

Using Active Citizenship Resources to Explore the Impact of COVID-19



Introduction

This resource shows how CCEA's existing [Active Citizenship](#) resources may be used to explore the impact of COVID-19 lockdown on young people. It adds additional scenarios, activities, links and questions related to COVID-19 to Active Citizenship Units 1, 3 and 8.

Since school closures and other restrictions were introduced as a result of the COVID-19 pandemic, young people have had to adapt to a 'new normal' with significant impact on their daily lives. This may, in turn, have ramifications for their mental health and wellbeing.

Uncertainty and lack of routine, structure and normal social interaction with family, friends and teachers have left many feeling isolated, anxious and fearful for what they have missed and for their future. They may have missed support from friends and professionals and feel out of control, or they may have felt trapped by the restrictions that have disrupted their daily lives. Others may have felt safer at home, protected from bullying or other pressures they previously experienced in school before lockdown.

For all, teachers and pupils alike, despite their differing experiences during lockdown, returning to school may be a daunting foray into the unknown with new rules and regulations, and pupils perhaps separated from their closest friends through social distancing measures. They will need space and time to explore and process the unprecedented events they have been through over the last few months.

Citizenship education can:

- provide the safe space that pupils need to explore and gain an understanding of current and past events; and
- equip them with the confidence, skills and values to make a real difference to their lives and the lives of others, re-evaluating and creating a sense of purpose through the uncertainty that surrounds them.

Real-life scenarios

To make sense of COVID-19 and the reason for the restrictions imposed (such as social distancing and limitations on gatherings), it's useful to explore real-life scenarios like the ones we've included in this resource.

During lockdown, there have been many reported breaches of regulations around social distancing and social gatherings – some by young people in our local communities. Many people see these as a lack of discipline or disobedience that increases the risk of spreading the virus, particularly to the most vulnerable. As educators, we have the opportunity to critically explore with our pupils some of the reasons for these breaches and their potential consequences.

Research shows that there is an increase in risk-taking in young people that's thought to be associated with the rapid development of the brain's reward system in comparison to the comparatively steady development of the brain's regulatory control system. Risk-taking behaviour is also known to be more likely to take place when young people meet in social groups, to achieve and maintain status within a peer group. Young people tend to have a greater reliance on interaction with peers than other age groups. Also, for some young people, particularly those struggling with anxiety and depression, social distancing is seen as a greater risk to their personal mental health than COVID-19 poses, perceiving social interaction as vital to survival.

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These are some of the issues and their consequences that are covered in this new COVID-19 resource material.

Sources

Links to sources on how the pandemic is affecting young people

[Mental Health Foundation – Returning to school after the coronavirus lockdown](#)

[Changing Faces – After lockdown: worries about returning to school](#)

[Young Citizen – Coronavirus: 5 ways it's changing Citizenship](#)

[World Health Organization – Mental health and psychological resilience during the COVID-19 pandemic](#)

[NSPCC Learning – Podcast: impact of coronavirus on school staff and pupils](#)

[Young Minds – Coronavirus: Impact on Young People with Mental Health Needs](#)

Links to sources on how young people measure risk during COVID-19

[University of Birmingham – Why do young people take more risks against social distancing?](#)

[National Public Radio – Why Some Young People Fear Social Isolation More Than COVID-19](#)

[Bloomberg News – Covid-19 Cases Soar in Young Adults Bored of Social Distancing](#)

[Business Insider – What coronavirus stress is doing to your brain and body](#)

[The BMJ – Risks to children and young people during covid-19 pandemic](#)

Health and wellbeing resources

To compliment these activities you may also wish to use some of the CCEA resources available on our website at [Post-Primary Pupils: Supporting Your Health and Wellbeing](#). These include a short video, a PDF resource and an infographic called '12 Ways to Support Your Health and Wellbeing'.

You may also wish to let them read the UNICEF article [How teenagers can protect their mental health during coronavirus \(COVID-19\): 6 strategies for teens facing a new \(temporary\) normal](#), which is available at www.unicef.org

Voices of Youth has published some interesting blogs from young people about living through the COVID-19 crisis. You could use these as stimulus sources for discussions with your pupils about how they're feeling and what their hopes and fears for the future might be, during and after COVID-19. You can find [Living my teenage years through historical and political events](#) and [A Bright Future Ahead](#) at www.voicesofyouth.org

Active Citizenship Resources

This resource provides additional activities for the following Active Citizenship lesson plans:

[Unit 1: What is Citizenship?](#)

Lesson 1: What does citizenship mean?

Lesson 2: What is active citizenship?

Lesson 3: Being an active citizen

[Unit 3: What is Lawfulness?](#)

Lesson 1: The concept of lawfulness

[Unit 8: Staying Safe and Making Choices](#)

Lesson 2: Safety and human rights

Unit 1: What is Citizenship?



Lesson 1: What does citizenship mean?

The following discussion points and activities could be used to update this existing lesson to explore the impact of Covid-19.

Launch

Ask your pupils to consider this question:

Do you think the concept of citizenship has changed during COVID-19?

Possible answers and discussion points:

The state has responsibility for the wellbeing of its citizens, but it must also protect their human rights. It can impose emergency powers or legislation in times of national crisis such as during a pandemic or conflict, placing restrictions on movement and activities such as public gatherings. These restrictions may change the relationship between the government and its citizens. This could potentially create a backlash like the demonstrations in the UK and America.

You could show your pupils the news story [Coronavirus: Anti-mask activists protest against order to wear face coverings](#), available at [news.sky.com](#), as an example.

Pupils may also have seen a surge of responsible social action such as an increase in volunteering to help vulnerable groups, or raising money for the NHS (for example Captain Tom Moore).

You could discuss the sources below with your pupils:

- [The Guardian – ‘He’s just a wonderful man’: how Captain Tom became a superstar fundraiser](#)
- [The Centre for Evidence-Based Medicine – Volunteering during the COVID-19 pandemic: What are the potential benefits to people’s well-being?](#)

New Activity: COVID-19 connections

1. Ask the pupils to look again at the [citizenship connections cards](#).
2. Ask each pupil to choose three cards with statements that they think COVID-19 may have affected.
3. Allow a few minutes for them to think about and make notes on the statements they have chosen.
4. Ask the pupils to share their choices and discuss the reasons for these with others in a small group or online if participating remotely.
5. Ask the pupils if the cards they have chosen fall mainly under the headings Rights, Responsibilities, Participation or Identity.
6. Encourage a class discussion about their choices and the reasons for these.

Unit 1: What is Citizenship?



Possible answers and discussion points:

- Answers may include Human Rights, UDHR, UNCRC, Freedom of Belief and Religion, Right of Peaceful Assembly and Association, Direct Action, Volunteering, Peaceful Protest, Social Responsibility and Individual Responsibility.*
- These may be temporarily suspended or restricted due to emergency measures during the pandemic that aim to slow the spread of the virus, for example social distancing rules and restrictions on movement and social or other gatherings.*

Debrief

Is it harder to be a citizen of a country during an emergency such as a pandemic or conflict?

Possible answers and discussion points:

- It may take even more effort to be a citizen during a pandemic due to the restrictions and guidelines that should be followed.*
- People may be uncertain about the restrictions and what they can and cannot do.*
- There may be ambiguity about certain restrictions, particularly when some are being lifted but others are not, or when some restrictions apply to certain regions but not others.*
- The length of the pandemic may affect a person's mental wellbeing due to feelings of social isolation, missing friends and family, and lack of access to education and health services.*

Unit 1: What is Citizenship?



Lesson 2: What is active citizenship?

The following discussion points and activities could be used to update this existing lesson to explore the impact of Covid-19.

Launch

Ask your pupils to consider these questions:

1. **Think about inspirational people during COVID-19 – who are they and what have they done?**
2. **How has society shown appreciation for their actions?**

Possible answers and discussion points:

1. *Examples during the COVID-19 pandemic might include NHS staff, volunteers in food banks or delivering food to vulnerable groups, care home staff, carers, shopworkers, paramedics and fundraisers.*
2. *Society has shown appreciation through actions such as the Clap for Carers, supporting fundraising initiatives and awards such as the Spirit of Northern Ireland 2020.*

Then ask your pupils to read the following articles on inspirational stories during the COVID-19 crisis:

- [SimOptions – The Most Inspirational Stories during the COVID-19 Crisis](#)
- [The Evening Standard – The inspirational Britons helping their communities during the Covid-19 crisis](#)

Update to Activity 4: Unsung heroes

Add the following unsung heroes from 2020 to the existing list on **Resource A** from Unit 1 Lesson 2:

- Harry Clarke – Spirit of Northern Ireland Award 2020
- Ashlene Kelly – Spirit of Northern Ireland Award 2020

See [Coronavirus: Meet Northern Ireland's unsung heroes going above and beyond during this time of crisis](#), available at www.belfasttelegraph.co.uk, for more information about these unsung heroes.

You might also find the following sources useful:

- [The Belfast Telegraph – Spirit of Northern Ireland Awards](#)
- [The Belfast Telegraph – Nominate your heroes of the Covid-19 health crisis](#)
- [BelfastLive – Turf Lodge young people helping to make their area a better place to live](#)
- [BelfastLive – Lenadoon youth club raise £9K to fund counselling services after suicide of young people in the area](#)

Unit 1: What is Citizenship?



Lesson 3: Being an active citizen

The following discussion points and activities could be used to update this existing lesson to explore the impact of Covid-19.

Launch

Can our actions impact on others being able to access the things that they are entitled to (for example during COVID-19)?

Possible answers and discussion points:

- *Reducing the impact of the virus on the NHS, by slowing its spread through us all social distancing and not gathering socially with our friends, was one of the key messages of the pandemic.*
- *By not observing these measures, the virus could spread and overpower the NHS, reducing access to NHS services for a prolonged period.*

New Activity: Little everyday actions

1. Explain to your pupils that even the smallest actions can make a difference to the lives of others in our communities. Being aware of your actions on an everyday basis can help to keep the vulnerable in your community safe from the virus.
2. Show the pupils the Translink video [Play Your Part. Don't Be a Melter](#), which you can find on YouTube.
3. Ask the pupils to write down as many positive actions as they can that were mentioned in the video which would be the actions of an active citizen.
4. Encourage them to think about and discuss how each action might protect the vulnerable in their own community.
5. Ask the pupils to design a poster promoting the messages of active citizenship covered in the video to their school and local community.

Possible answers and discussion points:

- *Take care getting on public transport as key workers, the elderly and vulnerable need to use it as well. Make sure you stand well back from them to avoid spreading the virus.*
- *Don't hang around ticket desks or machines, as the virus can be spread through contact with other surfaces. It can live on plastic and stainless steel for up to 72 hours.*
- *Wear a face covering to protect yourself and others from spreading the virus through airborne particles.*
- *If you're travelling in groups, keep them small to reduce the possibility of contracting or spreading the virus through crowding in small spaces.*
- *Spread out at bus stops and practice social distancing to avoid catching the virus from airborne particles.*

Unit 1: What is Citizenship?



- *Wait for the next bus if there are too many people on the first one to ensure social distancing.*
- *Think about using alternative ways of travel, such as walking or cycling.*

Debrief

- 1. Has your idea of an active citizen changed as a result of COVID-19? If so, how?**
- 2. Do you think there are more or less opportunities for active citizenship as a result of COVID-19?**

Possible answers and discussion points:

- 1. An active citizen is aware of how even their small everyday actions can make a difference to others. We can be active citizens in times of emergency by following the rules and guidance to make a difference in our communities, for example by preventing the spread of the virus that may negatively impact vulnerable groups.*
- 2. New or increased opportunities for active citizenship may have become available due to vulnerable people shielding, who are not able to get groceries or other essentials such as toiletries or medicines. There have also been opportunities to:*
 - *help people combat loneliness through phone calls or messages;*
 - *donate essentials to foodbanks;*
 - *help pack or distribute food and other parcels;*
 - *fundraise; and*
 - *participate in Clap for Carers.*

Unit 3: What is Lawfulness?



Lesson 1: The concept of lawfulness

The following discussion points and activities could be used to update this existing lesson to explore the impact of Covid-19.

Launch

Ask your pupils to consider these questions:

1. Does social responsibility change during a national crisis such as a pandemic?
2. Is there a greater responsibility for people to act with social responsibility during a national crisis such as a pandemic?

Possible answers and discussion points:

1. *During the pandemic, the public were shown to have a strong degree of self-awareness regarding their personal responsibility in controlling the spread of the virus. They exhibited social responsibility through social distancing, staying at home, self-isolation, wearing masks and washing their hands frequently to protect themselves and others, particularly the most vulnerable in society. These were unique ways of exhibiting social responsibility, specific to the COVID-19 crisis.*
2. *During the pandemic, there was a greater responsibility to act with social responsibility due to the extreme nature of the crisis and its impact on society. People were encouraged to follow emergency guidelines every day through, for example, government briefings, media reports and posters. This highlighted that each one of us was responsible for slowing the spread of the virus and decreasing the infection (R) rate.*

New Activity: One rule for all

For background information and to explore some of the arguments around the debate, you might find it useful to watch the Channel 4 News video [Downing Street defends top aide Dominic Cummings amid questions over 260-mile lockdown trip](#), which is available on YouTube.

1. Explain to the pupils that they're going to explore aspects of social responsibility involving people in positions of power and the potential impact of their actions on society.
2. Ask the pupils to watch the following YouTube videos:
 - [Sky News – UK adviser to Boris Johnson Dominic Cummings reported to have broken coronavirus lockdown rules](#)
 - [The Telegraph – Dominic Cummings: How the lockdown saga unfolded | Coronavirus](#)
3. Ask the pupils to discuss what lockdown rules Dominic Cummings was reported to have broken and why he might have broken them.
4. Discuss the importance of the lockdown restrictions.
5. Explain to the pupils that there are different sides to every argument. They're going to explore the issues involved through different or multiple perspectives using role-play and debate.
6. Before they begin the debate, ask the pupils to agree four ground rules for the debate and display these for the pupils.

Unit 3: What is Lawfulness?



7. Allocate roles to pupils in pairs or small groups. Roles assigned to pupils could include:
- Dominic Cummings;
 - the Prime Minister who fully supports his adviser Dominic Cummings;
 - a member of the public who has been self-isolating for two months due to health issues;
 - an NHS staff member working long hours on the front line of COVID-19; or
 - the parents of a child who has fallen seriously ill, but they are unable to visit him/her in hospital.

Note: You do not have to allocate all the roles to pupils as long as two opposing perspectives are allocated, for example Dominic Cummings and an NHS staff member or someone self-isolating. (You may wish to ask the pupils to carry out more research on this story as a homework exercise.)

- Allow approximately 15–20 minutes for a debate on the different perspectives.
- Invite the groups to present their arguments in a class plenary session.
- Then lead a class discussion on the impact of the behaviour of those in power on social responsibility in society.

Possible answers and discussion points:

Dominic Cummings/Prime Minister perspectives

Acted responsibly in the circumstances; young child needing childcare; had to travel to relatives to get appropriate childcare; stayed away from parents; self-isolated at parents' home; travelled to Durham to test eyesight; did not break the law; exceptional circumstances

Alternative perspectives

The Prime Minister instructed people to stay at home to control the spread of the virus and not to visit parents or friends; other people with children or sick relatives have followed the law; one rule for us, another for them; people have missed weddings, funerals, holidays and work to comply with the lockdown rules; others have sacrificed a lot to comply with the rules; the police were involved so potentially a serious violation

Note: Emphasise to the class that there are no right or wrong answers in this debate, but they should acknowledge and respect different perspectives. There are many sides to the story, and we may not have all the facts, only what has been reported in the media and through government briefings.

Unit 3: What is Lawfulness?



Extension Activity: Impact on social responsibility

1. Ask the pupils to read the following articles:
 - [The Conversation – We asked people if they were breaking lockdown rules before and after the Dominic Cummings scandal – here’s what they told us](#)
 - [YouGov – One in five have started breaking lockdown rules more following Cummings saga](#)
2. Facilitate a class discussion around the following questions:
 - Do you think that there have been further consequences arising from the Dominic Cummings story?
 - If so, what are they?

Possible answers and discussion points:

- Yes – the YouGov poll shows that one in five people (21%) followed the lockdown rules less strictly following the Dominic Cummings story.
- One third of the group (32%) mentioned Dominic Cummings in their response.
- The drop in those following the rules is even more dramatic among younger people (18–49 years).
- As citizens, we all have a responsibility to adhere to the COVID-19 restrictions to slow the spread of the virus and prevent a second wave.
- This story resulted in public anger and mistrust – one rule for them, another for us.
- It undermines citizens’ voluntary compliance with the restrictions during lockdown.
- People may not follow the rules as strictly, leading to an increase in the infection (R) rate and potentially an increase in deaths.
- If there’s a second wave, there’s a worry that people may be less likely to strictly abide by government restrictions.

Unit 8: Staying Safe and Making Choices



Lesson 2: Safety and human rights

The following discussion points and activities could be used to update this existing lesson to explore the impact of Covid-19.

Launch

Note: You could show your pupils a [simplified version](#) of the Universal Declaration of Human Rights, like the one available at www.youthforhumanrights.org

Ask your pupils to consider these questions:

- 1. What rights do you think have been affected as a result of the COVID-19 lockdown?**
- 2. How did the temporary restriction on these rights make you feel?**
- 3. Do you think that it was appropriate for these rights to be restricted during lockdown?**

Possible answers and discussion points:

- The following rights have been temporarily restricted during the COVID-19 lockdown:*
 - *Article 13: The Right to Freedom of Movement – we have the right to travel in our own country or travel abroad when we wish. All but essential travel was prohibited during the COVID-19 crisis.*
 - *Article 20: The Right to Public Assembly – we have the right to meet with our friends. Measures to tackle the spread of COVID-19 included closing bars, restaurants, gyms and many other social venues, as well as schools.*
 - *Article 26: The Right to an Education – education was impacted as schools were closed.*
- Feelings of isolation; missing friends and family; unable to travel so missing holidays or milestone events such as birthday parties or weddings; feeling uncertain about the future as schools were closed*
- The restrictions were put in place to slow the spread of the virus and protect vulnerable groups. Personal freedoms and public restrictions during a pandemic need to be balanced for our own good. The restrictions must be appropriate to the emergency and temporary. Some measures taken during the lockdown could have a disproportionately negative impact on marginalised and vulnerable groups, including the elderly, the homeless and people with disabilities, due to isolation and the inability to meet with people outside their households. Steps should be taken to mitigate any negative impact but ensure vulnerable groups are protected.*

Unit 8: Staying Safe and Making Choices



New Activity: Human rights during a pandemic

1. Ask the pupils to get into pairs or small groups.
2. Ask one pupil or group to argue for the suspension of certain human rights during the COVID-19 pandemic. The other pupil or group will argue that human rights should never be suspended or restricted.
3. Alternatively, distribute **Resource A** worksheet to pupils and ask them to write arguments for and against the restrictions on small Post-it notes and add them to the appropriate side of the scales.
4. Encourage the pupils to share their arguments with the rest of the class.
5. You may now wish to show your pupils some CCEA resources that are available on our website at [Post-Primary Pupils: Supporting Your Health and Wellbeing](#). These include a short video, a PDF resource and an infographic called '12 Ways to Support Your Health and Wellbeing'.
6. You may also wish to let them read the UNICEF article [How teenagers can protect their mental health during coronavirus \(COVID-19\): 6 strategies for teens facing a new \(temporary\) normal](#), which is available at www.unicef.org

New Activity: Lockdown beach party

1. Ask the pupils to read the articles below about the behaviour of young people on the beach near Bangor and at other natural beauty spots in Northern Ireland:
 - [ITV News – Officer kicked in face and teens arrested at Ballyholme](#)
 - [The Belfast Telegraph – PSNI officer 'kicked in face' after crowd of 200 gathers at Ballyholme beach](#)
2. Ask the pupils to work in small groups or pairs to answer the following questions:
 - a. What rules or guidance were the young people breaking?
 - b. Why do you think they broke the rules?
 - c. What risks were they taking?

Unit 8: Staying Safe and Making Choices



Possible answers and discussion points:

a. Rules broken include:

- restrictions on gatherings (Regulation 6 of the Health Protection Regulations);
- social distancing rules;
- alcohol consumption in public places (council by-laws); and
- littering (The Litter (Northern Ireland) Order 1994).

b. They may have broken the rules because they:

- are experiencing peer pressure;
- miss socialising with friends face-to-face instead of online only;
- need group acceptance (risk of being a social outcast);
- have fear of missing out (FOMO);
- underestimate or don't understand the risks involved; and
- think that young people are less affected by the virus and only have mild symptoms.

c. The risks that they were taking include:

- one or more of the people there may already be infected, but they could be asymptomatic at that point in time;
- they may catch the virus from an infected person and become ill;
- alcohol consumption may lower their inhibitions and reduce their social distancing (even with best intentions);
- bringing the virus into their home environment;
- being responsible for the infection (R) rate rising in the community; and
- litter or broken bottles left behind may cause injury to other people or to animals.

d. Give each group a copy of **Resource B**.

e. Explain to the class that they should discuss the consequences the young people's behaviour may have had for:

- young people in general;
- the young people who were arrested;
- the policewoman who was injured;
- other bystanders;
- the young people's families; and
- the environment.

Note: If some groups are working remotely, they can discuss remotely in their specific groups and complete a copy or some sections of the table each.

f. Then ask each group to present their conclusions to the rest of the class.

Unit 8: Staying Safe and Making Choices



Possible answers and discussion points:

Group/Category	Possible impact
Young people in general	Other young people may think it is acceptable to act in this way, or they may disapprove and learn from this behaviour.
The young people who were arrested	They may be prosecuted and, as a result, have a criminal record that may negatively impact their future. They may have to pay compensation and/or be given a community order or custodial sentence, depending on the severity of the attack.
The policewoman who was injured	She may be left with serious injuries and have to go to hospital. Her confidence to deal with crowds of young people may now be lower.
Other bystanders	They may be frightened by the actions of the young people. They may avoid going back to that area in the future, even if they're local, and may want to avoid crowds of young people.
The young people's families	They may be infected through transmission of the virus. They may be disappointed in their children or siblings and lose trust in them. They may have to go to the police station to collect their children.
The environment	The environment could be damaged through the large number of people and the littering or fire that they have caused.

Unit 8: Staying Safe and Making Choices



New Activity: Local hero

1. Ask the pupils to read the article [Female PSNI officer's CPR heroics after kick to the face](#), available at www.newsletter.co.uk, which is about the injured female police officer mentioned in the previous activity.
2. Then ask the pupils to work in small groups or pairs to answer the following questions:
 - a. How would you describe the actions of the policewoman?
 - b. What were the consequences of her actions for:
 - the injured person and their family; and
 - the policewoman herself?
 - c. What might have been the consequences if the policewoman had to go to hospital as a result of her injuries incurred at Ballyholme beach earlier?

Possible answers and discussion points:

- a. *Brave; courageous; strength of character; determined; selfless*
- b. *She may have saved a life through her actions and prevented the family losing a loved one. She may still have been in shock or injured, but she stayed on duty and acted for the good of others.*
- c. *The person may have died.*

4. Ask the groups to share their discussions with the rest of the class.
5. Explain to pupils that actions often have unintended consequences. Then ask the pupils to work in small groups or pairs to answer the following questions:
 - a. Do you think the young people at the incident at Ballyholme beach would have realised what unintended consequences may have resulted from their actions?
 - b. Do you think they would have behaved differently if they had carefully considered the risks?
 - c. How do you think the authorities (for example the council or police) could discourage young people from breaking the rules during the COVID-19 crisis? Give some examples of actions they could take.
6. Each group can then present their conclusions to the rest of the class.

Unit 8: Staying Safe and Making Choices



Possible answers and discussion points:

- a. *Probably not – they just wanted to have a good time and meet with their friends who they hadn't seen face-to-face for some time. They probably wouldn't have anticipated what actually happened.*
- b. *Some may have and others may not have – they may consider the risk of potentially catching the virus, but research has shown that many young people think 'only old people die from coronavirus' or that if they catch it, they may only have mild symptoms. There is a documented increase in risk-taking behaviour in young people. Risk-taking behaviour is more likely to occur when young people are in social groups, as they think they will be more likely to be accepted by their peers. See [Why do young people take more risks against social distancing?](http://www.birmingham.ac.uk), available at www.birmingham.ac.uk, for more information.*
- c. *Greater police presence; curfew; educate young people and their families about the potential risk; Facebook or TV ads; posters in well-known beauty spots; on-the-spot fines or confiscation of belongings*

Extension Activities

1. Ask the pupils to write a letter to their local authorities that gives advice on:
 - how they could prevent incidents like the one at Ballyholme beach occurring during lockdown; and
 - the actions they might take to encourage young people to follow the rules.
2. Ask the pupils to create a poster about COVID-19 restrictions aimed at encouraging young people to abide by the rules during a lockdown.
3. Ask the pupils to develop a storyboard about the incident on the beach with more appropriate actions and positive outcomes between the police and young people, taking into account the rules on social distancing and gatherings.

Debrief

Lead a class discussion on the following points:

1. How well do you think you and your friends and family followed lockdown rules such as social distancing and avoiding gatherings of people?
2. If there is a second lockdown, how would you feel about restrictions being reinstated?
3. What can young people do to help their friends follow the rules during lockdown?

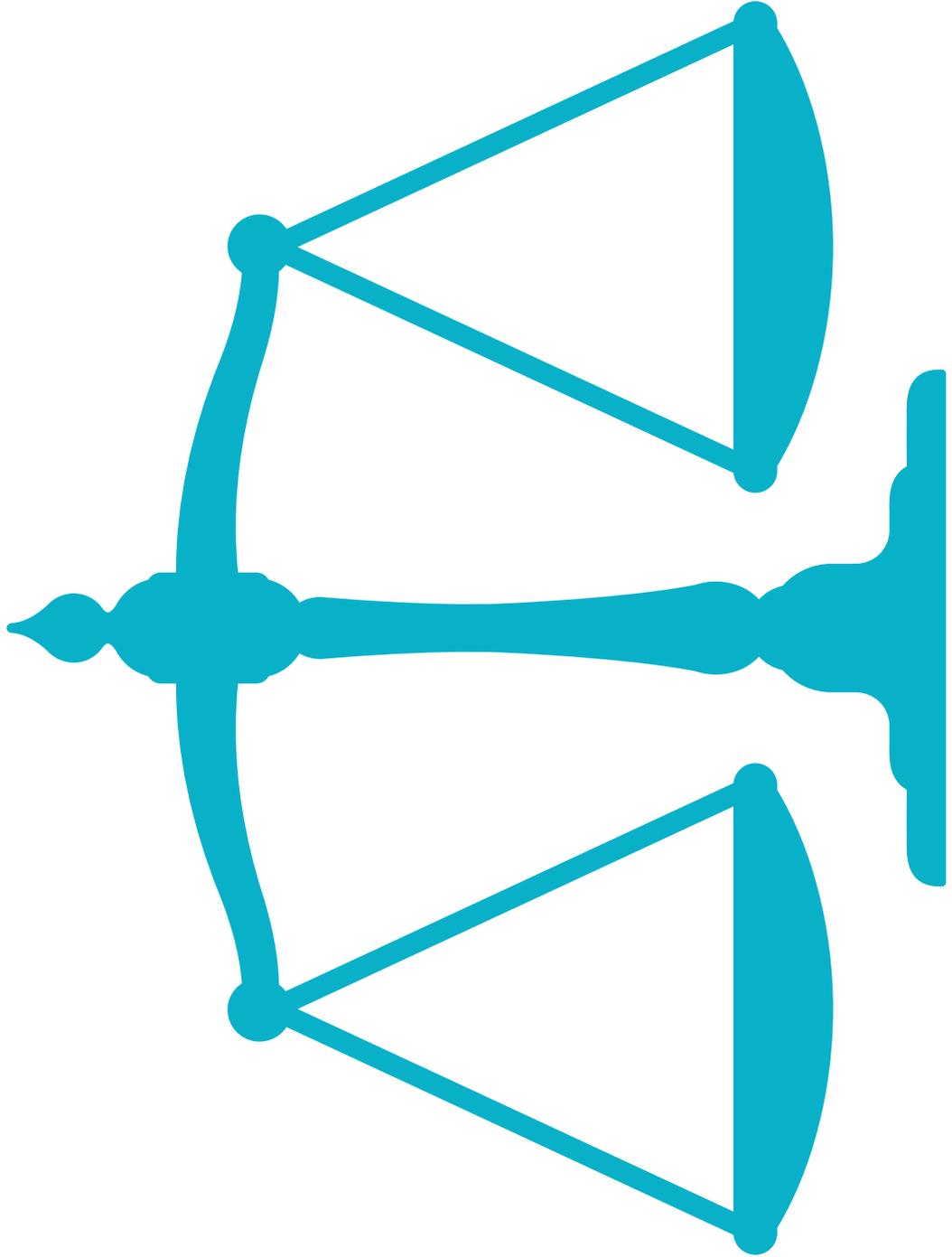
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Resource A

AGAINST
RESTRICTIONS
DURING COVID-19

FOR
RESTRICTIONS
DURING COVID-19



Using Active Citizenship Resources to Explore the Impact of COVID-19



Resource B

Discuss the consequences the young people's behaviour may have had for each group/category below.

Then complete the table, which you will share with the rest of the class.

Group/Category	Possible impact
Young people in general	
The young people who were arrested	
The policewoman who was injured	
Other bystanders	
The young people's families	
The environment	