

Citizenship

Community and Vulnerability

Overview of Session



Session Length | 60 mins



Age Group | 7-11 Years

Learning Outcomes

Students will build the skills and knowledge needed to explore social and political issues critically. They will weigh evidence, debate and make reasoned arguments. It prepares students to understand their place in society and understand how communities can be affected by tragic accidents and disasters.

Learning Outcomes

- To understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.
- To understand the precious liberties enjoyed by the citizens of the United Kingdom.

Lesson Overview

The aim of this lesson is to help students to develop skills in researching, debating and evaluating viewpoints before presenting reasoned arguments, in line with the Citizenship programme of study for KS3.

Students are given a scenario: A series of freak storms has affected the UK.

Electricity generation and distribution has been affected, resulting in demand exceeding supply.

Due to insufficient domestic distribution, 'power sharing' has been put into place. The cables and infrastructure may ultimately take 2 weeks in total to repair. Emergency response protocols have been implemented and power sharing rotas must be put in place over the next two weeks.

Ultimately, students will be required to consider the most vulnerable people in the area to create a plan of action – who will require generators/ power sharing etc and why. Can the local community run as normal or not?

Key Terms and Principles

Infrastructure, community, generator, vulnerability, research and evaluation, presenting arguments, debating ideas in groups and as a class.

Resources

- PowerPoint presentation
- ICT (optional) for research of vulnerable groups
- Map with places such as school, hospital and doctors highlighted

OK, Let's Go!



Part 1: Introduction



Suggested length | 15 mins

Explain who Northern Powergrid is and the work it does.

In this session we will cover the following:

Setting the Scene

Students will initially use and apply their existing knowledge and understanding of adverse weather conditions, its effects on people and their homes/businesses. Photographs of a storm taken from space will be shown, followed by the devastating impact freak storms have on transport systems, buildings, homes and communities.

Task

Students will share their ideas by exploring responses to the following discussion points:

- What is vulnerability?
- How might vulnerable people be more impacted if there is a power cut?
- What lies within Northern Powergrid's areas of responsibility, as the electricity distributor?
- During a storm, or large power cut, what are the immediate priorities? Consider the What, Why, When and How' when exploring solutions.
- Who else should Northern Powergrid work with?
- How do you think people feel during the bad weather if they have no power?

Resources



- PowerPoint slide 2



- PowerPoint Slides 3-6

Tip

Use slide 7 to show some examples of how customers have felt during these situations and how they have helped.



- PowerPoint slide 7



Part 2: Body of Lesson



Suggested length | 20 mins

Setting the scene

- A series of freak storms has hit the UK.
- As a result, the National Grid's cables have been damaged causing outages, this impacts electricity generation and distribution. There isn't enough electricity to power the country as normal and because of this, 'power sharing' has been put in place.

Power Sharing: Refers to multiple households drawing their power from a limited supply of generators. Power sharing means households may only have limited access to electricity, to fulfil their basic energy needs. It might be that customers need to go on a rota for power.

Task 1

- **What do we need to take into consideration?**
Ask students to write a list of what should be considered – add to their suggestions if required. Some examples are: Heating - keeping cool, conserving heat. Food - preparation and storage. Lighting. The ability to use electronic devices - phones/laptops/chargers/hairedryers. Medical equipment - oxygen/dialysis machines etc.
- **Build on the discussion around vulnerability and discuss which sites and groups of the community will require the most power.**
(There are no “correct” answers; the focus is on students’ reasoning. However, consideration of priority services and support of vulnerable persons would strengthen arguments i.e. Operating theatres in hospitals, fire & rescue, police, care homes etc.)

Task 2

- **Students are then introduced to vulnerable groups.**
There is a short task, undertaken in pairs, for students to use ICT to research vulnerable groups.
- **Encourage students to visit the Northern Powergrid website to look at how it helps vulnerable groups.**

Resources



- PowerPoint Slides 8-10



- PowerPoint Slides 11-12

Tip

If ICT is not available this could be a class discussion.



- PowerPoint Slides 14-16

Extension task

This task uses higher level thinking skills.

How would you group vulnerability and prioritise vulnerable groups? (E.g. babies and young children, people with mobility issues and where English is a second language.)



Part 3: Group Task



Suggested length | 15 mins

Task

- Students are to identify specific people/communities/infrastructure that are dependent on electricity.
- Students are given a map with key places highlighted such as hospitals, shops, schools, doctors, post office, garage, railway station, emergency services, airports, elderly people's homes etc.
- Students must work in groups to discuss which people are the most vulnerable and who should be provided with generators. This should then be marked on their map.
 - **What issues need to be considered? (Students could identify if the group would be at risk of harm, what are they vulnerable to i.e. cold, isolation, access to food etc.)**
 - **How can they contact emergency services etc?**
 - **How would this be different in summer months/would it be easier or harder?**
 - **How could vulnerable people be supported? (Relocating to community centres, rota of home visits, food banks etc.)**

Resources



- Map highlighting key places



- PowerPoint slides 18-19

Aim

The aim is to minimise adverse impact on local communities, but ultimately the focus must be on maintaining safety. Students should consider power sharing.

Part 4: Class Discussion



Suggested length | 10 mins

Encourage students to share their group's ideas and reasoning with the rest of the class.



- PowerPoint slide 20

Next Steps



- Homework suggestion: prepare a menu for the time when power is switched off.
- What sort of food could you eat and why?
- Think about choice of food, lack of cooking equipment etc.

