

LESSON 2

Positive Influence of a Community

60 minutes

Strand 2.1: Appreciating my Community

Reflecting

Outcome LCW.M2.S1.COM.2

WHAT THIS LESSON DOES

In this lesson, reflect on a community you are part of by identifying three concrete impacts supported by facts or numbers. Cover effects on yourself, another member and people outside the group. Then name one honest limitation of that community.

HANDLE WITH CARE

- Honest community critique can surface exclusion, isolation or family difficulty. If something heavy comes up, follow the school's own pastoral procedures and the guidance counsellor route the school is trained to use. Do not send students to external support services from the lesson page.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.COM.2	identify a community they belong to, illustrating positive aspects of this community.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Evidence positive community influence with numbers, dates or concrete facts
- Name impacts on yourself, another member and people outside the membership
- Identify one honest limitation or exclusion of the community you chose

KEY TERMS

Term	What it means here	For example
Community impact	A change that would not have happened if the community did not exist: something concrete for a member, for you, or for people outside the group.	Illustrative: a local Men's Shed repairing park benches the council had boarded up
Inclusion	Who can join, take part and feel welcome, and who is left standing outside the door for reasons the group may not even notice.	Illustrative: a sports club that has no pathway for players with a physical disability
Evidence	A number, a date, a named event or a specific fact a stranger could check, not a warm feeling about the group.	Illustrative: eight benches repaired in September, free of charge

BEFORE THE BELL

- Create or share a blank Positive Influence Audit template in each student's Strand 2.1 Digital Portfolio folder with a one-line community name field and four headings: Impact on me; Impact on another member; Impact outside the membership; One honest limitation. Students will save the finished piece as Positive Influence Audit: [Community name] .
- Print copies of the sample audit for students without device access, with the same four headings left blank underneath for handwriting.
- On screen this lesson: worked example.

Positive Influence of a Community

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
32 min	activity	Study the Sample, Then Write Yours
10 min	content	Think About It
5 min	content	Take It Further
3 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking three students to name one community from their existing list (or the quick list they just jotted). Then ask: *If that group vanished next week, what concrete thing would stop existing?* Warm answers ("friendship") get pushed toward a fact. That sets the bar for the audit.

5 min Key Terms

Spend under five minutes here. The test that matters is already on the board from step 1: **would this still exist if the community did not?** Point at that when students later write soft claims.

32 min Study the Sample, Then Write Yours

On screen: worked example

SUGGESTED TIMING

- **12 mins:** walk the worked example beats on the board. Pause before each reveal and ask the class what makes that line work.
- **18-20 mins:** students write their own audit in the portfolio document.

LOOK-FORS WHILE CIRCULATING

- Soft claims ("it keeps people fit") with no number, date or named event: push for a fact.
- All three impacts about the writer: insist on another member and someone outside.
- Limitation line hedged into nothing ("maybe it could improve communication"): ask who is actually left out.

Students who struggle to name a community they know well enough can use a school club, a team, a parish group, a local project or a part-time workplace community. Family alone is too thin for the outside-membership impact.

A thin but complete main four-part audit always beats a second mini-audit. Protect the main write over the optional stretch.

If the main write is set as homework instead of in-class, open the next period with the Think About It pair-share rather than rushing the limitation check at the end of a writing-heavy session.

Students are practising honest observation, which a later Applied Learning Task on community will need. Keep the tone light but firm: they are not attacking their communities.

10 min Think About It

Pair-share for about eight minutes, then take two limitation lines on the board (with permission). Ask the room: *is this a real exclusion, or a polite improvement suggestion?* The second type is the common dodge.

Keep it light but firm. Students are not attacking their communities; they are practising honest observation for later community investigation work.

If the audit was set as homework, run this pair-share at the start of the next period instead of squeezing it after a long write.

5 min Take It Further

Untimed extension only. Offer this only to students who finished a strong main audit with time to spare before the summary. Do not let it dilute a thin first audit: the main four-part write is the non-negotiable portfolio build. A thin main audit always beats a second mini-audit.

3 min What you covered

Three to five minutes. Cold-call two students for one evidenced impact each, then confirm every student has the audit file named and saved in Strand 2.1 before they leave. If anyone only has bullets on paper, photograph or type them into the portfolio document now.

ANSWERS AND LOOK-FORS

- "helped build six bird boxes for the primary school" - A number you can check - Six is countable. A stranger could ask the school. Soft claims like 'I learned loads' fail this test.
- "That skill set would not exist for me if the Shed did not" - The vanishing test - This is the impact test in one sentence. If the community disappeared, what concrete thing goes with it?
- "Thursdays are the only day he leaves the house some weeks" - Another member, named - Not 'older people benefit'. One person, one pattern, something the writer actually heard. You need a member you can describe.
- "repaired eight park benches for the local council free of charge" - Outside the membership - The beneficiaries are families in the park, not Shed members. Outside impact is the line students skip most often.
- "boarded up for two months after vandalism" - Date and situation - Two months pins when the gap existed. Evidence is a fact a reader could verify, not a mood.
- "was told it was really a men's thing" - Honest exclusion - No softener. A real person was turned away. If you cannot name a flaw, you have not looked hard enough yet.

TEACHING MOVES

- Model the sample audit by revealing one impact at a time and asking what makes it effective. Stress that the Shed and people in the sample are fictional, used only to show the form.
- During writing, circulate the room to prompt for concrete facts.
- Use whole-class discussion to review limitation lines for honesty.
- Encourage pair discussion to refine the exclusion point.
- Protect the main four-part audit: a thin complete audit always beats a second mini-audit.

WHAT TO WATCH FOR

- Students use vague phrases like 'brings people together' instead of facts; remind them to include numbers or dates.
- Limitations are softened to be polite; guide students to state the exclusion directly.
- Impacts are not tied to the test of 'would this exist without the community'; refer back to the initial question.

DIFFERENTIATION

- Support: Provide sentence starters such as 'One impact is...' for each section.
- Support: Allow students to choose a simpler community if the first choice is complex (school club, team, parish, local project, part-time workplace).
- Extension: Invite early finishers only to complete the optional second-community mini-audit.

WHAT STUDENTS ARE LEFT WITH

- Positive Influence Audit: three evidenced impacts plus one honest limitation