

INTRODUCTORY ACTIVITIES

ACTIVITIES

Groundrules

Citizenship



Introductory Activity 1

GROUND RULES

Aim: to encourage shared responsibility for the group.

Tutor's Note: *It may appear difficult to get new students to adhere to groundrules that were formed at the beginning of the course when they were not there. One way round this is to print the rules and ask each new student to read them and sign up to them.*

1. The class discusses the course and how it is going to be organised.
2. In pairs, students decide on some rules that the class should have. Feed back to the whole class.
3. Working together as a whole class, agree a set of groundrules. Write these up and display them prominently in the classroom.
4. Discuss what should happen if a rule is broken. Are some rules more crucial than others?
5. Define the difference between 'Rights' and 'Responsibilities' in the rules that have been established.
6. You may wish to re-visit, add to or amend the groundrules at a later date.

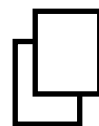
Introductory Activity 2

CITIZENSHIP

Aim: to introduce the concept of Citizenship.

Warm-up: As a class, identify the different communities or groups of people living in the UK. Elicit examples such as religious communities, football fans, working class, middle class, aristocracy, refugees, ethnic minorities, prisoners.

1. Ask students to identify some of the differences and similarities between each group. Can we belong to more than one group?
2. Identify groups that are worse off than others, and discuss the reasons why this might be.
3. Using Worksheet a, students work either on their own or in pairs to complete it. Each student should then be encouraged to feed back to the rest of the group about the different communities to which he/she belongs.
4. Ask the students to identify some rights and responsibilities that people have as citizens of a community. Write the sensible ideas on the board for guidance for the next task.
5. In pairs and using Worksheet b, students think in more depth about these rights and responsibilities.



Everyone belongs to a number of communities. Complete the table below with words or pictures to show which communities you belong to.

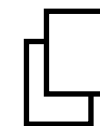
Family	
Class	School
Local community	Larger community or country
Religious community	Ethnic community
Small groups	Large groups
Other groups	

1. What is the same in all your communities?

2. What differences are there between your communities?

3. Which communities do you belong to from birth?

4. Which communities do you choose to belong to?



As members of a community we have rights but we also have responsibilities. For example, as members of the United Kingdom we have the right to vote and to education and training. As members of the EU all men and women have the right to equal pay for work of equal value. It helps to understand how our community works and the rules or laws that have been made. These rules or laws often help to protect us and/or help to organise the way things are done.

Think about the rights that you have as a citizen. Write down the things that you feel you have the right to expect.

Think about the responsibilities that you have as a citizen. Write down the things that you feel you have a responsibility to do.
