

About this book

Citizenship is an important concept. Young people do not automatically become good citizens; they require guidance, example and an atmosphere where values and attitudes can be challenged and issues discussed. This book aims to encourage young people to gain knowledge and think about the values, attitudes and issues related to Citizenship; to remove the blinkers, and point them along the path to become active, educated citizens of tomorrow.

Citizenship should be delivered across and through the curriculum as well as through a variety of activities such as the School Council. This book is concerned with supporting the PSHE contribution to the Citizenship curriculum. It is based on the Programme of Study for Citizenship at Key Stage 3 – playing an active role as citizens. Many of the activities are of a practical nature and discussion-based, although a range of strategies has been used. We have tried to ensure that it did not become ‘death by a 1000 worksheets’, but have provided you with the resources you need to carry out the lesson plans. Some resource activities provide students with the opportunity to record thoughts and ideas; others act as a stimulus for discussion and debate. Occasionally we have provided ideas for how to use the resources in a different way.

The book is divided into sections that support and relate to the three key areas identified in the Citizenship National Curriculum:

- the knowledge and understanding about becoming informed citizens;
- developing the skills of enquiry and communication;
- developing skills of participation and responsible action.

The three sections are:

- A Sense of Community and Democracy
- Respect and Tolerance
- Responsibilities and Rights

Each section has four units, each of which includes several activities. Each unit is set out in the same way. They contain teacher’s notes, numerous photocopiable resources and, where appropriate, information to carry out the activities. The following headings are used in the teacher’s notes:

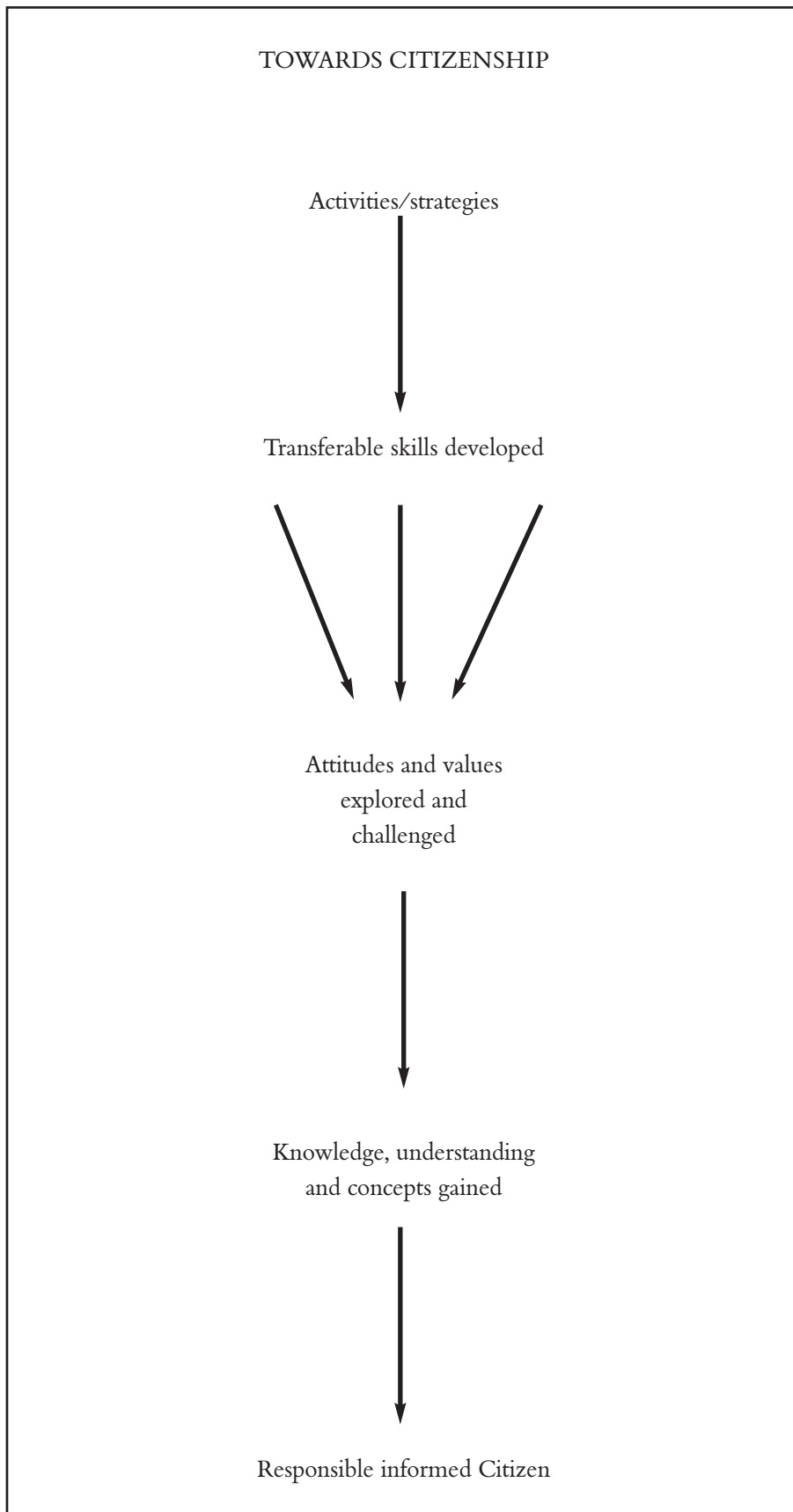
- PSHE objectives
- Citizenship objectives
- Intended learning outcomes
- What you need
- What to do
- Questions to ask (where appropriate)
- Extension ideas
- Plenary
- Key words

Each activity will be linked to some of the following important transferable skills:

- enquiry
- thinking
- communication
- justifying
- critically evaluating
- developing own view
- debating
- negotiating
- reflecting
- participation
- responsible action

Values and attitudes will be explored and challenged, these include:

- tolerance
- empathy
- respect
- fairness
- responsibility
- selflessness
- open mindedness



How to use this book

The sections and units have numerous activities for pupils in Years 7 to 9 that allow for progression and continuity. We have deliberately not identified a specific year group in order to allow you the flexibility to choose when to teach each unit. Each unit is designed to be progressive within each section.

Units are planned to last one hour as part of a PSHE/Citizenship curriculum, but it is possible to break them up into smaller units of time, which can be incorporated into tutor periods.

Extension activities have been included to allow you greater flexibility of both lesson content and length of input. They also provide the opportunity to include activities for more able students.

All of the students need to be aware of what they are going to learn and what they are going to do. This should be shared with them at the beginning of the lesson. The Plenary sessions are intended to review the learning and to provide an opportunity to bring the lesson together.

Climate setting

As educators, we realise the importance of climate setting in the classroom. A good climate is one that allows the student to feel comfortable and confident in a supportive, sensitive and non-threatening environment, in order that they can contribute.

Such contributions we see as essential, as students need to participate, to discuss and share views, to learn how to challenge and accept challenge respectfully, to consider both social and moral responsibility, to learn by doing, to take an active part and in so doing learn about active citizenship. This often requires: informal classroom settings; large and small group work; working with a number of different students in an open, relaxed, honest and sensitive atmosphere that ensures that this can happen.

It is important to recognise that there may well be occasions when students wish to remain silent. Issues may be too painful to discuss, or they may be embarrassed by the discussion

Many issues that are discussed may be seen as controversial and thought provoking, often with a breadth of viewpoints. It is important that the right climate is created so that each student becomes aware of a range of views and feelings in order to reach their own informed opinions.

Other publishers' resources

Your Life by John Foster (Teacher and Student books 1–3, published by Collins, 2001)

Citizenship and PSHE by Eileen Osborne and Stephen Yates (Teacher and Student books 1–3, published by Folens, 2001)

The Chalkface Project (Various titles that deal with issues.)
P.O. Box 1, Milton Keynes MK5 6JB

Good Thinking KS3 and KS4 Ted Huddleston and Don Lowe (The Citizenship Foundation, 2001)

Child Rights Information Network – www.crin.org

UNICEF – Convention on the Rights of the Child – www.unicef.org/crc

Citizenship Foundation – www.citfou.org.uk

Education in Human Rights network – www.human.rights.net/ehrn

Institute for Citizenship – www.citizen.org.uk

Section

A sense of community and diversity

PSHE objectives

- To respect differences between people. (1a)
- To understand the importance of resolving conflict fairly. (1g)
- To recognise that goodwill is essential to positive and constructive relationships. (3h)

Citizenship objectives

- To recognise the diversity of national, regional, religious, ethnic identities in UK, and the need for mutual respect and understanding. (1b)
- To reflect on the process of participating. (3c)

Intended learning outcomes

- Know that there are similarities and differences between individuals and these should be respected.
- Know that with rights come responsibilities.
- Know that an individual's rights and responsibilities may compete or come into conflict with the rest of the community.
- Understand the notion of fairness within a hypothetical community and relate this to their own experiences within their own communities.
- Recognise that there are different ways of making and implementing decisions within a democratic community.

What is citizenship all about?

Activity 1 – People snap

What you need

- 'People snap' cards (the cards on page 8 have been repeated twice to help cut down on photocopying costs)

How to play

The aim of the game is for players to find as many people as possible who match the descriptions on their 'People snap' card so that they can cross off as many as possible. Players may not ask one person more than two questions. The first one to complete the card or a line (depending on the time allowed) is the winner.

What to do

- Introduce the game and explain what is going to be covered.
- Give each player a 'People snap' card and ask them to play the game (allow for some noise during this part of the session).
- Ask the students to sit in a circle and, in pairs, discuss the following:
 - things they have in common
 - ways in which they are different
 - is it hard to find specific things they have in common?
 - what do all students in the school have in common?
- Still sitting in the circle ask each student to say something they have in common with others or something that was different.

Activity 2 – Castaways

What you need

- Sets of 'Castaway scenario' cards (photocopy the sheet on page 9 onto card and cut out enough cards for each group)
- An 'Issues' sheet (page 10) for each group

What to do

- Explain to your students that they have to imagine they have been left on an island and must cooperate (become a community) in order to survive. All decisions must be made by the whole group.
- Explain that they have been given wooden buildings to live in, some provisions, seeds that can be planted, a couple of cows, some pigs and chickens. There is some feed for the animals. Introduce the students to the scenario cards.
- Divide them into groups of about eight (there are eight different scenario cards, you may not wish to use them all).
- In groups, the students should discuss each of the cards in turn and come to some decision regarding how the issues raised could be resolved. They should

record their decisions on the 'Issues' sheet. Alternatively, each group can discuss one card and report back to the whole class.

Questions to ask

- Q What did you find out about each other?
- Q What have you learned about sameness and difference?
- Q How easy was it to make a decision about each of the issues raised in the activity?
- Q How were the decisions made?
- Q How easy is it to be fair to all members of a community?
- Q Can everyone be satisfied? If not, what has to happen to try to make sure that everyone accepts decisions made?

Plenary session

- Quickly review the learning in relation to the intended learning outcomes, clarifying the key messages they have learned.
- What have they learned about working with each other and the differences of opinions shared?
- What did they find most valuable about the session?
- What have they learned that might help them in the future?

EXTENSION IDEAS

- Working in their 'community' groups, ask the students to come up with some rules by which the 'community' could live. Share and discuss.
- Individually ask the students to consider the following: if they could take ten people with them to the island who would they take? (Some will say mother, brother, sister and so on; others will include, for example, a doctor, dentist and farmer.) Share and discuss.

KEY WORDS

community
 respect
 rights
 responsibility
 tolerance
 fairness

People snap

Likes the same TV programme	Has been to the same holiday destination	Plays the same sport	Has the same hobby	Likes swimming	Earns pocket money
Likes roller blading	Keeps pets	Gets sea sick	Has read the same book	Hates the same TV programme	Has the same colour eyes
Likes the same colour	Hates homework	Reads the same magazine	Is wearing something that is the same colour	Likes the same pop group	Takes the same size shoe

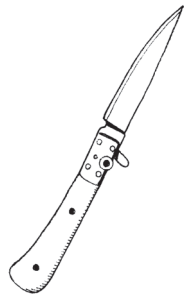


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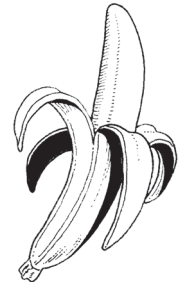
Castaway scenario cards

Someone has been found with a weapon, which they are refusing to hand over to the group. This weapon could put people in danger.



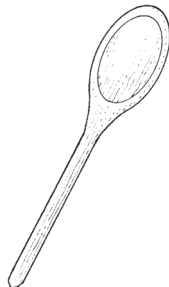
What should be done about it and why?

There is a limited amount of food and a parent has been found stealing some of the food for their children.



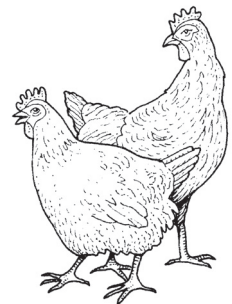
What should be done about it and why?

There is a cooking and washing up rota and two of the group are refusing to cook or wash up.



What should be done about it and why?

The animal shelters/ areas are not completed, but nobody has volunteered to do this.



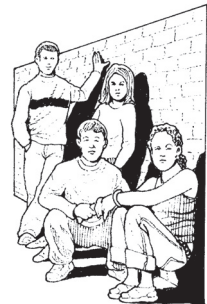
What should be done about it and why?

Too many people are criticising the group's decisions and this is undermining the spirit of the group.



What should be done about it and why?

Some people do not want to work but do their own thing instead.



What should be done about it and why?

Because of their religion some people are vegetarian and it is causing trouble at meal times.



What should be done about it and why?

Some of the teenagers are being very aggressive and bullying some of the younger children.



What should be done about it and why?