



Didactical materials – UK

The Good Citizen – a Hollywood Blockbuster Activity (1 to 1.5 hour depending upon class size)

► Description of the activity or resource

Activity Aims:

- To get students to think about how good citizens have been represented in parables, stories and fables in the past.
- To get students to think about how students are represented in current films and television programmes.
- To get students to create their own good citizen blockbuster film.

► Method(s) used (group work, single work, plenum...)

Group work or pairs or individuals depending upon the size of the class

Ask the students to think of any past parables, fables or stories that they know of that feature 'a good citizen' – for example the Good Samaritan. Ask the students to explain the story to the rest of the class and what it is about the central character that makes them a good citizen?

Now ask them to think of anybody in a current news story that could be considered 'a good citizen'. Ask them to talk about the news story and why the person in it is a good citizen.

Ask the students if they think there are more news stories about good or bad citizens. If bad, why this is the case?

Show them the Good Samaritan parable in the pack. In small groups or on their own ask them to answer the following questions.

Where does this story come from?

Why do you think there were stories like this in the past?

Do you think people believed in these stories – how did the stories influence them?



Now ask the students if they can think of any recent films or television programmes that feature a good citizen. If so which? Ask them to explain the plot of the film and what makes the central character a good citizen.

Explain they are going to draw up their own film called 'the Good Citizen'. Using the storyboard frame that has been provided they should sketch out the plot of this new film. They should think about the characters and plot of their film before starting to fill in their storyboards.

Display these storyboards and get the students to talk through the plot of the films they have created.

Make it harder:

The students could actually create a drama based on their storyboard.

Make it easier:

Create the storyboard as a class together. You could start by getting each student to contribute one line at a time to the story.

➤ **Materials needed**

Paper and pens
Good Samaritan Story
Storyboard frames

➤ **Competencies developed by the learners**

- Problem solving
- Self-reflection / asking questions about their own values / morals
- Negotiations; reaching compromises
- Presentation skills via debates and discussion



Individual vs Society Debate Activity 2 (30 minutes)

► Description of the activity or resource

Activity Aims:

- To get students to think about themselves as individuals and themselves as members of a society

► Method(s) used (group work, single work, plenum...)

Small groups / pairs depending upon the size of the class

The Activity:

- 1) Introduce to the students the concept that we can either think of ourselves as individuals or as part of a society or both. Explain that much of politics is based on whether we should have individual freedoms or all be working together as a community. Give the example of the NHS – we could either pay more taxes and have a better NHS service or pay less taxes and use this money to pay for private health care.
- 2) Get the students in smaller groups to draw up a stereotypical description of a person who believes in individual freedoms and rights and also of a person who believes in societies and people working together. They may like to draw a stereotypical picture of this person which exaggerates their character traits. Ask them to come up with a set of 5 positive words that describes each of this person's personalities and character. The Individual might be determined, clever, and the society personification might be caring, compassionate etc.
- 3) Tell the group that they are going to have to represent one of these people in a debate. They will be debating the question:

“The world would be a better place if we were all left to do what we wanted and there was no one organising us into society or communities.”

Ask each group to come up with an argument in response to the debate question based on the person's viewpoint they have chosen to represent.



► **Materials needed**

Papers and Pens
Flip Chart
Sticky Notes

► **Competencies developed by the learners**

- Problem solving
- Negotiations; reaching compromises
- Presentation skills via debates and discussion
- Developing societal level arguments and mapping morals for individuals and society