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**CIVICS AND CITIZENSHIP  
Australian Citizenship Rights and Responsibilities and Making a Difference**

**Levels 5-6**

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| **Unit name**: Australian Citizenship: rights, responsibilities and making a difference | **Band:** Levels 5 - 6 | **TiMe:** 9 x 60 minutes |
| **Civics and Citizenship Strand/S:** Citizenship, Diversity and Identity | | |
| **Learning intention:**   * To investigate and examine the rights and responsibilities of Australian citizens. * To develop in students the combination of knowledge, skills, values and motivation which will enable them to make a difference in the civic life of the global community. | | |

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| **CIVIC PARTICIPATION ACTIVITY** | Analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. |

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| **CIVICS AND CITIZENSHIP CONTENT** | | | | |
| **STRAND** | **CONTENT DESCRIPTIONS** | **ACHIEVEMENT STANDARDS** | | |
| **Citizenship, Diversity and Identity** | Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society (VCCCC014)  Identify different points of view on a contemporary issue relating to democracy and citizenship (VCCCC015)  Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)  Examine the concept of global citizenship (VCCCC017) | ***Students working at Levels 3-4 will be able to:(extract only)***   * Describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. | ***Students working at levels 5-6 will be able to:(extract only)***   * Identify various ways people can participate effectively in groups to achieve shared goals. * Explain what it means to be an Australian citizen and how people can participate as global citizens. * Analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. * Identify possible solutions to an issue as part of a plan for action. | ***Students working at Levels 7-8 will be able to: (extract only)***   * Analyse features of Australian democracy, and explain features that enable active participation. * Identify ways they can be active and informed citizens, and take action, in different contexts. * analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 1: What does it mean to be an Australian citizen?** (VCCCC014)  Learning Intent: Define citizenship and explore the rights and responsibilities of citizenship in Australia.     1. **Listen to, and discuss the lyrics of the following songs, which can be sourced from the Internet through a search.**  * ***I am Australian* (**1987) by Bruce Woodley and Dobe Newton * **The Australian National Anthem, *Advance Australia Fair* (1878) by** Peter Dodds McCormick**.**  1. Discuss what it means to be an Australian citizen, discuss definitions of citizenship and the rights, privileges and duties that are expectations of a citizen. 2. Whole Class Activity: Individually or using the Interactive Whiteboard students complete the online interactive *Citizenship Place,* which is a quest to discover the privileges, responsibilities and democratic beliefs associated with Australian citizenship. [See](file:///J:/VCAA20MAY/MAY20%20revisions/CID%20+%20CP%2056/We%20are%20Australians_23MAY2016.docx) **Resource 1.** |  | **Resource 1:**  Department of Immigration and Border Protection, *Citizenship Place*, <http://www.border.gov.au/Trav/Citi/Curr/Even/Australian-citizenship-day/Schools/Citizenship-Place> |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 2: What does it mean to be an Australian citizen?**(VCCCC014)  1. Individual Activity: Discuss and complete worksheets 2-4 from the downloadable resource *I am Australian: Exploring Australian Citizenship Upper primary unit* that allows students to detail the privileges and responsibilities of Australian citizenship. See **Resource 2.**  2. Think, Pair, Share: Students think about examples of rights and responsibilities and shared values from their lives, perhaps in clubs and teams they belong to, as members of community groups, and within their families.  Share with a partner and then in small groups. Explore the similarities and/or differences between examples.   * What responsibilities do you have at home/school/community group? * What privileges/responsibilities do you have? * How do/can you gain privileges/responsibilities? |  | **Resource 2:**  Department of Immigration and Border Protection, I am Australian: Exploring Australian Citizenship, <https://www.border.gov.au/Citizenship/Documents/primary_school_teaching_resource.pdf> |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 3: Why become an Australian citizen?** (VCCCC015)  Learning Intent: To develop an understanding of why people choose to become Australian citizens.   1. **Introduce the lesson by reading one of the books about refugees. Select from the book suggestions, in Appendix 1.** 2. Whole class activity or jigsaw activity: Select some personal stories about Australian citizenship from **Resource 3.** Groupdiscussion identifies different reasons why people have chosen to become Australian citizens. Rank reasons in order of the most important to the least. Organise reasons into common categories. 3. Group or individual activity: Students identify the various reasons that motivated one person to make their decision to migrate to Australia.Students select one of the case studies or draw from their own personal experience and create an empathetic response in the form of a blog, email, diary entry or letter written by the person. 4. Students to imagine they are a member of a family who has travelled from a real/imaginary country to Australia. Your family has been settled in Australia for about 12 months and all/some of the members decide to become Australian citizens. Describe what they need to do to become citizens of Australia. |  | 1. **Resource 3:**   Department of Immigration and Border Protection, Personal stories about Australian citizenship, <https://www.border.gov.au/Trav/Citi/Curr/Even/Why-/Personal-stories-about-Australian-citizenship> |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 4: How do I become an Australian Citizen?** (VCCCC014)  Learning Intent: To become familiar with the Australian Citizenship Pledge and the Australian citizenship affirmation.  1.  a) Complete the Citizenship Test. See **Resource 4.**  b) Complete an individual or group analysis of the Citizenship Test using a PMI (Plus, Minus, Interesting). Share the students’ responses in a class discussion. Is there anything that needs to be added to the citizenship test?  *Optional Activity: Students could create their own test items.*  2.  Explore the online interactive *The Australian Citizenship Affirmation,* See **Resource 5**. This could be done individually, in small groups using personal devices or as a class using an interactive whiteboard.  Each student to rewrite the Australian Citizenship Pledge using their own words and design a certificate of Australian citizenship. | **Task 1:**  Present a step-by-step explanation of what you need to do to become a citizen of Australia. This could be presented as a poster, comic, PowerPoint or brochure).  OR  **Task 2:**  Put together a profile of an imaginary family. Present to the group, three reasons for your imaginary family members deciding to become Australian citizens. Create a step-by-step process document to help them complete the process. | **Resource 4:**  Department of Immigration and Border Protection, Australian Citizenship Practice TestBorder [https://www.border.gov.au/Trav/Citi/pathways-processes/Citizenship-test/Australian-citizenship-test-resource/Australian-citizenship-practice-test accessed 1st June 2016](https://www.border.gov.au/Trav/Citi/pathways-processes/Citizenship-test/Australian-citizenship-test-resource/Australian-citizenship-practice-test%20accessed%201st%20June%202016)  **Resource 5:**  Australian Citizenship Affirmation, <https://www.australianaffirmation.com.au/>  If students are finding it difficult to get started in rewriting the pledge you could write a school pledge as a class to model the process. |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 5: Our shared values: self** (VCCCC016)  Learning Intent: To identify values that are important to us as individuals, to our school, and to Australia’s democracy.   1. Class activity: Brainstorm and list values important to you, your family, and your class.   Is there a difference between these groups?   1. Students explore Australian values further by surveying members of their immediate family and within their community groups.  * Students interview three people and ask them to identify the three values that are important to them. * Students then reflect on the value that they consider is the most important. They complete a Y chart that explains what it feels like, sounds like, and looks like. * Graph the completed whole class ‘value’ chart. * Discuss the findings and explore possible reasons for the differences and similarities.  1. Students consider values they admire in another Australian and how they could enact these in their own life.  * Present a monologue as the Australian describing your values. * Create a Y chart of how you will contribute as a global citizen to the future world. What will the action you take look like, feel like, sound like? |  | **Prior knowledge:** Students need to be able to define the concept of a value. |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 6: Our shared values as Australians** (VCCCC016)  Learning Intent: To define values that are important to Australians.  1.   1. Brainstorm and list values important to Australians. See Democratic Beliefs Handout. See **Resource 6.** 2. Create a collage, PowerPoint of images, mpeg4. 3. Considering others’ values: Valuing inclusion.   2.   1. Students view a film clip on racial segregation in Australia in the 1950s, research the Australian Freedom Rides and reflect on changing attitudes. Australia is populated by a diverse range of people with varied backgrounds and understandings. 2. Students explore some of these values through examining and thinking about examples of inclusion, exclusion and segregation in their own lives and in the broader community. See **Resource 7.** | **Task 3:**  Choose from the activities in the Civics and Citizenship Bloom’s Taxonomy document see **Appendix 2.** | **Resource 6:**  Civics and Citizenship Education, Teaching and Learning Activities, Teaching and Learning Activities for CCE, Teaching Democratic Values, Teacher Resources, Student Handout 10 <http://civicsandcitizenship.edu.au/cce/default.asp?id=9245>  **Resource 7:**  Civics and Citizenship Education, For Teachers, School Case Studies, Narara Valley High School, NSW, Lesson 2, The Freedom Rides. <http://www.civicsandcitizenship.edu.au/cce/lesson_2_the_freedom_rides,10617.html> |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 7: We are all global citizens** (VCCCC017)  Learning Intent: To define global citizenship.   1. Students list as many characteristics that would describe a global citizen. Discuss how are these characteristics are different or similar to Australian citizenship? 2. Using **Resource 8**, complete the activity:  * Are you a global citizen? * What are the characteristics of a global citizen? * Would you describe yourself as a global citizen? * Is it important to be a global citizen?   After the activity, ask the students to add any new characteristics of global citizenship to their list.   1. Whole class activity: Using **Resource 9,** Brainstorm concepts 1-5 from the ‘[Defining global citizenship](http://www.civicsandcitizenship.edu.au/verve/_resources/S101_Defining_Global_Citizenship_ed.pdf) worksheet’ and create a logo or poster that captures the spirit of the definition of global citizenship. 2. Individual activity: Using **Resource 10,** think about your behaviour during the past month and fill out the diagram Global citizenship values and attitudes listing examples where you have demonstrated the values and attitudes. 3. Choose one of the teaching activities from the Global Education website, **Resource 11,** such as *Access to safe water* and sanitation to introduce students to concept of global issues, see **Resource 12.** |  | **Definition: Global citizenship**  Global citizenship symbolises the realisation that we are all essentially occupants of the same planet and the acknowledgement that what is done in one part of the world almost always has ramifications elsewhere. It essentially represents individuals' commitments to being aware of and taking an interest in issues of global concern that may or may not have a direct impact on their country or on them personally. A rise in people identifying as global citizens is one way that we could hope to achieve a fairer and more sustainable world.  **Resource 8:**  Royal Geographical Society, Global disasters interactive, <http://www.rgs.org/webcasts/activities/worldmapper/world_citizen.html> accessed 1st June 2016  **Resource 9:**  Civics and Citizenship Education website Teaching and Learning Activities <http://www.civicsandcitizenship.edu.au/verve/_resources/S101_Defining_Global_Citizenship_ed.pdf>  **Resource 10:**  Civics and Citizenship Education website, Teaching and Learning Activities, Teaching and Learning Activities for CCE, Upper Primary, Australians as global citizens, Introduction. <http://www.civicsandcitizenship.edu.au/cce/global_citizenship_values_and_attitudes,21211.html>  **Resource 11:**  Global Education Website, Teaching Activities [http://www.globaleducation.edu.au/1842.html accessed 1st June 2016](http://www.globaleducation.edu.au/1842.html%20accessed%201st%20June%202016)  **Resource 12:**  **Examples of simulation games** One World Centre,(2013), [Accessing water in Indian village](http://www.oneworldcentre.org.au/wp/wp-content/uploads/2013/11/Simulation-Daily-Life-in-an-Indian-Village.pdf), <http://www.oneworldcentre.org.au/wp/wp-content/uploads/2013/11/Simulation-Daily-Life-in-an-Indian-Village.pdf> |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 8 and 9: Investigate Global issues** (VCCCC016) (VCCCC017)   1. Research a global issue:  * In groups research the work of well-known global citizens. Think about their behaviours and skills. See **Resource 13.** * Identify a contemporary global issue. Read local and national newspapers, world news sections for contemporary issues. Complete the Global Issue Worksheet see **Appendix 1**. * Choose an issue you feel strongly about. It can be a local issue, something that is happening in a part of Australia or in another part of the world. Present your issue to the class to explain how and why this issue is important and why they should think about it.  1. Taking Action: Students write an action plan to support their issue. This could consist of:  * An awareness campaign for a local or global issue * Fundraising for a cause or collecting items * Presenting an awareness play or video to other classes * Writing for the school website * Contributing to a class blog * School assembly presentation * Placing information posters around the school.  1. Presentation and Reflection**:**  Learning Intent:To reflect on how people with shared beliefs and values work together to achieve their goals and plan for action.  * Reflect on the process your group used to evaluate the contemporary issue * Each group reports to the class about their findings. | **Assessment Task**  Choose a local or global contemporary issue, research and use evidence to support a point of view about civics and citizenship issues.  Identify possible solutions to an issue as part of a plan for action. | **Resource 13:**  Global Citizen Awards <https://www.clintonfoundation.org/>  Fred Hollows Foundation <https://www.hollows.org/au/what-we-do>  **Alternatively Passport to Democracy** is an online active citizenship resource which prompts students to consider what community issues are important to them.  See **Resource 14**:  Victorian Electoral Commission, Passport to Democracy, Activate <http://passport.vec.vic.gov.au/teachers/lessons/activate/> |

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| **RESOURCES** |
| **Resource 1:** Department of Immigration and Border Protection, *Citizenship Place,*  <http://www.border.gov.au/Trav/Citi/Curr/Even/Australian-citizenship-day/Schools/Citizenship-Place> accessed 1st June 2016.  **Resource 2:** Department of Immigration and Border Protection, I am Australian: Exploring Australian Citizenship, <https://www.border.gov.au/Citizenship/Documents/primary_school_teaching_resource.pdf> accessed 1st June 2016.  **Resource 3:** Department of Immigration and Border Protection, Personal stories about Australian citizenship,  <https://www.border.gov.au/Trav/Citi/Curr/Even/Why-/Personal-stories-about-Australian-citizenship> accessed 1st June 2016  **Resource 4:** Department of Immigration and Border Protection, Australian Citizenship Practice TestBorder  [https://www.border.gov.au/Trav/Citi/pathways-processes/Citizenship-test/Australian-citizenship-test-resource/Australian-citizenship-practice-test   accessed 1st June 2016](https://www.border.gov.au/Trav/Citi/pathways-processes/Citizenship-test/Australian-citizenship-test-resource/Australian-citizenship-practice-test%20%20%09%09%09accessed%201st%20June%202016).  **Resource 5:** Australian Citizenship Affirmation, <https://www.australianaffirmation.com.au/> accessed 1st June 2016  **Resource 6:** Civics and Citizenship Education, Teaching and Learning Activities, Teaching and Learning Activities for CCE, Teaching Democratic Values, Teacher Resources, Student Handout 10 <http://civicsandcitizenship.edu.au/cce/default.asp?id=9245> Accessed 1st June 2016  **Resource 7:** Civics and Citizenship Education, For Teachers, School Case Studies, Narara Valley High School, NSW, Lesson 2, The Freedom Rides. <http://www.civicsandcitizenship.edu.au/cce/lesson_2_the_freedom_rides,10617.html> accessed 6th June 2016  Making Multicultural Australia for the 21st Century <http://www.multiculturalaustralia.edu.au> Lesson ideas for teachers i.e. Australian Identity: Who is an Australian? <http://www.multiculturalaustralia.edu.au/lessons/> accessed 1st June 2016  **Resource 8:** Royal Geographical Society, Global disasters interactive, <http://www.rgs.org/webcasts/activities/worldmapper/world_citizen.html> accessed 1st June 2016  **Resource 9:** Civics and Citizenship Education website Teaching and Learning Activities, Teaching and Learning Activities for CCE, Upper Primary, Australians as global citizens <http://www.civicsandcitizenship.edu.au/verve/_resources/S101_Defining_Global_Citizenship_ed.pdf> accessed 6th June 2016  **Resource 10:** Civics and Citizenship Education website, Teaching and Learning Activities, Teaching and Learning Activities for CCE, Upper Primary, Australians as global citizens, Introduction.<http://www.civicsandcitizenship.edu.au/cce/global_citizenship_values_and_attitudes,21211.html> accessed 1st June 2016  **Resource 11:** Global Education Website, Teaching Activities <http://www.globaleducation.edu.au/1842.html> accessed 1st June 2016  **Resource 12: Examples of simulation games**:  One World Centre,(2013), [Accessing water in Indian village](http://www.oneworldcentre.org.au/wp/wp-content/uploads/2013/11/Simulation-Daily-Life-in-an-Indian-Village.pdf), [http://www.oneworldcentre.org.au/wp/wp-content/uploads/2013/11/Simulation-Daily-Life-in-an- Indian-Village.pdf](http://www.oneworldcentre.org.au/wp/wp-content/uploads/2013/11/Simulation-Daily-Life-in-an-%09%09Indian-Village.pdf) (A role-play for middle to upper primary students to experience how access to water may influence life in positive and negative ways).  [Quandary](http://www.quandarygame.org/)– an online game for middle primary to lower secondary students about ethical decision-making Quandary <http://www.quandarygame.org/>  **Resource 13:** Global Citizen Awards <https://www.clintonfoundation.org/> accessed 1st June 2016  Fred Hollows Foundation <https://www.hollows.org/au/what-we-do> accessed 1st June 2016  **Resource 14:** Victorian Electoral Commission, Passport to Democracy, Activate <http://passport.vec.vic.gov.au/teachers/lessons/activate/> accessed 1st June 2016.   The aim of the Activate lesson plans is to support students to choose actions that are achievable, appropriate and have an impact upon their issue.  **Other Useful Resources:**   * Kids go global*,* <http://www.kidsgoglobal.net> accessed 1st June 2016 * World vision, <http://www.wvi.org/child-protection> accessed 1st June 2016 * Edutopia, Global Education, Resource Round-up <http://www.edutopia.org/article/global-education-resources> accessed 6th June 2016 |

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| **BOOK SUGGESTIONS** |
| **Teachers may choose any books but should exercise appropriate judgment when selecting texts.**  **Refugees**  Lofthouse, L. (2007) [***Ziba Came on a Boat***](http://www1.curriculum.edu.au/rel/history/activities.php?catrelid=1866) . Camberwell, Vic.:Penguin Books Australia. A refugee story with lyrical language and evocative images.  Tan, S. *(*2007) *The Arrival*. New York, New York: Arthur A. Levine Books. A migrant story told as a series of wordless graphic images.  Kobald, I. (2014) *My Two Blankets*. Richmond, Victoria: Little Hare.  Miller, D. (2015) *Refugees.* Sydney, N.S.W.: Lothian  Greder, A. (2002) *The Island.* Crows Nest, N.S.W: Allen & Unwin  Marsden, J. (1998) *The Rabbits.* Port Melbourne, Victoria: Thomas C. Lothian Pty. Ltd.  **Global Citizenship**  Smith, D. J. (2002) *If the world were a village.* Toronto Kids Can Press  Fox, M. (1989) *Whoever you are.* Rydalmere, N.S.W.: Hodder Headline Australia Pty. Ltd.  **Action Teams**  Holmsen, D. *Make a Difference Challenge.* Greenwood, W.A. Ready Ed. Publications.  Victorian Electoral Commission, *Activate* (2016) Teacher notes <http://passport.vec.vic.gov.au/teachers/lessons/activate/> accessed 6th June 2016 |

Local/Global Issues data Template

*Explore a website or choose a poster printed from websites that identify global issues. Fill in the worksheet to help you define your project.*

Name:

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| What is the global issue? |  |
| Is there a government or non-government agency aiming to solve this issue? |  |
| If so, what are the aims and values of this organisation? |  |
| What does this organisation do? How do they take action? How are they funded? How do they make the issue known to the wider global community? |  |
| How can Australian citizens help? |  |
| Why should we/I help? |  |

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|  | **KNOWING** | **UNDERSTANDING** | **APPLYING** | **ANALYSING** | **CREATING** | **EVALUATING** | **Level 5-6 Achievement Standard** |
| Being an Australian citizen  (VCCCC014) | Find out who can become an Australian citizen. Outline the steps you need to take to become an Australian citizen. | Make a cartoon or poster to show others how to become an Australian citizen. | Design a fact sheet/brochure to explain how to become an Australian citizen. | Analyse images in print media and discuss how the ‘Australian citizen’ is portrayed. | Distinguish between valid and sound arguments about the right to become an Australian citizen. | Evaluate two articles that give different arguments/views about citizenship. | Students:  Explain what it means to be an Australian citizen and how people can participate as global citizens.  Identify various ways people can participate effectively in groups to achieve shared goals.  Analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues.  Identify possible solutions to an issue as part of a plan for action. |
| Rights, values and responsibilities  (VCCCC014)  (VCCCL013) | List values of a community to which you belong. | Can you explain in your own words the rights, values or responsibilities you have as a member of the school community or Australian citizen? | Apply the rights, responsibilities and shared values of Australian citizens. | Debate the topic, *Everyone in Australia supports the same values’.* | Demonstrate using a role-play what might happen if people disagree about one of the school values. | Prioritise the school values and compare this priority list with one developed by other members of other groups or classes. |
| Civic participation  (VCCCC014) | List some community groups that people can join to become active citizens. | Describe in your own words what makes a good citizen. | Suggest ways that your home/school could reduce the use of a practice to improve sustainable practices. | What questions would you ask of some-one who is considered an active community or global citizen? What information do you expect to elicit? | Design a pamphlet explaining the importance of global citizenship and add an example of a global citizenship project. | In a small group, evaluate and rank proposals for volunteering or global projects suggested by the class and give reasons for your decision. |
| Concept of global citizenship  (VCCCC017) | Discuss what global citizenship means. | Give examples of how people can participate in the global community as active citizens. | Create a collage of images of global citizens. | Identify how Australians contribute to a global non-government organisation and how it benefits others. | Choose a global issue and design an advertising poster to crowd source funds. | Evaluate the effectiveness of campaign posters and the effectiveness of using celebrities to promote change. |
| Different points of view on a contemporary issue relating to citizenship  (VCCCC017) | Make a facts chart about a community or school issue explaining what is happening at the moment. i.e. Students drop icy pole wrappers on canteen day. | Use a mind map/VENN diagram to summarise the points of view of two people on a specific issue that is important to you. | Take a collection of photographs to demonstrate a particular point about a school or community issue. | Choose a conflict situation and role play different ways to resolve the conflict peacefully and successfully. | Predict what might happen when two groups within the school community people have different points of view on an issue i.e. replanting after an old oak tree dies. | Write a TV show, play, puppet show, role-play, song or pantomime about the (previous oak tree) issue with characters taking different points of view. |
| Explore how people with common values work together to achieve goals  (VCCCC017) | Describe what an active citizen might/could do in the community. | Outline the consequences using a POOCH chart to predict what may happen when people with shared beliefs work together to achieve their goals. | Suggest ways a group of students could help achieve one of the school’s sustainability goals and give reasons why it might not be achieved. | Using a POOCH chart analyse how people with shared beliefs work together to achieve their goals and suggest some options for reaching their goal. | Compare different points of view on a contemporary issue i.e. setting up a fast food restaurant in a small town with no fast food shops. | Evaluate the effectiveness of using celebrities to promote change through an appeal to common values. |