving feedback?

.....  
.....

- 3) Think about a piece of critical feedback that you gave, that could have gone better. How could it have been done differently to influence the person you were speaking to in a more positive way? Why? Give reasons for your views.

.....  
.....  
.....  
.....

**COPYRIGHT  
PROTECTED**



4) How do you feel about receiving feedback?

.....  
.....

5) Think about the best piece of critical feedback you received. What was good for your views.

.....  
.....



6) What do you think of the idea of allowing minority viewpoints to be included

.....  
.....



### STRETCH Activity

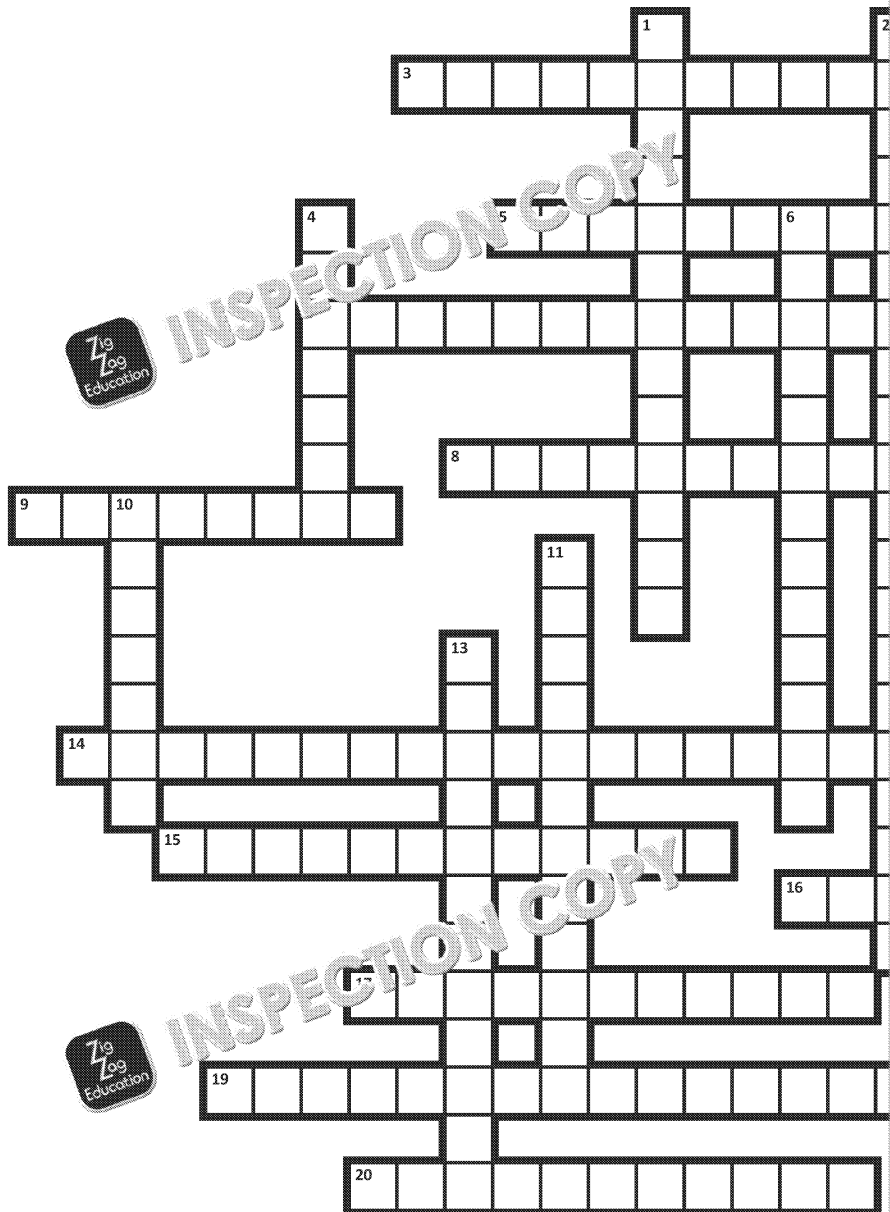
View another group's ways of getting feedback on their project feedback mechanisms? What could be improved? Give some feedback if they are comfortable to receive it!



**COPYRIGHT  
PROTECTED**



## Activity 20 – Crossword



### Across

- 3** Research that you will conduct (7,8)
- 5** A question with a limited set of answers (e.g.: Yes/No) (6,8)
- 7** Research that other people have done previously (9,8)
- 8** A broad theory devised by insinuation from a number of smaller cases (14)
- 9** Providing advice to someone on their work, which is then used as a foundation for improvement (8)
- 14** A type of research where you take part to look at what is occurring (11,11)
- 15** A question with no set answer (4,8)
- 16** A type of leadership model with 9 different roles (6)
- 17** Non numerical causal research (11)
- 18** A numerical part of a bigger group (6)
- 19** Confusing one set of data with another, so the wrong cause is identified (17)
- 20** A type of leadership model with 16 different roles (5-6)

### Down

- 1** A group of people with power (8,5)
- 2** A sample where the characteristics to be drawn (14,6)
- 4** Connecting one thing to another when they were not (8,5)
- 6** A type of structure (14,6)
- 10** Ensuring that something is the same both your personal and professional life around you (7)
- 11** Numerical data of a group (11)
- 12** Making a personal connection (11)
- 13** A sample where the characteristics to be drawn (6,6)

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

