

## SuperKind Change-Makers Programme

This programme has been designed to introduce the idea of social action into the classroom. As well as introducing children to the Sustainable Development Goals, and showing them how local issues fit into the global context, the primary purpose of this programme is to show children that they can make an impact and have agency over issues that they care about.

The programme comprises of 6 lessons of circa 45 minutes each in length. Of course, if your lessons are longer or shorter, do feel free to pick and choose sections of each lesson and/or stop and start them. We always recommend doing a re-cap/starter activity between lessons to help situate the lesson.

By the end of the SuperKind course, students will have discovered key issues that they have a passion towards and taken concrete action to make a difference.

### Learning Objectives:

- To learn about important causes around the world and discuss which ones we'd like to change
- To get inspired by stories of other young change-makers
- To find out where to access step-by-step toolkits on how to make a difference
- To plan which actions to take, and take action
- To reflect on the impact that we have had and the skills we have learnt

### Learning Outcomes:

- To take action for important causes around the world
- To acquire essential skills including empathy, communication, critical thinking, leadership

### Key:



Share Instruction or key information.



Printable activity.



Task or Activity to engage with.



Note taking or paper based activity.








Discussion or Class participation.













Badge or completion of session.









Video or animation to watch.




Timings	Learning Activities	Resources
45 mins	<b>Lesson 1: Introduction to SuperKind:</b>	Slides 1&2
5 mins	 The tag line of SuperKind is to <i>'Together we can change the world'</i> Throughout this course we're going to be exploring <b>WHAT</b> you would change about the world, <b>WHY</b> you would change it, <b>WHO</b> is going to change the world and <b>HOW</b> we can take steps to make a difference.	Slide 3
	 Watch the 'SuperKind: Together we can change the world' video Video (2:35) available here: <a href="https://www.youtube.com/watch?v=lrX3FUk1SI">https://www.youtube.com/watch?v=lrX3FUk1SI</a> (click on the video on the slide to take you straight to the online video)	Slide 4
	<b>Lesson 1: WHAT &amp; WHY Overview</b> If you could change one thing in the world, what would it be and why?	Slide 5
10 mins	 Having watched the video, ask students to share ideas of 'WHAT they would change in the world' and 'WHY they want to change it.' Write their contributions down on the table on the PowerPoint as you go. Or, blue-tac two titles to the wall ('What' & 'Why') and invite them to write their idea on a post-it note and stick it under the relevant title/column.	Slide 6
20 mins	 Explain that on SuperKind students can learn about important problems in the world. In addition to a list on topical causes (such as BLM or Covid-19), there are pages on all 17 UN Sustainable Development Goals (SDGs). Almost all important problems around the world fit in to one of the 17 Goals. The SDGs are also an excellent way to provide contact to local issues that may be affecting your students, or your local area. Briefly explain what each goal entails.	Slide 7
10 mins	 Copy and paste the annotations from the previous slide and invite students to drag and drop them to the correct UN Sustainable Development Goal. E.g. 'Animals' to 'Life on Land'. Demonstrate that almost all issues, even local ones, fit into the wider global context of the 17 SDGs.	Slide 7

<b>45 mins</b>	<b>Lesson 2: WHAT &amp; WHY Presentation Task</b>	
10 mins	 <p>Re-cap the previous lesson with a show-me tell-me whiteboard exercise. Name a UN Sustainable Development Goal and ask them to briefly define the goal on their whiteboard. Repeat a couple times. For example, for 'No poverty' they may write 'when everyone has enough money'.</p>	Dry-erase whiteboards
15 mins	 <p>Split the class into circa 5 groups and assign each a cause (or allow them to choose their own!). Ask each group to use the SuperKind SDG pages to prepare a 3-minute presentation on 'The Problem', 'The Solution' and 'Take Action' to the rest of the class. You can access the pages here: <a href="https://superkind.org/causes">https://superkind.org/causes</a> Provide students with a method of displaying the information for their presentation (a computer to make a presentation, or poster paper and pens). This will ensure students learn about key problems in the world and gain familiarity with the causes of the issues as well as an understanding that problems have solutions, and that they themselves have agency to make a difference.</p>	Computer & interactive whiteboard OR Poster paper & pens
20 mins	 <p>Invite students to present their presentation to the class.</p>	Computer & interactive whiteboard OR Poster paper & pens

<p><b>45 mins</b></p>	<p><b>Lesson 3: WHO?</b> Who is going to change the world? YOU are!</p>	<p>Slide 8</p>
<p>5 mins</p>	<p> Ask students to think about 'WHO they think has the power to make a difference in the world'. Invite them to write down everyone they can think of and the attributes they have.</p>	<p>Slide 9 + Pen &amp; paper</p>
<p>5 mins</p>	<p> Tell the stories of two inspirational young change-makers to instil the belief in your students that they can change the world and inspire them with some ideas. We have listed two below but do feel free to use alternatives instead!</p>	<p>Slide 10</p>
	<p> Watch 'Jahkil Jackson's' Video: <a href="https://www.youtube.com/watch?v=MqN7t5gnI5w&amp;t=25s">https://www.youtube.com/watch?v=MqN7t5gnI5w&amp;t=25s</a> (1min38secs) (click on the video on the slide to take you straight to the online video)</p>	<p>Slide 11</p>
	<p> Watch 'Henry Cleary's' Video: <a href="https://www.youtube.com/watch?v=HpjHcSeCl80">https://www.youtube.com/watch?v=HpjHcSeCl80</a> (2min21secs) (click on the video on the slide to take you straight to the online video)</p>	<p>Slide 12</p>
<p>10 mins</p>	<p> Ask students to share ideas of the kind of change-makers they had listed. Were any of them children, women, from ethnic minorities, etc? Help them appreciate that change makers come from a wide range of backgrounds, ages, and genders and that everyone brings something unique to the change-making table!</p>	<p>Slide 13 + Change-Makers' Worksheet print out</p>
<p>20 mins</p>	<p> Ask students to complete the SuperKind Change-Makers' Worksheet. To do so they will need to browse the change-makers (<a href="http://www.superkind.org/change-makers">www.superkind.org/change-makers</a>) page on SuperKind. This exercise will help students navigate the change-makers' page and most importantly, feel empowered to take action. *Hint to teachers: The answer to question 4, 'What do change-makers have in common' is a willingness to take action and get started!</p>	<p>Slide 14-19 + Computers/tablets to browse the SuperKind website on their own</p>
<p>5 mins</p>	<p> Discuss as a class who is going to change the world? (WE ARE!) The power is in our hands to make a difference. No act is too small, and no one is too young. <i>You could share a story from when you were young which would encourage them.</i></p>	<p>Slide 20</p>

<p><b>45 mins</b></p>	<p><b>Lesson 4: HOW &amp; TAKE ACTION</b> How can we change the world?</p>	<p>Slide 21</p>
<p>5 mins</p>	<p> Having learnt about some of the SuperKind Change-Makers, re-cap some of the different ways that other change-makers were able to make a genuine difference in their community and how they got started. This will prepare the children for their next step: learning the ways that they too can make a difference and how to get started.</p>	<p>Slide 22</p>
<p>5 mins</p>	<p> Explain that on SuperKind students can learn what actions they can take, and learn exactly how they can get started. Briefly explain what each type of action includes.</p>	<p>Slide 22</p>
<p>35 mins</p>	<p> Follow a toolkit as a class to get students familiar with the idea of using the toolkits. You can access the SuperKind toolkits here: <a href="https://superkind.org/take-action">https://superkind.org/take-action</a> For example, you could all make posters or write letters. Depending on your class' age, abilities, (&amp; creativity) decided whether you prescribe what their poster is about/who their letter is to, or whether you give them a few ideas to choose from and the independence to make that decision.</p>	<p>Slide 23 'Write a letter' template print-out</p>

<p><b>45 mins</b></p>	<p><b>Lesson 5: MAKE AN ACTION PLAN</b></p>	<p>Slide 24</p>
<p>5 mins</p>	<p> Discuss the 'SMART' acronym for goal setting and how students might consider each element of it when planning their action.</p>	<p>Slide 25</p>
<p>25 mins</p>	<p> Print the 'My SuperKind Plan' worksheet and distribute one to each student. Invite them to choose a problem that they'd like to affect and list the steps they are going to take to change the world. For example, 'I would like to slow climate change. To do this I will: 1. Walk to school instead of driving, 2. Write to my headteacher to ask my school to only serve red meat (like a beef lasagne) once a week, 3. Make a poster to teach my classmates about what they can do to reduce their carbon footprint, 4. Raise money for The Climate Coalition'. If students finish early, encourage them to decorate their plan by adding drawings of their steps etc.</p>	<p>Slide 26</p>
<p>25 mins</p>	<p> Give the children a piece of cardboard each.          On one side write 'I'm going to #BeSuperKind by...'          On the other side write one thing from their 'steps to changing the world' sheet. Eg: Walk to school instead of driving... Raising money for The Climate Coalition ...etc.  <i>We've put some examples on slide 10 for you.</i>   <i>You could film a video or take some pictures and share them on social media @SuperKind_org #BeSuperKind #superkind.</i></p> <p><b>Optional Additional Lesson</b>          Depending on your timetabling and the breadth of childrens' actions, you may decide to do the action in class as an additional lesson to the plan (e.g. this works particularly well if most have opted for something like writing letters or making posters) or you may decide for it to be done outside of class (e.g. if most actions involved volunteering or changing habits and behaviour).'</p>	<p>Slide 27          Cardboard,          Marker pens,          Camera</p>

<p><b>45 mins</b></p> <p>10 mins</p> <p>30 mins</p> <p>5 mins</p>	<p><b>Lesson 6: REFLECT ON YOUR ACTION</b></p> <p> Invite students to talk to the person next to them about the action that they choose. Use the questions on Slide 28 to encourage them to reflect on not only the successes and failures of the project but also the ways that it shaped them/the lessons that they learned.</p> <p> Ask students to put together a presentation or video to share their experiences, impact, lessons and plans for the future with the school community. You can choose to have these presentations hosted in class, whole school assemblies, invite parents to come and watch, or share the videos with parents via email. They will likely need to finish this as homework.</p> <p> Award students with the SuperKind Change-Maker's' Course Certificate of Completion.</p> <p>You may also like to order stickers and/or metal pin badges from SuperKind to celebrate students' achievements. They can be ordered here: <a href="https://superkind.square.site/s/shop">https://superkind.square.site/s/shop</a></p>	<p>Slide 28</p> <p>Slide 29</p> <p>Slide 30 + Computers/ tablets to access Powerpoint (or video making software)</p> <p>Slide 31 SuperKind Change- Maker's' Course Certificate of Completion print-out</p>
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**Follow on Activities:**

Encourage students to write a newsletter article for your school newsletter/website about what they got up to. Repeat the 'Get Started' lesson termly, encouraging students to set themselves a new plan.

**National Curriculum Links:**

**Computing:** Using search technologies effectively and critically.

**English:** Reading about, and presenting on, different causes (through the United Nations Sustainable Development Goals) will help students develop their skills in retrieving, recording and presentation information. If students decide to write letters as their chosen action (or as the guided class activity) they will practice different conventions of writing (such as the formalities that go with letter writing). When students put together a reflective presentation to culminate their action, they will have a chance to improve their reading and presenting skills, ensuring they are reading with appropriate intonation and volume.

**Art & Design and Technology:** Stretch students not only to write their action plan on a piece of cardboard, but instead to improve their mastery of different art and design techniques (e.g. drawing and painting) by drawing/painting illustrations on the cardboard too. Students may even choose an action that involves creating something – e.g. creating a litter picking tool.

**Geography:** When learning about different problems facing the world (through the UN SDGs) students will have the opportunity to learn about key aspects of geography such as geographical regions and their identifying human and physical characteristics. They may learn about key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

**Mathematics:** When setting their goals, and later evaluating their impact, encourage students to conduct basic sums. For example, how many tins of food their food bank donation drive would collect if every child in the school donated one tin. Or, how far they would need to run each day to run a marathon (42km) in 10 days.

**Science:** When learning about different problems facing the world (through the UN Sustainable Development Goals) students will have the opportunity to learn about key scientific principles – such as skeletal and muscular systems (& what makes us sick), nutrition and digestion (& what we need to maintain a healthy diet), relationships in an eco-system (& the threats of human development on the planet), climate change, different plant and animal species (& what it means to be endangered), etc.

**SMSC Links:**

**Spiritual:** Pupils will reflect on what they believe needs to change in the world. Through group discussion they can also find interest and respect for different people’s feelings and values. They may find an enjoyment and fascination in learning about themselves and believing that they have the potential to change the world. They will be able to reflect on these through the challenge log sheet.

**Moral:** Pupils will be encouraged to think about some of the problems in the world, many of them moral issues, that people would like to see change. They are also able to discuss their ideas in a group offering opinions and appreciating others’ viewpoints on these issues.

**Social:** Pupils will use a range of social skills in delivering their social action (for example if they are raising awareness or money they will need to pitch their view/ideas to others). They will have further opportunities to work together if their action involves meeting and working with new individuals and groups of people in their community.

**Cultural:** The issues raised in this session can relate to a range of different causes, groups of people and communities and open up discussion about these.

**SEAL Links:**

**Self-Awareness:** Pupils begin to understand that they have the skills and potential to make a difference in the world.

**Managing Feelings:** Through the teamwork tasks pupils are encouraged in their communication. There is opportunity for discussion on how problems in the world make us feel and how we can turn these feelings into positive action to help others.

**Motivation:** Pupils persist in working together to complete the opening teamwork challenge and also set themselves goals in the challenge activity.

**Social Skills:** Working together in the various tasks the pupils learn to communicate, solve problems and compromise to achieve as task together.