

Foundations of citizenship

Activities for learners at entry level

Post-16 Citizenship Support Programme

LSIS LEARNING
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IMPROVEMENT
SERVICE



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The Post-16 Citizenship Support Programme aims to disseminate and support best practice in citizenship across all areas of 16–19 education and training and improve coherence and progression from key stage 4 citizenship to the post-16 phase.

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Contents

Introduction	5
Activity 1: It's my decision	9
Activity 2: This is us	17
Activity 3: Getting on together	21
Activity 4: Dimensions of citizenship	27
Activity 5: Agree to disagree	33
Activity 6: Voting and protest	41
References and resources	46

INTRODUCTION

Foundations of citizenship

Activities for learners at entry level

Citizenship education

Citizenship education is an important part of the development of young adults. It enables them to learn about their rights and responsibilities, to understand how society works and prepares them for dealing with the challenges they face in life. 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 work together to make a difference to their communities.

Citizenship education can be delivered effectively in a variety of ways. Experience of the post-16 citizenship programmes¹ suggests that successful media for citizenship activities include art, music, photography, making videos, role-play/simulations, websites, newsletters, radio stations, debates, conferences, exhibitions, graffiti walls, banners, dance, comedy, drama, surveys and campaigns.

Whichever approach is used, learners and staff need to be clear about what is to be learnt. The Qualifications and Curriculum Authority (QCA)² 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 citizenship³ which have been used in the development of the activities in this pack:

- 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 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 action towards and on behalf of others.

Entry level (within Foundation Learning) and the importance of citizenship

Foundation Learning refers to provision for learners working predominantly at entry level and level 1, including many vulnerable learners. Foundation Learning programmes support individual progression through the achievement of an appropriate combination of qualifications from entry and level 1 of the Qualifications and Credit Framework (QCF). Programmes focus on personalised learning, engagement and progression to one of the three other national suites of provision: Apprenticeships, Diplomas or GCSE/A levels, or for some learners, to employment with training, supported employment or independent living.⁴

Foundation Learning comprises three strands: vocational, functional skills and personal and social development. Much of the curriculum content for citizenship activity may fall within the personal and social development strand but a citizenship perspective can also usefully be embedded into the vocational context and provides a fresh and purposeful vehicle for the development and application of functional skills.

Citizenship also supports the values of Foundation Learning which are intended to enable learners to participate as fully as possible in social and working life:

Respect: for example listen to people, speak up for them if asked, acknowledge the importance of people's feelings, encourage the expression of feelings and views, understand that dignity is precious.

Self-determination: for example enable learners to make choices about their lives, express personal freedom and autonomy, access a range of experiences and activities.

Inclusion: for example enable learners to take their place in the community, participate in a range of community and learning activities, support person-centred planning owned by the individual.

Fostering relationships: for example enable learners to meet and share experiences with different groups of people in a variety of contexts and advance their rights in all aspects of their lives.

Citizenship is a key part of all learners' experience while at school or in post-16 education and training. However, it has a particular resonance for those learners at entry level who are among the most likely to be denied, or find it difficult to exercise, some of the basic rights and responsibilities of a citizen in a democratic society, including voting, free speech and effective participation. The three essential citizenship opportunities of identifying and investigating issues of concern, taking action (in supported ways) and reflecting on learning are crucial for young people who need every chance to develop the skills to maximise control over their own lives, particularly in relation to self-directed support. These opportunities, fundamental to citizenship education, are reflected throughout this pack.

About this pack

The activities which follow are designed primarily for use with learners at the consolidation and application stages of entry level 1 (which includes the former pre-entry level) and at entry levels 2 and 3. However, with suitable adaptations they could be used more widely with learners and also in a training and development context with staff.

It is likely that learners at entry level (especially those who have more severe learning difficulties) will struggle with three significant and interlinked processes which are a pre-requisite for full achievement of the 10 citizenship learning objectives identified above:

Cause and effect: some learners will experience difficulties in understanding concepts of time (past, future) and/or or the consequences of actions.

Social empathy: those with more severe or profound learning difficulties and those on the autistic spectrum may have difficulties understanding, interpreting and responding to the feelings of others and assessing the impact of their actions.

Decision-making: some learners may have difficulty in making and expressing choices and decisions, especially those which involve the evaluation of information.

The activities in this pack are designed to promote thinking, understanding and action in these areas so that all learners can develop a voice and a sense of agency in their own lives and communities, developing knowledge and skills for effective communication, self-confidence, team working, problem-solving, decision-making and sense of personal identity. These are among the initial building blocks for what we can term 'emerging citizenship' which builds in turn towards the 10 citizenship learning objectives (see page 5).

The activities are based on the premise that the best place to begin is with learners' own interests and that the focus may well be adapted to include topics of immediate concern. This process will entail careful long-term work within a framework of personalised planning for individuals and learning groups. Activities should not be seen as 'one-offs' but as a stimulus for ways of working that become part of daily practice. For this reason, most of the activities here would extend over more than one session, and in some cases are suitable for development over a prolonged period or repeated use in relation to different issues or topics.

Some citizenship topics, such as those dealing with national and international issues, and some policies and practices beyond their familiar world will be very demanding for some learners at entry level. In some cases topics will stimulate learners to demonstrate understanding well beyond expectation, but in others it may not be appropriate to teach them as they are set out here. It may be more appropriate to teach more familiar topics or for some learners to work towards simpler goals; for example some could participate in cooking food from diverse countries while others examine the ethics of food miles.

With each activity, suggestions and links are provided to enable staff to develop the tasks further to meet the needs of particular learners. The activities provide examples of the range of approaches through which citizenship can operate. Staff will need to adapt them for their own learners and in response to topical issues and current events of interest to them. One adaptation of the materials might, for example, involve the use of a system of symbols such as Widgit Symbols (see References and resources on page 46 for further information). These have been used in Activities 4 and 5 to illustrate their value in supporting some learners.

The activities throughout encourage the use of varied approaches and resources, with an emphasis on collaborative and multi-modal ways of working, using the support of peers and staff. The activities work well in mixed-ability groups in which individuals play their part towards a common end. They may be used in various approaches, including tutorial activities, enrichment programmes, one-off events or as a context for accreditation in either citizenship or other subjects such as literacy and numeracy.

These materials are intended to complement other resources from the Post-16 Citizenship Support Programme. Some of these are referred to in particular activities and all those referenced are listed under References and resources on page 46.

Of particular interest is *The language of citizenship: activities for ESOL learners* (QIA, 2008). This provides examples of accessible activities addressing some of the major citizenship issues, including those with a local context, global issues around the environment, rights and responsibilities of the individual, cultural identity and the benefits of a multi-cultural society, focusing on ways in which learners can make their voices heard in the wider world.

Also referred to throughout this pack are other easily accessible online resources and links to further sources of information.

General introductory material on post-16 citizenship can be found in *Getting started with post-16 citizenship* (LSIS, 2009) and *Citizenship Uncovered* (LSDA, now LSN, 2006), a DVD produced in collaboration with a group of learners.

¹ See www.post16citizenship.org

² Now the Qualifications and Curriculum Development Agency (QCDA)

³ From *Play your part: post-16 citizenship* (QCA, 2004)

⁴ *Foundation Learning Tier: 14–19 delivery guidance for 2009/10*, Learning and Skills Council (LSC)/Qualifications and Curriculum Development Agency (QCDA), August 2009

Activity 1

It's my decision

Introduction to the activity

Citizenship learning encompasses investigation, action and reflection. Each of these aspects involves decision-making, about what and how to investigate, what action to take and how to review the effectiveness of the action. People with cognitive difficulties in particular may find it difficult to make measured and informed decisions and may need support to do so. Many have in the past had restricted choices and a limited range of opportunities but need to work towards a future in control of significant life choices.

Because all learners can make progress towards choice and decision-making, this activity aims to make overt the stages of decision-making and the factors to be taken into consideration.

The activity as described is context-free so that it can be based on topics and issues that motivate the learners themselves. The learner has an opportunity to analyse a decision made by, for example, a familiar 'soap' character and plan towards a decision of his or her own. The activity can be approached at different levels of complexity but will result in a greater awareness of the decision-making process.

The activity uses an 'analogous' approach. Learners follow another person's story in a television soap or other media narrative in order to see how decisions are made by that character. There are also opportunities for role play so that learners can experience an empathetic approach by enabling them to take on different roles within a situation or to practice in anticipation of a situation.

You might also find useful the following resources from the Post-16 Citizenship Support Programme:

Agree to disagree: citizenship and controversial issues (LSIS, 2009)

Choosing an angle: citizenship through video production (QIA, 2006).

Aims of the activity

- To enable learners to identify and apply the stages of decision-making
- For learners to analyse and reflect on decisions taken by others
- For learners to apply decision-making to their own lives, developing their knowledge and appreciating, for example, who can help them
- To develop skills such as weighing up the pros and cons of an action
- To develop attitudes such as believing you have the right to decide on things that affect you.

Related QCA learning objectives

- Analyse sources of information, identify bias and draw conclusions
- Express and justify a personal opinion to others
- Express a point of view on behalf of others.

Running the activity

This activity could take place over several sessions. In advance and with learners, choose a focus for the activity, such as a favourite soap opera. Record an episode and identify one incident that involved an explicit decision, particularly one that has an impact on others and raises social and political issues. In addition to story synopses, access internet notes about the cast, which are often available. As an alternative, a media study of a critical incident involving a well-known person could be used. The story line can be followed over the duration of this decision-making process.

Task 1

Introduce the idea of decision-making by providing one or two examples of varying complexity – for example the choice of a drink at break or choosing to come to this organisation rather than another. Collect a glossary of other relevant words, such as ‘choose’, ‘pick’ or ‘think about’.

Task 2

Divide learners into small groups and ask them to share examples of decisions they have made recently and why they made them. They should draw or write their ideas on flipchart paper. Share the ideas with the group. Give out copies of Handout 1.1, ‘Setting the scene’ (page 12) for each person to complete.

Task 3

Prepare the group for the media clip or story and set the scene for the clip. Share information about the key characters, using printed or online prompts. Each participant can choose to follow one key character.

Task 4

Show the clip. Establish the storyline and the key decisions the characters have to make. Break the story down into its main stages. Allocate one stage each to a learner or small group to make a visual storyboard about the clip, showing frames in words, symbols or pictures about what happened. A template for the storyboard can be found on page 33 of *Choosing an Angle: citizenship through video production*.

Task 5

In small groups or pairs, go through the decision-making stages:

- *What was the decision about?*
- *What choices did the character have?*
- *What might the outcome of each choice be?*
- *Did they need more information?*
- *Who else was affected?*
- *What did they decide?*
- *What happened as a result?*
- *Was it a good choice?*

Learners should share their opinions about what they saw and, using their own experience, discuss the options and consequences as they perceive them.

Task 6

Using the frameworks in Handouts 1.2, 1.3, 1.4 and 1.5 (pages 13–16), work with learners to complete each of the decision-making steps in relation to a decision they would like to make in their own lives. Learners could draw on an existing wish list, learning or support plan, or pick up on new opportunities. The process could take place over several weeks as learners review and act on their plans. If possible, also follow the chosen media storyline to review its progress and impact. Support learners to think about **how** they and others make their decisions, considering the roles of those involved and the style, values and feelings of the key players.

Extension Task

Learners could take one topic of interest arising from the study of the television clip and devise a role play to explore it further. They could make their own film based on the role play. The focus could be on alternative solutions to a dilemma and citizenship understanding could be developed by their approach to the ethical or controversial issues raised.

Assessment opportunities

- Analyse sources of information, identify bias and draw conclusions: in Tasks 4 and 5 learners analyse information in a video clip and apply this to stages in decision-making
- Express and justify a personal opinion to others: in Tasks 2 and 6 learners draw on their own experience and aspirations to explain why certain decisions are important to them
- Express a point of view on behalf of others: in Task 5 learners explain a decision from the point of view of a fictional character.

Differentiation

- All learners can watch the clip and make simple choices between alternatives. With support, they can record examples of choices they have made, visually or otherwise.
- Most learners can take part in the decision-making process, give a simple reason for a choice, identify some alternatives and, with support, seek further information. They can review what they did and make a plan for next time.
- Some learners can apply the decision-making process to their own experience in the future. With guided practice this proportion will increase.

This activity is adapted from *It's My Decision*, published by Oswestry Special Arts Group in 1992 (now out of print). We would like to thank Stella Townsend, the author, and Rural Media, the film makers, for permission to draw on their material.

Setting the scene

A decision that I have made already is...

Why did I make it?

1. Understanding yourself

What's important to me?	Money	Independence	Newness and excitement	How I look	Having friends
Important					
Not important					

My lifestyle	"I will have to think about it"	"Just do it"	"I'll have to get permission"	"I'd like to talk it over" (who with?)	"Er... I don't know"
Staying out late with friends					
Moving away from home					
Where to go on holiday					

2. Doing the groundwork

The decision I will work on now

These people will help me make up my mind

This is what they will do to help me think things over

The other information I need to help me decide

3. Making my decision

The choices I could make are:	
A	
B	

4. Working out what might happen to me and to other people

If my decision is 'A'	The effects now	And the effects later on
Good things		
Bad things		

If my decision is 'B'	The effects now	And the effects later on
Good things		
Bad things		

5. My decision and keeping to it

My decision is

These things might be difficult

This is how I will deal with these difficulties

I'll take stock of this decision

On:

By doing this:

Activity 2

This is us

Introduction to the activity

This activity and the one that follows ('Activity 3: Getting on together') are designed to improve understanding of personal identity and difference.

The activity includes a quick energising task, 'Change places if...', that shows how learners can quickly form and reform groups. It also breaks up fixed seating plans and encourages learners to mix outside of their usual preferred groupings. This leads on to an activity in which learners explain their own identity in more detail and present another person to the group. A quick positive affirmation activity is followed by an investigation into one topic, such as a wedding, to show how a familiar event is interpreted in different cultures.

The activities can be differentiated according to the pace and understanding of the participants. They need to be approached with care and staff need to be mindful of the circumstances of individuals in the groups. Be prepared to deal sensitively with the issues in a supportive and affirming climate. Work within rules for the group that discourage judgemental comments.

You might also find useful the following resource from the Post-16 Citizenship Support Programme:

'We all came here from somewhere': diversity, identities and citizenship (QIA, 2006).

Aims of the activity

- To appreciate that identities are complex and can change.
- To explore the diverse cultures and communities in UK society and the relations between them.

Related QCA learning objectives

- Show understanding of key citizenship concepts
- Demonstrate understanding of and respect for diversity
- Express and justify a personal opinion to others
- Represent a point of view on behalf of others.

Running the activity

Task 1 – Change places if...

Seat learners in a circle. Begin with an easy task that anyone can do – for example, 'change places if you are wearing jeans'. Anyone who is wearing jeans jumps up and changes to another seat, or is supported to move there. You can ask for several more seat exchanges until you are sure that the principle of changing seats on the basis of a common feature is understood by all. When confident, a learner can take over, thinking of another basis for changing seats. The facilitator can step in at any change and alter the direction of the activity. Develop the activity to introduce

personal information such as where people live and then to address preferences and interests such as those relating to television programmes, football teams, music, family roles and so on.

A staff member making notes could collect information that can be used in the next task and to remind learners in future of their connections. It will also help staff to choose motivating contexts for future activities. A member of staff might also make a chart showing how learners' interests and experience overlap.

Task 2 – This is me

Stage 1: Working in pairs, ask learners to collect visual/auditory/tactile images about themselves. These might include:

- *Something about your appearance or voice such as your hair, glasses, piercings, tattoos, hearing aid or accent*
- *An object or item that means a lot to you such as your phone or house key*
- *Something you are proud of such as a certificate, being an aunt or being tall*
- *Meaningful symbols/logos such as those on clothing or religious and other cultural symbols*
- *A wish for yourself*
- *Your thoughts about what is important to you*
- *Who do you admire? Who are your role models?*

As they work, learners can explain the reasons for their choices and compare experiences.

Stage 2: Using their collection of images, each pair builds a collage or another form of presentation which represents both learners in the pair. Depending on the format, you could include objects, photos, cuttings from magazines (including words and pictures), writing/symbols, drawing, sounds, voices, theme tunes or a favourite song.

Stage 3: Using the visual images, each learner then presents their partner to the group, allowing the partner to 'chip in'. Having heard all the presentations, each learner chooses another learner from the group and writes a positive comment about him or her on a stick-it. The comments are read out and displayed.

Task 3 – This is how we do it

Choose a big event which learners in the group have experienced such as going to a wedding. Compare examples from different cultures, for example in *Hello* magazine. Look at the traditions, what happens, what is worn, what is eaten and drunk and any entertainment that takes place.

Learners can tell stories from their own experience, supplemented by photos, family contributions and film clips. If the group is very culturally homogenous, invite some participants to research ceremonies from other cultures.

From the examples, make comparisons between two weddings and discuss similarities and differences and what they mean to the learners.

Extension activity

Research images of cultural identity more widely, looking at positive and negative visual images. Explore how images and symbols can affect people and how they can be used to promote a cause such as advertising or in propaganda. Consider how these work, who does it, where, when and how?

Assessment opportunities

- Demonstrate understanding of and respect for diversity: in Task 3 learners compare examples of a cultural event
- Express and justify a personal opinion to others: in Task 2 learners discuss the images they are collecting
- Represent a point of view on behalf of others: in Task 2 learners present their partners to the group.

Differentiation

- All learners will highlight key aspects of their own identity, express preferences, select images/resources and draw upon their own experience.
- Most learners will explain and share information about their own identity, consider and discuss how this changes in time and between cultures. They will increase their understanding of differences and similarities between the practices of people of different faiths and beliefs.
- Some learners will question, research and make connections between different cultures and identities. They will represent the perspectives of others.

Activity 3

Getting on together

Introduction to the activity

This activity, which follows on from 'Activity 2: This is us', provides opportunities for learners to reflect on instances of prejudice and discrimination and to make links with community support groups. The activity begins with an example from the media and learners are invited to tell stories about their own experience.

Learners consider the consequences of the actions in question, both emotional and legal, and implications for their own behaviour within and beyond the organisation. The activity highlights opportunities for community support and active involvement.

This activity should be carried out in a safe, confidential and supportive setting as it may raise sensitive issues.

You might also find useful the following resources from the Post-16 Citizenship Support Programme:

'We all came here from somewhere': diversity, identities and citizenship (QIA, 2006)

Agree to disagree: citizenship and controversial issues (LSDA, now LSN, 2005)

Straight talking: citizenship and offender learning (LSIS, 2009).

You could also use the definitions of some key terms given in Handout 3.1 on page 25 to introduce learners to examples of intolerance, anti-social and criminal behaviour at appropriate points in this activity.

Aims of the activity

- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- To explore community cohesion and the different forces that bring about change in communities over time.

Related QCA learning objectives

- Discuss and debate citizenship issues
- Demonstrate understanding of and respect for diversity and challenge prejudice and discrimination
- Demonstrate skills of negotiation and participation in community-based activities
- Exercise responsible action towards and on behalf of others.

Running the activity

Task 1

Introduce a recent media example of intolerance – for example cyber bullying, comments about reality TV participants or examples of incidents in football among players or fans. Discuss with learners, to clarify:

- *What was said or done?*
- *Why did this happen?*
- *How did each of the people involved feel about it?*
- *Is it OK? Is it fair? What should be done about it?*

Task 2

In pairs or small groups, support learners to share their experiences of intolerance if they are happy to do so.

- *Has anyone ever made a comment about you that you didn't like? What was it about? How did it make you feel?*
- *Have you or do you know anyone who has made such comments? Can you explain?*
- *Is it OK? Is it fair? What should be done about it?*

You could also use these experiences to research further anecdotes, newspaper cuttings, historical 'snippets' as well as first-hand experiences.

Talk about the emotional impact and the legal implications.

Task 3 – Tackling intolerance

To encourage discussion about responding to the issues identified in Task 2, divide learners into pairs or small groups. Give each a piece of flipchart paper on which is written the following questions:

- *What can we do in our group?*
- *Who else can help?*

Using different coloured pens, ask learners to write, draw or dictate their ideas based on examples of intolerance they have chosen.

Encourage learners to include ideas to help people get to know each other better and take responsibility, as well as ideas for rules and sanctions.

After sufficient time working in pairs or small groups, ask each to explain the ideas on their sheet to the rest of the class. Ask them to agree about what to do next and make a plan for action.

Task 4 – Taking it further...

Going beyond their own experiences and feelings, support learners as appropriate in finding out about and taking action in relation to the more public aspects of these issues. They could focus particularly on policies in their organisation.

Organisation policy: is it working?

Learners can investigate their organisation's policy on intolerance, finding out what procedures are in place and how to get help when needed. They can evaluate the policy, finding out how to make their voice heard.

Key questions may include:

- *Is the information accessible? Does it need to be made clearer or circulated more widely?*
 - *Does the policy seem right? Does it cover what we need it to include?*
 - *How can we shape the policy? Who is responsible for reviewing it and how can we be involved?*
- Learners may wish to interview key staff to make their views known.

- *What is the role of the student union or learner council?*

Learners may wish to liaise with the equal opportunities officer (if there is one), submit agenda items or get involved in campaigning.

Extension activities

Go online and get involved locally

The government's Respect website has information on preventing and tackling anti-social behaviour. You can find facts about anti-social behaviour (ASB) and templates for recording and acting on events.

Each local authority area will have an ASB co-ordinator who plays a central role in reducing anti-social behaviour problems. Any member of the public can contact their local anti-social behaviour co-ordinator to report incidents or find out what local action is being taken by accessing the Respect website and entering their post code. Visit: www.asb.homeoffice.gov.uk

Learners might contact a police community support officer or the local ASB co-ordinator to discuss local initiatives, guidelines and available support and how to get involved.

The Neighbourhood Watch has a range of crime-reduction toolkits, including one on anti-social behaviour, which can be used to help people take action in their own communities. Handout 3.2 'Identifying anti-social behaviour' on page 26 is an adapted version of their template for recording anti-social behaviour in organisations or in the local community.

See the Neighbourhood Watch website www.mynhw.co.uk/training-kits.php

Spread the word

Hands are not for hurting is a three-minute rap film made by young people that conveys a simple message about dealing peacefully with conflict. Learners could consider making their own film or rap song and how they would share it.

Available at www.youtube.com/watch?v=qfiruG7fM2c

Assessment opportunities

- Discuss and debate citizenship issues: in Tasks 1 and 2 learners identify examples of intolerance and consider what may be done.
- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination: in Task 1 learners consider the impact of intolerance.
- Demonstrate skills of negotiation and participation in community-based activities: in Task 4 learners work on their own organisation's policy.
- Exercise responsible action towards and on behalf of others: in Task 4 and the extension activities learners have opportunities for practical activities in their community.

Differentiation

- All learners can give examples of the experience of intolerant behaviour and realise that it is wrong.
- Most learners will discuss a range of examples, identify problems and make some suggestions about what might be done. They will participate in opportunities to get involved in local action.
- Some learners will be proactive in planning for change and reducing intolerance by researching local and national networks and making and acting on suggestions for change.

Defining some key terms

Intolerance: people who are intolerant don't let other people enjoy their own opinions. They may be very impatient or dismiss in an offensive way the choices people make about their beliefs or the way they lead their lives.

Bullying is any behaviour that people think is offensive, intimidating, nasty or insulting. It may happen when people boss you around in a way that makes you feel useless, small or powerless.

Harassment is behaviour that you don't want and don't like. It may be about anything personal, including your age, sex, race, disability, religion, sexual orientation or nationality.

It might happen a lot or just once. The main thing is that it makes you feel bad and you don't want it to be happening to you.

Hate crime: hatred is a strong term that goes beyond simply causing offence or hostility. Hate crime is any criminal offence committed against a person that they feel is because of their disability, race, religion or belief, sexual orientation or transgender. It might include physical attacks to people or property, threats, abuse or insults.

The law: since October 2006, UK discrimination law has covered harassment on a variety of grounds including age, disability, colour, ethnic or national origin, race, religious belief or other similar philosophical belief, sex and sexuality.

Identifying anti-social behaviour

For use in your organisation or your neighbourhood

Over the next week, observe what goes on in your organisation or neighbourhood. Do people behave in a manner which you find anti-social? If so, write down up to three most offensive behaviours.

Ask other members of your organisation or community to create their own lists. If possible, include a cross-section of the population in your organisation or local area, based on different ages, male and female, people of different faiths, etc.

Get together as a group to discuss your lists. If possible, ask a member of your management team or local police force to attend the discussion.

- *Are there behaviours that you all agree are anti-social?*
- *How did they make you feel?*
- *Are there behaviours that some find anti-social and others find acceptable?*
- *Can such behaviours be understood or made less intrusive?*

Discuss how, as a group, you might improve the behaviours in your organisation/neighbourhood and encourage better relationships between people. Who or what would help to make this happen?

Adapted from Neighbourhood Watch training resources.

Activity 4

Dimensions of citizenship

Introduction to the activity

This activity makes explicit the social, moral and political dimensions of citizenship in a way that learners can apply to issues and dilemmas that interest them. An example is provided of the way in which the different dimensions can be used, to show how citizenship can bring a fresh perspective that enables learners to critique and apply political understanding to a familiar activity.

The handouts (see pages 30–32) can be used by learners as a guide when considering issues that concern them. Six dimensions are presented altogether, although the number introduced can be varied according to the level of the group and relevance to the topic. It is suggested that the three main dimensions – social, moral and political – form the basis of the activity. The others – environmental, economic and legal – might allow some learners to develop a broader understanding.

In order to support learners as appropriate and for illustrative purposes in relation to the adaptation of the other materials, this activity incorporates Widgit Symbols (see References and resources on page 46 for further information).

Related 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.

Running the activity

Base the activity on an issue or issues which learners identify as a concern. This could include an issue within the organisation (for example a large purchase like a new minibus); in the immediate or local area (for example changes to a road crossing); a national news story (for example bankers' bonuses or policies on binge drinking); or an international issue (for example the war in Afghanistan or action on climate change). Decide which issue to focus on and how many of the dimensions to include for the group.

You will need to prepare large signs, one for each citizenship dimension:

- **Social**
- **Moral**
- **Political**
- **Environmental**
- **Economic**
- **Legal**

Task 1

Through discussion, learners decide on just one issue of concern for the whole group to work on.

Task 2

Give each learner a copy of Handout 4.1 'Dimensions of citizenship' on page 30. Explain that they will gain a new way of thinking about things that are important to them.

Task 3

Show an enlarged version of the six dimensions, for example on the interactive whiteboard. Use prompt questions for learners to guess which dimension is which from the words and symbols:

- *Which one is about peoples' feelings and behaviour? (social)*
- *Which one is about questions about right and wrong? (moral)*
- *Which one is about decisions and making change happen? (political)*
- *Which one is about the world around us? (environmental)*
- *Which one is about the way money is spent? (economic)*
- *Which one is about the whether it is allowed by law? (legal)*

Task 4

To build further learners' understanding of the dimensions, use the example on Handout 4.2, 'Planning to make cakes'. Label areas of the room with large signs for some of the dimensions of citizenship. Then in turn put to the learners the questions given in Handout 4.2 relating to the chosen dimensions. Learners have to decide which dimension each question refers to and move to the correct area of the room accordingly.

Task 5

In pairs or small groups ask them to complete Handout 4.3 'Our big issue' (page 32) based on the issue chosen in Task 1. Record their ideas on flipchart sheets around the same areas of the room as in Task 4 above. In this way, learners will, between them, record questions about each of the citizenship dimensions related to the chosen issue.

The dimensions will raise differences of opinion which can be a good stimulus for learning how to state opinions and discuss and debate issues.

Extension activity

Each of the dimensions can be used as the focus for extended research, discussion and action, including community visits.

Learners could discuss and debate different points of view within each dimension in relation to a topic, with the aim of reaching consensus. They could research the issues and follow campaigns and storylines in the media as they unfold.

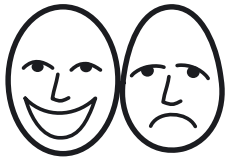
Assessment opportunities

- Demonstrate knowledge and understanding about citizenship issues: in Tasks 1 and 5 learners identify and discuss citizenship issues of concern to themselves
- Show understanding of key citizenship concepts: learners have the opportunity to develop this understanding as part of their discussions in Tasks 4 and 5
- Consider the social, moral and ethical issues applying to a particular situation: in Tasks 3, 4 and 5 learners distinguish between the moral and other aspects of a citizenship issue.

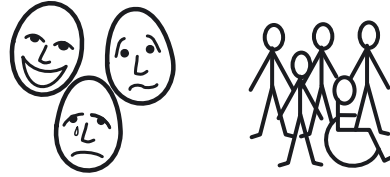
Differentiation

- All learners will be able to respond to the more concrete questions in relation to dimensions.
- Most learners will be able to consider a broader range of questions in relation to an issue of concern.
- Some learners will be able to extend and apply the dimensions to new contexts.

Dimensions of citizenship



social



will it affect other people?



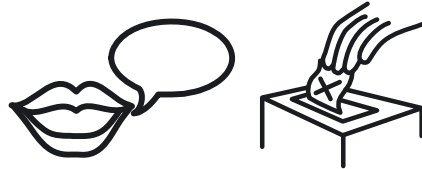
moral



should I do it?



political

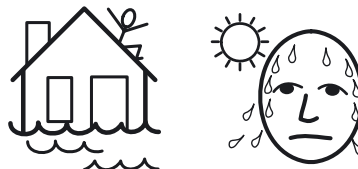


how can we make it happen?

Other dimensions to consider



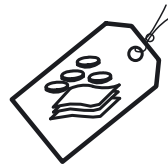
environmental



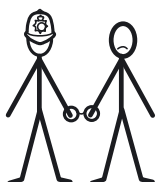
will it harm the world around us?



economic



is it worth it?



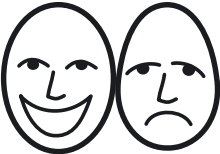




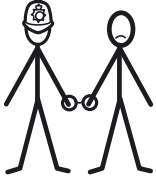
legal



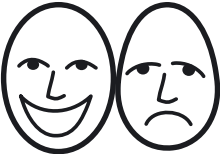




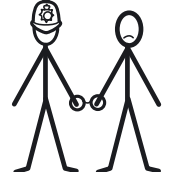
is it allowed?

Planning to make cakes



Dimension	Questions to ask
	<p>social</p> <p>Which cakes do most people like? How will we share the tasks out to do this job? Will the cakes be fattening? Is there a healthier option?</p>
	<p>moral</p> <p>Should we use fairtrade ingredients? Who will share the cakes and why? What shall we do if one person doesn't like the group choice?</p>
	<p>political</p> <p>How can we campaign against food waste? How can we influence our local shop to stock fairtrade ingredients?</p>
	<p>environmental</p> <p>How shall we get to the shops? Can we recycle our packaging? How can we cut down on waste?</p>
	<p>economic</p> <p>What will it cost? Can we get it more cheaply? Is it worth spending that amount? Who will the money go to? Why do they need the money?</p>
	<p>legal</p> <p>Are we allowed to sell them? What are the rules about hygiene and what would happen if we didn't obey them?</p>

Our big issue

Dimension	Questions to ask
	<p style="text-align: center;">social</p>
	<p style="text-align: center;">moral</p>
	<p style="text-align: center;">political</p>
	<p style="text-align: center;">environmental</p>
	<p style="text-align: center;">economic</p>
	<p style="text-align: center;">legal</p>

Activity 5

Agree to disagree

Introduction to the activity

This activity is adapted from *Agree to disagree: citizenship and controversial issues* (see References and resources on page 46). It addresses two underlying themes of this pack – ‘social empathy’ and ‘decision-making’, which are discussed in the Introduction, ‘About this pack’ (see page 6).

People with learning difficulties, like all of us, may find it difficult to understand the viewpoint of others. They may hold fixed ideas and lack the skills to evaluate information. It is important that they, like all young people, learn how to investigate citizenship issues, debate and negotiate actions, form conclusions and express their opinions on the contentious issues of the day. The form this takes will depend on the individual and may be as simple as indicating yes or no or as complex as presenting a research-based case.

In this activity learners are invited to consider one issue (animal experimentation) as an introduction to the concepts of controversy and constructive dialogue. An alternative issue could be chosen and debated using the framework suggested in this activity. Here the term ‘controversial’ has been used in a simplified way to refer to agreement and disagreement.

In order to support learners as appropriate and for illustrative purposes in relation to the adaptation of the other materials, this activity incorporates Widgit Symbols (see References and resources, page 46 for further information).

You might also find useful the following resources from the Post-16 Citizenship Support Programme:

Agree to disagree: citizenship and controversial issues (LSIS, 2009)

For the sake of argument: discussion and debating skills in citizenship (LSIS, 2009).

Aims of the activity

- To enable learners to understand the principles of agreement and disagreement when discussing controversial issues
- To enable participants to consider and understand a range of viewpoints in relation to the issue of animal experimentation
- To provide an example of an activity that can be adapted to other issues.

Related QCA learning objectives

- Analyse sources of information, identify bias and draw conclusions
- Consider moral, social and ethical issues applying to a particular situation
- Express and justify a personal opinion to others.

Running the activity

Task 1

Give out Handout 5.1 'Agree to disagree' on page 36. Support learners individually or in small groups to go through it. Introduce and begin to clarify understanding of the key issues:

- Having your own ideas
- Agreement
- Being fair and equal
- Respecting the law
- Talking things through.

Elicit stories and provide examples. Many groups agree rules and have a list of ways of working. If appropriate, you can embed the principles of Handout 5.1 into the existing rules for a particular group of learners and display them.

Using Handout 5.2 'Coping with disagreement' on page 37 for reinforcement, extend the discussion to consider the importance of:

- accepting disagreements – both in everyday discussions and as part of free speech in a democratic society
- having arguments or disagreements in a way which is respectful of others and their views.

Task 2

In preparation for Task 3 (the 'Convince me' game) learners work towards the preparation of statements to support YES and NO answers to the question: 'Is the testing of medicines on animals justified?' This offers an opportunity to practise the skills needed to debate controversial issues and to gain knowledge of one such issue.

Introduce the topic and the central question to be discussed. If appropriate at this point, give out copies of Handout 5.3 'Testing medicine on animals' as a key reference for learners. Also use any other appropriate materials that would help learners to prepare their statements.

To help learners consider a variety of views when discussing controversial issues, ask them to work in pairs or small groups and allocate each group one of the four cards cut up from Handout 5.4 'What would they say?' on page 39. Ask each pair/small group to think about what the character represented would say. (The idea is that the scientist would refer objectively to the facts, the campaigners may argue passionately for one side or the other and the journalist may pick out the facts that are newsworthy and perhaps look for a balanced view). Learners could circulate round the room, speaking to each other 'in character'. They could swap roles so that they would have to change their arguments. Staff may find that Handout 5.5 'Keeping the discussion going' can help learners with ways to start their sentences throughout the discussions.

End with a discussion to clarify what has been learnt. Learners in their pairs/small groups each write some YES or NO statements as referred to above.

Task 3 – ‘Convince me’ game

The game considers the question: ‘Is the testing of medicines on animals justified?’ and makes use of the YES and NO statements from Task 2.

Set up the room with three people at the front; one seated on one side representing YES, one seated on the other side representing NO. One person who must play the part of being undecided about the question stands in the middle. The rest of the group are seated facing the three at the front and act as the expert panel. Their job is to help the undecided person make up his/her mind.

Each member of the expert panel can make one of the prepared statements from Task 2 to the undecided person. If convinced, he/she can make a step nearer to YES or NO, or if not he/she may remain in the middle. Continue until each panel member has made his or her statement.

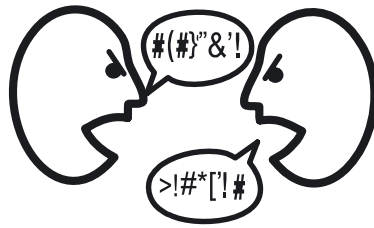
As an alternative this activity can be run with just three people so that person YES makes the prepared positive statements and person NO makes the negative statements (for the undecided person to consider). At the end of this process the whole group of learners could say whether they agree with the person in the middle by voting on whether the YES or NO side has made the strongest case.

Assessment opportunities

- Analyse sources of information, identify bias and draw conclusions: in Task 3 learners explore different perspectives
- Consider moral, social and ethical issues applying to a particular situation: in Tasks 1 and 2 learners explore and react to a range of dimensions around an issue
- Express and justify a personal opinion to others: in Tasks 1, 2 and 3 learners express their views and give reasons
- Represent a point of view on behalf of others: in Task 3 learners speak on behalf of different characters.

Differentiation

- All learners will develop a view about an issue.
- Most learners will understand that there are different arguments and perspectives about an issue which affect the beliefs that people hold and that these do not have to be fixed. They will understand the importance of accepting disagreement.
- Some learners will transfer this understanding to new contexts. With guided practice, this proportion will increase.



Agree to disagree

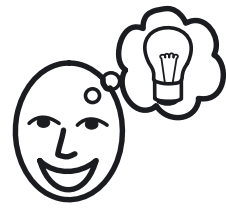


People

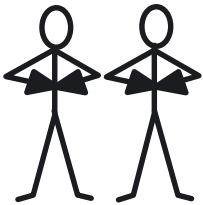
have



their own



ideas



We



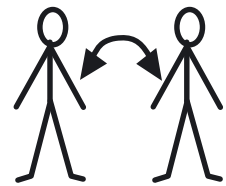
don't



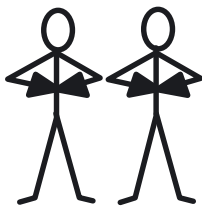
all

agree

with

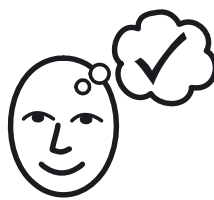


each other



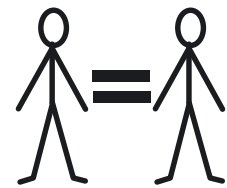
But

we



believe

in being



fair and equal



respecting

the

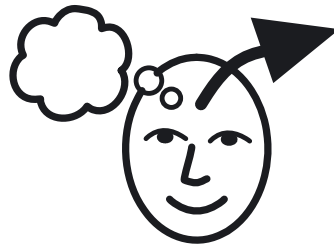


law

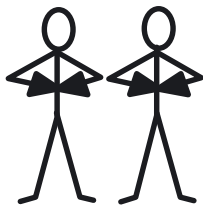
and



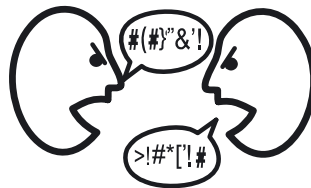
talking things through



Remember



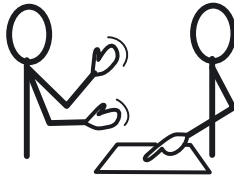
• people



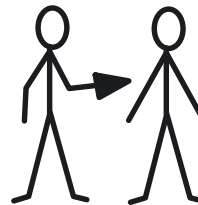
can disagree



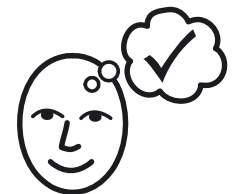
• you can



say what



you



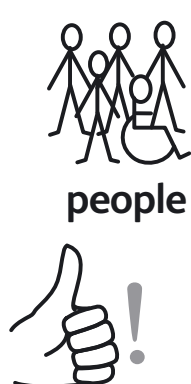
believe



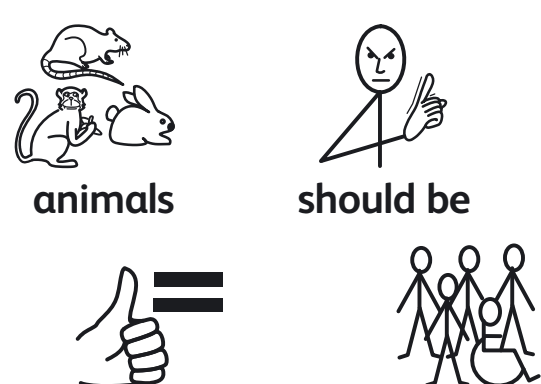
• but be respectful



Testing medicine on animals



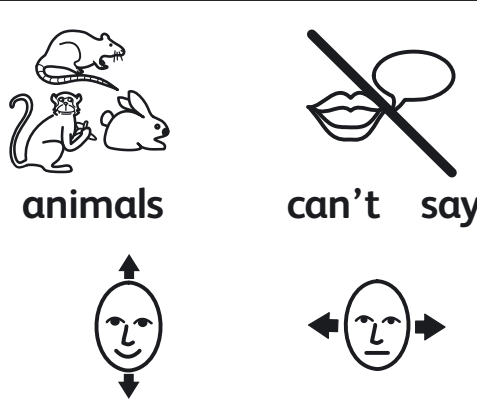
people are more important than animals




animals should be treated the same as people



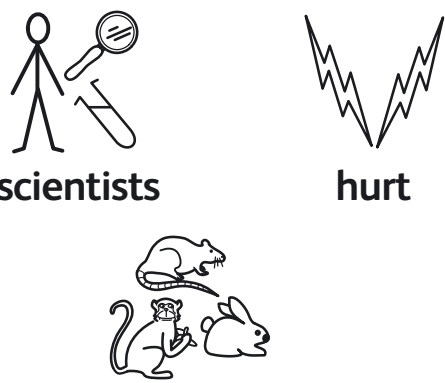
we need medicine to be safe for people



animals can't say yes or no



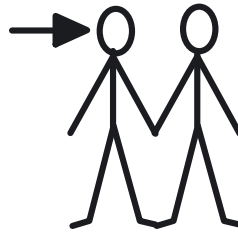
scientists are careful to treat animals well



scientists hurt animals



What

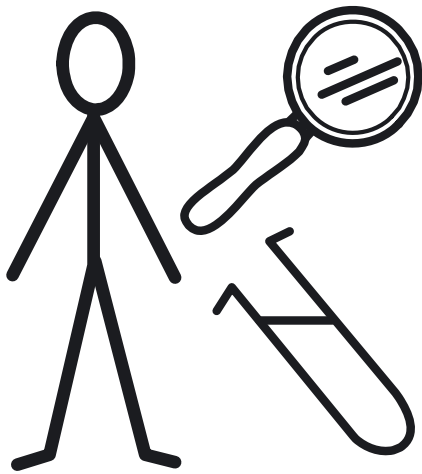


would

they



say?



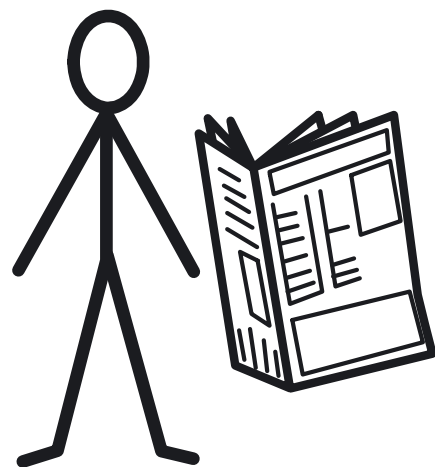
scientist



campaigner for



campaigner against



journalist

Keeping the discussion going: sentence starters

I think...

Can you say that another way?

Can you explain?

I really feel...

I'd like to ask...

Another idea is...

I'd like to say...

We could try...

So you think...

I need to...

Here's another way to think about it...

On the other hand...

My experience is...

Let's find out more about...

That's a good idea because...

I see your point but what about...

What makes you think that?

Activity 6

Voting and protest

Introduction to the activity

Learners at entry level may have limited expectations about making changes in their lives. Like all young people, they might have strong feelings about problems in the world but feel powerless to effect change. Some may not realise that they have the right to criticise or the opportunity to do so; they may be used to being passive recipients of support, have had their whole educational experience in very limited contexts, or may lack the conventional communication skills to access political processes.

This activity, adapted from *The language of citizenship: activities for ESOL learners*, looks at how they can get their voices heard and act on their concerns about particular issues.

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 (LSIS, 2009)

Agree to disagree: citizenship and controversial issues (LSIS, 2009)

Moving forward together: citizenship learning for community cohesion (LSIS, 2009)

Active citizenship: learning resources for 10 topical issues CD-ROM (QIA, 2007)

The language of citizenship: activities for ESOL learners (QIA, 2008).

You may also find it valuable to refer to information about CHANGE, a leading national equal rights organisation led by disabled people. They campaign on issues that are important to people with learning disabilities. Their website explains the different forms of action they use and invites participation. Visit www.changepeople.co.uk

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.

Related QCA 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.

Running the activity

Task 1

In discussion learners identify an issue they feel strongly about. This can arise from an experience in learners' own lives, a forthcoming election, a news story on the television or in the local or national press, an internet resource such as eLive (see References and resources on page 46), a topical issue in a television drama or a chart song.

Alternatively, set up an activity in which learners have the opportunity to evaluate an aspect of their own organisation. They might undertake a tour of the establishment to identify things they like and one issue where they would like to see change.

Task 2

Make sure the learners are clear about the issue they chose in Task 1 and what they would like to see changed. Use the 'Dimensions of citizenship' activity on page 27 to bring out the social, moral and political aspects of the chosen issue.

Task 3

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 Handout 6.1 (page 44) and explore these questions:

- *What do you know about this form of protest?*
- *Have you ever tried it?*
- *What was the result?*
- *How does it work?*
- *When might people do it?*
- *What are the good points about each form of action?*
- *What might the problems be?*

Task 4

Thinking about their chosen issue (from Tasks 1 and 2 above), learners decide which would be the best form of action to take and find out how they might begin. If the learners feel strongly enough about this or another 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 begin a campaign. There are many such forms of action that could be taken, including the writing of a protest rap or a short song, a petition or a letter to the appropriate person or organisation. (There is a 'A petition template', Handout 6.2, page 45). Also, there are a number of websites where people can add to or set up petitions. Participants could also look at online message boards – for example on the BBC website.

Task 5

Take a step towards change by using one of the forms of action such as conducting a petition or writing a letter of complaint, writing and performing a protest song, writing an article, making and showing a short film, arranging a meeting with a key person.

Task 6

Ask for feedback on how the participants felt about the effectiveness of their protest.

Assessment Opportunities

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

Differentiation

- All learners will engage in one or more forms of political activity such as protesting about an issue.
- Most learners will identify several issues of concern and understand different ways to take appropriate action for change.
- Some learners will apply their understanding to new contexts and collaborate to develop action of their own.

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

References and resources

References

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

Personal, social and health education and citizenship: Planning, teaching and assessing the curriculum for pupils with learning difficulties (QCA, 2001)

Widgit Symbols

SymbolWorld is a website created by Widgit Software, dedicated to people who use symbols. It has material for all ages and includes personal contributions, stories and learning materials.
www.symbolworld.org

eLive is an online magazine within SymbolWorld especially for older readers. It includes news and topical stories explained in symbols, which can provide an accessible introduction to campaigns of interest. It is easy to navigate and is speech enabled.

Free resources from the Post-16 Citizenship Support Programme

The following resources can be ordered or downloaded from the programme website www.post16citizenship.org where more information on each title can be found.

Programme resources referenced within this document

Getting started with post-16 citizenship (LSIS, 2009)

For the sake of argument: discussion and debating skills in citizenship (LSIS, 2009)

Agree to disagree: citizenship and controversial issues (LSIS, 2009)

The language of citizenship: activities for ESOL learners (QIA, 2008)

Choosing an angle: citizenship through video production (QIA, 2006)

Citizenship uncovered: a young person's guide to citizenship, a DVD produced in collaboration with a group of learners (LSDA, 2006)

'We all came here from somewhere': diversity, identities and citizenship (QIA, 2006)

Straight talking: citizenship and offender learning (LSIS, 2009)

Moving forward together: citizenship learning for community cohesion (LSIS, 2009)

Active citizenship: learning resources for 10 topical issues CD-ROM (QIA, 2007).

Other programme resources

Post-16 Citizenship: what? why? how? VHS video and CD-ROM (LSN, 2004)

Make it happen: effective practice in post-16 citizenship, Video and CD-ROM (LSDA, 2005)

Making it click: an interactive guide to post-16 citizenship, CD-ROM (LSN, 2005)

Staff development for post-16 citizenship (LSDA, 2005)

Citizenship and 14–19 Developments ‘Quick Guides’

A series of 13 concise publications which give details of particular aspects of 14–19 developments and opportunities they offer for citizenship

Citizenship Staff Development ‘Quick Steps’

A series of six titles signposting key resources available from the Post-16 Citizenship Support Programme.

Six approaches to post-16 citizenship:

1. *Citizenship through learner voice and representation* (QIA, 2007)
2. *Citizenship through qualifications and personalised programmes* (QIA, 2007)
3. *Citizenship through group tutorial and enrichment programmes* (LSIS, 2009)
4. *Citizenship through voluntary and community-based activities* (LSIS, 2009)
5. *Citizenship through single events* (QIA, 2007)
6. *Citizenship through research projects* (QIA, 2007)

Post-16 citizenship a guides for leaders and coordinators (LSIS, 2009)

Listening to learners? Citizenship and learner voice, training and development activities with DVD-ROM video clips (LSIS, 2009)

Citizenship opportunities through foundation, higher and extended projects (LSIS, 2009)

The real picture: citizenship through photography (LSDA, 2004)

More than words: citizenship through art (LSDA, 2005)

Get up, stand up: citizenship through music (LSDA, 2005)

A case for action? Skills for active citizenship research (QIA, 2007)

Citizenship opportunities through foundation, higher and extended projects (LSIS, 2009)

Joining the game: themes for post-16 citizenship (LSIS, 2009)

Getting the show on the road: skills for planning and running citizenship events (QIA, 2006)

More than profit: work, social enterprise and citizenship (QIA, 2007)

More than volunteering: active citizenship through youth volunteering (QIA, 2007)

Happy planet: sustainable development and citizenship (QIA, 2007)

Crossing the lines: citizenship in the Diplomas (QIA, 2008)

Reality check: citizenship through role play and simulation (LSDA, 2006)

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