



# Power League Teacher Guide

December 2007

# Contents

1. Introduction	1
2. Curriculum	2
3. League tips	2
4. Assessment	3
5. Lesson ideas with leagues	4
6. Lesson plans	6
7. More league ideas	12
8. Further resources	14

## **Acknowledgements**

Original World Power League concept developed by Lucy Kimbell, Barby Asante, George Grinsted and Rachel Collinson in collaboration with Futurelab.

We're always interested in knowing how people are using our tools. Please e-mail us at [powerleague@futurelab.org.uk](mailto:powerleague@futurelab.org.uk) to let us know how you are using the Power League website in your lessons and activities.

# 1. Introduction

Power League is a way of stimulating discussion among students in Key Stage 3 and Key Stage 4. You can use it with a class for a single lesson, or as a big project involving the whole school.

The league allows students to cast votes, individually, in which they choose between two competing people, ideas or things. In a discussion on technology, for example, they could vote for which they thought was more useful: mobile phones or MP3 players. In a discussion on leadership, they could vote for who ought to lead the world: Mahatma Gandhi or Bono. Each student chooses one out of a series of random pairs.

By repeatedly casting votes, the students create a league, ranked in order of the most powerful, important or influential. The results are often unexpected – students are surprised to see how their peers voted – and a good starting point for discussion. Why does this person have more power than another person? What makes this pop star more influential than that politician? How is this power used?

The league was originally designed as a playful way to explore the nature of power, and the students who used it initially voted on questions of who was more powerful, or who they would like to see have more power. But it has now been adapted so that students can vote on any subject: which is the bigger cause of global warming, for example; or which is the more important invention?

## 2. Curriculum

You can use Power League in a variety of subjects, such as citizenship, English, science, RE, geography and history.

Some examples of how you might use Power League:

- In citizenship lessons, it can be a versatile way of stimulating students to prioritise problems, find things out for themselves, and understand the process of thinking critically. Power League can act as a starting point for debate, both in groups and whole-class discussions, of controversial issues.
- In English lessons, you can use it to help students develop speaking and listening skills, to generate group interaction and discussion, and to encourage learning through role-play.
- In science lessons, it can be used to encourage students to explore historical scientific developments and to research evidence.
- In RE lessons, you can use Power League to discuss moral questions and the importance of context. Which is worse: lying or stealing? Is it worse to kill someone in the heat of the moment or in cold blood?
- In geography lessons, you can use Power League to discuss the biggest contributions to global warming.
- In history lessons, Power League could lead into a discussion on the relative influence of particular historical figures, or the most important causes of the First World War.

Power League is a great way of exploring cross-curricular themes too. A discussion on “Who is the more evil person?” or “Who is the more powerful person?” could cover citizenship, history and literature. A discussion on “Which is the more important invention?” covers both science and history.

## 3. League tips

Start by thinking of a good question that students will be interested in and that will provoke debate.

For example:

- Which of these two people is more influential?
- Which of these two things is more important?
- Which of these two people made the more important contribution to the way we think today?
- Which of these two topics is more controversial?

Make sure that the things that are being compared make sense for your question and are likely to stimulate discussion. The idea is not to settle an issue with a vote but to provoke argument and critical thinking. Who has more power – George Bush or Osama Bin Laden? Who had more influence on the way we think in the 21st century – Karl Marx or Charles Darwin?

A simple question can provoke a complex debate. In an English literature lesson, imagine asking the question: “Who has more power, Macbeth or Lady Macbeth?” There is no right or wrong answer – and the discussion can cover complicated issues of character, motivation and free will.

### How do you stimulate a good debate?

The risk with any classroom debate is that students will simply voice their personal opinions so that it becomes less of a debate and more a case of who is loudest and most forceful. The aim is to guide the debate in a way that enables everyone to have a say, and to help students develop opinions that are based on evidence, not assertion. The ability to see the shades of grey in an argument – and to appreciate others’ points of view – is an important one.

Here are some ways you can structure the discussion to ensure a good debate:

- Set out ground rules for the discussion at the start: for example, setting time limits on the length of time each student speaks, or specifying that students must raise hands before speaking.
- Experiment with layout, perhaps sitting in a large circle or in groups around tables.

### 3. League tips cont'd

- Start with students working in small groups, and then choose one student from each group to present the group's thoughts to the rest of the class.
- Insist that students present evidence for each point they make.
- Provide sentence frameworks to help them construct arguments – "I think .... is more powerful because .... my evidence for this is ...."
- Outline some questions for consideration on the whiteboard. For example, if you are asking students to discuss who is more powerful, you could ask them to think about what power consists of, what different kinds of power there are, and how power can be exercised.
- To help pupils choose, generate questions as a class to help discussions: what do we know already, what are the most important characteristics, what are the pros and cons, what are the key differences between the two etc.
- Use turn-taking – make sure every student has a say.
- Guide the discussion by summarising the points raised, and then moving the debate on – or call on a student to summarise the discussion so far.

Top tip: Another way of encouraging students to see the wider picture and not just give their own gut reaction is by asking them to give the answer from someone else's point of view. Ask how would they vote if they were a poor farmer in Africa, for example, or a wealthy American, or a single mother, or a wheelchair user.

## 4. Assessment

A lesson such as this needs to be carefully structured so that you can make sure that students are participating and learning from the discussion. You will want to be able to answer these questions:

- How well are students participating?
- What are they learning?
- What progress are they making?
- How can I guide them to make further improvement?

Start by listing some specific objectives for the lesson: what you would like students to have learnt by the end of it. Share the objectives with the students and tell them you will be revisiting the objectives at the end of the lesson.

In evaluating the students' progress, you are assessing whether they are justifying their choices with evidence, and taking note of other people's arguments. How convincingly do students make their case? Listening is as important as speaking – does anyone change their mind?

You will sometimes need to guide the discussions to make sure that they don't get bogged down in one particular topic. Use open-ended questions to make them think about their choices.

Activities such as role-play or creating presentations in pairs are a useful way of assessing whether students have understood what the lesson is about, and a good way of making sure that everyone gets involved.

Use peer and self-assessment – ask them to constructively feed back about how a peer or themselves performed – what did they do well, how could they do better in future debates?

# 5. Lesson ideas with leagues

To get you started, there are five leagues already on the Power League website ([www.powerleague.org.uk](http://www.powerleague.org.uk)). You can copy them for your own use, or make your own from scratch.

Here are some suggestions for using the publicly available leagues:

## World Power League

### League question:

“Who do you wish had the most power?”

### People listed in the league include:

Michael Moore, Bill Gates, Davina McCall, Warren Buffet, Che Guevara, Mohamed Al Fayed, Satoru Iwata and many more.

### Lesson idea:

You can use the league to explore different kinds of power: social, political, cultural, economic and spiritual, for example. Which kinds of power is it better to have? Which kind of power enables you to influence the most people?

Students can also think about why different students prioritise different forms of power, and justify their opinions. It's a good way of understanding that other people's choices may be underpinned by different sets of values.

### Lesson idea:

Pupils evaluate the league, the processes of gaining influence, how people become role-models, and the role of different kinds of power in society. Some people gain power through the political process, for example; others gain it through using the media successfully, while others gain power by creating and running businesses.

Students could think about how they themselves might develop power or influence.

### Lesson idea:

Students discuss the limits of particular kinds of power. Can we choose who has power over us? How?

## Important Inventions

### League question:

“Which do you think is the most important invention?”

### League items include:

Antibiotics, the wheel, cars, mobile phones, paper, television, nuclear power and many more.

### Lesson idea:

Discuss what makes an invention important. Is it the ability to save lives, or the ability to improve the quality of life? Is it something that brings a small benefit to a lot of people or a large benefit to a few people?

What are the hidden or unexpected benefits that an invention might bring? For example, the benefits of antibiotics are obvious, but the benefits of television, which students might see mainly as an entertainment medium, less so. Yet television has a role to play in putting us in touch with the rest of the world, spreading ideas and alerting us to issues we might otherwise be unaware of.

Is ‘important’ the same as ‘good’? An invention might be hugely influential, but its influence could be destructive as well as benign.

### Lesson idea:

Discuss different kinds of invention: medical, technical, scientific, cultural or engineering, for example. Which kinds of invention are most important? If you lived three/four/five hundred years ago, what answer might you have given to the question then? Which inventions have lasted a long time, and which might be short-lived?

## 5. Lesson ideas with leagues cont'd

### New School

**League question:**

"If you were redesigning your school, which issues/factors would be most important to you?"

**League items include:**

After-school social space, comfortable furniture, big library, garden, new teachers, glass roof and walls, skate park, swimming pool and much more.

**Lesson idea:**

Discuss what makes school a good place to be. Is it the quality of teaching, the availability of good educational resources, or comfortable surroundings? Ask students to justify their choices.

Ask students to think about all the people who might use a school (teachers, students, parents, dinner ladies, adult education students) and why they might have different priorities. How can you accommodate the needs of all those people? Whose views are the most important? What might influence the decisions of the architects who design the school?

### Climate Change

**League question:**

"What do you think is the biggest cause of climate change?"

**League items include:**

Air travel, deforestation, trade inequalities, consumer culture, solar winds, and many more.

**Lesson idea:**

Start the lesson with a series of votes on different pairs to rank the items in order.

Then put students into pairs or small groups to research the evidence on climate change. Ask each group to research a particular cause, such as deforestation or air travel.

Ask one student from each group to present their case to the rest of the class.

### Most Evil

**League question:**

"Who do you think is the most evil?"

**League items include:**

Bart Simpson, Batman, Boo Radley, Fitzwilliam Darcy, Lady Macbeth, Piggy, Darth Vader.

**Lesson idea:**

In an English literature class, this could be used to discuss how evil is represented in books, television and film. What metaphors are used? What rhetorical devices? Are there any purely evil characters or do they have some redeeming features? Which characters go on a moral journey (from good to evil, or vice versa), and which stay the same?

**Lesson idea:**

In an RE class, the league could be used as a starting point for a discussion on evil. What do we mean by evil? Is there universal agreement on what constitutes evil, or is it culturally and historically relative? Are people born evil or do they become evil? Are people able to control behaviour through free will or is their behaviour determined by their genes or their social circumstances?

# 6. Lesson plans

Following are some outline lesson plans you can try with the Power League website. They are adaptable – you can, for example, try whole-year or whole-school leagues and use them as a basis for discussion in class or in a school assembly.

Some of these activities can be related to more than one area of the curriculum. The 'Most Evil' lesson could be part of the history, English literature and religious studies curricula, for example, while the World Power League

lesson relates to history and citizenship. Several of the lessons have a speaking and listening element that feeds into the English and drama curricula.

The idea of the lessons is to get students thinking about their choices and talking about them: the aim of the Power League is to help students think critically and listen to the opinions of others. If no one changes their mind, it's not working!

## World Power League

### Objectives:

To explore different kinds of power – political, religious, cultural – and how it can be used.

### National Curriculum link:

History, science, citizenship, RE.

### Preparation and resources:

Choose seven people included in the league to research. Try and get a good spread of politicians, sportspeople, entertainers and historical figures: perhaps Tony Blair, Martin Luther King, Kelly Holmes, Queen Elizabeth II, the Pope, Noam Chomsky, Emmeline Pankhurst.

Prepare a sheet or PowerPoint slide about each person, listing basic facts from their biographies (some of this information is on the World Power League website) and some information about the kind of power they have and how they used it.

Useful sites are [www.famouspeople.co.uk](http://www.famouspeople.co.uk) and [www.profiles.incredible-people.com](http://www.profiles.incredible-people.com), which both have biographies of some well-known modern and historical figures, though there are gaps.

### Introduction:

Explain that the aim of the lesson is to explore the nature of power: what it is, how it's acquired and what its limitations are. The lesson will look at the different kinds of power and how they are used.

### Starter activity:

1. Begin with the World Power League itself. On each randomly generated pair, ask the class to vote on who should be more powerful.

2. Ask a student in each camp to explain their choice to the class.
3. Take the vote again, and see if it's changed. Cast the vote by clicking on the winner, and move to the next randomly generated pair.
4. Repeat with six pairs.

### Main activity:

Ask students to work in groups of four. Each group should be asked to consider two of the six people on the list and discuss:

1. Which of the two people is the more powerful? What power or influence has that person had? (For example, do they act as a role model? Can they change the law? Can they use the media to spread ideas?)
2. What are the limits to their power? (For example, can they be voted out? Are they powerful only for as long as people are prepared to take note of them?)
3. What are the good and bad ways in which they could exercise their power?

### Plenary:

1. Choose a student from each group to talk about the answers they gave to 1, 2 and 3.
2. Invite questions from the rest of the class to the group.

Points to observe/note during lesson:

- Do students understand the differences between types of power?
- Are students listening to what is being said and changing their mind?

## 6. Lesson plans cont'd

### World Power League cont'd

- Is everyone taking part in the discussion?
- Are students able to move beyond the idea that power is just something possessed by politicians?

#### Expected outcomes:

Students should be able to:

- Define 'power'.
- Explain the difference between different kinds of power, such as intellectual, religious, sporting.
- Name a person they think is powerful and give reasons for their choice.

#### Homework:

- Research one person you particularly admire and write an essay on why you think they should have more power.

- Name the three most powerful people alive today, and write a paragraph on each, explaining why you think they're powerful.
- Take two kinds of power – for example, religious and political – and explain how that power can be used for good or bad.

#### Alternative way of using the league:

Instead of using the people listed in the ready-made league, you can populate the database with students from the class, and ask students to vote on who should be more powerful. You could also try this as a whole-year or whole-school activity. Students would have to justify their choices in the same way.

## 6. Lesson plans cont'd

### Important Inventions

#### Objectives:

To get students thinking about the differences inventions have made to our lives, to think about why some inventions get overlooked, and to think about the negative consequences of some inventions as well as the positive.

#### National Curriculum links:

Science

#### Preparation and resources:

You will need to research some of the inventions on the list and find some historical context. For example, when were antibiotics invented? When were they first used, and how widely were they used? What was the impact on bacterial diseases such as TB? How many deaths did they prevent? Think about the unintended consequences of antibiotics – superbugs that are resistant to antibiotics, for example.

Prepare your own reasons for why you think some inventions were important, so you can prompt students. In what ways have mobile phones made lives easier, for example? Have they saved lives?

Wikipedia has a very useful timeline of important inventions: [en.wikipedia.org/wiki/Timeline\\_of\\_invention](https://en.wikipedia.org/wiki/Timeline_of_invention).

A few years ago, a number of distinguished academics were invited to name the most important invention of the last 2000 years. There's a discussion of the results at [www.edge.org/documents/Invention.html](http://www.edge.org/documents/Invention.html), which may inspire some ideas.

#### Introduction:

Explain that the class will be looking at the inventions that have made the biggest difference to our lives.

#### Starter activity:

1. Play the Power League game with the whole class, asking them to vote on each pair.
2. After 15 votes, which invention comes out on top?

#### Main activity:

1. In groups of four, each group chooses the invention they think is most important.

2. Then each group creates a role-play that demonstrates why the invention is important, showing a situation before the invention and then a parallel situation after the invention.
3. Ask students to present their role-plays.

#### Plenary:

1. Discuss each of the inventions that were presented in the role-play.
2. Has anything been left out of the role-play that is important?
3. Do any of these inventions have negative consequences – what are they?
4. How many lives have the inventions affected?
5. Do any of the inventions have unexpected consequences?
6. What would life be like if we didn't have those inventions?

#### Points to observe/note during lesson:

- Do students understand what makes an invention useful?
- Have they understood what life may have been like before the invention?

#### Expected outcomes:

Students should be able to:

- Name significant inventions, and explain why they're important.
- Argue a case for the most important invention.

#### Homework:

- Ask students to nominate inventions they'd like to see, but which haven't been invented yet, and explain what difference they would make. They can accompany them with a drawing or design.

## 6. Lesson plans cont'd

### New School

#### Objectives:

To get students thinking about what makes school a pleasant or unpleasant place to be. To understand the importance of good design.

#### National Curriculum links:

Design & technology

#### Preparation and resources:

Do some research on the Building Schools for the Future (BSF) programme: [www.bsf.gov.uk](http://www.bsf.gov.uk). What ideas are the BSF architects using? What has their research found about what children and teachers like in school?

Find examples of different school design – there are some at [www.bsf.gov.uk/bsf/exemplars\\_secondary.htm](http://www.bsf.gov.uk/bsf/exemplars_secondary.htm).

There are also good ideas for getting students to talk about school design at [www.school-works.org](http://www.school-works.org).

#### Introduction:

Explain that in this lesson students will be thinking about what makes an ideal school environment.

#### Starter activity:

1. Ask students to imagine they're designing a school from scratch. What would they like to see? Make a list of the most popular choices.
2. Play the Power League. Are there things in the league that students haven't thought of? Discuss why particular features are more important than others. What makes school pleasant? Is it the cleanliness of the environment or is it the way you're treated by other people? Are extra resources (like a bigger library or a swimming pool) more or less important than having well-lit rooms at appropriate temperatures? How important is the outside environment, with things like playing fields and gardens? Should schools be eco-friendly? What might be the most important features if you're a teacher rather than a student? What about if you're a disabled student? Ask students to think about who else uses a school.
3. Show the class pictures of schools that have been designed under the BSF programme. What additional features do they have? Notice that some schools are being designed without corridors to avoid bumping

and jostling as students enter classrooms. Are there other ways in which the physical environment might influence behaviour?

#### Main activity:

1. Ask students to design a school, or aspect of a school, that they'd like to see. This can be done in a double lesson, or as homework, or even as part of a whole-school competition. The designs don't have to be architectural drawings – just rough ideas.
2. Collect the results.

#### Plenary:

Either by photocopying the designs or scanning them in, show some of the designs to the whole class. Which ones do they like? Which are most successful? What are the flaws in the designs?

#### Points to observe/note during lesson:

- Are students able to distinguish between different kinds of features that contribute to a school environment?
- Do students understand that different school users may have different needs?

#### Expected outcomes:

Students should be able to:

- Talk about their likes and dislikes in a school environment, and explain the reasons for their choices.

#### Homework:

- Designing a school from scratch (as above).
- Creating a PowerPoint presentation on their ideal school.

#### Alternative way of using the league:

Have the whole school play Power League for a week. Which items come out top? Ask each class in the school to choose the features they'd like to see and take them to the school council. Compare the results – are there any surprises? Do the older students have different priorities from the younger ones?

## 6. Lesson plans cont'd

### Climate Change

**Objective:**

To understand the key factors that contribute to global warming.

**National Curriculum links:**

Geography, science, citizenship.

**Preparation and resources:**

Research the main causes of global warming and what governments and environmental organisations are doing to address them. Have some basic facts and figures ready for the class discussion.

These are good starting points:

[en.wikipedia.org/wiki/Global\\_warming](http://en.wikipedia.org/wiki/Global_warming)  
[www.climatehotmap.org](http://www.climatehotmap.org)

**Introduction:**

Explain that the lesson is going to be about the most important causes of global warming, and what we can do to tackle them.

**Starter activity:**

1. Ask students if they can explain what global warming is and how it's caused.
2. Stimulate the discussion using pictures of the after-effects of global warming, eg melting ice caps, floods etc.
3. Then play the Power League with the whole class – which of these factors makes the biggest contribution to global warming?

**Main activity:**

1. Ask each pair of students to research a cause of global warming on the internet. How much impact does this cause have? Provide students with a list of questions to guide their research, for example, name of cause, description of cause, evidence of cause, impact of cause, possible solution to combating cause.
2. Each pair of students prepares a short presentation on the particular cause: why it's a problem, what impact it's having, and how it can be addressed.

Let them choose the medium they wish to feedback through, for example, PowerPoint, video, audio or even a poster.

**Plenary:**

Discuss the presentations. Get students to use one another's presentations to answer key questions about the different causes of global warming – this will check how clear the presentation is and also how detailed the information gathered is.

**Points to observe/note during lesson:**

- Are students able to research effectively on the internet?
- Are they able to distinguish between impartial sources and sources that come from vested interests?
- Do they understand statistics and percentages?

**Expected outcomes:**

Students should be able to:

- Talk about the causes of global warming and suggest ways of tackling them.

**Homework:**

1. Ask students to keep a diary of activities that they or their families undertake that contribute to global warming and suggest ways you could reduce your carbon footprint. (If they want, they can also take pictures using their mobile phones.) Contributions to global warming might include taking the car to school, throwing out paper instead of recycling it, throwing away food, or leaving the television on standby. Alternative suggestions could be cycling to school, buying fewer ready-meals, and always turning off electrical equipment when it's not in use.
2. Ask students to make a list of suggestions for how the school could become more energy-efficient. Encourage them to make some calculations (even if only rough ones) about the amount of energy saved by the proposed change. You could run this as a whole-school competition, with a prize for the best suggestion.

## 6. Lesson plans cont'd

### Most Evil

**Objective:**

To understand the idea that 'evil' can be a relative concept that changes over time and to think about the different meanings of 'evil'.

**National Curriculum links:**

Religious studies

**Preparation and resources:**

Research the views of the major religions on evil: find out the acts that are prohibited in certain religions, and look for commonality and difference. (All major religions have a prohibition against killing people, for example.)

The BBC site on religion, [www.bbc.co.uk/religion/religions](http://www.bbc.co.uk/religion/religions), deals with all the major religions and for each religion discussed, there is a subsection on ethics. Another part of the site, [www.bbc.co.uk/religion/ethics](http://www.bbc.co.uk/religion/ethics), looks specifically at some of the ethical issues that religion is concerned with, such as capital punishment and lying.

**Introduction:**

Explain to students that they will be asked to think about what constitutes an evil person and about why people commit evil acts.

**Starter activity:**

1. Play the Power League. Ask students to justify their choices each time. What makes this person more (or less) evil than the other person? Do certain people have redeeming or exonerating features? (For example, a child might be assumed to be less responsible for their actions than an adult.)
2. Discuss what constitutes an evil act. Are there any acts that everyone can agree are evil? Is someone who commits an evil act necessarily an evil person? Ask students what the particular religions say about evil.

**Main activity:**

Put students in pairs and ask them to devise a role-play in which someone commits an evil act, and an alternative scenario in which the same act might be seen as less evil or have exonerating circumstances. (For example, are there some circumstances in which killing someone is the kindest thing to do?)

**Plenary:**

1. Ask some of the students to perform their role-plays and discuss each one.
2. Do the rest of the class agree with the examples?
3. Are there any evil acts that can never be excused?

Points to observe/note during lesson:

- Is everyone taking part?
- Are students being imaginative in their choice of role-plays?

**Expected outcomes:**

Students should be able to:

- Reflect on what we mean by 'evil' and understand the importance of context.

**Homework:**

Ask students to research and write about an historical example of evil.

# 7. More league ideas

If you don't want to use the leagues set up on the website, you can create your own. Here are some suggestions:

## School Council Vote

**League question:**

"Who would you prefer was in the school council?"

**League items include:**

Class members or school members

**Subject:**

Citizenship

**Lesson idea:**

The lesson should focus on what qualities make a useful member of the school council. Is it someone who has strong opinions, is good at making themselves heard, is good at listening to other people, changes their mind depending on the evidence, or has an imaginative approach to problem-solving?

## School Menu

**League question:**

"What would you like to see on the school menu?"

**League items include:**

Egg and chips, vegetable lasagne, spaghetti bolognese, steak and kidney pudding, macaroni cheese, anything you want.

**Subject:**

Design & technology

**Lesson idea:**

Discuss what we want from food. Is it more important for food to be nutritious or enjoyable? How do you strike a balance between the two? How do you cater for the needs of everybody?

## Respected Careers

**League question:**

"Which career do you respect the most?"

**League items include:**

Doctors, teachers, nurses, social workers, computer programmers, sewage workers, journalists, marketers, television presenters, lawyers, firefighters, police officers, engineers, novelists. The teacher could draw up the list or ask for suggestions from the class.

**Subject:**

PSHE

**Lesson idea:**

Discuss what makes a profession worthy of respect. Is it the qualifications you need to do it? Is it the amount of money earned? Is it the benefits it provides to other people? Discuss the qualifications you need for different jobs. What is this person's daily work like? Which jobs have more status? Is this different to other countries?

## Healthy Eating/Healthy Lifestyle

**League question:**

"What is the biggest positive influence on a healthy lifestyle?"

**League items include:**

Newspapers and magazines, advertising, the farming lobby, government, supermarkets, gyms, globalisation.

**Subject:**

Geography, science, health and social care.

**Lesson idea:**

Discuss what influences what we decide to eat and drink. Is it the differing costs of certain foods? Is it the easy availability of all kinds of food? Is it advertising? Is it the desire of supermarkets to provide cheap foods for consumers? Is it that farmers want the best price for their produce? Is it pressure from magazines to be thin? Is it the ability to transport food across the globe? How are these different factors related?

## 7. More league ideas cont'd

### Biggest Influence

**League question:**

"What influences you most in your daily life?"

**League items include:**

Friends, parents, teachers, television, newspapers, books, magazines, religion, the internet.

**Subject:**

Citizenship or religious studies

**Lesson idea:**

Discuss where we get our main ideas about ethics and morality. Are friends more influential than parents? Are parents more influential than teachers? Why? If everyone in your circle of friends was doing something your parents had taught you was wrong, would you still do it?

### Local Government Decisions

**League question:**

"What is the biggest problem in your local community?"

**League items include:**

Recycling, community cohesion, crime, addiction, rubbish collection, speeding, public transport.

**Subject:**

Citizenship

**Lesson idea:**

Discuss what we mean by community. What keeps a community together? Are all the things listed important to all members of the community, or just some? Are some community members more vulnerable than others? Why? Can you and should you devise policies that benefit both the more vulnerable and satisfy the majority of people in the community? How can you do that?

### Next Term's Topics

**League question:**

"What would you rather learn about next term?"

**League items include:**

Teachers can provide a list of possible subjects, or the students can draw up their own list.

**Subject:**

Can be used in a variety of subjects, including citizenship, English and RE.

**Lesson idea:**

The lesson can take in the wider issue of what is worth studying and why.

### Controversial Ideas

**League question:**

"Which ideas do you find the most controversial?"

**League items include:**

Blood sports, animal vivisection, euthanasia, guns, cloning, home schooling.

**Subject:**

Citizenship, PSHE, science, history

**Lesson idea:**

Discuss what makes an idea controversial. What subjects arouse the strongest feelings, and why? Why do your classmates have strong feelings about different things from you?

## 8. Further resources

**If you'd like to research some of the topics mentioned in the leagues, try these sites:**

**[www.wikipedia.org](http://www.wikipedia.org)**: an encyclopaedia written and edited by users: extremely useful, but you should always check the facts against another source.

**[www.britannica.com](http://www.britannica.com)**: the Encyclopaedia Britannica. You have to pay a subscription to access the encyclopaedia content, but there are also features that are freely available online.

**[www.bbc.co.uk/sn](http://www.bbc.co.uk/sn)**: the BBC's science site.

**[www.bbc.co.uk/learning](http://www.bbc.co.uk/learning)**: the BBC has an extensive range of factual articles on educational topics, including religious studies, history, personal development and English.

**[www.citizen.org.uk](http://www.citizen.org.uk)**: citizenship resources.

**[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)**: resources from the Citizenship Foundation.

**[www.cewc-cymru.org.uk/Free\\_downloads/899](http://www.cewc-cymru.org.uk/Free_downloads/899)**: useful ideas for exploring issues to do with the European Union, such as religion and human rights.

**[www.actionaid.org.uk/1545/africa\\_resources\\_for\\_schools.html](http://www.actionaid.org.uk/1545/africa_resources_for_schools.html)**: information on African countries.

**[www.plan-edresources.org](http://www.plan-edresources.org)**: useful resources about children in other countries, including pictures and case studies.

**[www.plan-edresources.org](http://www.plan-edresources.org)**: educational charity promoting democracy and participation.

**[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**: Equality and Human Rights Commission.

**If you are looking for images and information to support the items you are adding to your leagues, try these sites:**

**[www.wikipedia.org](http://www.wikipedia.org)**: an extremely useful resource for both information and images to use in your leagues, but you should always check the facts against another source.

**[photography.nationalgeographic.com](http://photography.nationalgeographic.com)**: a resource of high quality photographs covering areas such as the natural world and peoples and cultures.

**[www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)**: the National Archives. Contains valuable historical records, as well as articles about different historical periods.

**[www.planet-science.com](http://www.planet-science.com)**: science resources for Key Stages 3 and 4.

**[www.geographyteachingtoday.org.uk](http://www.geographyteachingtoday.org.uk)**: geography resources for Key Stages 1-3.

**[www.teachernet.gov.uk/teachingandlearning/resourcematerials/Resources/index.cfm](http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/Resources/index.cfm)**: lesson plans and teaching resources in a range of subjects.

**[openlearn.open.ac.uk](http://openlearn.open.ac.uk)**: Open University's course materials. Mostly aimed at undergraduate students, but some of the material can be adapted for use with A-level students.

**[dgfl.medialab.nl](http://dgfl.medialab.nl)**: search engine tailored for use by schools. Searches only sites that have relevant educational content.

**[www.bfi.org.uk/education/teaching/tvcitizenship](http://www.bfi.org.uk/education/teaching/tvcitizenship)**: British Film Institute resources on teaching television in the context of citizenship.



This publication is available to download from the Power League website – [www.powerleague.org.uk](http://www.powerleague.org.uk)

### **About Futurelab**

Futurelab is passionate about transforming the way people learn. Tapping into the huge potential offered by digital and other technologies, we are developing innovative learning resources and practices that support new approaches to education for the 21st century.

Working in partnership with industry, policy and practice, Futurelab:

- incubates new ideas, taking them from the lab to the classroom
- offers hard evidence and practical advice to support the design and use of innovative learning tools
- communicates the latest thinking and practice in educational ICT
- provides the space for experimentation and the exchange of ideas between the creative, technology and education sectors.

A not-for-profit organisation, Futurelab is committed to sharing the lessons learnt from our research and development in order to inform positive change to educational policy and practice.

### **Futurelab**

1 Canons Road  
Harbourside  
Bristol BS1 5UH  
United Kingdom

tel: +44 (0)117 915 8200

fax: +44 (0)117 915 8201

e-mail: [info@futurelab.org.uk](mailto:info@futurelab.org.uk)

blog: [flux.futurelab.org.uk](http://flux.futurelab.org.uk)

[www.futurelab.org.uk](http://www.futurelab.org.uk)

[www.powerleague.org.uk](http://www.powerleague.org.uk)

Registered charity 1113051