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INFORMATION FOR TEACHERS

1. Background and information

In November 1997, following proposals in the educational White Paper *Excellence in Schools*, the Secretary of State for Education and Employment pledged to 'strengthen education for citizenship and the teaching of democracy in schools'. To that end, an Advisory Group was set up chaired by Professor Bernard Crick and which reported in September 1998. The report, *Education for Citizenship and the Teaching of Democracy in Schools*, more commonly referred to as the 'Crick Report', was ambitious:

'We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting; to build on and to extend radically to young people the best in existing traditions of community involvement and public service, and to make them individually confident in finding new forms of involvement and action among themselves.'

In May 1999, it was announced that Citizenship would be included in the National Curriculum for England and from September 2002 would be a statutory entitlement for 11-16 year olds (key stages 3-4).

A further Advisory Group, again chaired by Professor Bernard Crick, was set up to consider how best Citizenship Education might be built upon to inform studies by all 16-19 year olds in further education and training. The Advisory Group reported as *Citizenship for 16-19 year olds in Education and Training* in 2000. What the Advisory Group sought to achieve, they felt had been well summed up in the following:

'The concept of citizenship potentially provides a way of understanding the life and work transitions of early adulthood. Becoming a citizen can be seen as more than acquiring a civil status with accompanying rights and obligations. Citizenship is being rethought as a process through which young adults exercise responsibility and social contribution while having entitlements to support and provisions that enable them to manage their own transitions to adulthood and pursue their own projects. This requires and embraces competence. This approach to citizenship requires us to consider institutional structures that constrain or enable the acquisition of the various forms of knowledge and competence which are necessary to independent existence and social contribution. In spanning the public and private domains of existence, it enables us to address questions of inequality and of status inconsistency at various stages of the life course.'

Inside Information aims to develop the knowledge, skills and understanding that young people need to be full and

participating members of the community. The three generally recognised themes of Citizenship, highlighted in the Crick Report, run throughout the course:

- Social and moral responsibility
- Community involvement
- Political literacy

Close links exist between Citizenship and the key skills, and Citizenship Education is a relevant and appropriate context for students' development and achievement of key skills. The key skill *Communication* closely relates to the emphasis in Citizenship on discussion and provides opportunities for students to develop and practice verbal communications. This should be seen alongside the emphasis on *Literacy* which overlaps with the skill in Citizenship of gathering and critically evaluating information and evidence in all forms. The teaching of Citizenship may also contribute to the key skill of *Information Technology* by enabling students to develop their competence in, for example, data handling and presentation of information. Some topics may be enhanced through the appropriate use of software packages and websites. The key skill of *Working with Others* is fundamental to the aim and purpose of Citizenship Education and to help students become involved in their community. The key skill of *Improving own Learning and Performance* is a guiding principle behind learning outcomes, while the key skill of *Problem Solving* can be developed through an active and experimental approach to Citizenship both in the classroom and the wider prison community.

Citizenship fits well with the aims of education in Young Offender Institutions and Prisons. Working, as it does, from the students' own experiences to eventual considerations of the outside world, it develops tolerance, acceptance and empathy. This is excellent preparation for release from custody into the community. Through the concepts of Citizenship, offenders can develop a clearer awareness of the needs of the whole community than many have been able to do in their previous lives.

2. Methodology

Inside Information uses methods that incorporate the key principles of Active Citizenship. Working in groups is encouraged in order to develop awareness of the problems and opportunities of sharing. Students are encouraged to find out the information they need from everyday sources rather than rely on the temporary availability of tutors to 'spoon feed' them with answers. Engaging with adults other than tutors from within the prison or wider community is encouraged. Wherever

possible, students will be challenged to undertake practical activities as part of the learning process to emphasise that Citizenship is about making a real contribution. Finally, students are encouraged to present their new learning to others.

We recognise that teaching and learning in a prison environment can have special challenges.

- Many students are disaffected and see themselves as excluded from mainstream society.
- Many students have had poor educational experiences before coming into custody.
- Some students will be 'on education' for half a day, some for several years.
- Many students have very low self-esteem and a lack of self-worth.
- Resource budgets in education departments may be very low, and no assumption can be made that even a whiteboard or blackboard will be available in the classroom.
- There may be security restrictions that limit the use of normal classroom resources, such as scissors.
- Staffing schedules may have to be reorganised at short notice, giving little time for preparation.
- Support for prisoners' educational activities in the rest of the prison may be patchy.

All these factors have been borne in mind in the creation of these teaching and learning materials, as well as the exciting curriculum possibilities offered by Citizenship Education, and the importance and relevance of these concepts for young prisoners.

3. About the course materials

The materials in the *Inside Information* pack are based upon student-centred learning. They have been developed as a stimulus to generate learning and allow students to explore, to reflect and to express themselves. The materials are arranged in five sections:

- Sharing our Community
- Improving your Community
- Running our Country
- Sharing our Planet
- Media & Communication

The materials are intended for groups working at Entry Level. We recognise that within a single group the ability range might vary enormously. The materials are flexible enough to allow for this.

The prison is seen as the students' current community and as such it features in the course content as much as is reasonable.

There are over 60 separate activities, designed to last approximately an hour and a half each. In addition to this, most end with an individual student activity. The materials have been constructed in such a way that they can cover something between 90 and 120 hours of contact time.

There is no need to keep rigidly to any course framework. Activities can and should be mixed and matched, depending on the needs of the group. There are sometimes suggestions for additional activities that could develop from the original stimulus if the teacher or students have the inclination or resources.

Some activities involve a visit to the prison library, or visits to the class by other prison staff or outside speakers, so these will need careful advance planning. However, many others could be taught with minimal preparation.

Activities might involve particular topics or themes for which up-to-date news material needs to be available. In order to be able to carry out those activities, teachers will have to be as resourceful as ever, begging and borrowing newspapers, magazines, tape and video recorders wherever they can. It is important that a bank of visual images and word-based material is accumulated before starting this course. A quick flick through the activities will give plenty of ideas. There is a photo pack to accompany this course which will give further ideas and help to bring some of the activities to life.

There are sometimes unexpected national or international events that present a unique, if unplanned, opportunity to use topical material as an excellent stimulus for thinking about Citizenship issues. Other events, such as a General Election, can be planned for.

It is essential that the teacher is well informed about the facts in some sessions. We have provided a few answer sheets, and there are plenty of resource references provided. The materials range through many disciplines, such as politics, civics, communications and geography.

A SUMMARY OF THE CRICK REPORT

4. Working with the students

As the materials are student-centred, they will invariably raise a number of challenges for teachers running this course. The following points need to be taken into consideration:

- The introductory activities include the establishment of groundrules for the class. These must involve a willingness to listen to each other and mutual respect. It may be necessary to run some basic exercises in listening skills.
- Many of the activities are based on students working together in pairs or groups of three. Make sure that the composition of these groups is varied frequently by you so that colluding sub-groups are not established. When new students join the class unexpectedly it should be possible to place them with other sympathetic students.
- The materials demand that students talk about the past, the present and the future, as well as using their imagination. It may be important for you to remind students of those distinctions from time to time and to ensure that discussions are managed.
- Some students may be well-informed about some of the material. This is a vital resource for engaging students in the learning. However, the importance of distinguishing opinion from fact is a key skill on this course.
- There are many opportunities for teachers to incorporate student contributions into the sessions, and to acknowledge the benefit of these.
- Some activities will provoke heated debate. This is no bad thing, as long as students obey the groundrules of listening to each other with respect. You may wish, at such times, to vary the rules so that students can only speak if they have a particular object in their hands (such as a ruler or a pen), which is passed from one speaker to another. Alternatively, a student may only speak for the second time when everyone in the group has spoken once.
- It is important that students are exposed to a range of opinions and develop recognition that different people have differing (often dearly-held) beliefs. If there seems to be a monoculture developing in the group, it may be necessary for you to introduce different viewpoints, either by using various publications, or by writing out different viewpoints and asking students to find reasons to defend them.

- Beware of your influential position, and express your own (often dearly-held!) beliefs with caution.

Accreditation

The course does not follow a particular accreditation route, but all the materials have been mapped across the following qualifications:

- OCR Entry Level Certificate in Citizenship Studies (4 Units)
- NOCN Entry Level Award in Active Citizenship (2 Units)
- English Speaking Board Certificate of Achievement (Basic Oral Skills - Grade 1) (2 Units)
- Key Skills Communication (Level 1) (3 Units)
- Key Skills Working With Others (Level 1) (3 Units)

Full information on each syllabus can be obtained by contacting the relevant examining board. Mapping documents can be found at the end of this pack.

Institute for Citizenship

The Institute for Citizenship is an independent charitable trust. It was established in 1992 to promote informed Active Citizenship and greater participation in democracy and society. The Institute works directly with teachers and students to develop and pilot effective models of Citizenship Education and accessible materials for classroom use. The Institute provides in-service training for teachers as they seek to implement Citizenship in the curriculum. Further details of publications and projects are available on the website at: www.citizen.org.uk

A summary of the final report of the Advisory Group on *Education for Citizenship and the Teaching of Democracy in Schools*, presented to the Secretary of State for Education and Employment, 22 September 1998.

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Background

The Advisory Group was set up by the Secretary of State for Education and Employment in November 1997 to 'provide advice on effective education for citizenship in schools – to include the nature and practices of participation in democracy, the duties, responsibilities and rights of individuals as citizens; and the value to individuals and society of community activity.' This followed the decision to strengthen this area contained in the White Paper, *Excellence in Schools*, earlier that year.

The Group was specifically invited by the Secretary of State to set out the aims and purposes of *Citizenship Education and the Teaching of Democracy in Schools* and how it could be successfully delivered, both within and outside the formal school curriculum, and through links between schools and the wider community.

The Group unanimously agreed a final report, and its recommendations were considered by the Secretary of State as part of the overall ongoing review of the National Curriculum.

Main recommendations

- The teaching of Citizenship and democracy is so important both for schools and the life of the nation that there should be a statutory requirement for schools to ensure that it is part of the entitlement of all pupils.
- The Statutory Order setting up the entitlement should declare Citizenship teaching to be: *the knowledge, skills and values relevant to the nature and practices of participative democracy; the duties, responsibilities, rights and development of pupils into citizens; and the value to individuals, schools and society of involvement in the local and wider community... both national and local and an awareness of world affairs and global issues, and of the economic realities of adult life.*
- Schools should meet the entitlement through a framework of learning outcomes which are set out in the full report by key stages (see overview on p.8).
- These learning outcomes should be based on what can take no more than five per cent of curriculum time; the Group believes that attempts at cross-curricular guidance in this area have not succeeded and have inherent difficulties.

Citizenship can be taught in combination with other subjects (such as History and Geography), so long as the statutory requirement is met. The Group advocates learning outcomes as being more appropriate for Citizenship compared to the somewhat rigid programmes of study of existing in National Curriculum subjects, but tight enough for both pupil assessment and external inspection. This approach also gives schools the flexibility to adapt existing programmes and to take into account local conditions and opportunities, thus avoiding any danger of a single, centralised way of teaching Citizenship being imposed.

The learning outcomes should be phased in over a number of years. This is both because of the newness of the subject to some schools and its proposed developmental nature for pupils from 5-16 years old, and because of the need to avoid overburdening teachers and schools.

The general statement on the scope and nature of Citizenship Education should come into force however, in the year 2000, at the same time as the revised National Curriculum. Schools should begin to work from that date, from existing and/or new programmes, towards when the learning outcomes for each key stage are introduced.

The learning outcomes will cover all pupils aged 5-16. However, the Group advises that the simple but basic learning outcomes required at Key Stages 1 and 2 can normally be adequately covered in Personal and Social Education (PSE) or Personal, Social and Health Education (PSHE) programmes. No child should leave primary school without some knowledge of the nature and value of democratic institutions, or without the skills and attitudes needed to take part in discussion of social problems and moral dilemmas. A continuity of Citizenship learning could greatly help pupils in the often difficult transition between primary and secondary school.

Although beyond the age of 16 years there is no National Curriculum, the Secretary of State should ensure that education for Citizenship continues for all students involved in full-time post-16 education and training, whether vocational or academic.

The whole ethos of the school must be considered as relevant to the aims of Active Citizenship, as well as a school's relationship to, and activities in, local communities; but for the moment, to avoid overburdening schools in a time of transition, no Order should be made beyond that of the formal curriculum of learning outcomes. The learning outcomes, however, specifically include preparation for and knowledge of the opportunities for community involvement. The Group attaches great importance to this and recommends that the matter should be kept under review.

TEACHING CITIZENSHIP

- Additional resources will be needed to make a success of Citizenship Education: the provision of new and revised materials for teachers and pupils, as well as provision for initial and in-service teaching training. The report considers the implications for the work of the Teacher Training Agency (TTA) as well as for the Office for Standards in Education (OFSTED).
- Because a Citizenship Education requirement will be new to English schools (though almost universal in the EU and the Commonwealth), an independent Commission on Citizenship Education should be set up: to ensure that the new proposals are carried forward with reasonable speed; to guard against any suggestion of political bias; and to monitor and report on the progress of Citizenship Education. The Commission would be drawn from a wide range of public bodies, including the main political parties, teachers, school governors, parents, faith groups, and young people themselves.

The report also contains a paper on *Guidance on the teaching of controversial issues*; advice on how Citizenship can relate to the other subjects and areas; a statement of how our proposals relate to what educationalists call 'Key Skills'; and an appendix on how Information and Communication Technologies sources and skills can contribute to Citizenship Education.

Definition of Citizenship

The section of the report on *What we mean by Citizenship* begins:

'In the political tradition stemming from the Greek city states and the Roman republic, citizenship has meant involvement in public affairs by those who had the rights of citizens: to take part in public debate and, directly or indirectly, in shaping the laws and decisions of a state. In modern times, however, democratic ideas led to constant demands to broaden the franchise from a narrow citizen class of the educated and the property owners, to achieve female emancipation, to lower the voting age, to achieve freedom of the press and to open up the processes of government. We now have the opportunity for a highly educated 'citizen democracy'.

The report identifies three strands which should run through all education for Citizenship:

1. **Social and moral responsibility.** Children learning from the very beginning self-confidence and socially and morally responsible behaviour, both in and beyond the classroom, and both towards those in authority and towards each other.
2. **Community involvement.** Learning about and becoming helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service to the community.

3. **Political literacy.** Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge — this can be termed *political literacy*, seeking for a term wider than political knowledge alone.

The aims and benefits

The report states boldly:

'We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting; to build on and to extend radically to young people the best in existing traditions of community involvement and public services, and to make them individually confident in finding new forms of involvement and action among themselves. There are worrying levels of apathy, ignorance and cynicism about political and public life and also involvement in neighbourhood and community affairs.'

The benefits of Citizenship Education are set out as:

- **for pupils:** an entitlement in schools that will empower them to participate in society effectively as active, informed, critical and responsible citizens of our democracy and of the wider world;
- **for teachers:** advice and guidance in making existing citizenship provision coherent, both in intellectual and curriculum terms, as part of stronger, coordinated approach to Citizenship Education in schools;
- **for schools:** a firm base to coordinate existing teaching and activities, to relate positively to their neighbourhood and local communities and to develop effective Citizenship Education for all pupils;
- **for society:** an active and politically literate citizenry convinced that they can influence government and community affairs at all levels.

These have to be tackled at every level if the future is to be made secure for democracy.

September 1998

The full report is available as a PDF file from the Qualifications and Curriculum Authority (QCA) at: www.qca.org.uk

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Why teach Citizenship Education?

If Citizenship Education succeeds in meeting all that is hoped for it, then the following should happen:

Students will:

- Be supported in their development as contributing citizens.
- Consider and respond to contemporary issues with greater confidence and understanding.
- Gain a better understanding of the changing social structure they inhabit.
- Better understand the forces which shape their lives and surroundings and how they can be influenced.
- Experience a wider range of learning activities in which they may achieve success.
- Develop an awareness of their potential for individual and collective action.
- Develop a critical awareness of their rights and responsibilities and those of other people.

Teachers will:

- Enjoy new opportunities to participate in activities with students.
- Develop an agenda for exploring with students a common language of rights and responsibilities.

What problems were identified?

In 1997 an Advisory Group on Citizenship was established under the chairmanship of Professor Bernard Crick to explore the case for Citizenship Education. A year later, in its final report (see summary on page 5), it highlighted some of the problems which had led it to recommend some radical changes in our approach to Citizenship Education.

- The majority of pupils do not have regular opportunities to discuss public issues.
- There is a decline in interest levels and participation in elections among the young.
- Some measures of youth alienation are increasing.
- Basic information about democratic systems and rights is unknown to many young people.

The report acknowledged that there is a debate about what is causing these issues. For example, some observers believe this may be a phase young people go through and grow out of in adulthood, whilst others argue that it reflects a process of decline. The report argued that, either way, it is inexcusable that people are leaving school with little or no knowledge of their role in democratic society.

The report also touched on several other reasons why Citizenship Education is important now.

- Society is changing at a much faster pace now than ever before so young people need to develop knowledge and skills to help them keep ahead of these changes and equip them to live in challenging circumstances.
- Citizenship Education, which helps young people understand concepts of identity and belonging, will be important in developing a full awareness of multicultural Britain.
- Young people's political interest seems to be displaced into single issues with decreasing likelihood of joining political parties as part of the solution.

The solution is as open to argument and debate as the identification of the problem but the Crick Report made certain recommendations, which are outlined below.

The Crick Report's solution to these problems

The report identified three strands of Citizenship:

- Social and moral responsibility.
- Community involvement.
- Political literacy.

The main recommendations were that Citizenship should be phased in over time to become a statutory subject and that there should be an identified set of learning outcomes which students should work towards. These would cover the following elements, which were described more fully in the report.

- Key concepts, e.g. cooperation and conflict, rights and responsibilities.
- Values and dispositions, e.g. concern for the common good.
- Skills and aptitudes, e.g. ability to make a reasoned argument.
- Knowledge and understanding, e.g. topical and contemporary issues.

Source: *Activate! Teacher Starter File, 2001*

Overview of essential elements to be reached by the end of compulsory schooling

Key Concepts	Values and Dispositions	Skills and Aptitudes	Knowledge and Understanding
<ul style="list-style-type: none"> democracy and autocracy cooperation and conflict equality and diversity fairness, justice, the rule of law, rules, law and human rights freedom and order individual and community power and authority rights and responsibilities 	<ul style="list-style-type: none"> concern for the common good belief in human dignity and equality concern to resolve conflicts a disposition to work with and for others with sympathetic understanding proclivity to act responsibly: that is care for others and oneself; premeditation and calculation about the effect that actions are likely to have on others; and acceptance of responsibility for unforeseen or unfortunate consequences practice of tolerance judging and acting by a moral code courage to defend a point of view willingness to be open to changing one's opinions and attitudes in the light of discussion and evidence individual initiative and effort civility and respect for the rule of law determination to act justly commitment to equal opportunities and gender equality commitment to Active Citizenship commitment to voluntary service concern for human rights concern for the environment 	<ul style="list-style-type: none"> ability to make reasoned argument both verbally and in writing ability to cooperate and work effectively with others ability to consider and appreciate the experience and perspective of others ability to tolerate other viewpoints ability to develop a problem-solving approach ability to use modern media and technology critically to gather information a critical approach to evidence put before one and ability to look for fresh evidence ability to recognise forms of manipulation and persuasion ability to identify, respond to and influence social, moral and political challenges and situations 	<ul style="list-style-type: none"> topical and contemporary issues and events at local, national, EU, Commonwealth and international levels the nature of democratic communities, including how they function and change the interdependence of individuals and local and voluntary communities the nature of diversity, dissent and social conflict legal and moral rights and responsibilities of individuals and communities the nature of social, moral and political challenges faced by individuals and communities Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change the nature of political and voluntary action in communities the rights and responsibilities of citizens as consumers, employees, employers and family and community members the economic system as it relates to individuals and communities human rights charters and issues sustainable development and environmental issues

NB: this table formed part of the Crick Report's recommendations. It is not part of the National Curriculum.

Teaching controversial issues

Throughout the course, students are encouraged to think about their external world. At times some of the issues raised will cause controversy and situations where the exchange of personal opinions and beliefs creates difficulties in class. For these reasons, it is worth giving careful consideration to how you will use this resource with your class. It is also worth consulting the QCA initial guidance for schools (see Useful Addresses).

As QCA has stated, open discussion does not mean that racism and discrimination have to be tolerated. However, there is always the problem that if a student has made a comment that is considered inappropriate, telling him or her to be quiet may not be the most useful response. Dissecting his or her argument and encouraging others to critically explore the point of view may be more fruitful for dispelling the ideas. Your approach to this will depend on your confidence as a teacher and the nature of your class.

Source: *iD: Citizenship, 2001*

The following is an abridged version from *Education for Citizenship and the Teaching of Democracy in Schools*, the Final report of the Advisory Group on Citizenship, 22 September 1998:

Those particular qualities of mind, which we believe would be enhanced by examining controversial issues in a programme of citizenship education, would include:

- A willingness and empathy to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives, and to value fairness as a basis for making and judging decisions.

The very nature of controversial issues means that everyone concerned with education is aware that various groups are likely to hold strong opinions on such issues and can even object to others expressing their views. Educators are also aware that controversial issues may also be sensitive issues.

It is acknowledged that in the teaching of controversial issues there is always a risk of bias, whether unwitting or otherwise. Teachers would seek to avoid this by resisting any inclination to:

- Highlight a particular selection of facts or items of

evidence thereby giving them a greater importance than other equally relevant information.

- Present information as if it is not open to alternative interpretation or qualification or contradiction.
- Set themselves up as the sole authority not only on matters of 'fact' but also on matters of opinion.
- Present opinions and other value judgements as if they are facts.
- Give their own accounts of the views of others instead of using the actual claims and assertions as expressed by various interest groups themselves.
- Reveal their own preferences by facial expressions, gestures, tone of voice, etc.
- Imply preferences by a particular choice of respondents or by not opening up opportunities for all pupils to contribute their views to a discussion.
- Neglect challenging a consensus of opinion which emerges too readily.

Commonly recommended approaches and techniques for the teaching of controversial issues

Neutral Chairman

This requires the teacher not to express any personal views or allegiances, but to act only as the facilitator of a discussion, ensuring a wide variety of evidence is considered and that opinions of all kinds are expressed.

Balanced

Teachers ensure that all aspects of an issue are covered and are expected to express their own opinions on a number of alternative views to encourage students to form their own judgements.

Stated Commitment

Teachers openly express their own views from the outset as a means of encouraging discussion, during which students are encouraged to express their own agreement or disagreement with the teacher's view.

Source: *Final report: Education for Citizenship and the Teaching of Democracy in Schools, 22 September 2001*

Active Citizenship

Peer education

Students can use their newfound knowledge to help others understand issues that may be of importance to them, for example rights and responsibilities in prison. This could be done through:

- Visiting students in other classes to make presentations or run workshop sessions.
- Performing a drama for other students, based on the issues in the resource.
- Producing leaflets and other literature that can be put in the library and used by other students.
- Making games to illustrate the issues, which can be used by other students.

Prison campaign

Students can plan their own prison-specific campaign in response to the issues raised in class. These might include:

- Addressing staff and inmates.
- Making posters and presentations.
- Writing articles for a prison newsletter.

Raise money

This is an easy and immediate option for students to do something for a charity of their choice, for example a charity football match with students against prison guards.

Join campaigns

Many organisations campaign locally, nationally and internationally on issues. One way to take action is to set aside time in class to look at organisations/charities that regularly run campaigns and to find something your students can do to help. This could involve raising funds for the charity, but could also involve any of the following activities:

- Taking part in letter-writing campaigns.
- Distributing posters and literature.
- Inviting guest speakers to the prison.

A great many organisations provide support in a variety of ways for the teaching of Citizenship. Voluntary organisations are especially useful when exploring the theme of community involvement. Local councils, school governors and Members of Parliament are important resources that can help bring many issues to life. Consider inviting a representative from one of these groups into your class to further explore themes you have worked on. At the back of this resource is a Useful Addresses list which will provide further information.

Source: *iD: Citizenship, 2001*

Mixed-ability groups and inclusive teaching

Working together, discussing and appreciating the diversity of opinions are crucial in Citizenship Education. The following approaches promote active engagement with the learning process and also help to foster an inclusive classroom. If positive relationships can be developed and everyone feels they can play a valuable and positive role in the class, good Citizenship Education is more likely to follow. Once this is in place, it is much easier to make progress in terms of specific content and assessment tasks.

In all teaching, but especially teaching in Young Offender Institutions, teachers have to deal with a wide ability range. Whilst the selection of the correct course is an important element in achieving success, how teachers plan and manage the learning activities in the classroom will determine to a large extent the degree to which learning is inclusive. This resource pack includes a number of worksheets that might be judged more accessible and relevant for students operating at different levels, but differentiating lessons by offering alternative resources is only one way to plan for inclusion. And if overused can lead to students feeling marginalised or labelled as low-achievers. One of the most important things to bear in mind is the level of motivation of students and the reasons behind this. It is important that your strategy to make lessons inclusive does not exacerbate problems at the root of low motivation.

Differentiation by outcome

One of the most common methods of encouraging inclusion and planning for a variety of activities in the classroom is to have shared resources but ask students to create different outcomes. For example, all groups might be given the same basic information packs, but one group use it to plan a written assessment task such as a leaflet or article; another group use it to present a role played conversation between two fictional characters; a third group to produce a poster within a strict word limit to encourage them to identify relevant symbols and images to summarise the key points. Each product will require students to draw on different skills, and only one of these groups will have significant demands placed on their ability to write. This model will work best where the resources at the beginning of an activity are varied so that low literacy levels do not exclude group members from accessing information.

Differentiation by grouping

More flexible learning activities often require students to work together in pairs or groups. This can be problematic and teachers cannot simply assume that all learners can work collaboratively. Establishing structures and

procedures is a vital part of any inclusion strategy and must not be seen as 'using up' time that should be spent on knowledge acquisition. Not only are such approaches valuable in their own right, but such ground rules will support more challenging and interesting learning.

Group and pair work, in particular, helps students learn from each other and it enables them to contribute something to others, thus improving self-esteem. In order to achieve this positive outcome, you will need to plan for and practice using a variety of techniques and groupings to ensure that students become used to different ways of working.

Do not start by allocating groups for long periods of time, such as whole units of work or even a whole session. Start small and build up the variety of students' experiences so that they get used to working with others. These short bursts of working together will also give you the opportunity to observe how well certain groupings work and which ones should be avoided. The following suggestions might help:

- Begin by asking students to think of an idea in thirty seconds. They can then share their ideas with one other person for the next minute. These pairings can then come together as a four to share ideas for a further minute. Finally, the ideas can be put on the board as a whole class activity. Because the activity is very focused and the time limit tight, students are more likely to stay 'on task' and focused. This snowballing technique can be used for a variety of tasks and the time extended as students become more familiar with it.
- If you want students to discuss a topic but do not think they will be able to handle a whole class discussion, or they work less effectively in larger groups, you can try a carousel. Chairs are laid out facing each other in an inner and outer circle. Students then discuss the issue for a short time with the person facing them. After the time has elapsed, the outer circle moves round one place and the new pairs can start another discussion. Students are therefore able to hear a variety of opinions but only from one person at a time.
- Another technique for encouraging students to work with different people is to allocate people to groups, each of which undertakes a task on a separate topic. For example, group A might research a local charity, group B a national charity and group C an international charity. Having become experts in their particular topic, students are then in a position to provide information to others and to learn from their peers. This can be organised as a jigsaw activity in which one member each from groups A, B and C reform to create a new mixed

group to undertake a common task or ask each other about their charity. Alternatively, each group can set up a 'stall' with posters and leaflets in an information exchange whereby students circulate round the room collecting information and asking questions. Original groups can then reform to discuss what they discovered.

In more formal project work where you want groups to work together for longer periods of time, you should also consider providing a 'planning sheet' that can be used to help students plan (and keep under constant review) what they and others are supposed to achieve to contribute to the work of the group.

- Finally you should consider activities that enable students to provide feedback to each other in useful and positive ways. This is often difficult and students can be negative and hurtful, but you should be able to model ways in which criticism can be turned into constructive advice and provide opportunities for students to practice this process of reframing. For example, 'your presentation was rubbish' could be reframed as 'I liked what you said but you could have presented it more clearly'.

DEVisING A COURSE STRUCTURE

Active Citizens should be able to engage constructively with the issues they face in everyday life. As far as possible, tutors should try to structure the overall learning experience of this course to develop the qualities students will need, that is:

- An enquiring mind.
- The ability to take on a project and see it through to the end.
- The ability to communicate learning to others.

The extent to which this can be achieved will depend on the size of class, the motivation and ability of the students, the learning resources available, the length of the study sessions and the amount of time available to the tutor for planning and preparation.

At the basic level, a 'session' will probably be a single timetabled lesson period of 60 to 90 minutes. More able learners could deepen their engagement with the subject through a session spreading over several lessons.

Four-stage session structure

To assist with lesson planning, we propose a simple 4-stage learning structure. In order to achieve the best learning experience, the following sequence may be useful.

1. Introduction

It will be important that the whole class understands the topic that the session is going to tackle. All subject matter is in the public domain so tutors should have no difficulty in introducing the issues involved. The aims of the session should also be clearly stated at the beginning.

2. Warm-up

A simple exercise to warm up students may be useful. We have suggested a number of informal activities that will enable groups, individuals or the whole class to begin to get involved in the issues prior to serious work commencing.

3. Learning process

Most of the activities contained in each section involve helping students to examine critically and draw significance from the information sources in their everyday and immediate environment and learn from each other. Newspapers and magazines provided for students should be of the type that they would normally read. Added realism would be provided by the availability

of pre-recorded extracts from familiar TV programmes, such as *The Bill*, *EastEnders* and the news from *RI:SE* on Channel 4 in the morning. To generate interest, students are encouraged to relate their coursework to a theme that interests them personally, such as sport, music, employment, law and order. Project work is the recommended learning method if the dynamics of the class allow. The tutor should adopt the role of facilitator of the learning process rather than being the provider of 'correct answers'.

4. Student Outputs

In the spirit of Citizenship, the activity notes sometimes suggest creative methods for students to present the results of their projects to the whole class. The tutor should give considerable attention to helping study groups or individuals to make an effective choice that will result in outputs that are capable of assessment.

SESSION CONTENT

Below is a table devising a course structure for different levels of entry-level students.

Basic level

This approach is for students who are behaviourally challenging and have limited concentration spans. We recommend that the tutor selects a series of stand-alone learning activities on the basis of their immediate appeal and feasibility. They involve little or no reading or writing and can be completed in one session. Informal introductory comments should identify the way in which the subject matter of the activity impacts on people like them, their families and friends. Wherever possible, the tutors should encourage discussion about the issues involved and map the individual learning to the chosen accreditation framework.

Enhancements

Where the capabilities of the student and the quality of the learning environment allows, the tutor may want to place more responsibility on the students. The tutor can select several activities that will contain opportunities for learners to find out information for themselves and present what they have learned to others in the class. The students can then choose and sequence their preferred activities in a class discussion. Those students who can work with more initiative and less direction may value the opportunity to adopt a project-based approach. When the tutor has introduced the subject of the section, students could be asked to select a focus for their study and the methods they will use to research and present their findings. Projects could be based on the activities suggested in the materials or arise from other topical issues. Students should be encouraged to produce outputs that will engage the attention of a wider audience within the prison and beyond.

<p>INTRODUCTION Basic level</p> <ul style="list-style-type: none"> • Tutor explains what the title of the section means, using information at the beginning of each section. • Tutor generates introductory discussion on the section. 	<p>INTRODUCTION Possible enhancements</p> <ul style="list-style-type: none"> • A confident student is interviewed by the tutor about an issue. • Small groups listen to a presentation and agree on three questions to ask.
<p>WARM-UP Basic level</p> <ul style="list-style-type: none"> • Do rounds in the class, asking each student to describe a person or thing that relates to the subject of the section, e.g. a good cause in the community, someone they know of who has authority in the community. 	<p>WARM-UP Possible enhancements</p> <ul style="list-style-type: none"> • Ideas can be generated from the warm-up exercises of the activities in the section.
<p>LEARNING PROCESS Basic level</p> <ul style="list-style-type: none"> • Initially the tutor may need to choose a series of separate stand-alone tasks to keep students focused and 'on task'. Simple to teach activities are best with some of the more complex activities being used if group dynamics allow. 	<p>LEARNING PROCESS Possible enhancements</p> <ul style="list-style-type: none"> • More complex activities will give added scope for more able students. • Research should be encouraged using newspapers, Internet, and the library. • Approved students could help to approach potential speakers to invite to the prison.
<p>STUDENT OUTPUT Basic level</p> <ul style="list-style-type: none"> • Students should be encouraged to record evidence of their knowledge and learning. • Creative methods may be useful, e.g. posters, collages, role-plays, poems. • Tutors need to make notes on each student's achievements. 	<p>STUDENT OUTPUT Possible enhancements</p> <ul style="list-style-type: none"> • More able students could be encouraged to put their thoughts into simple written statements. • Creative methods will also be useful for more able students. • Individuals or groups should be encouraged to present their work to the class. • Some students may produce work that can be shown to staff, family members or friends.

CASE STUDIES

Below are descriptions of two Young Offender Institutions that delivered the *Inside Information* pilot course. The pilot was delivered over ten weeks in eight YOIs and each delivered it differently. There is no definitive way to deliver the course and the following descriptions illustrate two distinct ways.

Stoke Heath

Two tutors delivered the course to two groups. The Citizenship course was blocked on the timetable and it was delivered every day in a three hour block with two short breaks. Both tutors gave the students a choice of which section to study first. Surprisingly, one group chose to start with *Running our Country*, the section on politics and government.

Once a section was selected, the tutors chose activities that had a general theme and that complemented each other. For example, in Section 2 there are a lot of activities on charities and fundraising, so the tutor chose to work around the theme of charities. Tutors also included some of their own ideas and supported these by designing worksheets for students to use in class.

Community Activities

The students chose to organise a Pool Tournament to raise money for Cancer Research.

Wetherby

Five tutors delivered the course, each of whom had a speciality or interest in a subject covered in the resource pack. The course was taught in three hour blocks three days a week, and one hour blocks two days a week, and each day of the week a different tutor taught a different section.

Two of the sections (*Improving our Community* and *Media & Communication*) were taught through Information Technology and Art classes. The students reached a standard of achievement in these subjects to gain certificates in Information Technology, Art and Citizenship.

Community Activities

As a direct consequence of a visit by a Macmillan Cancer Relief representative, students initiated a fundraising event involving a sponsored exercise in the gym. The initiative was led by one nominated trainee and was arranged with prison gym instructors. Sponsorship forms were obtained from Macmillan for this activity.

Students also undertook a project to brighten up the children's section of the prison visitor's area. During their Art classes they produced a range of artwork, including cartoons on hardboard, which were then attached safely to the walls of the children's area.

Outside Speakers

A 'diary of events' was planned at the beginning of the course and a number of outside speakers were invited to the prison to speak to the students. These included a Macmillan Charity representative, a representative from the Department of the Environment of Leeds City Council, the Head of Politics from York University, and the Chairman of Darlington Football Club, George Reynolds, who is himself an ex-prisoner. His speech was well attended, not just by students taking the Citizenship course, but by students taking other courses.