

Introductory Unit 1 Citizenship – what’s it all about?

About the unit

This unit introduces pupils to key ideas that are central to developing an understanding of what active citizenship is all about. They consider their rights and responsibilities and think about issues of fairness, in the context of the communities to which they belong. They consider the role of citizens in a democratic society. They learn about the importance of ground rules for discussing and debating issues. The unit provides opportunities for pupils to discuss and review their previous experiences in school and elsewhere, and think about how their involvement in their communities will change over time. Pupils also learn about how the school runs and their rights and responsibilities within the school community.

The sections in this introductory unit may be used in any order. Some teachers may prefer to start the unit with the ‘desert island’ scenario in section 3.

Where the unit fits in

The unit is designed to be used at the beginning of year 7 and should introduce pupils to citizenship in the national curriculum. The unit broadly addresses many aspects of the key stage 3 citizenship programme of study. It provides a starting point for further work on citizenship and may be followed by any key stage 3 unit in the citizenship scheme of work. The *Teacher’s guide* contains information about planning provision for citizenship according to the needs and priorities of the school. Teachers will want to consider how assessment of pupils’ progress will take place during the key stage and how pupils might be involved in the process; they will also want to plan for end of key stage assessment. Information about assessing progress in citizenship is provided in the *Teacher’s guide*.

Expectations

At the end of this unit

most pupils: understand what it is to be an active citizen with rights and responsibilities. They recognise the importance of rules and democratic decision-making at school, at home and in their communities. They investigate and discuss issues of current concern in school and in the wider community. They contribute to small-group and class discussions and debates.

some pupils have not made so much progress and: understand in simple terms what rights and responsibilities are. They understand the connection between these and rules at home and in their school communities. They understand some basic ideas about why we have rules and what makes communities fair. They contribute to discussions.

some pupils have progressed further and: use the terms ‘rights’, ‘responsibilities’ and ‘community’ with confidence and accuracy, comparing how these concepts operate in the different communities to which they belong. They discuss these concepts in relation to issues of current local and national concern. They identify and discuss the tensions between the rights of individuals and the community and understand the essential values that underpin democratic communities. They make considered contributions to group and whole-class discussion and debates.

Resources

Resources include:

- sources of local and national news, eg *TV, radio, newspapers*, to determine current issues in the headlines
- *Your rights and responsibilities* – published by the Citizenship Foundation

Materials produced by citizenship organisations offer starting points for work in citizenship. Useful contacts and resources are provided in appendix 10 in the *Teacher’s guide*.

Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- citizenship, *eg rights, responsibilities, citizen, community, democracy, power, justice, fairness, rules, laws*

Speaking and listening – through the activities pupils learn to:

- identify and report the main points of a discussion (year 7 S&L10)
- acknowledge other people's views (year 7 S&L14)
- work together in groups to solve problems (year 7 S&L13)

Links with other subjects

PSHE: 1a, 1c, 1e, 1f, 3e, 3h, 3k, 4b, 4c, 4d, 4f in the non-statutory guidelines

Geography: unit 1 'Making connections' in the scheme of work

RE: unit 9A 'Where are we going?' in the scheme of work

Pupils should learn:

Pupils:

What is school like?

- to reflect on ways in which they are already citizens, participating in their school and communities
- Pupils talk in groups, asking each other about their primary school. Which school did they attend? What was it like being a pupil at that school? How were their primary schools different, *eg in terms of uniform, school rules, facilities, school grounds, subjects, teachers, sports, food, school council?*
- Ask pupils to make a list of different experiences they have had as part of a school community, including how they joined in the life of the class and school, and whether anything made it difficult for them to do so.
- Summarise the main areas of discussion on the board or a flip chart, then ask pupils to talk about and divide the list into positives and negatives. Positives might include teachers they like, interesting work, being on the school council, creating an environmental area, having friends, being able to play football. Negatives might include hard work, being bullied, not being allowed inside when the weather is cold at lunchtime.
- Ask pupils to think about and list things that make school a good place to be, *eg fun activities and lessons, being with friends, being able to get on with your work, teamwork*. They then agree what actions they could take to make school a better place for everyone, *eg through a class council*.
- recognise that they are members of – and citizens within – the school community and that they have already had experiences on which they can build
- The issues raised in this introductory unit will be revisited in other key stage 3 units in the citizenship scheme of work. The sections in this unit may be covered in any order.
- The school may decide to use a portfolio for citizenship at key stage 3. This could be used to recognise progress and achievement of all pupils through the key stage.
- Pupils may also have a portfolio of work and citizenship experiences from their previous school, to which they can refer.
- Pupils may already have participated in a range of citizenship and decision-making activities, *eg through circle time or class and school councils, by acting as playground helpers or befrienders, by taking part in paired reading schemes, by contributing to planning safe routes to school or environmental projects, by taking responsibility at home or in the classroom*.
- Link with geography: activities in this section could be linked with unit 1 'Making connections', which looks at the locality of the school.
- The last activity provides an opportunity to discuss class councils and links with work in unit 14 'Developing skills of democratic participation'.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What are ground rules for discussion?**

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| <ul style="list-style-type: none"> • to establish class ground rules that create a safe and constructive environment for group discussion • the importance of rules within a community and how these help to safeguard the rights of individuals and groups • about democratic processes and how these help us to have our say • that having discussions and forming opinions about issues and current events are central to citizenship | <ul style="list-style-type: none"> • What are ground rules for discussion and why do we need them? Ask pupils working in pairs to talk about what makes it difficult to contribute to a class discussion, <i>eg other pupils stating their opinion forcefully, being ridiculed, being interrupted</i>. The pairs contribute to a whole-class list. Using this list, the pupils identify what rules the class should have to enable everyone to contribute, <i>eg taking turns to speak, not making fun of others, not using put-downs, listening to others and not interrupting</i>. Use this activity to illustrate the link between rights, responsibilities and rules. • Identify an issue about which pupils could make a decision, <i>eg where they sit in class</i>. Ask them should they always have to sit in the same place or should they be allowed to change round? If they are allowed to move places, should they be able to do this regularly or only occasionally? Pupils briefly discuss the pros and cons and then vote on which system to implement. Alternative issues could relate to lunchtime arrangements, classroom responsibilities or other aspects of school life. • Ask pupils how decisions were made at their primary school. Were they involved in a school council? What did it achieve? Was everybody in the school involved? How else did pupils contribute to the school's life and organisation? Why was it good to be able to contribute to class and school life? Who benefits and in what ways? Ask pupils to consider how their new school gives all pupils the opportunity to contribute to the review and development of school policies, <i>eg policies governing behaviour</i>. • Ask pupils what issues in the news – local or national – are of concern to them and list these on the board. Pupils suggest why these issues are of public or local interest and discuss which are most important to them. Ask them to vote for one issue and discuss it as a class, to develop a questioning approach, <i>eg why is this issue a problem and who is affected by it? How could the situation be improved?</i> |
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| <ul style="list-style-type: none"> • know what helps or hinders discussion and what rules are needed to enable all members of the group to contribute to a discussion • understand that discussing issues and suggesting ways forward are important to playing an active role as a citizen | <ul style="list-style-type: none"> • Pupils may have learnt at primary school how to establish ground rules – they need to be reminded about the importance of such rules as they will be discussing sensitive issues in citizenship. • The issue selected by the class must be suitable for class discussion and be one where the school can allow an element of choice. This will vary from school to school. • The <i>Teacher's guide</i> (appendix 8) contains information about planning enquiry in citizenship to develop a questioning approach. • The agreed list of ground rules for discussion could be written up as a poster for display in the room and as a reminder for other citizenship activities. The list could be amended and refined through experience. The <i>Teacher's guide</i> includes information about establishing ground rules (see appendix 6). |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What is a democratic community?**

- what rights are and how they relate to responsibilities
 - how rights and responsibilities apply to individuals and communities and that sometimes these can conflict or compete
 - to discuss views and opinions with others and to respect similarities and differences
 - to acknowledge other people's views (NSE)
 - that fairness and social justice are key to democratic communities
 - that groups and individuals can make decisions in different ways within a democratic society and that this is an important element of citizenship
- Describe a 'desert island' scenario in which a group of people have been thrown together in difficult circumstances and have to cooperate (become a community) to survive. In groups, pupils consider various situations, *eg someone has been found to have a weapon which they are refusing to hand over to the group which could be a danger to the community; a parent with hungry children has been found stealing from the dwindling food supply; too many people are criticising the group's decisions and this is undermining the spirit of the group.* These situations could be written onto cards and handed out. Ask pupils what should be done in such circumstances and why?
 - Drawing on their involvement in the scenario, pupils consider the following issues:
 - What is a community? Ask pupils to form a circle or small group and talk to the pupil next to them about things they have in common and ways in which they are different. How many communities do they think they are part of – locally, nationally, globally? Ask pairs of pupils to join up with other pairs and repeat their discussion. Share discoveries as a class, *eg was it harder to find specific things in common as the group got larger? What do all pupils in the school have in common?*
 - What are rights? Ask pupils to identify the rights of individuals and the rights of the community as a whole. They consider when the rights of the individual might conflict with the rights of the community. Where do these rights come from and how should they be enforced? Why is it necessary to safeguard some rights, *eg to survive as individuals, to help others, to protect the weak?* Who has duties and responsibilities in this regard?
 - What are responsibilities? In groups, pupils discuss and decide whether some members of a group should have greater responsibilities than others. If so, why? What if they do not accept these responsibilities or they clash with rights? What is the link between the rights and responsibilities? If someone neglects a responsibility, does this mean that they lose all their rights? When is it acceptable to take away someone's rights? When is this unacceptable? Are there some basic rights that should never be taken away or violated?
 - What is fairness? Ask the class to think about how the group of survivors in the desert island scenario might develop fair ways of doing things, like making rules, punishing offenders, distributing welfare, allowing freedom of individual conscience, *eg in religious and moral beliefs.* Ask pupils to reconsider some of the decisions they have already made. Are they fair to some people and not to others? Can unfairness be avoided? Ask pupils to suggest situations when ideas on fairness can be applied at home, school and in the local community and wider society.

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Pupils should learn:

Pupils:

What is a democratic community? (continued)

- What is democracy? Who has power and authority? Using the desert island scenario again, encourage pupils to imagine how the group of survivors might plan for the future in case they do not get rescued. Pupils discuss and consider how decisions will be made and who should have authority. Explain democratic processes in this context, *eg choosing a leader, everyone voting on decisions, a group being elected to make decisions on everyone's behalf. What are the pros and cons of these different positions?* Ask pupils to think about democracy in their own communities, *eg who makes decisions and how? Are they involved? How?*

What will change as I get older?

- to identify how rights and responsibilities change as we get older
- that rights may be infringed in certain situations
- to reflect on how the subject of citizenship has relevance to many areas of everyday life
- to work together in groups (NSE)
- Ask pupils to visualise a new-born baby. Does it have any rights? What responsibilities does it have? Who takes responsibility for protecting its rights? How does this change as it grows older, *eg at the age of 5, 10, 15, 18?*
- In pairs, pupils produce a timeline to identify the changes that will take place in their rights and responsibilities between now and when they reach the age of 19. For example, they show when different laws come into effect, *eg the legal age for working, driving a car, voting, buying alcohol*. Using the timeline, pupils discuss how rights increase with age, and why, but also how responsibilities grow with them, and why. They then consider issues they will face as they get older – employment, budgeting their money, how to spend their free time, *eg on sport, leisure, volunteering*. How does all this link to the kind of society they want to live in?
- Pupils identify what kind of roles they will have, *eg worker, consumer, taxpayer, family member, community member, voter, lifelong learner*, and what rights, responsibilities and skills will be useful to them as they take on these roles. They think about the reasons that could prevent them from being active citizens, *eg lack of information, confidence, interest or money; discrimination; peer pressure*.
- Pupils read the programme of study for citizenship at key stage 3 and key stage 4. Ask pupils to reflect on how the three strands – developing knowledge and understanding about becoming informed citizens, developing skills of enquiry and communication, and developing skills of participation and responsible action – will help deal with different challenges, choices and decisions and enable them to play an active role in their school and communities.
- Ask pupils to reflect on what they have learnt during this introductory unit and to identify three things about citizenship that are similar to what they learnt at primary school and three things that are new or different. Pupils record these similarities and differences in their portfolio.
- recognise how the knowledge and skills they develop can help them identify and make informed decisions about future challenges and choices
- are familiar with the citizenship programme of study at key stage 3 and what it sets out
- The timeline activity provides a context for pupils' overall personal and social development, and links could be made with how and where pupils will learn about important issues relating to their health and personal relationships. This will include PSHE provision, but it is helpful to provide information on sources of help and support within the school and how to access them.
- Link with RE: unit 9A 'Where are we going?'
- Link with NSE: year 7 S&L13.
- A copy of the key stage 3 programme of study for citizenship could form part of the pupil's portfolio.