

## RESOURCES

Resources include:

- *Primary School Councils Toolkit*, available from School Councils UK
- the *ChildLine Teacher's Pack* from ChildLine, which contains lesson plans on issues including loneliness, making new friends, bullying and peer pressure

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 1 and 2 citizenship scheme of work site at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

- School Councils UK
- ChildLine

## EXPECTATIONS

### At the end of this unit

#### Years 1 and 2

<i>most children:</i>	talk and listen in pairs and in a whole-class situation. They offer simple ideas or opinions about a real school or class issue.
<i>some children have not made so much progress and:</i>	listen to others in a structured situation, such as circle time. They answer a direct and simple question about a problem or issue relating to the class.
<i>some children have progressed further and:</i>	cooperate with others in a group, and are able to lead a discussion in a simple way. They contribute in different ways to working through issues that occur in a class or school context.

#### Years 3 and 4

<i>most children:</i>	talk and listen in a group, and offer ideas and opinions, sometimes in the context of a simple debate. They understand some of the ways that groups reach a decision, and take part in some such decision-making.
<i>some children have not made so much progress and:</i>	listen to others and offer ideas in a structured situation, such as circle time.
<i>some children have progressed further and:</i>	lead or chair a group discussion. They negotiate with others to reach a group consensus, and report back on others' ideas.

#### Years 5 and 6

<i>most children:</i>	take part, in pairs or small groups, in a discussion of a topical issue, expressing their own opinion and listening to the opinions of others. In the role of spokesperson, they represent the views of a small group to the whole class.
<i>some children have not made so much progress and:</i>	listen to others' views, and form and express their own opinions in a small group.
<i>some children have progressed further and:</i>	express their own and others' opinions in a whole-school context, such as a school council. They negotiate with others and play a leading role in enabling a group to reach a decision.

## Unit 1 Taking part – developing skills of communication and participation

### ABOUT THE UNIT

This unit addresses children's participation in and contribution to school life. Its purpose is to develop children's skills to enable them to participate and communicate effectively in decision-making activities. The teaching activities use circle time and class discussions, and can be linked with the school council's activities. The sections in the unit have been written for use with different year groups, but each can be adapted and added to for other year groups. The activities also build on the early learning goals. For example, within 'Communication, language and literacy', children interact with others, negotiating plans and activities and taking turns to speak.

The unit uses playtime as an example of an area where skills of active citizenship can be developed and that provides opportunities for children to participate in a 'real-life' school issue. Children explore and discuss real issues by talking in pairs or as a whole class, and take part in decision-making. They contribute ideas and opinions and listen to the opinions of others, and thus all children feel engaged with and participate actively in their learning. The roles children play in school life beyond the formal curriculum, *eg in lunchtimes and playtimes, school visits, assemblies and school productions*, are also central to this unit. Ensuring that children are involved in and consulted about school policies and activities is a requirement of the National Healthy School Standard. The activities in this unit enable children to contribute to school developments and in wider community contexts.

Links can be made with English, history, geography, PE and art and design. Some links are indicated in the 'Points to note' section. The unit also links with unit 6 'Developing our school grounds' and unit 10 'Local democracy for young citizens'.

### WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stages 1 and 2:

#### Key stage 1

1b, 1c, 1d

#### Preparing to play an active role as citizens

Pupils should be taught:

- 2a to take part in discussions with one other person and the whole class
- 2b to take part in a simple debate about topical issues
- 2c to recognise choices they can make, and recognise the difference between right and wrong
- 2d to agree and follow rules for their group and classroom, and understand how rules help them

5a, 5c, 5d, 5g

#### Key stage 2

1a, 1c, 1e

#### Preparing to play an active role as citizens

Pupils should be taught:

- 2a to research, discuss and debate topical issues, problems and events
- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices

4a

5a, 5c, 5d, 5e, 5f

### VOCABULARY

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

- communication, *eg listen, talk, discuss, debate, opinion*
- decision-making, *eg decide, like, dislike, choice, right, wrong, agree, disagree, voting*
- thinking skills, *eg consider, think, ideas*

**LEARNING OBJECTIVES**

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**

**POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

**YEARS 1 AND 2 DEVELOPING OUR COMMUNICATION SKILLS**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>to understand what is involved in effective listening</li> <li>to listen to and respond to others</li> </ul> | <ul style="list-style-type: none"> <li>With another adult, role-play a situation where one person describes something to the other, <i>eg what they like to do during the lunch hour</i>. The 'listener' demonstrates poor listening, <i>eg by moving around, interrupting, making a noise, looking away, talking to somebody else</i>. Ask the children to offer ideas about all the things they saw the 'listener' do wrong. List their ideas on a board. Ask them what the listener should have done instead to show good listening, and make another list.</li> <li>In pairs, children tell their partner a story or talk about something they did at the weekend. The listener then repeats this back to the speaker or draws a picture of it.</li> </ul> |
|---|--|

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>show their understanding of effective listening through increased awareness of body language</li> <li>describe what effective listening involves</li> </ul> | <ul style="list-style-type: none"> <li>Link with English: En1 S&amp;L 2a, 2d in the key stage 1 programme of study.</li> <li>Link this activity with other areas of learning by using incentives (which can be for individuals or the whole class) that recognise when the children are practising listening skills.</li> <li>Remind the children of their agreed ground rules for discussion. The list of rules can be developed for this activity, and displayed in the classroom as a reminder.</li> </ul> |
|--|---|

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>to take part in setting ground rules for the playground</li> </ul> | <ul style="list-style-type: none"> <li>In pairs, the children take one of the class ground rules and write examples of how it could apply in the playground, <i>eg be kind to each other – by inviting someone to join in your game</i>. They find three examples of that ground rule being followed in the playground and photograph these with a digital camera. In class the children then discuss, sort and prioritise the photos, <i>eg which photos should be displayed in class and which in the entrance hall (for parents and the whole school to see)</i>.</li> </ul> |
|---|---|

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>understand ground rules and give examples of what following them might mean</li> <li>show that they can follow the rules in the playground</li> </ul> | <ul style="list-style-type: none"> <li>This activity depends on a set of ground rules having already been established in the class. All the children should have taken an active part in negotiating and discussing the rules.</li> </ul> |
|--|---|

**WORKING TOGETHER**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>to develop skills of discussion, negotiation and cooperation in a group</li> <li>to take turns in discussions and take different views into account</li> </ul> | <ul style="list-style-type: none"> <li>Place the children in mixed ability groups of around five. Remind them of the agreed ground rules for discussion and listening. Select a chairperson and a scribe for each group, according to ability. Give each group a photo of a piece of playground equipment, <i>eg a skipping rope, a large hoop</i>. The children make a list of questions they could ask another child about how to make best use of that equipment in the playground, <i>eg What is this for? How many people can play with it at a time? What are the safety rules for playing with this?</i> They report back to the class, sharing their questions, as well as considering the group processes, <i>eg Did everybody listen to each other? How did you decide and agree questions in your group?</i></li> </ul> |
|---|--|

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>take turns in discussions and take different views into account</li> <li>offer ideas in a group, and agree on a simple response as a group</li> </ul> | <ul style="list-style-type: none"> <li>Before this activity begins, teachers will need to have had some discussion on a simple level (with selected children or the whole class) of what chairing entails. It may also be helpful to give one child the role of an observer, to record whether the group used effective listening skills.</li> <li>The <i>Teacher's guide</i> contains information on ground rules for discussion.</li> <li>Link with English: En1 S&amp;L 3a, 3c in the key stage 1 programme of study.</li> </ul> |
|--|---|

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>to express opinions about a real-life issue</li> <li>to recognise that there can be conflicting views and a need to compromise when making a decision</li> <li>to take part in making a decision on a class or school issue</li> </ul> | <ul style="list-style-type: none"> <li>Structure a 'draw and write' activity about the children's views on eating lunch in the dinner hall, <i>eg what they like and don't like about the lunch (including choices and menu, and how they collect the food), and the arrangements for entering and leaving the hall</i>. The results of the activity could lead to a class discussion in a class council or circle time about ways to improve the experience of eating lunch in school.</li> </ul> |
|---|--|

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>participate in a discussion of an issue affecting the class or school, by offering ideas and opinions and by listening to the suggestions of others</li> <li>recognise that there may be conflicting views and a need to compromise</li> </ul> | <ul style="list-style-type: none"> <li>This section could be linked with unit 6 'Developing our school grounds'. Another idea for the activity is designing a wildlife area or a quiet area of the playground. If the school is planning new playground markings, the children could be involved at all stages of the process. They could help to devise and take part in a survey of what they enjoy playing and would like to have as markings.</li> <li>This activity can contribute to the National Healthy School Standard.</li> </ul> |
|---|---|

**MAKING CHOICES**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>about choices that they can make in solving problems</li> <li>to develop their understanding of the difference between right and wrong</li> <li>to use drama to explore ways of dealing with issues</li> </ul> | <ul style="list-style-type: none"> <li>Present to the children a range of playground scenarios involving a problem, <i>eg</i> <ul style="list-style-type: none"> <li><i>two of your friends are not in the playground today, and you haven't got anybody to play with</i></li> <li><i>you want to play a game today that needs a particular piece of equipment, and somebody else is using it</i></li> <li><i>you bumped into somebody by accident in a game of football, and they told the supervisor that you pushed them</i></li> <li><i>the person sitting next to you at lunchtime spills some water over your food</i></li> </ul> </li> <li>In pairs, the children use puppets to develop solutions to these problems and play them out. Each pair then plays out the solutions to the other children, who can suggest other approaches that the puppets can try out. The children can then be involved in monitoring or observing how well the strategies work in real playground situations.</li> </ul> |
|---|---|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>give ideas for solutions or approaches to coping with problem situations in the playground</li> <li>recognise that different choices are made for different reasons</li> <li>understand the difference between right and wrong</li> </ul> | <ul style="list-style-type: none"> <li>The children could base the scenarios on their own lunchtime experiences, but they should follow ground rules on not naming individual children.</li> <li>The puppets could be made from simple materials before this activity begins.</li> <li>Link with English: En1 S&amp;L 4b in the key stage 1 programme of study.</li> </ul> |
|--|--|

**YEARS 3 AND 4 DEVELOPING OUR COMMUNICATION SKILLS**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>to express their opinions confidently, through exploring what is involved in effective communication</li> <li>to speak audibly and clearly, taking the needs of their listeners into account</li> </ul> | <ul style="list-style-type: none"> <li>In pairs, the children construct a 'telephone', using empty food cans with string knotted through a hole in the end. Sitting back to back and a little way apart, they take turns to talk down the line to each other. Ask them to experiment by changing the loudness, pitch or tone of their voice. Discuss the best way to speak and to give and receive messages. What helps, what hinders, what is missing? Draw out the importance of body language and facial expressions in effective communication.</li> </ul> |
|--|--|

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>show awareness of different aspects of communication, <i>eg body language, tone of voice</i>, when talking and listening in pairs</li> </ul> | <ul style="list-style-type: none"> <li>Link with English: En1 S&amp;L 1c, 1e in the key stage 2 programme of study.</li> </ul> |
|---|--|

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>to increase their awareness of the importance in communication of body language, as well as the content of what is said</li> </ul> | <ul style="list-style-type: none"> <li>In pairs, the children think of a simple sad or happy playground story and mime it to their partner, who has to guess the story. Repeat the exercise, asking children to use another story and to use facial expressions and body language that contradict their words, <i>eg smiling when miming how sad they feel</i>. Discuss how the children felt, and how easy it was for them to guess what their partner was miming. Remind the children of stories they have read or listened to that involve body language, <i>eg the smiling crocodile</i>. Emphasise that what we do in conversation matters as much as what we say.</li> </ul> |
|---|--|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>explain how somebody felt, as well as what they said, in a communication</li> </ul> |  |
|--|--|

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN SHOULD LEARN

### CHILDREN

#### WORKING TOGETHER

- to develop and use group work skills, when working on a real-life issue
  - to develop skills of giving and receiving constructive feedback
- Help the children select a play activity that they think could be improved or a problem that needs to be resolved, *eg no one uses the climbing frame; there are not enough hoops to play with; the year 6 children do not like sharing the benches*. In randomly mixed groups of four or five, the children observe what happens during break time. As a group, they then discuss what they observed and develop suggestions for improving the situation, such as by devising new instructions or rules or finding a new game or activity and writing instructions for it, *eg a new game for the climbing frame, or the climbing frame is changed or removed; a rota is introduced for the hoops, or more hoops are bought; a discussion with year 6 children about sharing the benches, or a time limit is set on how long children can sit on the bench*. They then try out their ideas with the rest of the class, possibly in a PE session, and record feedback from questions, *eg Did you understand the instructions/rules/new game? Do you like the idea?* Each group then shares its ideas and findings with the rest of the class. A secret ballot is held to decide on the best idea. This is then put to the school council to take forward.
  - When the groups are happy with their idea or activity, they design an instruction card on the computer and print it out. The cards could be laminated and used as a playtime resource by the class or school.

- make suggestions for dealing with a real-life issue, and cooperate with others in a group to reach a resolution
- give and receive constructive feedback in a structured situation

- This section could be linked with unit 6 'Developing our school grounds'.
- This activity could be preceded by a fundraising activity to buy playground equipment.
- Voting in a secret ballot encourages all children to think about their own views rather than follow their peers, as can happen with other forms of voting, *eg a show of hands*.

#### YEARS 5 AND 6 DEVELOPING OUR COMMUNICATION SKILLS

- to hold a discussion with one other person, offering their own opinions and listening to and taking on board the views of the other person
  - to contribute to a simple debate on an issue and to listen to the views of others
- The children sit opposite a partner in a 'carousel' (inner circle facing outwards, outer circle facing inwards). Either provide them with a question for discussion or a problem to solve, or allow the children to select the issue they would like to discuss, *eg*
    - Lots of you think that one person in the class took another person's best pen at lunchtime. How should you deal with it?*
    - There is not enough space on the playground in winter for football and other ball games to take place at the same time. What can we do about it?*
  - They discuss the problem in pairs, and report back two key points from their discussion. As a class, compile a list of suggestions from the outcomes of the discussions. The children could then vote on the suggestions, or a debate could be held about the most appropriate one.
  - Alternatively, the class could debate a wider issue, *eg all year 5 and 6 children should attend a modern foreign languages lesson each Saturday morning*. The children then vote on the motion.

- show through their body language and their ability to report back that they can listen to another person's point of view
- contribute to a simple debate, listening to the views of others
- make a decision and vote on an issue
- recognise that every vote counts towards the outcome of the debate

- In the carousel discussion, one of the circles could move round one place (so that the children have new partners). The children are then given a further point to discuss, based on the outcome of the feedback. This could be repeated so that each child works with at least four different partners.
- Information on running a debate is available at the Department for Education and Skills citizenship website.
- It is important that a debate is planned, so that children can research information to draw on as they discuss the motion. At least two presentations from each side of the argument should be made before the issue is opened up for discussion.

#### WORKING TOGETHER – MAKING DECISIONS

- to collaborate with others in a group to solve a problem or make a decision
  - about some of the processes involved in working effectively in a group and reaching group decisions
  - to develop some of the skills involved in group work or meetings, such as negotiating, problem-solving, chairing, debating
  - to take up and sustain different roles in group discussion, *eg chair, spokesperson*
  - about democracy, and about how decisions can be made in school
  - to reflect on their participation and communication
- In randomly mixed groups, the children work on a 'real' issue connected with the school, *eg the whole school may have worked on raising funds to purchase equipment for wet lunchtimes and playtimes*. The children develop criteria for judging the appropriateness of the idea, *eg the criteria for equipment for wet playtime include the cost, packaging, storage, durability, sustainability and interest level*. Using a range of sources, *eg catalogues, the internet*, they research different options and set a notional budget, and then prioritise how the money should be spent. The children consult on their ideas with the class or others in the school community (or both) and record their findings. Each group presents its ideas to the class or school council to take forward. The next task could be to draw up guidelines for use of the equipment, to ensure that it lasts and is well used.
  - Throughout all these tasks, group processes can be explored and discussed, *eg groups elect their own chair, scribe and spokesperson*.
  - After each of the tasks the children need to reflect on how the task went and how they used their skills of communication and participation. This could be done through a questionnaire that explores how well the children felt they listened, how well they felt they were listened to, the range of ways they reached their decisions and the ways people put their point across that helped others to change their minds.

- participate actively in a group discussion and problem-solving activity
- express their own views, and sometimes adapt them after having listened to the views of others
- represent the views of others when sharing information
- recognise that there may be conflicting views and that a compromise may be needed
- understand how democratic decisions are taken and recognise the importance of participation and communication skills in this
- reflect on how their communication and participation skills have developed

- Before this activity takes place, the children could have been involved in fundraising activities to raise the money for the equipment.
- The children can take part in making decisions in other situations, *eg deciding on the content of the next assembly, the next class reading book, the next game to be played in PE*.
- Different approaches to mixing groups and to reporting back can be used, *eg groups could do a 'jigsaw' activity* (see the *Teacher's guide* for further information).
- Link with English: En1 S&L 3e in the key stage 2 programme of study.
- There are many opportunities for children to become involved in local decision-making and policy-making in the wider community. Some of these are explored in unit 6 'Developing our school grounds', unit 8 'How do rules and laws affect me?' and unit 10 'Local democracy for young citizens'.
- Link with geography: 1d, 2d in the key stage 2 programme of study.
- Link with history: 15 in the key stage 2 programme of study, Ancient Greece, where the children have opportunities to learn about democracy.