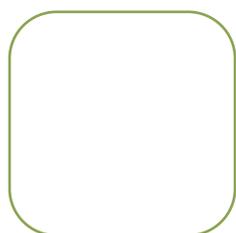
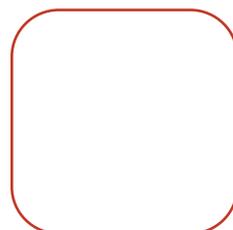
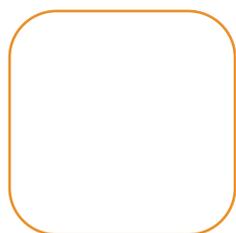


Assessing and recognising achievement

Post-16 citizenship



A staff development package



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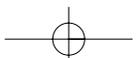
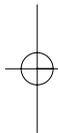
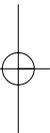
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About this booklet

This booklet contains staff development materials for those delivering citizenship education, in particular the citizenship coordinator. It contains practical activities based on ideas and strategies developed during the post-16 citizenship development programme (2001–05), funded by DfES and managed by the Learning and Skills Development Agency (LSDA).

There are 12 practical activities in the booklet, which aim to:

- clarify the terms used in the practice of assessment
- help staff become familiar with the range of strategies that can be used
- provide examples of assessment tools
- ensure that assessment of citizenship is carried out effectively
- encourage the involvement of learners in the assessment process.

The booklet builds on QCA's guidance for post-16 citizenship – *Play your part: post-16 citizenship* – published in 2004.

Who is this booklet for?

Any organisation offering programmes in citizenship, particularly for learners aged 16–19 will find this booklet useful. The organisations include voluntary groups, the youth service, training providers, employers, colleges and schools.

How to use the activities

The 12 activities can be used in various ways, including self-study, but in the main are designed to be included in a staff development event, facilitated by either the citizenship coordinator or an external trainer.

The activities are intended to encourage discussion and debate. The methods suggested are active and experiential, requiring participants to engage in the kinds of activities that they would use in their own citizenship classrooms. It is important that the facilitator takes a non-directive role, encouraging open discussion and debate about the issues raised and enabling participants to voice their concerns. Staff are more likely to see the relevance and importance of the different aspects of assessment if they are allowed to form their own judgements.

Each activity in the pack emphasises the importance of a different part of the assessment process, and an activity can be selected when it fits with the training needs of the group of staff. It is not necessary to work through the pack, nor to use the activities in the order they are presented here. The descriptions on the following page will help in selection.

Summary of activities

Activity	Description	Handouts	Time
1. Planning assessment	A paired activity introducing the five stages of the planning process in which participants decide what would be appropriate outcomes from each of the stages.	Activity 1, handout 1: A five-stage process for planning citizenship assessment	45 mins
2. Why assess citizenship learning?	Pairs and groups of four discuss the common arguments expressed for and against assessment in citizenship programmes.	Activity 2, handout 1: Views on assessment in citizenship programmes	45 mins
3. What is assessment for learning?	A matching exercise. Small groups of participants match two halves of eight statements about assessment.	Activity 3, handout 1: Statements about assessment	45 mins
4. Starting points	Group discussions in which participants examine different ways of carrying out 'baseline' assessment activities.	Activity 4, handout 1: An example of a questionnaire for assessing knowledge Activity 4, handout 2: An example of a baseline reflection activity for citizenship from LSDA Activity 4, handout 3: An example of a questionnaire for identifying objectives of community placements	1 hour
5. Citizenship learning objectives	A decision-making activity in which participants discuss which learning objectives could be met in different case studies. An optional activity involves identifying ways learners could show achievement at different levels.	Activity 5, handout 1: A framework for citizenship learning Activity 5, handout 2: Case studies Activity 5, handout 3: Identifying achievement of a learning objective	45 mins or 1½ hours
6. Fit for purpose	A paired activity in which participants discuss 15 different assessment techniques and decide which might work best in different citizenship activities.	Activity 6, handout 1: Assessment techniques Activity 6, handout 2: Citizenship activities	1 hour
7. My contribution	Participants review a technique for self-assessment and design an assessment activity they could use with their own learners.	Activity 7, handout 1: A self-assessment activity	1 hour
8. Recording progress	A 'discussion carousel' in which the key questions about recording learning are addressed: why, when, how, who, how often, how to use the records and how to store them?	Activity 8, handout 1: Questions on recording progress for a discussion carousel	½ hour
9. Recording formats	Participants examine different recording formats and decide on their strengths and weaknesses.	Activity 9, handout 1: An example of a self-assessment recording form Activity 9, handout 2: An example of a staff or peer observation sheet Activity 9, handout 3: An example of a log from Aylesbury High School Activity 9, handout 4: An example of before-and-after activity	1½ hours
10. Types of evidence	A brainstorm of the kinds of evidence of learning that might be collected in different kinds of citizenship activities.	Activity 10, handout 1: Citizenship activities Activity 10, handout 2: A framework for citizenship learning	1 hour
11. Recognising and celebrating learning	A video clip is used to stimulate discussion about the positive impact on students of recognising and celebrating achievement.	Video clip from the LSDA DVD 'Make it happen: effective practice in post-16 citizenship' Activity 11, handout 1: An example of a student/tutor reflection tool	1½ hours
12. Bringing it all together	A planning exercise using the five-stage process chart and examples of others' plans.	Activity 12, handout 1: Example of an assessment plan Activity 12, handout 2: Example of an assessment plan Activity 12, handout 3: Example of an assessment plan	1½ hours

Introduction to assessment

Assessing citizenship learning is important for both learners and staff

'Assessment of citizenship helps young people to recognise and value what they have learnt. It helps to identify the purpose and intended outcomes of citizenship learning and shows that such learning is important and rigorous.' (Play your part: post-16 citizenship, page 34)

Assessment should be fit for purpose, involve learners in the process and support future learning. Assessment will be both formative and summative.

Formative assessment or *assessment for learning* involves staff and young people using evidence of learning to decide where they are, where they need to go next, and how they will get there. Ongoing high-quality feedback is required, and it may come from peers, staff and other adults involved in citizenship activities.

Summative assessment or *assessment of learning* takes place when it is appropriate to make a judgement about overall achievement, perhaps at the end of an activity, course or unit. The judgements should be made according to agreed standards or criteria that are understood by learners and staff. Assessment of learning may result in a mark or grade being awarded, and it can lead to an award or qualification.

A process to plan citizenship assessment

It is important to plan assessment into a citizenship programme, so that assessment is integral to the teaching and learning. This booklet is based on a five-stage process, designed to encourage assessment for learning within any course, programme or activity, by considering the assessment approach at the start of the planning process. Both staff and learners can be made aware, through the planning process, of why the programme is being undertaken, what is expected to be learnt, and how learning will be recognised, recorded and celebrated.

How each stage is used is flexible. The process should reflect the nature of the citizenship course, programme or activity (for example whether it is part of a formal citizenship course or an informal learning experience or activity). For a full account of the development of the planning process, see activity 1.

Activity 1: Planning assessment

It is important that assessment is planned into a programme of citizenship. The five-stage process, shown overleaf, provides a mechanism for ensuring this happens.

This activity gives participants an opportunity to examine and discuss the five stages of assessment and to consider the possible outcomes of each stage. In activity 12, participants use the chart in planning their own programme.

Time

45 minutes

Objectives

- To discuss the five stages of assessment planning in detail.
- To decide on the outcomes of each stage of the process.
- To discuss the usefulness of the suggested planning process.

Organisation and resources

Participants work in small groups. Each person will need a copy of handout 1. Page 8 provides more information for the facilitator about the five-stage process as well as possible outcomes.

Activity

- Give each participant a copy of handout 1, the five-stage process. Explain that it was developed during QCA's research into the assessment of post-16 citizenship. It was based on Learning and Skills Council work on recognising and recording progress and achievement (RARPA) in non-accredited learning.
- Briefly explain each stage of the process, noting particularly that stages 1, 2 and 5 relate to the whole programme, while stages 3 and 4 refer to each of the activities, units or sessions that make up the programme.
- Ask participants to work in small groups to discuss the following questions:
 - *Do the questions for action (in the second column) adequately summarise the purpose of that stage of the process?*
 - *Are some of the stages more important than others? If so, which?*
 - *Which of these stages already form part of your own planning process?*
- Facilitate a group discussion. Encourage participants to think about the outcomes they might expect to result from each stage of the process, referring to the example given for stage 1.
- Ask participants to go back into their small groups and discuss the possible outcomes for each stage, completing the third column of the chart.
- Ask each small group to feed back the possible outcomes for one stage of the process.

Activity 1, handout 1

A five-stage process for planning citizenship assessment

Stage	Questions for action	Possible outcomes
Stage 1: aims and purpose	<ul style="list-style-type: none"> ■ What would we like to achieve in this programme? ■ Which citizenship learning objectives are we going to cover? ■ What are the contexts and activities we are going to use? 	A clear statement of the planned learning programme, with its aims and objectives.
Stage 2: starting points	<ul style="list-style-type: none"> ■ What citizenship knowledge, understanding and skills do we already have? 	
Stage 3: learning objectives	<ul style="list-style-type: none"> ■ Which learning objectives are we aiming at here? ■ What are the underpinning knowledge, understanding and skills required for each of these objectives? ■ How are we going to develop that knowledge, understanding and skills? 	
Stage 4: recognition of learning	<ul style="list-style-type: none"> ■ How will we identify what we have learnt during the activity? ■ What form of assessment for learning would be appropriate for this activity? ■ What sort of evidence of learning might be generated? ■ Should we record progress; if so, how? 	
Stage 5: review overall learning	<ul style="list-style-type: none"> ■ How and when will we review and reflect on what we have learnt during the programme? ■ How well did we meet the learning objectives? ■ How might we apply and develop what we have learnt in future? ■ How will we recognise and/or celebrate our progress and achievements? 	

This process is based on the Learning and Skills Council's work on recognising and recording progress and achievement (RARPA) in non-accredited learning.

Information for the facilitator

About the five-stage process for planning assessment

The five-stage process in this booklet is an abbreviated version of the five steps within the LSC/LSDA Staged Process, modified for use within post-16 citizenship. It was trialled with five LSDA projects in 2003/4 and seven in 2004/5 and amended, which is why it differs from the process published in *Play your part: post-16 citizenship* (QCA, 2004).

How each stage is used is flexible – the process should reflect the nature of the citizenship activity or programme (for example whether it is part of a formal citizenship course or an informal learning experience or activity).

In 'Questions for action', 'we' means the learners (although tutors or trainers will need to have thought about possible answers beforehand and will need to facilitate discussion of them). Experience so far suggests that learning is most effective where there is joint ownership of the answers to these questions.

Possible outcomes from the five-stage process for planning citizenship assessment

Stage	Possible outcomes
Stage 1: aims and purpose	A clear statement of the planned learning programme, with its aims and objectives.
Stage 2: starting points	A record of outcomes of this process, which could be learners' self-assessment, questionnaire responses, prior certification, etc.
Stage 3: learning objectives	'Session plans' relating the objectives and their constituent elements to the activities and contexts to be used.
Stage 4: recognition of learning	Records of self, peer, group, and third party assessment arising from appropriate opportunities for reflection, questioning and feedback, artefacts, videos, CDs, etc.
Stage 5: review overall learning	Learner and tutor records and files, certification, presentations.

Activity 2: Why assess citizenship learning?

Assessing citizenship is important if learners are to recognise what they have learnt and move on to new learning. Moreover, achievement has to be identified before it can be celebrated, and this gives young people increased self-confidence and motivation. However, there is sometimes resistance among staff to the notion of assessment in citizenship. There are many different reasons for this resistance.

This activity has been designed to address concerns and put the case in favour of assessing citizenship learning.

Time

45 minutes

Objectives

- To provide an opportunity to discuss concerns about the assessment of citizenship.
- To clarify the importance of assessment in any area of learning.
- To introduce some of the terminology of assessment.

Organisation and resources

Participants start by working in pairs and each pair will need a copy of handout 1. They then work in groups of four to further develop their views on assessment. You will need the arguments for assessment on page 11.

Activity

- Ask participants to work in pairs and give each pair a copy of handout 1. Ask them to decide whether they agree with any of the statements on the sheet, and to choose one that they strongly disagree with.
- Ask pairs to make groups of four and share discussions on the statements. Each group should formulate a short presentation on why assessment is important in citizenship, refuting those arguments they disagree with.
- Select two volunteer groups to make their presentations to the whole group, and facilitate a discussion on why there is often resistance to assessment in citizenship. Ensure that the negative arguments are countered using the points on page 11.

Activity 2, handout 1

Views on assessment in citizenship programmes

Citizenship should be fun. The minute you start to assess it, you lose the young people's interest.

How can you assess citizenship? What would it mean to *fail* in citizenship? Does it make you a bad citizen? No, assessment of citizenship is wrong.

We need to know how the learners are doing in all the programmes they study. How can they progress if no-one tells them how they are doing and what they need to improve?

Citizenship involves people's values and attitudes. I don't think you can or should try to assess these. But you can assess knowledge and skills.

My students felt really good when they realised how much they had learned in the citizenship programme and how many new skills they had gained.

Participation in the community is central to citizenship. How can I assess how well my learners participate? Doesn't it depend on their ability to get on with people?

Assessment is just all about testing and ticking boxes. I want my learners to get involved, not get put in pigeon-holes!

Assessing citizenship is just too time-consuming and very difficult to manage with a large group of learners.

Information for the facilitator

Importance of assessment in citizenship programmes

Why assess?

- Assessment in citizenship programmes helps young people to recognise and value what they have learnt.
- It helps them to identify the purpose and intended outcomes of citizenship learning.
- It shows that such learning is important and rigorous.

Assessment in citizenship programmes should:

- be planned as part of citizenship activities
- be fit for purpose – valid, reliable and appropriate for the type of citizenship programme taking place
- support learning
- involve young people as partners in the process
- be formative, so that young people can set targets and plan how to achieve them, reflect on and feel confident about their progress, and recognise and value their achievements.

What should be assessed?

- Not everything needs to be assessed.
- Staff and young people will need to agree what to assess, how to assess and who will be involved.
- What is assessed may depend on the length of time young people are involved in citizenship activities (for example whether they are full- or part-time, following a fixed-length programme, or taking part in voluntary activities).

Form of assessment

- The form of assessment should be fit for purpose and depends on the type and length of the activity. In some situations, a question-and-answer session at the start and end of the session will be sufficient. In other situations, an activity such as a presentation to peers will be appropriate.

This information is from page 34 of *Play your part: post-16 citizenship*, QCA 2004.

Activity 3: What is assessment for learning?

'The assessment that takes place has to inform future learning and has to take place continuously. As teachers we have to know that some learning has taken place. The evidence is partly the extent to which they [learners] are engaged in the activities; part of it is the way they record the information or skills they are learning, how they present their information to others. As they work, I might put in guidance questions to try to elicit something slightly different. That's also assessment.'

(Richard, teacher from a comprehensive school)

There is often confusion about the terminology surrounding assessment, particularly assessment for learning. This activity aims to clarify the terminology and introduce participants to the benefits of assessment for learning.

Suggestions for further reading on assessment for learning can be found in appendix 1.

Time

45 minutes

Objectives

- To introduce the terminology of assessment.
- To clarify the meaning of this terminology.
- To encourage participants to appreciate the importance of assessment for learning.

Organisation and resources

Participants will work in small groups and each group will need the statements from handout 1, photocopied and cut up.

Activity

- Introduce the activity by explaining that the terms used to discuss assessment often cause confusion, and that the aim of the activity is to clarify what the terms mean.
- Put participants into groups of three or four and give each group the statements from handout 1, asking them to match up each half of the statements. Ask them to decide whether or not they agree with each statement and what it might mean for assessment within citizenship.
- Discuss with the whole group what they think is meant by the term 'assessment for learning' and what the benefits for learners are.
- Brainstorm the implications of planning assessment for learning into citizenship programmes.

Activity 3, handout 1

Statements about assessment

1. Assessment is particularly important for learners because it enables them to identify what they know, understand and can do.
2. Formative assessment is an integral part of teaching and learning because it helps staff and learners fill gaps in knowledge, understanding and skills.
3. Assessment being 'fit for purpose' means that the form of assessment should be appropriate for the type of citizenship activity and the learning.
4. Good quality feedback from others is essential to learners if they are to identify what learning has taken place.
5. A wide range of assessment techniques that allow a range of learner responses is necessary to ensure that all learners are able to show what they have learnt.
6. Learners should be involved in the assessment process so that they can set their own targets, collect evidence, review their own learning and feel more confident about their progress.
7. Recognition of achievement can involve informal awards and ceremonies, certificates, portfolios and, perhaps, qualifications.
8. Assessment of learning is sometimes called summative assessment and takes place when it is appropriate to make a judgement about overall performance, perhaps at the end of an activity, course or unit.

Activity 4: Starting points

Initial assessment can be carried out at the start of a programme of work or before individual activities, although it is not necessary at the beginning of every activity. There are many ways to assess the prior learning of a group or of individuals.

In this activity participants consider different ways of making initial assessments and devise an activity for their own programme.

Time

1 hour

Objectives

- To introduce the idea of making initial assessments ('baselining') in citizenship.
- To provide examples of techniques for discussion.
- To provide opportunities for participants and learners to devise their own baseline activities.

Organisation and resources

Participants should work in groups of about four and each group will need copies of handouts 1 to 3. You will need a flip chart and pens or a whiteboard.

Activity

- Carry out a 'brainstorm' with the whole group, asking the question, Why do you need initial assessment? The brainstorm is a form of 'baselining' and can illustrate a technique for finding out what a group of participants already think and know.
- Ask participants to work in groups of about four. If teams of staff are to plan different sections of the programme, it would be useful if they worked together. Give out the different examples of baseline activities (handouts 1, 2 and 3), and for each example, ask the groups to discuss the following questions:
 - *Have we used this form of initial assessment? How useful was it?*
 - *For what purposes could this activity be used?*
 - *What are its strengths?*
 - *What are its weaknesses?*
 - *How might we amend it?*

The three examples are all written but baseline assessments can take many forms. They could be, for example:

- discussions in pairs or small groups, observed or videoed or recorded in writing by the learners
- brainstorms with whole groups to elicit previous knowledge, attitudes or experiences
- visual activities. For example, one centre used photographs of famous political figures to see how many the learners recognised
- presentations or performances by learners on any aspect of their previous citizenship learning.
- Ask the groups to devise their own baseline activity, using any format, for a unit or section of work and present it to the whole group. Remember that learners must view any activities as useful and motivating.

Activity 4, handout 1

An example of a questionnaire for assessing knowledge

So you think you know about Europe....

1. What does EU stand for?
(a) Europe United
(b) European Union
(c) Euro Understanding
(d) Education Unit
2. Which of the following countries is NOT a member of the EU?
(a) France
(b) UK
(c) Germany
(d) USA
3. Which of the following is NOT an aim of the EU?
(a) To prevent future European wars
(b) To enable the free flow of people and goods within the EU
(c) To make it easier to have holidays in the sun
(d) To make trade within Europe easier by removing barriers
4. The EU was originally called:
(a) The European Economic Community
(b) The Eurovision Song Contest
(c) The Common Agricultural Policy
(d) The Cross-Europe Parliament
5. How many countries are members of the EU at present (2005)?
(a) 15 (b) 5 (c) 25 (d) 103
6. Twelve countries of the EU have adopted the Euro as their currency. Which one of the following countries is among the 12 that have adopted the Euro?
(a) Denmark (b) Italy (c) UK (d) Sweden
7. The Euro was introduced in 12 countries of the EU in which year?
(a) 2002 (b) 1957 (c) 1973 (d) 1945
8. The name of the treaty that was signed in 1957 by just six countries at the start of the European Economic Community was:
(a) Treaty of Versailles
(b) Treaty of Rome
(c) Treaty of Stockton-on-Tees
(d) Treaty of Yalta
9. There are four main institutions of the EU. Which of them is elected by people from all across Europe in a single election?
(a) The Commission
(b) The European Parliament
(c) The Council of Ministers
(d) The European Court of Justice
10. Which of the following is NOT a right of any citizen of a European Union country?
(a) the right to vote in national elections of another country of the EU
(b) the right to work in another country of the EU
(c) the right to live in another country of the EU
(d) the right to trade in another country of the EU
11. The UK joined the EEC in
(a) 1957 (b) 1989 (c) 1963 (d) 1973
12. In 2004 who was appointed as EU commissioner?
(a) Gordon Brown
(b) Prince Charles
(c) Peter Mandelson
(d) Eddie Izzard
13. Which of the following countries has applied to join the EU but has not yet been allowed in?
(a) Turkey (b) Portugal (c) Malta (d) Estonia
14. Which of the following areas of life does NOT come within European regulation?
(a) workers' conditions
(b) weights and measures
(c) education system
(d) human rights
15. In December 2004, Jose Barroso became President of the 30 EU commissioners. Which country is he from?
(a) Spain (b) Latvia (c) Italy (d) Portugal

Answers

1 (b) 2 (d) 3 (c) 4 (a) 5 (c) 6 (b) 7 (a) 8 (b) 9 (b) 10 (a) – there is an exception to this: Citizens of the Republic of Ireland resident in the UK can vote in UK elections. 11 (d) 12 (c) 13 (a) 14 (c) 15 (d)

Activity 4, handout 2

An example of a baseline reflection activity for citizenship from LSDA

Introduction

This activity is a way of gathering information about young people's prior experiences and understandings of citizenship, and to introduce some of the key concepts.

The activity has three parts.

- Part A: an introductory task to help young people think about the different types of citizenship activities and to provide examples of their participation in one or more of these activities.
- Part B: an exercise to prompt reflection on a chosen activity and to identify the extent to which they are able to identify their own contributions, learning and impact.
- Part C: a short questionnaire to gain an indication of respondents' perceptions of their levels of confidence in aspects of citizenship, with a follow-up request for examples.

The activity can be used flexibly to suit the needs of individuals and the context, eg in small groups or one-to-one. Young people may complete the forms themselves or respond orally to the questions. It may be helpful to customise the materials, for example to make them larger or IT-based. All parts can be completed at the same time, or parts A and B in one session and part C in another.

One member of staff found it helpful to introduce the material by asking her group:

- Have you ever listened to the national or local news and said 'That's not fair'?*
- Have you ever followed your outburst with 'Why doesn't someone do something about it'?*
- Why doesn't anyone do something?*
- May I suggest it might be because people don't know what to do or how to do it. Citizenship is about being active and having the knowledge and skills to make a difference.*
- Try this activity – to think about your own experiences of citizenship.*

Part A: Citizenship development

Name: _____

This activity is to help you to review your citizenship development and levels of confidence. (You may like to repeat the activity at a later date to check your progress.)

Think back over the past two years. Have you participated actively in any of the following activities? *Please tick one or more boxes and give examples.*

_____ ✓

Voluntary and community activities

eg peer mentoring, youth work, volunteering in the UK or abroad, community radio or newsletters, other community projects or events.

Example:

Environmental activities

eg conservation work, recycling, projects to improve your school/college or local neighbourhood, debates on environmental issues.

Example:

Work activities

eg employee consultations, trade union activities, debates on employment issues such as rights and responsibilities, equal opportunities, taxes.

Example:

Political activities

eg serving on a school, youth or work council, writing to an MP or newspaper, elections, mock parliaments, campaigns or debates about political issues.

Example:

Investigations about citizenship issues

eg research on legal and human rights, the criminal and justice systems, public services, diversity, the role of the media, economic or consumer issues.

Example:

give details of any award or certificate you gained for any of the above:

Part B

Name: _____

Please choose an example of your citizenship activity (from part A). Reflect on this activity and record your answers to the following questions.

What was the activity?

What did you learn?
(eg skills, facts about a topic, understanding of an issue or other people)

How did you actively contribute?

Did your actions make any difference to what happened?

Yes No Unsure

Raised awareness and understanding of an issue

For example:

Influenced decisions

For example:

Resisted unwanted change

For example:

Made a change for the better

For example:

Other difference

Please describe:

Activity 4, handout 2

Part C

Name: _____

Read through each question. Think about your level of confidence in each aspect of citizenship. Put your score for each question in the first box (You may like to repeat the activity at a later date, or ask a friend to give you a score.)

0 = need help 1 = not very confident 2 = fairly confident 3 = very confident

How confident are you that you can:

	Score 1 st	2 nd
1. Demonstrate knowledge and understanding of citizenship issues? eg to do with rights and responsibilities, government, democracy, different communities	<input type="text"/>	<input type="text"/>
2. Make a moral or ethical judgement? eg justify actions as honest, fair, a concern for the common good or the environment	<input type="text"/>	<input type="text"/>
3. Critically analyse information eg from the media, political parties, pressure groups, to identify bias, draw conclusions	<input type="text"/>	<input type="text"/>
4. Show respect for people's differences? eg show tolerance of cultural, gender, religious, ethnic and community differences	<input type="text"/>	<input type="text"/>
5. Challenge prejudice and discrimination? eg understand your legal responsibilities, challenge unacceptable behaviour	<input type="text"/>	<input type="text"/>
6. Discuss and debate a citizenship issue? eg share views and then argue a case on an issue, to persuade or influence others	<input type="text"/>	<input type="text"/>
7. Express and justify a personal opinion to others? eg offer an opinion about a citizenship issue and give reasons to support your view	<input type="text"/>	<input type="text"/>
8. Represent a point of view on behalf of others? eg consult others on their view and accurately put this forward	<input type="text"/>	<input type="text"/>
9. Use skills of negotiation and participation in community activities? eg agree what needs to be done and take an active role in community events, campaigns	<input type="text"/>	<input type="text"/>
10. Act responsibly towards and on behalf of others? eg think about the consequences of your actions, consider other people's needs/feelings	<input type="text"/>	<input type="text"/>

Part C continued

Name: _____

Plot your scores on the graph (by placing a dot on the relevant line for each aspect of citizenship and joining the dots). You may also like to plot your second score (from a friend or at a later date) and compare your results.

3 – Very confident										
2 – Fairly confident										
1 – Not very confident										
0 – Need help										
Citizenship aspect:	1	2	3	4	5	6	7	8	9	10

Please give examples of how you have shown confidence in **two** aspects of citizenship (from the part C list). For example, how you have showed respect for people's differences...

Aspect of citizenship: Example:	Aspect of citizenship: Example:
--	--

Activity 4: Starting points

Activity 4, handout 3

An example of a questionnaire for identifying objectives of community placements

**Where are you now?
Before going on your community placement**

This questionnaire is designed to help you reflect on where you are at the moment. Before you begin your placement it is useful to take stock of what you know and feel about it. When you have completed the placement you will need to re-evaluate your feelings, skills and knowledge.

Where are you going on your placement?
.....

What is the nature of your organisation?
.....
.....

Why have you chosen to go to this particular type of placement?
.....
.....

What will be your role within the organisation?
.....
.....

What kinds of activities did you expect to be involved in?
.....
.....

What kinds of skills do you think you will need?
.....
.....Why?
.....Why?
.....Why?

What would be the biggest reward that you could experience while on your placement?
.....
.....

What kinds of feelings do you have towards beginning the placement?
Please rate ALL the following statements on a scale from one to ten

Agree Disagree

I feel confident about beginning my placement	1	2	3	4	5	6	7	8	9	10
I feel I already have the necessary skills to do well in the organisation	1	2	3	4	5	6	7	8	9	10
I am worried about being in situations where I cannot cope	1	2	3	4	5	6	7	8	9	10
I have lots of ideas about what I can offer/contribute to the organisation	1	2	3	4	5	6	7	8	9	10
I feel I will develop as a person in ways I may not be able to see at present	1	2	3	4	5	6	7	8	9	10

What kinds of reasons do you have for taking part in this scheme? Please rate ALL the following statements on a scale from one to ten

Agree Disagree

	1	2	3	4	5	6	7	8	9	10
I am completing this placement purely to gain experience for a possible career	1	2	3	4	5	6	7	8	9	10
I am completing this placement as I feel I want to help the community I live in	1	2	3	4	5	6	7	8	9	10
I am completing this placement because I feel I should	1	2	3	4	5	6	7	8	9	10
I am completing this placement because it makes me feel good about myself	1	2	3	4	5	6	7	8	9	10
I am completing this placement because I think it will be fun	1	2	3	4	5	6	7	8	9	10
I don't really know why I am completing this placement	1	2	3	4	5	6	7	8	9	10

What kinds of difficulties might you encounter? Outline a possible scenario that you feel would be challenging.
.....
.....

What would you do in this situation?
.....
.....

Activity 4, handout 3

Why?
.....
.....

Is there anything you particularly want to discover, learn about or experience while on your placement?
List here.
.....

Do you have any related experience already?
Yes/No

Outline previous experience here, including where you went and what you did.
.....
.....

What did you learn from this previous experience?
.....
.....

How do you hope to build on this?
.....
.....

I hope you have a really fulfilling time at the organisation you go to and that they and you get lots from it. Good luck!!!

Activity 5: Citizenship learning objectives

In this activity, participants become familiar with QCA's framework for citizenship learning and the 10 learning objectives. They match the objectives to descriptions of hypothetical citizenship activities. They move on to consider the level at which learners might be able to demonstrate citizenship learning in the case studies.

Time

45 minutes or 1 hour 30 minutes

Objectives

- To examine the framework for citizenship learning and the learning objectives.
- To look at citizenship case studies and decide which of the learning objectives are likely to be achieved.
- Optional: To determine how young people can demonstrate achievement of the learning objectives at different levels.

Organisation and resources

Participants should work alone at first and then join into groups of four to discuss their thoughts and the case studies. Each participant will need a copy of handout 1 and one of the case studies from handout 2. The optional additional activity requires copies of handout 3.

Activity

- Give each participant a copy of the framework for citizenship learning (handout 1) and one of the four case studies (cut up from handout 2). Allow about 10 minutes for participants, individually, to consider which of the learning objectives might be achieved from the activities described in the case study.
- Ask participants to form groups of four, such that each member of a group has looked at a different case study. They should discuss what they have decided about each case study, and feed this back to the whole group.
- Optional additional activity: Ask each group to choose one of case studies A, B or C and one of the learning objectives selected for that case study. They should decide how young people, working at the level specified in the case study, would be able to demonstrate citizenship learning for the chosen learning objective. Give out handout 3 to use as a guide.

Activity 5, handout 1

A framework for citizenship learning

Post-16 citizenship should provide young people with **essential opportunities** to work towards broad **learning objectives** while developing and practising their skills through **citizenship actions** and **activities**.

Essential opportunities	Citizenship learning objectives	Examples of citizenship actions	Examples of citizenship activities
<p>Post-16 citizenship should give young people opportunities to:</p> <ul style="list-style-type: none"> ■ identify, investigate and think critically about citizenship issues, problems or events of concern to them and ■ decide on and take part in follow-up action, where appropriate and ■ reflect on, recognise and review their citizenship learning. 	<p>Citizenship learning increases young people's knowledge, skills and understanding so they are able to:</p> <ul style="list-style-type: none"> ■ demonstrate knowledge and understanding about citizenship issues ■ show understanding of key citizenship concepts (for example rights and responsibilities, government and democracy, identities and communities) ■ consider the social, moral and ethical issues applying to a particular situation ■ analyse sources of information, identify bias and draw conclusions ■ demonstrate understanding of and respect for diversity and challenge prejudice and discrimination ■ discuss and debate citizenship issues ■ express and justify a personal opinion to others ■ represent a point of view on behalf of others ■ demonstrate skills of negotiation and participation in community-based activities ■ exercise responsible actions towards and on behalf of others. 	<p>Citizenship actions involve young people using skills of enquiry, communication, participation and responsible action to, for example:</p> <ul style="list-style-type: none"> ■ discuss and debate citizenship issues ■ make a change ■ challenge an injustice ■ lobby representatives ■ increase representation ■ provide a service or benefit to others ■ empower self or others ■ resist unwanted change ■ make informed choices and follow up decisions and/or actions ■ take part in democratic processes to influence decisions. 	<p>Citizenship activities involve young people working with others on issues, for example:</p> <ul style="list-style-type: none"> ■ writing and/or presenting a case to others about a concern or issue ■ conducting a consultation, vote or election ■ organising a meeting, conference, forum, debate or vote ■ representing others' views (for example in an organisation, at a meeting or event) ■ creating, reviewing and revising an organisational policy ■ contributing to local/community policy ■ communicating and expressing views publicly via a newsletter, website or other media ■ organising and undertaking an exhibition, campaign or display ■ setting up and developing an action group or network ■ organising a community event (for example drama, celebration, open day) ■ training others (for example in citizenship skills and knowledge, democratic processes).

For more examples of citizenship activities see the case studies in *Play your part: post-16 citizenship*.

Activity 5, handout 2

Case studies

CASE STUDY A

A group of level 1 catering students at a further education college have been investigating the origins, prices and trade rules of agricultural products, such as coffee, tea and sugar. They decide to organise a session on fair trade for other students at the college. They carry out research on the internet and plan a role play based on different points of view. They do all the organising of the session, including booking a speaker and obtaining fair trade products. During the session, they use the role play to help stimulate discussion. The session is followed by a review during which they evaluate the activity and identify what they have learnt about the social, moral and ethical issues relating to trade.

CASE STUDY B

Three actors from an interactive theatre company present a half-hour show depicting stories based on real experiences of young people and the law. The audience is a level 2 tutor group from a school sixth form. The students are invited to think critically about the issues by taking the part of the protagonists to find new solutions to problems presented. They are then asked to explore 'change the law' solutions and the actors respond in role to the proposals. The young people are enthused by this approach and invite local magistrates to join them when they run a similar session for pupils in key stage 3. The magistrates are asked to respond to the proposals for changing the law.

CASE STUDY C

A group of level 3 trainees in marine engineering wish to investigate pollution on their local beaches. They decide to conduct a survey to identify the types of pollution that exist and obtain different views on the issue from various beach users. To inform their work, they also do some research on the internet to find out about the effects of pollution, legislation on pollution and what others have tried to do about it. The results of their survey are analysed and discussed during a review session. A presentation using PowerPoint includes their personal reflections on the issues raised by their research, and is used as evidence of what they learnt during the project. They write a letter to their local MP highlighting their findings and concerns.

CASE STUDY D

A district council contacts a mixed group of young people at a local youth centre to consult them on a new community plan. The young people respond by planning a programme of consultation events and interviews with their peers about a range of local issues. They create a video of 'vox pox' clips, which they use to stimulate discussion at a number of live consultation events attended by representatives of the district council and the police. The issues are discussed and the young people at the events vote on questions relating to the issues. The results of the consultations are collated by the young people and a report is produced for the district council.

Activity 5, handout 3

Identifying achievement of a learning objective

Case study D

A district council contacts a mixed group of young people at a local youth centre, to consult them on a new community plan. The young people respond by planning a programme of consultation events and interviews with their peers about a range of local issues. They create a video of 'vox pox' clips, which they use to stimulate discussion at a number of live consultation events attended by representatives of the district council and the police. The issues are discussed and the young people at the events vote on questions relating to the issues. The results of the consultations are collated by the young people and a report is produced for the district council. The young people make a video of their views on the whole event.

Possible learning objectives

- Demonstrate knowledge and understanding about citizenship issues.
- Show understanding of key citizenship concepts (especially government and democracy).
- Discuss and debate citizenship issues.
- Represent a point of view on behalf of others.
- Analyse sources of information, identify bias and draw conclusions.

Chosen learning objective

- Show understanding of key citizenship concepts (especially government and democracy).

Demonstrating different levels of response involves the following knowledge, skills and understanding.

Entry/level 1

- Knows what a district council is and knows that members of a district council are voted for by local people.
- Is aware of some of the work of a district council.

Level 2. Above, plus

- Knows what a community plan is and can list the issues that would be covered in a community plan.
- Can understand and explain the purpose of a community plan.
- Can help plan a consultation event.

Level 3. Above, plus

- Understands how and why local consultation should be carried out.
- Can identify the processes of good consultation and say what the principles are.
- Can explain why consultation at all levels is important in a healthy democracy and can argue the case for consultation.

Evidence of learning from:

- staff and peer observation
- views on the video
- written report.

Activity 6: Fit for purpose

This activity has been designed to illustrate the wide range of assessment techniques that can be used in citizenship activities. Participants consider whether, when and how they might use the different techniques and the potential strengths and weaknesses of each.

Objectives

- To discuss some of the assessment techniques that can be used in citizenship activities.
- To discuss when different assessment techniques might be used.
- To discuss the potential strengths and weaknesses of each technique.

Time

1 hour

Organisation and resources

Participants will work in pairs and then in fours. Each pair will need copies of handouts 1 and 2.

Activity

- Ask participants to work in pairs. Give out copies of handout 1 and allocate each pair about four of the techniques to discuss, depending on the number of participants. They will also need handout 2 – examples of citizenship activities taken from the 'Framework for citizenship learning' in QCA's *Play your part: post-16 citizenship*.
- Ask pairs to discuss the following questions in relation to each technique:
 - *Have you ever used this technique and if so, did it work?*
 - *Which of the activities in handout 2 might the technique work best for? Why?*
 - *What are the potential strengths and weaknesses of each technique as an assessment tool?*
 - *Is the technique most appropriate for self, peer or staff assessment?*
- If pairs have used other techniques, ask them to fill in the blank box.
- Ask pairs to form groups of four in order to share their discussions on the different techniques, and any suggestions participants have about different ideas.
- Facilitate a whole-group discussion on the strengths and weaknesses of each technique, and on the roles of staff and learner in each.

Activity 6, handout 1

Assessment techniques

1. Writing on a post-it one thing learnt from the session, and sticking it on a board so that everyone can read everyone's post-its
2. Sitting in a circle during a session and, in turn, each person saying one new thing they have learnt in the last 20 minutes
3. Making a video of an activity, viewing it and discussing in the group what it shows about skills being used, knowledge being expressed, etc.
4. Filling in a review sheet, working in pairs, with each member of the pair helping the other to consider what he or she has learnt
5. Receiving feedback from a group and/or visitors on a presentation of research into and conclusions on a citizenship topic
6. Making displays of photographs, written work, art work, collages, banners, artefacts, etc., where learners have clearly communicated what they have learnt
7. Planning, developing and performing a song, rap, poem, dance, play or comedy sketch, which summarises learning from research
8. Use of question and answer by a member of staff, directing focused, open questions to individuals (or groups) and allowing sufficient time for reply
9. Placing a marker on a graph, pie-chart, scale or some other diagram, to represent level of confidence in a skill or knowledge area, and revisiting this diagram later
10. Taking a written test, which could be in multiple-choice, short answer or 'fill in the gaps' formats
11. Keeping logbooks of work undertaken and reflections on learning at different points in the unit
12. Taking part in quizzes and game shows that test the knowledge of the contestants
13. Use of observation sheets by staff, visitors and peers, to record learners' contributions, use of particular skills or level of knowledge expressed in an activity
14. Sorting statements on cards. The statements can refer to skills used in a group activity. The sorting can be done by individuals or could be used as a peer-assessment exercise where cards are allocated to different individuals by the group
15. Researching an issue, synthesising material and writing an essay; receiving feedback and making revisions.
16. [blank]

Activity 6, handout 2

Citizenship activities

- A. Writing and/or presenting a case to others about a concern or issue
- B. Conducting a consultation, vote or election
- C. Organising a meeting, conference, forum, debate or vote
- D. Representing others' views (for example in an organisation, at a meeting or event)
- E. Creating, reviewing and revising an organisational policy
- F. Communicating and expressing views publicly via a newsletter, website or other media
- G. Organising and undertaking an exhibition, campaign or display
- H. Setting up and developing an action group or network
- I. Organising a community event (for example drama, celebration, open day)
- J. Training others (for example in citizenship skills and knowledge, democratic processes)

Taken from page 21 of *Play your part: post-16 citizenship*, QCA, 2004.

Activity 7: My contribution

It is important that learners have a chance to assess their own contribution to group tasks. This activity uses an example of a self-assessment technique as a stimulus to encourage participants to develop their own techniques. This would be a good activity for staff and learners to work on together.

Objectives

- To discuss an example of a self-assessment activity used with post-16 learners.
- To develop a self-assessment activity and to present it to the group.
- To consider how to ensure that individual contributions to group activities are assessed.

Time

1 hour

Organisation and resources

Participants work in groups of three or four. Each group will need a copy of handout 1.

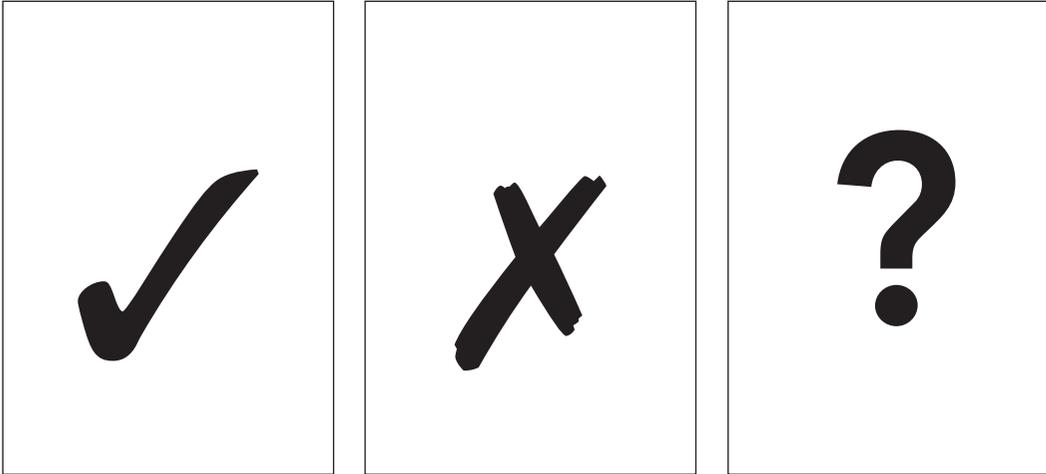
Activity

- Ask participants to work in groups of three or four. If possible, invite some learners to join the session and allocate one learner to each group of staff.
- Give out the copies of handout 1 and explain its use as follows:
In this technique for self-assessment, individuals assess their own contribution to a team task. As different aspects of the group's work are read out, they each have to hold up one of three cards, depending on whether they are sure they helped with this aspect of the work, they did not, or they are not sure. This quick, fun way of using self-assessment can lead to a more in-depth examination of what they each learnt.
- Ask groups to discuss the strengths and weaknesses of the activity, deciding whether they would amend it.
- Give groups 30 minutes to design a self-assessment activity for their own programme. Whereas the example on handout 1 shows how to assess what individuals did, participants' activities should focus on what individuals learnt, and relate to specific learning objectives.
- Ask for volunteers to present their technique to the rest of the group.

Activity 7, handout 1

A self-assessment activity

- This activity provides an opportunity for individuals to assess their own performance in the team activity.
- Each person has three cards.



- One person reads out each item from the following list in turn, and every member of the team must hold up one of the cards: ✓ = I definitely did this; ✗ = I know I didn't do this; ? = I'm not sure whether I did this or not.

1. I helped the group to identify the issue we would investigate.
2. I used interview skills effectively to provide the group with information.
3. I found some new sources of information on the internet.
4. I contacted someone who provided us with expert information on the topic.
5. I analysed the results of our research.
6. I helped decide on our recommendations.
7. I used ICT skills to produce the presentation.
8. I took photographs and exhibited them.
9. I worked with some people outside our organisation.
10. I took part in a discussion and used debating skills.
11. I helped to plan the follow-up action that we took.
12. I thought about and identified the risks involved in our action.
13. I helped in a way not yet read out, and it was...

Activity 8: Recording progress

The aim of assessment is to identify progress in learning, and staff and learners may want to record and collect evidence of this progress. However, it is important to be clear about the purposes of recording progress and how best to do it.

This activity provides a lively way of raising the issues about recording progress and surveying the views of the group.

Objectives

- To introduce the contentious topic of recording learning in a lively way.
- To raise for discussion the issues relating to recording learning and progress.
- To enable participants to clarify their views on recording, including why record, how, when, who should be responsible and what use should be made of the records.

Time

30 minutes

Organisation and resources

The activity is run as a discussion carousel in which participants sit in two concentric circles of chairs, with pairs facing each other. Those sitting in the inner circle are given a question (cut out from handout 1). If numbers are large, then two smaller discussion carousels can be run side by side.

Activity

- Place chairs in two concentric circles with the chairs in the inner circle facing outwards and the chairs in the outer circle facing inwards. There should be six chairs in each circle, allowing for 12 participants to be involved.
- If numbers are greater than 12, set up two smaller carousels. You need equal numbers of participants. If there is an odd person, take part yourself.
- Distribute the questions, cut up from handout 1, to the people sitting in the inner circle, facing outwards.
- Start the activity by asking each facing pair to have a conversation about the question for three minutes.
- When the three minutes are up, clap, shout or blow a whistle and ask everyone sitting in the outer circle to move one place to the right. Ask new pairs to discuss the question held by the person on the inner circle. Repeat this process several times.
- After about 20 minutes, ask those sitting in the centre of the carousel to provide a summary of the different views they have heard on their question.

Activity 8, handout 1

Questions on recording progress for a discussion carousel

Is it sometimes desirable to make a record of a learner's progress and achievement in citizenship? If so, why?

What kinds of records do we need to make of learner's progress and achievement in citizenship?

How often should we record progress and achievement, and during which kinds of citizenship activities?

Who should be responsible for making and keeping records of progress and achievement in citizenship?

How can records of progress and achievement be used, and how can they be stored?

What have been your experiences of recording progress and achievement in citizenship – the good and the bad?

Activity 9: Recording formats

Evidence of achievement can be recorded in many ways. Written forms of evidence may be regarded as easiest to produce and store, but audio and video recording can also be used, as can artwork and visual display material. In this activity participants discuss different ways of recording evidence of assessment in citizenship.

Objectives

- To provide some examples of recording formats.
- To discuss appropriate and feasible evidence of progress in citizenship learning.
- To provide the opportunity for staff and learners to develop a recording form in a format provided.

Time

1 hour 30 minutes

Organisation and resources

Participants work in small groups and each group is given a different handout containing an example of a recording format to discuss. Groups are then re-arranged so that the new groups contain participants who have discussed different formats.

The four examples provided are:

- a self-assessment recording form (handout 1)
- a staff or peer observation sheet (handout 2)
- a log produced by students, for self-assessment (handout 3)
- a before-and-after activity (handout 4).

Activity

- Put participants into groups of three or four and give each group a copy of one of the handouts.
- Ask groups to discuss the example given to them and to identify its strengths and weaknesses.
- Re-arrange the groups, so that new groups are a mixture of people who have discussed different formats. Ask them to share what they have discussed, and to decide which of the formats could be used at some point in their citizenship programme.
- Give participants 45 minutes to devise a recording tool, using a format of their choice, which could be used in their own programme.
- Ask each group to make a short presentation of their recording tool to the whole group.

Activity 9, handout 1

An example of a self-assessment recording form

Discussion and debating skills in citizenship						
What was the discussion or debate about?						
SKILLS FOCUS						
Tick the box next to the face that describes your achievement in each of the skills.						
						
	= not very good		= good		= brilliant	
Planning what to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking without reading notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking other people questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following what others say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering others' questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging others to contribute to discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summing up at the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What did you do well in preparation for and during the discussion or debate?						
Which areas do you think you need to work on to develop your debating skills?						
What can you do to improve in these areas?						

Activity 9, handout 2

An example of a staff or peer observation sheet

Observation sheet: Representative group Represent a point of view on behalf of others									
Use this format to record your observations on the skills and knowledge used by elected representatives during a student forum. It could also be used to review a video of a student forum. Make brief comments in the appropriate columns.									
Title of meeting: Observer's name:			Date of meeting:			Time period of observation:			
Name	Non-verbal communication	Irrelevant verbal contribution	Represents a view on behalf of someone else	Uses persuasive arguments	Supportive/encouraging behaviour	Suggestions for action made	Other comments		
e.g. Sally	<i>Leaning forward and attentive, most of the time</i>	<i>Talked about dissatisfaction with dress code</i>	<i>Explained the view of her tutor group on use of mobile phones</i>	<i>Gave three reasons for a change to the rules</i>	<i>Mentioned that she agreed with another speaker</i>	<i>Suggested a petition by students</i>	<i>Offered to draft the petition</i>		
B									
C									
D									
Write a brief summary of the issues discussed and action proposed and agreed									
Issue discussed	Proposals for action	Action agreed							
<i>College rules on use of mobile phone rules</i>	<i>To get signatures on a petition for a change in the rules To meet with senior tutor To canvas views from other groups not represented at the meeting</i>	<i>Meet senior tutor next Tuesday</i>							

Activity 9, handout 3

An example of a log from Aylesbury High School

The image displays four overlapping 'Citizen I D' log sheets. Each sheet features a header with the title 'Citizen I D' and a question mark icon, and a 'My Citizenship' label. The sheets are designed for students to record their experiences and reflections during a citizenship activity.

- Top-left sheet:** Includes sections for 'The First Day', 'What are my worries?', and 'What skills or personal qualities can I bring to my citizenship activity?'.
- Middle sheet:** Includes sections for 'The Experience', 'What work am I doing?', 'Who is helping me?', and 'How can I improve what I am doing?'.
- Top-right sheet:** Includes sections for 'Final Thoughts', 'Good memories...', 'Problems...', 'What have I learnt during my citizenship activity?', and 'What have I gained as a citizen?'.
- Bottom-left sheet:** Includes a 'Scrapbook' section.
- Bottom-right sheet:** Includes a 'Scrapbook' section and a page number '22' in the bottom right corner.

Page numbers '23' and '24' are visible in the bottom left and right corners of the sheets, respectively.

Activity 9, handout 4

An example of a before-and-after activity

Name: _____

Read through each question. Think about your level of confidence in each aspect of citizenship. Put your score for each question in the first box (You may like to repeat the activity at a later date, or ask a friend to give you a score.)

0 = need help 1 = not very confident 2 = fairly confident 3 = very confident

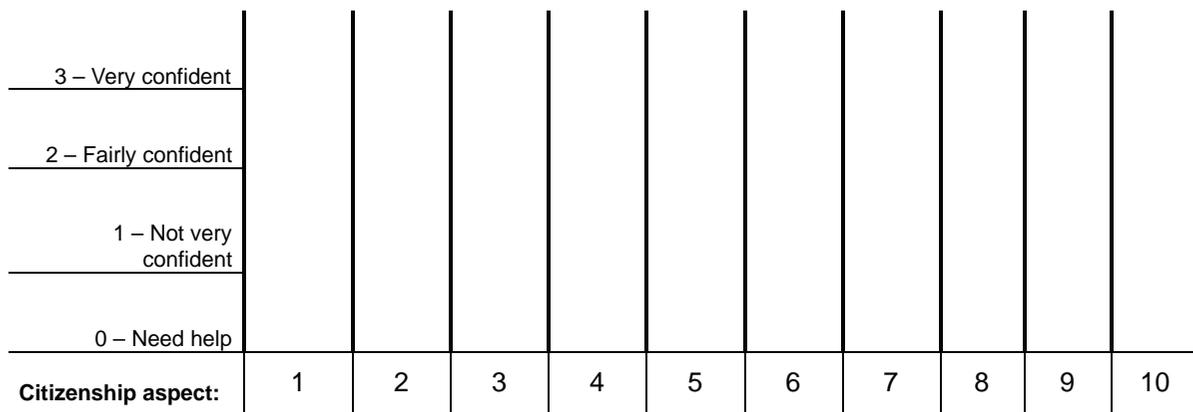
How confident are you that you can:

	Score 1 st	2 nd
1. Demonstrate knowledge and understanding of citizenship issues?		
eg to do with rights and responsibilities, government, democracy, different communities		
2. Make a moral or ethical judgement?		
eg justify actions as honest, fair, a concern for the common good or the environment		
3. Critically analyse information		
eg from the media, political parties, pressure groups, to identify bias, draw conclusions		
4. Show respect for people's differences?		
eg show tolerance of cultural, gender, religious, ethnic and community differences		
5. Challenge prejudice and discrimination?		
eg understand your legal responsibilities, challenge unacceptable behaviour		
6. Discuss and debate a citizenship issue?		
eg share views and then argue a case on an issue, to persuade or influence others		
7. Express and justify a personal opinion to others?		
eg offer an opinion about a citizenship issue and give reasons to support your view		
8. Represent a point of view on behalf of others?		
eg consult others on their view and accurately put this forward		
9. Use skills of negotiation and participation in community activities?		
eg agree what needs to be done and take an active role in community events, campaigns		
10. Act responsibly towards and on behalf of others?		
eg think about the consequences of your actions, consider other people's needs/feelings		

Activity 9, handout 4

Name: _____

Plot your scores on the graph (by placing a dot on the relevant line for each aspect of citizenship and joining the dots). You may also like to plot your second score (from a friend or at a later date) and compare your results.



Please give examples of how you have shown confidence in **two** aspects of citizenship (from the part C list). For example, how you have showed respect for people's differences...

Aspect of citizenship:

Example:

Aspect of citizenship:

Example:

Activity 10: Types of evidence

It is important that evidence of citizenship learning is varied, and not always in written form. Learners at all levels and in all contexts can achieve, and evidence can take many forms.

This activity starts with a brainstorm, where participants call out suggestions for types of evidence of learning that could be collected within citizenship programmes. They then decide which formats would best record different types of learning.

Objectives

- To draw participants' attention to the wide range of evidence that can be used to record citizenship learning.
- To emphasise that different types of activity can be evidenced in different ways.
- To discuss the appropriate forms of evidence that could be collected in different types of citizenship activity.

Time

1 hour

Organisation and resources

For the first part of the activity, participants work in a group. You will need a flip chart, pens or whiteboard. In the second part of the activity, participants work in pairs. Each pair will need a copy of handouts 1 and 2.

Activity

- Facilitate a brainstorm, asking members of the group to call out different kinds of evidence of citizenship learning, eg email, websites, photography, artwork, artefacts, performance, verbal contribution and written work. Make sure that you write up all contributions clearly and legibly, so that the list can be displayed and used in the second stage of the activity.
- Put participants into pairs and give out the list of citizenship activities (handout 1, which is identical to Activity 6, handout 2). Give each pair one of the learning objectives (from handout 2, which is identical to Activity 5, handout 1). Ask them to discuss, for each of the citizenship activities, what evidence of achievement they might use for the learning objective they have been allocated. Ask each pair to start with a different letter on handout 1, to ensure that all activities are covered.
- Ask pairs to form groups of four to share their deliberations. Ask one member from each group to report back on the different forms of evidence of learning that could be used for the two learning objectives their group examined.

Activity 10, handout 1

Citizenship activities

- A. Writing and/or presenting a case to others about a concern or issue
- B. Conducting a consultation, vote or election
- C. Organising a meeting, conference, forum, debate or vote
- D. Representing others' views (for example in an organisation, at a meeting or event)
- E. Creating, reviewing and revising an organisational policy
- F. Communicating and expressing views publicly via a newsletter, website or other media
- G. Organising and undertaking an exhibition, campaign or display
- H. Setting up and developing an action group or network
- I. Organising a community event (for example drama, celebration, open day)
- J. Training others (for example in citizenship skills and knowledge, democratic processes)

These activities are taken from page 21 of *Play your part: post-16 citizenship*, QCA, 2004.

Activity 10, handout 2

A framework for citizenship learning

Post-16 citizenship should provide young people with **essential opportunities** to work towards broad **learning objectives** while developing and practising their skills through **citizenship actions** and **activities**.

Essential opportunities	Citizenship learning objectives	Examples of citizenship actions	Examples of citizenship activities
<p>Post-16 citizenship should give young people opportunities to:</p> <ul style="list-style-type: none"> ■ identify, investigate and think critically about citizenship issues, problems or events of concern to them and ■ decide on and take part in follow-up action, where appropriate and ■ reflect on, recognise and review their citizenship learning. 	<p>Citizenship learning increases young people's knowledge, skills and understanding so they are able to:</p> <ul style="list-style-type: none"> ■ demonstrate knowledge and understanding about citizenship issues ■ show understanding of key citizenship concepts (for example rights and responsibilities, government and democracy, identities and communities) ■ consider the social, moral and ethical issues applying to a particular situation ■ analyse sources of information, identify bias and draw conclusions ■ demonstrate understanding of and respect for diversity and challenge prejudice and discrimination ■ discuss and debate citizenship issues ■ express and justify a personal opinion to others ■ represent a point of view on behalf of others ■ demonstrate skills of negotiation and participation in community-based activities ■ exercise responsible actions towards and on behalf of others. 	<p>Citizenship actions involve young people using skills of enquiry, communication, participation and responsible action to, for example:</p> <ul style="list-style-type: none"> ■ discuss and debate citizenship issues ■ make a change ■ challenge an injustice ■ lobby representatives ■ increase representation ■ provide a service or benefit to others ■ empower self or others ■ resist unwanted change ■ make informed choices and follow up decisions and/or actions ■ take part in democratic processes to influence decisions. 	<p>Citizenship activities involve young people working with others on issues, for example:</p> <ul style="list-style-type: none"> ■ writing and/or presenting a case to others about a concern or issue ■ conducting a consultation, vote or election ■ organising a meeting, conference, forum, debate or vote ■ representing others' views (for example in an organisation, at a meeting or event) ■ creating, reviewing and revising an organisational policy ■ contributing to local/community policy ■ communicating and expressing views publicly via a newsletter, website or other media ■ organising and undertaking an exhibition, campaign or display ■ setting up and developing an action group or network ■ organising a community event (for example drama, celebration, open day) ■ training others (for example in citizenship skills and knowledge, democratic processes).

For more examples of citizenship activities see the case studies in *Play your part: post-16 citizenship*.

Activity 11: Recognising and celebrating learning

'It reminded me of things I've done that I had completely forgotten about, and it's given me a chance to go back over everything I've done and congratulate myself. It's really useful.'

(Carl, a student at a further education college)

Summative assessment involves learners and staff thinking back over a unit or programme of work and recognising what has been learnt overall, using one-to-one review as well as other assessment techniques.

In this activity participants consider different ways of recognising learning and plan a celebration of achievement for their own learners. It would be valuable to include learners in the final part of this activity.

Objectives

- To consider the benefits for learners of reflecting on citizenship activities and recognising their achievements.
- To provide opportunities for staff and learners to think about ways of celebrating success and achievement.

Organisation and resources

You will need a copy of the LSDA DVD *Make it happen: effective practice in post-16 citizenship*. Copies are available from LSDA Citizenship team on 020 7297 9000; ISBN: 1-84572-186-1.

Participants will work in pairs and each pair will need a copy of handout 1.

Activity

- Watch the video clip of the peer and tutor review process at Richmond upon Thames College [Section: Assessment]. Discuss the following questions:
 - *How did the tutor assist in the process of the peer review?*
 - *What value did the students place on the review process?*
 - *What skills are required by learners for peer review to work?*
 - *What are the benefits of peer review?*
- Give out the reflection tool used in the video clip (handout 1) and ask pairs of participants to comment on its strengths and weaknesses.
- Carl states that he kept his letter of thanks for involvement in a citizenship activity on his mantelpiece – that it was really important to him. In what other ways can achievement be celebrated? Carry out a board storm of ideas.
- Use some of the ideas to plan, with learners, a celebration of achievement in your own programme.

Activity 11, handout 1

An example of a student/tutor reflection tool

What have I done? What have I learnt? What more can I do?

The following activity:

- gives you prompt questions to help you reflect on the citizenship activities you have been involved in and what you have learnt from this involvement
- allows you to record your ideas after you have discussed them. This will help clarify your thinking about your citizenship learning and will help provide you with some evidence you may need for your key skills portfolio.

We suggest you carry out this activity in pairs. Your tutor will give you further details.

1. What have I done? (Give examples)

The things I liked most were...(give rea

The things I liked least were...(give re

2. What have I learnt?

Choose one or two key citizenship activities. For each, think through what you have learned. Mention specific knowledge, skills, changes of opinions or attitudes. The citizenship learning objectives in the framework for citizenship learning may prompt your thinking.

Activity 1 Title (Eg **planning a conference, taking part in a debate**)
Through involvement in this activity, I practised and improved the following skills.

(Give examples for each and circle the appropriate number)

Debating and discussing citizenship issues

Very well 1 2 3 4 5 **not at all**

Example:.....
.....

Expressing an opinion about citizenship issues

Very well 1 2 3 4 5 **not at all**

Example:.....
.....

Justifying an opinion about citizenship issues

Very well 1 2 3 4 5 **not at all**

Example:.....
.....

Drawing conclusions from different sources of information about a citizenship issue

Very well 1 2 3 4 5 **not at all**

Example:.....
.....

Organising, planning and presentation skills

Very well 1 2 3 4 5 **not at all**

Example:.....
.....

Activity 11, handout 1

Activity Two Title

Through involvement in this activity, I practised and improved the following skills.
(Give examples for each and circle the appropriate number)

Debating and discussing citizenship issues

Very well 1 2 3 4 5 not at all

Example:.....
.....
.....

Expressing an opinion about citizenship issues

Very well 1 2 3 4 5 not at all

Example:.....
.....
.....

Justifying an opinion about citizenship issues

Very well 1 2 3 4 5 not at all

Example:.....
.....
.....

Drawing conclusions from different sources of information about a citizenship issue

Very well 1 2 3 4 5 not at all

Example:.....
.....
.....

Organising, planning and presentation skills

Very well 1 2 3 4 5 not at all

Example:.....
.....
.....

3. What more can I do?

Has your experiences of citizenship activities encouraged you to take further action on the issues raised?

A) Yes (give examples of actions)

Examples:.....
.....
.....

B) No (why not?)

.....
.....

Activity 12: Bringing it all together

Assessment of citizenship should be planned as part of citizenship activities. This involves a number of processes: agreeing and sharing learning objectives with young people; integrating assessment into citizenship activities and programmes; ensuring that young people have time to reflect on and review their progress towards learning objectives; and allowing enough time to give feedback on progress and achievement.

In this activity participants plan assessment for a case study unit of work before considering assessment for their own programme.

Objectives

- To establish the importance of having clear aims and learning objectives for a programme or unit of citizenship work.
- To exemplify how assessment can be planned into a programme of work.
- To give participants the opportunity to plan assessment into their programme of work.

Time

1 hour 30 minutes

Organisation and resources

All participants will need a copy of handout 1 from activity 1 (a five-stage process for planning citizenship assessment). Participants will work in pairs and each pair will need copies of handouts 1, 2 and 3 for this activity.

Activity

- Give every participant a copy of the five-stage process (handout 1 from activity 1) and talk it through.
- Put participants into pairs and give out copies of handout 1 to illustrate how one college planned assessment into their citizenship programme. Discuss the following questions:
 - *What different strategies were used to assess students?*
 - *Which of these involved peer assessment?*
 - *Which of these involved self-assessment?*
 - *Do you have any general comments on the assessment approach?*
- Give out the hypothetical unit of work (handout 2). This is an E2E unit on local leisure provision for young people. Ask each pair to think about the different assessment strategies that could be used in this programme.
- Ask each pair to use the blank planning proforma on handout 3 to plan assessment into the unit of work. They need to suggest different assessment strategies that could be used at different stages of the unit. Allow about 20 minutes.
- Discuss the assessment strategies that could be used in the participants' citizenship programme.

Activity 12, handout 1

An example of an assessment plan

Project:	Merton College: Student Parliament
Summary of focus:	At the college, tutor groups elect their representative on the student parliament. The parliament then elects an executive that meets regularly with senior management to negotiate on the wishes of the parliament. The research project involves planning assessment for citizenship learning into the representative processes. Members of the student parliament and executive used self, peer and tutor assessment, looking at the extent of their success in achieving the objectives of the parliament.
Selected QCA learning objectives:	<ul style="list-style-type: none"> • Represent a point of view on behalf of others • Demonstrate skills of negotiation and participation in community-based activities • Exercise responsible actions towards and on behalf of others
<p>1. Aims and purpose of the programme:</p> <ul style="list-style-type: none"> • To understand democratic processes and the benefits and disadvantages of representation • To build the personal qualities and skills required to represent others • To enable students to action and progress issues to achieve change and to understand the reasons for not achieving change • To encourage students to work as part of a team <p>2. Initial assessment:</p> <p>The executive will be videoed twice, once at their first meeting and once at a full parliament. They will watch the video as a group and assess their own contributions. All tutor groups have discussed skills required to be a representative. before elections took place (lists of skills available) and will review these at the end. All 25 will complete part C of the LSDA baseline activity, which asks learners to score their confidence on each of the aspects of citizenship (based on the 10 learning objectives).</p> <p>3. Identify learning objectives:</p> <p>The students involved know that they are part of a research project and are aware of the learning objectives. The baseline activity involves assessing their own confidence in all of the QCA learning objectives including 8, 9 and 10.</p> <p>4. Recognition of learning, recording of progress and achievement:</p> <p>The executive members will assess their progress in improving their skills using videos of some of their meetings and full parliaments. The two staff members who are research project leaders will attend full parliament meetings and complete observation sheets for each of the 25 student members of the project. They will also complete record cards, which constitute part of the college system for recording achievement.</p> <p>5. Reflection and review of overall progress and achievement:</p> <p>A number of strategies will be used to review overall success and learning.</p> <p>All students involved in the research will reuse part C of the LSDA baseline activity in order to assess changes in levels of confidence. The minutes of the meetings will be statistically analysed by students in order to measure the extent to which the parliament achieved change on the issues it pursued. All students will be asked to complete a questionnaire at the end of the project on their views of the success of the parliament and their own rep.'s effectiveness. Reps will also facilitate a discussion with their tutor groups on the way they carried out their role, using the original list of skills.</p>	

Activity 12, handout 2

An example of an assessment plan

An investigation into local leisure provision for 12- to 16-year-olds

A unit of work has been planned with a group of E2E learners. The learners identified the topic of local leisure provision for young people aged 12–16 to investigate and follow up. They have drawn up the following draft unit of work:

Find out about local provision

Interview someone from the local youth service.

Visit town centre and find out where young people aged 12–16 can go. Take photographs. Visit existing facilities and find out what happens there, how much they cost, etc.

Find out what young people want

Carry out research among young people aged 12–16, using a short questionnaire.

Visit youth clubs and some voluntary groups and carry out some focus groups, using a tape recorder.

Describe findings and communicate them

Listen to tapes and analyse findings.

Make some reasonable recommendations.

Make a presentation to young people at a youth club.

Mount an exhibition of the photographs.

Take some follow-up action

Persuade the local library to exhibit the photographs.

Write a letter to the local paper.

Invite a member of the local authority to hear the findings and recommendations.

Further information

Publications

Assessment for learning: 10 principles. Research-based principles to guide classroom practice, Assessment Reform Group, 2002
www.qca.org.uk/7659.html

Assessment for learning: putting it into practice, Paul Black, Christine Harrison, Clare Lee, Bethan Marshall, Dylan Williams, Open University Press, 2003

Citizenship at key stages 1-4: Guidance on assessment, recording and reporting, QCA, 2002

Citizenship for 16-19 year olds in education and training, the report of the advisory group on citizenship, DFES, 2000
www.citizenshippost-16.lsd.org.uk

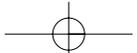
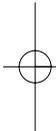
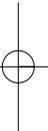
Taking post-16 citizenship forward: Learning from the post-16 citizenship development projects. Third annual report, NFER 2004

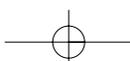
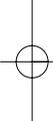
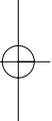
Play your part: post-16 citizenship, QCA, 2004
www.qca.org.uk/post16citizenship

Post-16 citizenship: What? Why? How?, video and CD-ROM, LSDA, 2004

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About this publication

Who's it for?

This booklet is for those delivering post-16 citizenship education, in particular the citizenship coordinator.

What's it about?

The booklet contains staff development materials about assessment. There are 12 practical activities, which aim to:

- clarify the terms used in the practice of assessment
- help staff become familiar with the range of strategies that can be used
- provide examples of assessment tools
- ensure that assessment of citizenship is carried out effectively
- encourage the involvement of learners in the assessment process.

What's it for?

The activities are designed to be included in a staff development event, facilitated by either the citizenship coordinator or an external trainer.

The activities are designed to encourage discussion and debate. The methods suggested are active and experimental, requiring participants to engage in the kinds of activities they would use in their own citizenship classrooms. It is not necessary to work through the pack, an activity can be selected when it fits with staff training needs.

For more copies, contact:
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Telephone 08700 60 60 15 Fax 08700 60 60 17
Email orderline@qca.org.uk

Price and order ref: £10 QCA/05/1508

This guidance is also available at www.qca.org.uk/citizenship/post16/