

The language of citizenship: activities for ESOL learners



The language of citizenship: activities for ESOL learners is part of a series of support materials produced by the Post-16 Citizenship Support Programme. The programme is funded by the Quality Improvement Agency (QIA) and delivered by the Learning and Skills Network (LSN).

Comments on the pack and other enquiries should be sent to:

Post-16 Citizenship Team
Learning and Skills Network
Fifth Floor
Holborn Centre
120 Holborn
London EC1N 2AD
Telephone: 0845 071 0800
Email: bjoslin@LSNeducation.org.uk

ISBN 978-1-84572-679-9

CIMS 072922SP

© The Quality Improvement Agency for Lifelong Learning ('QIA') 2008

Printed in the UK

Extracts from these materials may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged. Otherwise, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, chemical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner.

Information such as organisation names, addresses and telephone numbers, as well as email and website addresses, has been carefully checked before printing. Because this information is subject to change, the Learning and Skills Network cannot guarantee its accuracy after publication.

The views expressed in this pack are not necessarily held by LSN or QIA.

The language of citizenship: activities for ESOL learners

Contents

Introduction	4
Activity 1: Introduction to citizenship in the learning community	7
Activity 2: The environment – choices for the future	12
Activity 3: How old do you have to be?	18
Activity 4: Multicultural Britain	20
Activity 5: Who do you think you are?	26
Activity 6: Voting and protest	29
Free resources from the Post-16 Citizenship Support Programme	33
References, web resources and acknowledgements	34

The language of citizenship: activities for ESOL learners

Introduction

Citizenship education

Citizenship education is an important part of the development of young adults. It enables them to learn about their rights and responsibilities, and to understand how society works. It prepares them for dealing with the challenges they face in life, and through citizenship young people are encouraged to play an active part in the democratic process, thereby becoming more effective members of society. Effective citizenship education increases confidence, self-esteem and motivation for learning. Young people are encouraged to express their views, to have a voice and make a difference to the communities in which they live.

Citizenship education can be delivered effectively in a variety of ways. Experience of the post-16 citizenship programmes (see www.post16citizenship.org) suggests that successful media for citizenship activities include: art, photography, music, video making, role play/simulations, websites, newsletters, radio stations, debates, conferences, exhibitions, graffiti walls, banners, dance, comedy, drama, surveys, and campaigns.

Whatever approach is used, learners, teachers, trainers and facilitators need to be clear about what is to be learned.

The Qualifications and Curriculum Authority (QCA) guidance on post-16 citizenship states that all young people should have three essential opportunities in their curriculum:

- To identify, investigate and think critically about citizenship issues, problems or events of concern to them
- To decide on and take part in follow-up action where appropriate
- To reflect on, recognise and review their citizenship learning.

QCA has also identified 10 learning objectives for post-16 citizenship which have been used in the development of the activities in this pack.

The 10 QCA learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Consider the social, moral and ethical issues applying to a particular situation
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate understanding of 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 action towards and on behalf of others.

(Play your part: post-16 citizenship, QCA 2004 p.21)

English for Speakers of other Languages (ESOL) and citizenship

The benefits of citizenship education take on a particular urgency for ESOL learners, many of whom have been resident in the UK for only a short time and who are having to become familiar with the norms and customs of a different culture and political system.

As learners make progress with their English language skills, there are also valuable opportunities for them to learn new citizenship skills which they can use and apply to the democratic processes and structures in UK. Citizenship learning can complement and enliven ESOL courses and help learners develop the confidence and skills they need to become active citizens and integrated members of communities which become more socially cohesive as a result.

ESOL teachers may be tasked with preparing would-be British citizens for the new naturalisation test of knowledge about the United Kingdom. However, teaching citizenship knowledge and skills can go far beyond the requirements of the test. As Sir Bernard Crick has said: ‘The two senses of ‘citizenship’, as nationality as defined by law and as participation in public life, should support each other. In what has long been a multicultural society, new citizens should be equipped to be active citizens.’ (*The New and the Old*, the Report of the Life in the United Kingdom Advisory Group, Home Office, 2003, para 2.3)

The National Institute of Adult Continuing Education (NIACE) and LLU+ at London South Bank University have already produced *Citizenship Materials for ESOL Learners* which aim to help ESOL teachers develop learners’ knowledge of life in the UK, help them become more active citizens and support applications for citizenship and settlement. These materials, primarily aimed at use with adult learners, are available at www.niace.org.uk/projects/esolcitizenship

About this pack

This pack aims to complement *Citizenship Materials for ESOL Learners* by focusing specifically on the needs of learners in the 16–19 age group, taking the QCA guidance on post-16 citizenship as a key point of reference. However, this resource can be adapted for use more widely. The activities can be used either with staff, in a training and development context, or with learners as part of their citizenship programme, or in free-standing ESOL classes. They aim to introduce participants to a wide range of issues and topics central to citizenship as well as presenting the opportunity to build the knowledge, skills and attitudes necessary to understand these issues and to act upon them in daily life.

The activities can be used with learners from entry level 1 upwards, and no prior knowledge of citizenship issues is assumed on the part of the learners. The activities have been written in such a way that learners can engage with them – or at least with particular tasks within them – at whatever level of language, knowledge or skills they start from.

The activities have been designed to enable learners to participate actively in sessions and to contribute from their own experiences. The starting point of the activities is the learner’s local context, whether a school, college, training provider, or youth and community centre. This is contrasted in the second activity with global issues around the environment. The third activity focuses on the rights and responsibilities of the citizen through an examination of the age laws in the UK, and the fourth looks at the ethnic diversity of this country, its historical development and the debate around the benefits of a

multicultural society. The fifth activity poses the question 'Who do you think you are?' and aims to open up debate about cultural identity. The final activity encourages learners to understand ways in which they can make their own voices heard in the wider world and make a difference to public issues, either locally, nationally or globally.

The activities encourage the use of a number of different teaching and learning resources, including the creative arts as well as written materials, and, where appropriate, local museums and document centres. The activities will appeal to the full range of learning styles, and learners will have the opportunity to build on those life experiences they will all bring to the classroom.

The activities will present learners with opportunities to develop their language skills, either through speaking and listening, reading and writing, or debating and discussing. Teachers, trainers and facilitators can adapt the activities to suit the language level of their learners, without in any way diluting the citizenship issues to be explored.

Additional materials from the Post-16 Citizenship Support Programme are referred to in most of the activities which follow and are listed in full at the end of the pack. General introductory material on post-16 citizenship can be found in: *Getting started with post-16 citizenship* (QIA, 2006); *Making it click: an interactive guide to post-16 citizenship* (CD-ROM) (LSDA, now LSN, 2005); and *Citizenship Uncovered* (LSDA, now LSN, 2006), a DVD produced in collaboration with a group of learners.



Activity 1: Introduction to citizenship in the learning community

Background, organisation and resources

This activity introduces participants to the concept of community and how people can support each other to make a difference. The focus is on the participants' first impression of the institution where they are studying or training. It could be used during induction as it gives learners the opportunity to find out more about their institution. Participants will need access to cameras and computers.

Aims of the activity

- To give learners the opportunity to critically assess the environment in which they are studying
- To increase awareness of how to effect change within a learning community.

QCA-targeted objectives

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Express and justify a personal opinion to others.

Tasks

1. The young people are asked some questions about their idea of the role of the learning provider:
 - *What do you want the college/training organisation/youth or community provider to give you?*
 - *What can you give in return?*
2. Look at some pictures of life in the college or training provider. They can be those on page 9 or the member of staff could take some of the organisation where the learners are studying. Ask them about the pictures or get them to work in groups:
 - *What can you see in the picture?*
 - *How important is this?*
 - *How can this be good for you?*
3. In groups, the learners talk about what they think is good about the college/training provider and what is not good. They could draw a picture or write some key words on a flip chart. Display the flip charts and ask them to walk around and look at what others have written. Ask and answer questions between the groups.
4. Learners conduct a survey by asking other learners in the organisation what they think (see page 10). They could ask other young people and also adult learners if possible.
5. In the classroom the learners should collate their results onto a flip chart, one for likes and one for dislikes noting how many people mentioned each aspect. Discuss whether they agree with the answers.
6. Make arrangements for the learners to photograph areas of the organisation they like and also some that they would like to change.
7. After discussing the photographs in the group, each learner should choose one photograph and write a paragraph about the good or bad features which it demonstrates and about what change, if any, they would like to see. A selection of the photographs can then be made into an exhibition.

8. Discuss with the learners how they could influence change. Give them information about the role of group representatives and the student voice in the organisation. Also explain complaints' procedures. Look at some of the problems they might be facing and get them to say to whom they would go to express their views (see page 11).

Assessment opportunities

- Demonstrate knowledge and understanding about citizenship issues – Task 2, in which learners analyse sources of information, identify bias and draw conclusions
- Show understanding of key citizenship concepts – Task 8, in which learners identify a problem and set out practical ways of taking action to tackle it
- Express and justify a personal opinion to others – Task 9 in which learners have to express their views on particular problems.





Survey

What do you like about being a learner here?

Ask five other learners in your organisation this question:

What do you like and dislike about being a learner here?

Write their answers in the correct box.

	Likes:	Doesn't like:
Person 1		
Person 2		
Person 3		
Person 4		
Person 5		

Change?

How can these people help you?

Match the problems with the people who can help you.

The people	The problems
Your teacher	You don't know what you want to do in the future
The Curriculum Manager	You need help to find a place to live
Counsellor	The canteen is too expensive
Careers adviser	Your class is too easy
The Student Union – or other learner – representative	Your English class is closing because there is no money
Your local MP	You are having trouble with students from another class.

Activity 2: The environment – choices for the future

Background, organisation and resources

This activity aims to make links between major environmental issues and the choices that people make for the future. Learners are given pictures which represent areas of choice for people. They are asked to match the pictures with statements about global environmental issues, using 'Big issue' cards to help them. Next they consider the possible consequences of these issues for the future using a set of 'Consequences' cards to help them. The final task is to discuss how important these issues are to them. Are they concerned enough to want to change their own and others' behaviour?

You might also find useful the following resources from the Post-16 Citizenship Support Programme: *Happy planet: sustainable development and citizenship* (QIA 2007); *For the sake of argument: discussion and debating skills in citizenship* (QIA 2006); *Agree to disagree: citizenship and controversial issues* (LSDA, now LSN, 2005).

Aims of the activity

- To understand that everyday choices have long-term consequences
- To give some concrete examples of 'think global, act local'
- To reflect on their own values and behaviour to consider whether they support sustainable development.

QCA-targeted learning objectives

- Consider the social, moral and ethical issues applying to a particular situation
- Discuss and debate citizenship issues
- Express and justify a personal opinion to others
- Exercise responsible action towards and on behalf of others.

Tasks

1. Introduce the topic and show learners the pictures on page 14. Elicit the words 'environment', 'pollution', 'global warming', and 'energy'.
2. Ask the learners to work in groups of 3 or 4. They should discuss the pictures on the 'Choices and consequences' handout (page 15). They should then match these with the 'Big issue' statements (handout on page 16) by placing the statement letters in the column next to the photographs. Encourage them to talk about the issues as much as possible.
3. The next task is to consider the long-term consequences of the choices relating to each 'big issue'. Give each group the set of numbered 'Consequences' statements (handout on page 17). Ask learners to match these statements with the 'Big issues' by putting the appropriate statement numbers in the third column of the 'Choices and consequences' handout. Again, encourage discussion.
4. Ask the learners individually to think about how important these issues are to them. They should put a number in the appropriate boxes in the final column as indicated on the 'Choices and consequences' handout. They can then compare responses with the rest of their group. Through discussion they can come to an agreed set of responses.
5. Each group should choose an issue that they all think is important and then design a poster to persuade others to make the right choices regarding this issue.

Assessment opportunities

- Consider the social, moral and ethical issues applying to a particular situation – Task 3, in which learners have to discuss the consequences of their choices
- Discuss and debate citizenship issues – Task 2, in which learners have to discuss the issues arising from the ‘Choices’ exercise
- Express and justify a personal opinion to others – Task 4, in which learners are required to explore and justify their personal feelings about how important particular issues are to them
- Exercise responsible action towards and on behalf of others – Task 5, which requires learners to take action to persuade others to make responsible choices

Answers to the activity:

Picture	Big issue	Consequence
1	D	4
2	F	3
3	E	6
4	C	5
5	A	2
6	B	1



Choices and consequences

Choices that we make	The big issues	What will happen?	How important? 1 = Very 2 = A little 3 = Not at all
<p>1</p> 			
<p>2</p> 			
<p>3</p> 			
<p>4</p> 			
<p>5</p> 			
<p>6</p> 			

Big issue statements

Big issue A

Fruit and other foods often travel thousands of miles to get to supermarkets in the UK. They usually come by air and make more air pollution, increase global warming and use a lot of oil.

Big issue B

Water is very important and we mustn't use too much, for example in washing machines, showers and gardens.

Big issue C

Most plastic bags are not biodegradable. When they are thrown away, they pollute the environment. Oil is used to make them and the world does not have a lot of oil.

Big issue D

Recycling things means that the same materials can be used again. Things that we don't recycle go into mountains of rubbish that pollute the environment and give off gases that increase global warming.

Big issue E

Big cars increase air pollution and global warming. They are also more dangerous for pedestrians. People who drive everywhere do not get enough exercise which means they can have health problems.

Big issue F

Leaving appliances on 'standby' uses a lot of electricity and increases global warming

Consequences

The future 1

It is 2057. People will have to pay more if they use more water. They will pay a fine if they use too much water. In hot summers people will have to get water from a tap in the street.

The future 2

In 2057, food will be much more expensive because there will not be enough oil, and air transport will cost a lot of money. The winters will be warm and wet and the summers will be hot and dry because of global warming.

The future 3

In 2057 we will have to be very careful with electricity in our homes. The planet will be much hotter and the sea levels will be higher. The weather will be more extreme.

The future 4

In 2057, there will be nowhere to put rubbish and people who don't recycle will have to pay fines. Because of global warming, there is bad flooding and Britain is now smaller because the sea level has risen and the coastline has moved inland.

The future 5

In 2057, there will be nowhere to put rubbish. Everyone will have to use their own bags for shopping. The oil will be nearly finished and energy will be produced with bio-fuels such as sugar. But this will lead to cutting down more rainforests.

The future 6

In 2057, the air quality is bad. This means more people will have asthma. A lot of people will become very fat and there will be more heart disease and diabetes.

Activity 3: How old do you have to be?

Background, organisation and resources

In this activity, the learners consider the ages at which they should be allowed to exercise certain rights and responsibilities. They begin by looking at the laws in their countries of origin as well as in other countries and go on to explore the reasons behind these laws and whether they agree with them or not. There is further information about these laws on www.direct.gov.uk

You might also find useful the following resources from the Post-16 Citizenship Support Programme: *For the sake of argument: discussion and debating skills in citizenship* (QIA 2006); *We all came here from somewhere: diversity, identities and citizenship* (QIA 2006).

Aims of the activity

- To develop awareness of age laws in the UK
- To encourage the young people to consider the reasons for age laws
- To enable learners to get information about legal requirements on the Internet
- To promote discussion on the age laws.

QCA-targeted learning objectives

- Show an understanding of key citizenship concepts
- Discuss and debate citizenship issues.

Tasks

1. Working in groups, learners list on flip-chart paper those activities which have lower age limits in their countries of origin compared with the UK. Ask them their feelings about having to wait to do these things. Each group then passes their flip-chart paper to the other groups to consider.
2. The learners work in pairs to fill in the handout 'Legal age' (page 19). They should ask their partners about the age they have to be in their countries of origin and also fill in the information for their own country of origin. There are blank spaces for them to add other activities – e.g. buy a firearm, give blood, get a tattoo, get a part-time job, buy cigarettes, or ride a motorbike. In order to fill in the last column, 'In the UK', they should either use their combined knowledge and/or use the Internet to find the information.
3. As a whole group, collate the information and draw up a chart to show how the ages differ between the countries represented by the group.
4. In groups of four, learners discuss the ages which they think are appropriate for the activities considered previously, and why. They can fill in the table 'What do you think' on the handout to help them if necessary.

Assessment opportunities

- Show an understanding of key citizenship concepts – Task 2, in which learners have to identify the link between the rights and responsibilities of the citizen and the age at which these can be exercised
- Discuss and debate citizenship issues – Task 5, in which learners are asked to debate the age of responsibility.

Legal age

How old do you have to be to...	In your country of origin	In your partner's country of origin	In the UK
marry with your parents' consent			
leave school			
vote in an election			
drive a car on the road			

What do you think?

Activity	Best age to start	Why?

Activity 4: Multicultural Britain

Background, organisation and resources

In this activity, learners find out more about the UK as a multicultural society, its history of immigration and the development of an increasingly diverse population. They begin with an ‘opinion finders’ exercise to examine their own perceptions of who lives in their area and the origins of those groups. Learners also discuss and investigate the background and circumstances of their own ethnic or national group.

You might also find useful the following resources from the Post-16 Citizenship Support Programme: *For the sake of argument: discussion and debating skills in citizenship* (QIA 2006); *Agree to disagree: citizenship and controversial issues* (LSDA, now LSN, 2005); *We all came from somewhere: diversity, identities and citizenship* (QIA, 2006); *Moving forward together: citizenship learning for community cohesion* (QIA, 2008).

Aims of the activity

- To introduce a range of information about the UK, including its ethnic diversity
- To provide participants with the opportunity to find out more about the reasons why people came to Britain
- To encourage young people to think about the benefits of a multicultural society.

QCA-targeted learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination.

Tasks

1. Give each participant a copy of the handout ‘Opinion finders – multicultural Britain’ (page 22), with one of the questions circled. You should circle roughly equal numbers of all the questions. It helps in the running of this activity if the sheets are printed on different coloured paper depending on the question circled. Explain that everyone should become an ‘opinion finder’ for their question. They should speak to as many people as possible and make notes of the responses to the question in the box. They will also be asked other people’s questions at the same time. They should avoid people who have the same question (and colour of sheet) as theirs and also just talking to their friends.
2. After 15 minutes, stop the activity and ask all those with the same question circled to gather together in a group. Each group should share and discuss their findings on that question and record the key points. They can do this on a piece of flip-chart paper, if available. Invite a spokesperson from each small group to report their findings to the whole group.
3. Organise the group into pairs and give one student ‘Card A’ and the other ‘Card B’, cut out from ‘The history of multicultural Britain’ on page 23 and give them the following task:
Each learner asks his/her partner questions to find out the information that is missing from his/her own card. They should not look at each other’s cards. They then exchange information about their own ethnic groups if they are different.
4. Ask the learners if they know why the different groups came to the UK. Introduce vocabulary such as ‘migration’, ‘slavery’, ‘persecution’ and ‘diverse’. Ask them to read the text ‘Why people have migrated to Britain’ on page 24 and say why each group mentioned came to Britain.

5. Ask each learner to find out about more about their own nationality group either from the Internet or by asking members of their community. They could do this in groups if there are several from the same ethnic group. The questions in relation to their own group are:

- *When did they first arrive in the UK?*
- *Why did they leave their own countries?*
- *What did they do when they came to the UK?*
- *Where in Britain do most of them live?*
- *Which traditions from their culture are celebrated locally?*

Finally, ask each learner to write a paragraph about their own ethnic group containing answers to the above questions. They could use the template 'People from my country' on page 25 to help them. The work can then be displayed for others to read.

Assessment opportunities

- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination – Task 2, which invites learners to exchange information regarding different ethnicities and to explore difference
- Analyse sources of information, identify bias and draw conclusions – Task 4, in which learners have to consult a number of sources in order to find out more about their own nationality group.

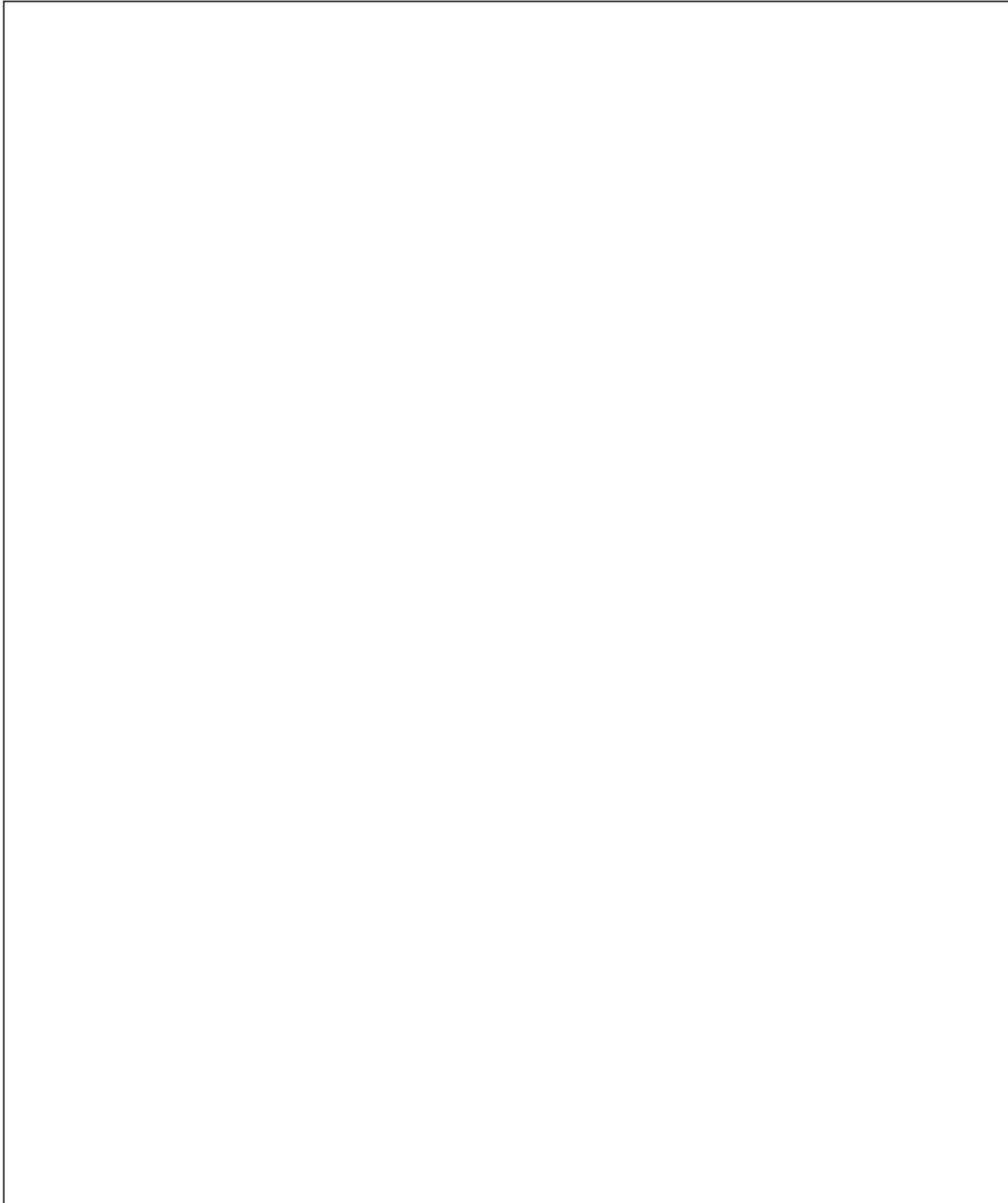


Opinion finders – multicultural Britain

Each group should circle the question they are responsible for

1. Name as many ethnic groups as you can in your area
2. Which ethnic group is the biggest one in your area?
3. How long have the minority ethnic groups in your area lived in the UK?
4. When did your family arrive in the UK? Did you come at the same time?
5. Why did your family come to the UK?

Write the responses you collect from other learners in the space below



The history of multicultural Britain

Card A



When did different ethnic groups come to Britain? Ask your partner for the information to complete your table. Do you know why each group came?

Who?	When?
Many Jews came to the UK from Europe...	
	...in the 1950s and 60s
Immigrants came from India, Pakistan and Bangladesh...	
	...in the 1970s and 80s

Card B



When did different ethnic groups come to Britain? Ask your partner for the information to complete your table. Do you know why each group came?

Who?	When?
	...in the 19th and 20th centuries
Large numbers of people came to Britain from the Caribbean...	
	...from the 60s to the 80s
Hong Kong Chinese and Vietnamese refugees arrived...	

Why people have migrated to Britain

Read this text to find out why each group of immigrants came to Britain:

Many people from all over the world have been coming to Britain for 2,000 years. In the 16th century the British started to explore the world and then the first Black people came to live in Britain. The numbers grew after the abolition of slavery in 1833.

From the 17th century Britain was seen as a safe place for refugees from Europe especially those who were running from religious violence and persecution like the Huguenots and other Protestants as well as Jews.

During the 19th century some groups came to Britain to find work and to escape poverty. For example, Irish workers, at times starving in their own country, came and helped to build the country's ports, canals, and railways and, later, roads. At the end of the 19th century, Jews came from Russia because, like the Huguenots two hundred years before, they were being persecuted for religious reasons.

After the Second World War, Britain needed workers to rebuild the economy, and people were encouraged to come from the Caribbean to work in public transport, factories and the National Health Service. Immigrants from India, Pakistan and Bangladesh came to work in the textile and other industries. Many opened their own shops and restaurants all over the country. Hong Kong Chinese and refugees from Vietnam also started catering businesses.

This long history of immigration has made Britain a very diverse country. The minority ethnic population is now over 8% of the total. Many young people from all over the world also come to Britain for a few years to work and then they go back to their own countries. They include people from America, Australia, Poland, Spain and Italy.

Adapted from www.britainusa.com

People from my country

People started to come from _____
to Britain in _____ .

They left _____ because _____

In Britain they _____

Now many live in _____

They _____

Activity 5: Who do you think you are?

Background, organisation and resources

This activity makes use of art, poetry and photography to encourage participants to consider their own cultural identity and the way they think other people perceive them. They should work in pairs or small groups to discuss the stimulus material and then individually create a series of images that best expresses their own cultural identity.

In preparation for this activity, learners will need to bring to their class images from the newspapers or the Internet, or pictures that they have drawn themselves or photographs they themselves have taken which, in their opinion, represent who they are or who/what they would like to be.

You might also find useful the following resources from the Post-16 Citizenship Support Programme: *More than words: citizenship through art* (LSDA, now LSN, 2005); *The real picture: citizenship through photography* (LSDA, now LSN, 2004); *We all came here from somewhere: diversity, identities and citizenship* (QIA 2006); *Choosing an angle: citizenship through video production* (LSDA, now LSN 2006).

Aims of the activity

- To provide examples of stimulus materials expressing other people's views of their cultural identity
- To provide an opportunity for participants to consider and express their own cultural identity.

QCA-targeted learning objectives

- Show understanding of key citizenship concepts
- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination.

Tasks

1. Ask the learners to read the extract from the poem *Knowing me* by Benjamin Zephaniah (page 27). On first reading, they should identify the place names in the poem. Then they should discuss the other questions on the page.
2. Using the materials (photographs, drawings, newspapers or items from the internet) they have collected in advance of the activity, ask them to:
 - *place a post-it note under each image with no more than five words on it describing what the image is intended to represent about themselves*
 - *attach the images to a flip chart and place them on the wall for the other learners to see*
 - *individually give a short oral presentation explaining their display.*
 Other learners should then comment on the display and presentation.
3. Ask each individual to consider the questions 'Who are you?' on page 28 for about five minutes. Then they should discuss their answer with another learner. This could be someone from their own culture.

Assessment opportunities

- Analyse sources of information, identify bias and draw conclusions – Task 1, in which learners use the poem to extract information that can be used to answer the questions posed
- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination – Task 2, where the learner is required to comment on how their peers have constructed their identities.

Extract from *Knowing Me*, a poem by Benjamin Zephaniah



**Being black somewhere else
Is just being black everywhere.
I don't have an identity crisis,
At least once a week I watch television
With my Jamaican hand on my Ethiopian heart
The African heart deep in my Brummie chest
And I chant, Aston Villa, Aston Villa, Aston villa,
Believe me I know my stuff.**

How many place names can you find in this poem?

Where do you think he is from?

How does he feel about who he is?

Who are you?

What is most important for you? (for example, your nationality, your religion, your place of birth, where you live now, your family, or your friends)

What languages do you speak now?

When and where do you speak them?

What languages do you want your children to speak?

What traditions do you celebrate?

Do you think your family culture is changing? Is it mixing with other cultures?

How do you feel about this?

Activity 6: Voting and protest

Background, organisation and resources

Young people often have strong feelings about the deficiencies of the world they live in and feel that they are powerless to effect change. This activity looks at how they can get their voices heard and puts some of them into practice. There are a number of websites where people can add to or set up petitions. Participants could also look at online message boards, e.g. on the BBC website.

You might also find useful the following resources from the Post-16 Citizenship Support Programme: *For the sake of argument: discussion and debating skills in citizenship* (QIA, 2006); *Agree to disagree: citizenship and controversial issues* (LSDA, now LSN, 2005); *Moving forward together: citizenship learning for community cohesion* (QIA, 2008); *Active citizenship: learning resources for 10 topical issues* (CD-ROM) (QIA, 2007).

Aims of the activity

- To encourage learners to consider different forms of political action and discuss their suitability and effectiveness
- To give young people the opportunity to protest about an issue.

QCA-targeted learning objectives

- Represent a point of view on behalf of others
- Demonstrate skills of negotiation and participation in community-based activities
- Exercise responsible action towards and behalf of others.

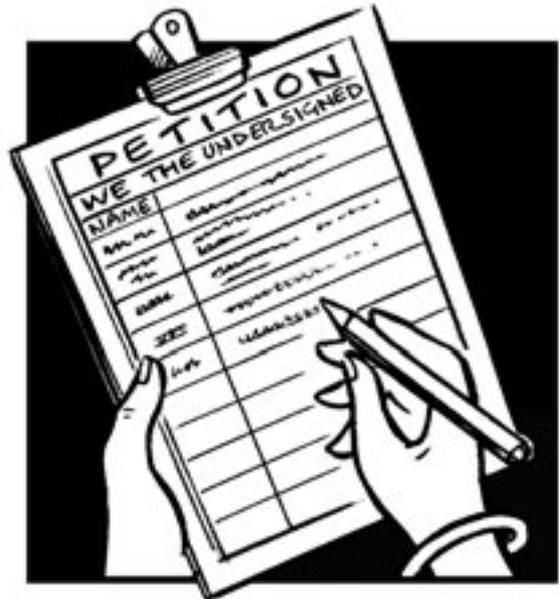
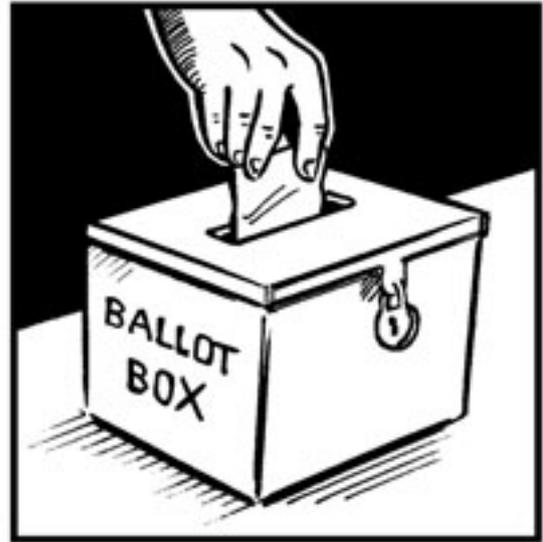
Tasks

1. Elicit from the learners things they would like to change about the political, economic and social conditions in the UK – e.g immigration laws, transport or the environment.
2. Learners should explore how to bring about change in a democratic society. In small groups, they should look at the illustrations of ‘Different forms of political action’ on page 30 and identify the different types, assessing their potential effectiveness. Are all of these forms of action legal and acceptable? Which ones are most accessible in relation to the issues they are concerned about?
3. Ask them if they have ever done any of the things represented in the illustrations. What were the results?
4. If the learners feel strongly about a particular issue and would like to take it further, they should be supported in deciding how to go about taking appropriate action to register a protest or beginning a campaign. There are many such forms of action that could be taken, including writing of a protest rap or a short song, a petition or a letter to the appropriate person or organisation. There are templates on pages 31 and 32 to help.
5. Ask for feedback on how the participants felt about the effectiveness of their protest.

Assessment Opportunities

- Express and justify a personal opinion to others – Task 1, in which learners identify issues they would like to change
- Demonstrate skills of negotiation and participation in community-based activities – Task 4, where learners organise and participate in community-based activities
- Show understanding of key citizenship concepts – Task 2, where learners have to show an awareness of how to bring about change in a democratic society.

Different forms of political action



A petition template

Dear _____

We, the undersigned, would like to protest about _____

This is a problem because _____

We would like to ask you to _____

Signatures:

Name	Signature	Address

A letter of protest template

From (address) _____

To (name and address) _____

Date _____

Dear _____

We are writing to protest about _____

This is important because _____

Please _____

Yours sincerely _____

Signed _____

Free resources from the Post-16 Citizenship Support Programme

- Post-16 Citizenship: what? why? how?* (VHS video and CD-ROM), LSDA (now LSN), 2004
- Citizenship Uncovered* (DVD), LSDA (now LSN), 2006
- Make it happen: effective practice in post-16 citizenship* (VHS video/DVD), LSDA (now LSN), 2005
- Making it click: an interactive guide to post-16 citizenship* (CD-ROM), LSDA (now LSN), 2005
- Staff development for post-16 citizenship*, LSDA (now LSN), 2005
- Agree to disagree: citizenship and controversial issues*, LSDA (now LSN), 2005
- The real picture: citizenship through photography*, LSDA (now LSN), 2004
- More than words: citizenship through art*, LSDA (now LSN), 2005
- Get up, stand up: citizenship through music*, LSDA (now LSN), 2005
- Reality check: citizenship through simulation*, LSDA (now LSN), 2006
- Choosing an angle: citizenship through video production*, LSDA (now LSN), 2006
- Getting the show on the road: skills for planning and running citizenship events*, QIA, 2006
- For the sake of argument: discussion and debating skills in citizenship*, QIA, 2006
- 'We all came here from somewhere': diversity, identities and citizenship*, QIA, 2006
- Getting started with post-16 citizenship*, QIA, 2006
- A case for action? Skills for active citizenship research*, QIA, 2007
- More than profit: work, social enterprise and citizenship*, QIA, 2007
- Post-16 citizenship in school sixth forms: an introduction to effective practice*, QIA, 2007
- Post-16 citizenship in colleges: an introduction to effective practice*, QIA, 2007
- Post-16 citizenship in youth and community groups: an introduction to effective practice*, QIA, 2007
- Post-16 citizenship in work-based learning: an introduction to effective practice*, QIA, 2007
- Post-16 citizenship: a guide for leaders and coordinators*, QIA, 2007
- Six Approaches to Post-16 Citizenship*, QIA, 2007
- 1. *Citizenship through learner voice and representation*
 - 2. *Citizenship through qualifications and personalised programmes*
 - 3. *Citizenship through group tutorial and enrichment programmes*
 - 4. *Citizenship through voluntary and community-based activities*
 - 5. *Citizenship through single events*
 - 6. *Citizenship through research projects*
- Happy planet: sustainable development and citizenship*, QIA, 2007
- Active citizenship: learning resources for 10 topical issues* (CD-ROM), QIA, 2007
- Moving forward together: citizenship learning for community cohesion*, QIA, 2008
- Crossing the lines: citizenship learning through Diplomas*, QIA, 2008
- Straight talking: citizenship and offender learning*, QIA, 2008
- All the above are available free of charge via the Post-16 Citizenship Support Programme website **www.post16citizenship.org**

References, web resources and acknowledgements

References and web resources

We all came here from somewhere: Diversity, identities and citizenship, QIA, 2006.

Moving forward together: citizenship learning for community cohesion, QIA, 2008.

'Our Shared Future', report of the Commission on Integration and Cohesion, 2007.

www.integrationandcohesion.org.uk

The Economic and Fiscal Impact of Immigration, Home Office and Department for Work and Pensions, October 2007

'Play your part: post-16 citizenship' QCA, 2004.

Available from **www.qca.org.uk/qca_4855.aspx**

The New and the Old, the report of the Life in the United Kingdom Advisory Group, Home Office, 2003.

Life in the United Kingdom: A journey to Citizenship (the Stationery Office, 2004)

Citizenship materials for ESOL learners, DfES and the Home Office, 2004.

For further details see **www.niace.org.uk/projects/esolcitizenship**

The Path to Citizenship: Next Steps in Reforming the Immigration System, Government Green Paper (2008). For further details see

www.bia.homeoffice.gov.uk/aboutus/consultations/current

'Every Child Matters' DfES, available at **www.everychildmatters.gov.uk/aims/background**

Baynham, M., Roberts, C., Cooke, M. and Simpson, J. (2007) *Effective Teaching and Learning: ESOL*, London: NRDC

Cooke, M. & Roberts, C. (2007) *ESOL. Developing Adult Teaching and Learning: Practitioner Guides*, London: NIACE

Cooke, M. & Roberts, C. (2007) *Reflection and Action in ESOL Classrooms*, London: NRDC

Acknowledgements

We are very grateful to:

The authors of this resource, Michael Pinnock and Jane Allemano.

Dunstable College and its learners for the front cover photograph and those used in Activity 1.

Benjamin Zephaniah for permission to use an extract from his work in Activity 5.

