

Lesson plan for Citizenship Key Stage 4

Prepared by www.BeforeYouSignUp.info, last updated April 2010



Recruitment to the army

Focusing on recruitment to the infantry (foot soldiers), the largest part of the army

Learning outcomes

1. to gain an outline understanding of life as a soldier, including the pros and cons
2. to understand and speak about ethical issues involved in recruiting young people from age 16 into the armed forces
3. to be able to deconstruct a TV advertisement
4. to bring critical awareness to an important social issue

Links to the Key Stage 4 Citizenship Curriculum

as set out at <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/key-stage-4/citizenship/programme-of-study/index.aspx?tab=1>

Key concepts: 1.2 a, b, c (Rights and responsibilities)

Key processes: 2.1 a, c, d (Critical thinking and inquiry); 2.2 a, b, c (Advocacy and representation)

Range and content: a, g, k, m **Curriculum opportunities:** a, c, g, h, i

Resources (downloadable from www.beforeyousignup.info/parentsteachers/resources)

- Powerpoint presentation file
- Army advert video clip (or YouTube link: <http://www.youtube.com/watch?v=Lfp-jqJB81U>)
- Students' worksheet file
- Optional: Teacher's background briefing at <http://www.beforeyousignup.info/parentsteachers/schools> and <http://www.beforeyousignup.info/parentsteachers/enlisting-under-18s>

Pre-lesson prep

Print out worksheets (one for each student), load Powerpoint, load army ad video clip, possibly also prepare whiteboard for brainstorm exercise

See over for lesson plan...

Theme	Lesson Ideas / Emphasis	Learning outcomes	Resources
	Before beginning		PP slide 1
Recruitment from age 16	<u>Spectrum line 5 min. (Click next slide)</u> 'The army recruits people from age 16' – is this a good thing or a bad thing? One end of the line is 'very good thing', the opposite end 'very bad thing'. Students position themselves on the line. Ask one or two students why they've chosen that particular point on the line.	To recognise and respect a diversity of views	PP slide 2
Imagining life as a soldier	<u>Plenary brainstorm 5 min (Click next slide)</u> <i>[Note: if time is tight, this exercise can be dropped]</i> Very quick... 'What do you imagine are the pros and cons of life in the infantry (foot soldiers)?' Divide flipchart/whiteboard into two columns 'Good' and 'Bad'. Ask students to call out good and bad things about being in the army, as they imagine it. Some students' 'goods' might be others' 'bads'.	To identify assumptions about life in the infantry To build empathy with people in unfamiliar situations.	PP slide 3 Whiteboard/flipchart with pens
Challenging assumptions about life as a soldier	<u>Quiz 10 min (Don't click next slide just yet...!)</u> Again, do this quite quickly if possible. Give out worksheets. Students fill out the quiz and swap sheets for marking. The answers are on the next Powerpoint slide. Brief discussion around surprising answers if time available.	To identify facts and myths about life in the infantry	PP slide 4 once quiz is complete Student worksheets
Army recruitment advertising	<u>Army ad 10 min</u> Ask students to turn to Section Two on their worksheets and explain that you'll play the ad twice. First time, students note their feelings, second time the messages that the ad is sending about life in the army. Play army ad video first time, ask for a selection of the 'feeling' responses. Play army ad second time, ask for some key messages in the ad. Ask: what is the ad not saying about life in the army?	To identify and articulate own feeling responses to a situation To deconstruct an advertisement's messages	Student worksheets Video clip
A soldier's testimony of warfare	<u>Veteran's testimony 10 min (Click next slide)</u> Ask students to turn to Section Three on their worksheets for the Vince Bramley quotation (also on Powerpoint slide). Ask a student to read out the text on their sheet while the others note their feelings and the impression that the testimony gives them of life in the army.	Further to identify and articulate own feeling responses to a situation To recognise the diversity of experiences and views among soldiers	Student worksheets PP slide 5

<p>Army recruitment in schools</p>	<p>Discussion 10 min (Click next slide) Having looked at some of the pros and cons of life in the infantry, discuss the issue of army recruitment in schools. Army recruiters visit poorer schools most often, according to evidence from London. Ask students to say why they think this is done.</p> <ul style="list-style-type: none"> • Those in favour of recruiting in schools say that this gives career options to young people who leave school with no GCSEs. • Those against say that this exploits young people from poor communities. <p>What do you think? Teacher: Might want to relate some of the discussion to the Rights of the Child if this has been covered elsewhere in the curriculum.</p> <p>[Source: Gee, D and Goodman, A. (2010). 'Army recruiters visit London's poorest schools most often', available at www.informedchoice.org.uk/armyvisitstoschools.pdf]</p>	<p>To engage with the ethical issues of a real-life topic directly affecting young people To recognise and respect a diversity of views To develop critical awareness of the issue of military recruitment in schools</p>	<p>PP slide 6</p>
<p>Recruitment from age 16</p>	<p>Spectrum line again 5 min (Click next slide) 'The army recruits people from age 16' – is this a good thing or a bad thing? One end of the line is 'very good thing', the opposite end 'very bad thing'. Students position themselves on the line. Ask one or two students why they've chosen that particular point on the line. The same question as before – have people changed their positions? If time available, ask more questions using the spectrum line: e.g. 'The army is good for the nation' 'Army advertising is fair and accurate' etc.</p>	<p>To recognise how own point of view can shift (or not) after debate with others</p>	<p>PP slide 7</p>

Sources: Most of the sources used in preparing this lesson plan and the worksheet are official (mostly MoD) documents; the full list of sources is at <http://www.beforeyousignup.info/aboutcontact/sources>. Please direct any further queries to enquiries@beforeyousignup.info – we'll be happy to help.