



# Young Citizens' *Action Agenda*

Be Part of the Action, Support the Agenda

*Young Citizens' Panels seek the views of your students*

## School's Consultation Kit 2008



*A Campaign By*



INSTITUTE FOR  
CITIZENSHIP

*Supported By*



This document is for use by teachers and youth workers to help provide input from young citizens into the Young Citizens Action Agendas to be presented to the Prime Minister and Mayor of London in November 2008.

For more information please see: [www.citizen.org.uk](http://www.citizen.org.uk).



# Young Citizens' Action Agendas

**How to Get Involved:  
See Page 3**

## Aims

- It is hoped that the six-month project will help raise the general awareness among young people in London (and later the UK) of the importance of politics and participation and get them thinking about what they can do to build a better world
- The aims are to make a practical contribution to students and youth groups by:
  - o increasing understanding of politics and money matters
  - o promoting participation
  - o helping young people to develop speaking and listening skills
  - o encouraging social cohesion
  - o and, by showing what they can do, helping society to see young people in a more positive light.

Find out more at: [www.citizen.org.uk](http://www.citizen.org.uk).

## YCAA Project

### Young Citizens' Say Survey

Over 2,000 young people from across the UK consulted



### Young Citizens' Action Event, London

Attended by 1,500 14-19 year olds



### Young Citizens' Action Agenda Consultation

Over 4,000 secondary schools in the UK contacted



### Young Citizens' Action Panels

Two panels of elected representatives

### Young Citizens' Action Agendas

Presented to Prime Minister and Mayor of London

## Supporters of the Action Event

The importance of involving young people – all people – in political decision making is greater than ever. Globally and locally we face new and complex challenges, it is important that everyone takes part in the debate.



Please help the young people who are working with the Institute for Citizenship to prepare Action Agendas for the Prime Minister and Mayor of London that will help our younger generations face the challenges of the 21<sup>st</sup> Century.

**David Dimbleby,**  
President, Institute for Citizenship

"Older people are making decisions for young citizens, and we need to hand some power over to young people to make those decisions for themselves."



**Rt. Hon Ed Miliband MP**  
Secretary of State for Energy and Climate Change

"We have a generation who are enthusiastic about accepting responsibilities with their rights, which has got to be good."



**Huw Edwards**  
BBC News Presenter

Campaign By Supported By



MAYOR OF LONDON



Evening Standard



TECHNOLOGY WITH PURPOSE





## Find Out About the Project: See how your pupils can get involved

### Aims of the project

In May 2008, a number of organisations – including the BBC – came together to support a project for young people aged 16-19 that aimed to:

- Give young citizens knowledge and skills to enable them to have a voice in exploring solutions to 21<sup>st</sup> century challenges
- Promote participation and active citizenship
- Help society to see young people in a more positive light.

### Survey

- In June 2008, 2,000 students aged 16 – 19 were encouraged to take part in a *Young Citizens' Say ...* survey answering a wide range of questions on politics and society

### Event

- In July, 1,500 of these students from London and across the UK gathered at Westminster for briefings and debates on politics, economics and citizenship from leading BBC presenters, business men and MPs

### Young People's Panels

Following the July meeting, two panels of young people – one for London, one for the UK – were formed to prepare Action Agendas for the Prime Minister and Mayor of London aiming to

- Inform the PM and Mayor of areas where young people needed government support
- Inform the PM and Mayor of action that young people would like to take to help tackle 21<sup>st</sup> century challenges

### Key issues for young people identified

- Using the research results for the survey and voting at the event, the work of the student panels has identified 12 key issues affecting young people

### Resource released for consultation with schools across UK

#### LET YOUR STUDENTS HAVE THEIR SAY

- Now, (October 2008) the Young People's Panels would like to consult with pupils across the UK to get their views on these key issues
- To help with this, the Institute has prepared this citizenship education resource for schools to enable students to discuss the issues and have a say in the Action Agendas by providing feedback via Survey Monkey (see more info at end of resources)

### *Young Citizens' Say... Research to be published (November 2008)*

- The research findings from the *Young Citizens' Say ...* survey will be published at an event at Westminster on 19<sup>th</sup> November

### *Young Citizens' Action Agendas to be delivered to PM and Mayor (November 2008)*

- The week after that, the Action Agendas produced by the Young People's Panels, in consultation with other pupils, will be presented to the Prime Minister and the Mayor of London.

Campaign By Supported By



MAYOR OF LONDON



Evening Standard



TECHNOLOGY WITH PURPOSE





## Contents: YCAA Schools Consultation Kit

---

### Resources

#### Issues for Young People

|                   |   |
|-------------------|---|
| Resource Sheet 1: | Places to be / Resourcing Spare Time Activities                             |
| Resource Sheet 2: | Getting involved in Volunteering / Getting About - Transport                |
| Resource Sheet 3: | Being a Global Citizen / Being an IT-active Citizen                         |
| Resource Sheet 4: | Learning 21 <sup>st</sup> Century Life Skills / Bridging the Generation Gap |
| Resource Sheet 5: | Relating to Decision Makers / Relating to the Media                         |
| Resource Sheet 6: | Developing Financial Literacy / Education Not Examination                   |
| Resource Sheet 7: | Being an Environmental Citizen / Learning How Society Works                 |

### Lesson Plans

- Lesson Plan 1
- Lesson Plan 2

### Curriculum Links

- Curriculum Links 1
- Curriculum Links 2
- Curriculum Links 3

### More Information

How your students can get involved/submit your students ideas



# Resource Sheet 1 - Places to be / Resourcing Spare Time Activities

## Point 1

Young people do not have enough access to their own spaces, which they have a voice in shaping/running. In order to feel part of a community, they need to have their own places to go to such as youth and community centres, which are generally not available to them.

### What the Government Can Do

We would like the Government to develop a national 'youth spaces plan' – perhaps in collaboration with a leading architect/teams of young people to create more youth specific/youth 'owned' centres in local areas to help foster a feeling of local community and make young people feel more valued and part of society. This could be done by using existing spaces, such as schools and community centres, out of hours.

### What Young People Can Do

We feel we can help support the opening of these spaces by volunteering time to help keep them clean and usable, which would also encourage more young people to take an active role in using community spaces.

### Debate

- Do these points affect you or your peers/friends and in what ways?
- Do you think any of these ideas would help to resolve this situation?
- Do you think these ideas are workable?
- Can you (as a group) think of any other ideas which would help solve this problem?

### Potential points for further discussion

What sort of facilities do young people need in your area?

## Point 2

Young people do not feel they have enough things to do in their spare time. They do not have the spaces or resources (e.g. equipment) to run the activities and things they want to do on their own (without adults).

### What the Government Can Do

We would like the Government to provide a co-ordinated national scheme of grants and support to local businesses to set up their own after school clubs or lessons in cookery, hairdressing, computing etc and provide training to young people to run their own clubs and societies.

### What Young People Can Do

We can get involved in supporting the work of clubs and societies by promoting them to our peers and actively helping in the running and organisation of them.

### Debate

- Do these points affect you or your peers/friends?
- Do the ideas help resolve the situation?
- Are the ideas workable?
- Can you (as a group) think of better ideas?
- Would you want to take part in this sort of scheme?
- What sort of things would you like to learn to do outside of school hours (art, salsa etc.)

### Potential points for further discussion

What sort of after-school clubs and facilities do you think young people in your area need?



## Resource Sheet 2 - Getting involved in Volunteering / Getting About - Transport

### Point 3

Young people are currently the generation most likely to volunteer in some shape or form. However, many young people do not feel they have access to volunteer groups or schemes.

#### What the Government Can Do

We feel the Government can help to promote volunteering through setting up Community Volunteer Centres and making volunteering a more important part of the school curriculum.

#### What Young People Can Do

We, as young people, can be pro-active and look for opportunities to volunteer by ourselves instead of waiting for groups to approach us. We can also take advantage of the existing opportunities available to us, such as the Duke of Edinburgh Award scheme.

#### Debate

- How do these points affect you or your peers/friends?
- Do the ideas help resolve the situation?
- Are the ideas workable?
- Can you (as a group) think of better ideas?
- Would you be interested in volunteering if you had the opportunity?

#### Potential points for further discussion

Do young people have the time to volunteer during the week?

How would you encourage other people in your school to give up their time for a good cause?

### Point 4

Young people need access to transport to give them freedom to participate in all sorts of activities. Access to regular, reliable transport in urban and, especially, rural areas helps add to their feeling of being active and able citizens within their communities. There can be issues for young people using public transport in urban areas. In rural areas, there is usually very limited access to public transport for young people.

#### What the Government Can Do

We would like the Government to:

- 1) Introduce more cycling paths to make it easier and safer for young people to travel independently.
- 2) Provide regular and reliable public transport for all communities, and ensure that peak times (such as school starting and closing times) are catered for to encourage young people to take public transport instead taking lifts with guardians.

#### What Young People Can Do

We can behave well when using public transport in order to retain our right to free or subsidised travel or to promote its extension.

#### Debate

- Do you think these are reasonable suggestions?
- Can you come up with any other ideas for how to improve this situation?
- What other things can young people do to improve this situation?
- Can you (as a group) think of better ideas?

#### Potential points for further discussion

How would you encourage more people (young and old) to use public transport?



## Resource Sheet 3 - Being a Global Citizen / Being an IT-active Citizen

### Point 5

Young people today are the first generation of truly global citizens. They want Government to understand that their generation is very different and needs different considerations.

#### What the Government Can Do

Help encourage young people to see their rights and responsibilities on an individual, local, regional, national and international basis through education and cultural exchanges. While local communities are important, wider overlapping communities of geography and interest are equally important.

#### What Young People Can Do

We can develop our interest in world music, the global environment and sport into a deeper understanding and knowledge of other cultures and political systems to enhance our role as responsible global citizens.

#### Debate

- Does this point affect you or your peers friends?
- Do the ideas help resolve the situation?
- Are the ideas workable?
- Can you (as a group) think of better ideas?

#### Potential points for further discussion

What does global citizenship mean to you?

Do you think it matters whether we feel connected to other people globally or not? If yes, then why does it matter? If no, why not?

### Point 6

The context of youth has changed in a generation and young people today face the main challenge of 21<sup>st</sup> Century life – the constant speed of change (e.g. technological advances). Young people have been empowered by access to information and have more responsibility at an earlier age due to constant change and their skills at adapting to this change.

#### What the Government Can Do

We would like the Government to ensure legislation keeps pace with technological changes and advances, while also teaching (through ICT education) young people about the opportunities and dangers that technology (eg. internet) can provide us with.

#### What Young People Can Do

We feel that young people (as owners of new technology) can help to provide support to other generations who are not so adept at picking up new skills. We need to ensure that we are responsible in our use of new information, by helping others become as empowered as our generation.

#### Debate

- Do you agree with these points?
- Do the ideas help resolve the situation?
- Are the ideas workable?
- Can you (as a group) think of better ideas?

#### Potential points for further discussion

Facebook, Bebo and other social networking sites encourage people to post information about themselves onto public forums. Do you think young people think about the dangers sharing personal information can cause, and if so, what are they?

How could young people help others, eg. grandparents to acquire these skills?



## Resource Sheet 4 - Learning 21<sup>st</sup> Century Life Skills / Bridging the Generation Gap

### Point 7

Excess information from a wide range of media (reliable and unreliable) means young people need to learn new 21<sup>st</sup> Century life skills e.g. opinion-forming, judgement, analysis, inquiry etc. to be able to choose between the many sources (e.g. websites on the Internet or newspapers, magazines) of information available to them and to judge the quality of the opinions expressed.

#### What the Government Can Do

We feel that the Government can help give us the resources and skills to understand the many sources of information available to us through school and youth groups. This will encourage responsible understanding and enable us to use the information to our best advantage.

#### What Young People Can Do

As young people, we can be more pro-active. We can create or participate in students' newspapers, debating societies and radio stations, or even take up a part-time job where we can learn and practice these skills in a working environment, and feel part of the community.

#### Debate

- Do you think that life skills matter?
- How can your school teach life skills?
- Are the ideas workable?
- Can you (as a group) think of better ideas?

#### Potential points for further discussion

How can life skills make a person more employable?

### Point 8

Young people want their voices heard and their experiences recognised. They are passionate about being part of society and want recognition and respect from adults and peers that they are an active part of society and their communities.

#### What the Government Can Do

We recognise that many adults are intimidated by us when we gather in large groups in town centres. As young people we feel this is happening because we have few alternative choices available to us in terms of leisure activities. This is why we would like to urge the Government and our Local Councils to support the building and maintenance of youth centres and sports grounds.

#### What Young People Can Do

As young people, we are aware that our behaviour in society is key to creating a positive relationship between us and the adults that make up the rest of our community. Like other people in society, we acknowledge that we have a responsibility to behave in a respectful manner towards others.

#### Debate

- Are ASBOS a good way of discouraging anti-social behaviour?
- What alternatives do the Government have to discourage negative behaviour in young people?

#### Potential points for further discussion

What can young people do to promote a positive image of their generation to others?



## Resource Sheet 5 - Relating to Decision Makers / Relating to the Media

### Point 9

Young people want to be involved in the political process but do not currently feel they have influence to change or impact on the political sphere. Young people do not necessarily want to have the voting age reduced but do want to have access to and be involved in public debate and be able to influence opinions.

#### What the Government Can Do

We would like there to be a national programme for all schools whereby Local Councilors, MPs and Ministers regularly visit schools and classes so that young people can feel connected to wider political community.

#### What Young People Can Do

Some young people recognise there are ways of influencing politics and current affairs outside of the voting process. We can help charities, create and sign petitions, write to Councillors and MPs but we would like this information to be available and taught to all, not just active individuals.

#### Debate

- How can young people get more involved in politics?
- Do you agree with all these points?
- If the voting age was reduced, do you think young people would vote?
- Can you (as a group) think of better ideas?

#### Potential points for further discussion

Since politics is so important and a sense of civic/civil society we should not leave to contacts to chance. Do you agree?

### Point 10

Young people have many talents and experiences, which stem from growing up in an advanced technological era. They are a new generation who do not want their image to be blighted by 24/7 media coverage.

#### What the Government Can Do

We feel the media have damaged our relationship with older people in society through recent news campaigns surrounding gun and knife crime. As a result young people's level of trust in the media, as a source of information and commentary, have been damaged. We would like to the Government to encourage the media and young people to work together to reverse this trend and get young people's voices heard.

#### What Young People Can Do

We recognise that schemes and awards are already in place to help promote a positive image of young people in society. Projects such as the Duke of Edinburgh Award Scheme help acknowledge young peoples' achievements and we should encourage our peers to take part in these schemes.

#### Debate

- Why do you think the media have been heavily focusing on negative images of young people recently?
- What can young people do to present a positive image of their generation?
- Do you think the media behave in a responsible or irresponsible manner when they choose to report particular stories in the press?

#### Potential points for further discussion

Is there a role for young people within the media? How would you make young people more involved in the media? Discuss.



## Resource Sheet 6 - Developing Financial Literacy / Education Not Examination

### Point 11

Young people are worried that despite the proliferation of information available to them they do not have access to the information they need. Many young people need to be taught financial skills and their financial responsibility.

#### What the Government Can Do

We would like subjects such as Maths to incorporate financial lessons as it would help to link the subject to the real world and help make the subject seem applicable in a variety of out of school situations.

#### What Young People Can Do

Young people can encourage their schools to invite bank managers to visit their school to educate them about how to use a bank and its services.

#### Debate

- Does your school teach you enough about basic finance and would you want to learn more about these sorts of issues?
- How would you prefer to learn about these issues? Within school, or from your parents?

#### Potential points for further discussion

Has the credit crunch and economic downturn crisis in 2008 made you more aware of the role of the economy? Has this coverage enabled you to understand the issues? Has it made you more more interested in financial and economic issues?

### Point 12

Young people are worried that they are not acquiring skills that are not tested for in schools. There is no incentive for teachers or students to spend time acquiring information and knowledge that is relevant to their life if it is not in the curriculum.

#### What the Government Can Do

We would like the Government to make the teaching of skills a serious target in schools in order to encourage teachers to make this more of a priority in all subjects. As young people there are large pressures on us to perform well at school, through examination. Outside of this, however, many of us do not feel fully prepared for life in the adult world as we feel we lack some practical skills and knowledge.

#### What Young People Can Do

We can join clubs and school societies that help promote the development of life skills, such as young enterprise initiatives and public speaking clubs.

#### Debate

- What are 'life skills' and why do they matter?

#### Potential points for further discussion

Do you think are important for your future?

- Asking questions
- Opinion forming
- Debate
- Communications
- What other skills?



## Resource Sheet 7 - Being an Environmental Citizen / Learning How Society

### Works

#### Point 13

Young people are extremely worried by the state of the environment. The environment is an issue that defines their state of global responsibility on a local and regional level. They want to be involved in improving the environment.

As young people, we realise that the decisions we make on a day-to-day basis matter. As consumers, the things we consume have an effect on the environment. As the next generation, we are also aware that environmental changes that occur today will be our responsibility tomorrow.

#### What the Government Can Do

The Government can set an example to private citizens and Local Councils through the introduction of rubbish sorting and recycling programmes in government-run buildings, offices and schools.

The Government can also seek to legislate to limit the use of plastic bags and packaging waste in shops and supermarkets.

#### What Young People Can Do

Young people can choose to act as responsible citizens. As individuals, they can act to preserve the environment: they can recycle the things they use, walk, cycle, or use public transport instead of driving. They can encourage their families to be more environmentally responsible.

#### Debate

- What does the Local Council in your area do to help protect the environment?
- What can families do to help preserve the environment and lessen waste?

#### Point 14

Young people generally have a lack of respect for infrastructure, yet they are governed by it. They want to have access to all parts of society and will not tolerate the time these things take to change or implement.

#### What the Government Can Do

We feel some young people lack respect for infrastructure because they do not understand the processes involved. We would like the Government to provide resources that explain the roles of institutions; what they do, how they work and how people can engage with them?

#### What Young People Can Do

Instead of complaining about infrastructure we should try to research and understand the reasons why things are done and help by providing constructive feedback to the relevant authorities.

#### Debate

- Do you agree with these points? If not, why not?
- Do the ideas help resolve the situation?
- Are the ideas workable?
- Can you (as a group) think of better ideas?

#### Potential points for further discussion

How can ordinary people communicate their ideas and needs with regard to infrastructure to the appropriate Government bodies?



## Lesson Plan 1 (30 minutes)

|                     |  |
|---------------------|--|
| <b>Objective:</b>   | To interact with democratic campaigns, and to express your point of view and listen to contrasting opinions  |
| <b>Time:</b>        | 30 minutes   |
| <b>Resources:</b>   | Resource Sheets 1 - 7<br>Large sheets of paper and marker pens   |
| <b>Preparation:</b> | Ask the class to list/ "shout out" any political/democratic campaigns that they have heard of or been involved in. High profile examples include Stop the War march, Anti/Pro Fox hunting, NUS Top Up Tuition Fees etc. Introduce the Young Citizens' Action Agenda to the class (you could reference the Aims of the campaign and the outcomes – Action Agendas to be presented to Prime Minister/Mayor of London).   |
| <b>Group Work :</b> | Split the class into groups (5 - 8 students). Give them each a large sheet of paper. Ask each group to read a different Resource Sheet.<br><br>Ask each group to debate/discuss whether they agree with the points on the Resource sheet. Tell the students that they should follow the 'Point, Reason, Example' model – first make a point, then give a reason why, then use an example to back up the point. Ask the groups to think of what evidence they might need to back up their argument when agreeing or disagreeing with the Action Agenda results. Encourage the group's to come up with a group statement that reflects each individuals opinion. |
| <b>Feedback:</b>    | Ask each group to present their Resource sheet and their group feedback on it.   |
| <b>Plenary:</b>     | You can then get the class to vote on whether they agree or disagree with the group on each particular point (you will need at least 10 – 15 minutes for the presentations and voting). You can either elect a Chair to note these results or take this role yourself. You or the chair can then feedback these results on the Young Citizens' Action Agenda via a quick, simple survey at:<br><a href="http://www.citizen.org.uk/youngcitizens/getinvolved.html">http://www.citizen.org.uk/youngcitizens/getinvolved.html</a> .   |
| <b>Reflection:</b>  | Make a class list of presentation tips.  |
| <b>Extension</b>    | Ask the students to watch a news bulletin (at home or in class) and list how many campaigns are referenced. You can also ask them see how many of the issues they discussed are referenced on the news.  |



# Lesson Plan 2 (1 hour)

|                      |  |
|----------------------|--|
| <b>Objective:</b>    | To interact with democratic campaigns, and to express your point of view and listen to contrasting opinions  |
| <b>Time:</b>         | 1 hour   |
| <b>Resources:</b>    | Resource Sheets 1 - 7<br>Large sheets of paper and marker pens<br>Internet Access  |
| <b>Preparation:</b>  | Ask the class to list/ "shout out" any political/democratic campaigns that they have heard of or been involved in. High profile examples include Stop the War march, Anti/Pro Fox hunting, NUS Top Up Tuition Fees etc.<br><br>Introduce the Young Citizens' Action Agenda to the class (you could reference the Aims of the campaign and the outcomes – Action Agendas to be presented to Prime Minister/Mayor of London).  |
| <b>Group Work 1:</b> | Split the class into small groups (4-6 students). Give them each a large sheet of paper. Ask each group to read a different Resource Sheet.<br><br>Ask each group to debate/discuss whether they agree with the points on the Resource sheet. Tell the students that they should follow the 'Point, Reason, Example' model – first make a point, then give a reason why, then use an example to back up the point. Ask the groups to think of what evidence they might need to back up their argument when agreeing or disagreeing with the Action Agenda results. Encourage the group's to come up with a group statement that reflects each individuals opinion. |
| <b>Feedback:</b>     | Ask each group to present their Resource sheet and their group feedback on it.   |
| <b>Plenary:</b>      | You can then get the class to vote on whether they agree or disagree with the group on each particular point (you will need at least 15 – 20 minutes for the presentations and voting). You can either elect a Chair to note these results or take this role yourself. You or the chair can then feedback these results on the Young Citizens' Action Agenda via a quick, simple survey at:<br><a href="http://www.citizen.org.uk/youngcitizens/getinvolved.html">http://www.citizen.org.uk/youngcitizens/getinvolved.html</a> .   |



## Lesson Plan 2 (1 hour)

Page 2

### Group Work 2

Ask each group to come up with other ideas that they believe will help young people. This should be a quick debate and then they should create a top 3. Each group should then feedback their top (or most important) idea to the chair/teacher.

If groups provide the same/similar answers please get them to use their second answer. These could then be put on the board and written down by the chair.

You or the chair can then feedback these results on the Young Citizens' Action Agenda via a quick, simple survey at: <http://www.citizen.org.uk/youngcitizens/getinvolved.html>. This could be done in class or as part of homework/out of class activity.

### Reflection:

Make a class list of presentation tips and debating skill/practices.

### Extension

Ask the students to research a particular political/democratic campaign and prepare arguments for the next lesson. You can then split the class up into two for a debate on the campaign/subject.



# Curriculum Links

The lesson plans and debate models offer opportunities to develop the following skills relevant to citizenship education and across the curriculum:

- > speaking, listening, team work, problem solving and decision making skills
- > research and investigation skills.

All the materials are suitable for use as part of the Citizenship Studies GCSE Short Course offered by AQA, EdExcel and OCR and for Standard Grade Modern Studies.

Specific links for the debate topics on the Resource Sheets are given below.

## England and Wales

In England and Wales, there is a statutory requirement to deliver the Citizenship Curriculum at Key Stage 4. At this level there is an emphasis on responsible action both within the school and in the wider community, and on developing the skills with which to achieve this.

Each activity can be incorporated into a number of different subject lessons including short course Citizenship GCSEs, as well as in extra curricular group work. The grid below outlines curriculum requirements explored in each resource sheet.

| England and Wales<br>Citizenship Guidelines  | Resource 1 | Resource 2 | Resource 3 | Resource 4 | Resource 5 | Resource 6 | Resource 7 |
|--|------------|------------|------------|------------|------------|------------|------------|
| 1d: the importance of playing an active part in democratic and electoral processes   |            |            | •          |            | •          |            | •          |
| 1f: the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally                                 | •          | •          | •          |            | •          |            | •          |
| 2a: think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based sources |            |            | •          |            | •          |            | •          |
| 2b: contribute to group and exploratory class discussions, and take part in debates  | •          | •          | •          | •          | •          | •          | •          |
| 3a: use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own                              |            |            | •          |            |            |            |            |
| 3c: reflect on the process of participating  | •          | •          | •          |            | •          |            |            |

Campaign By Supported By



MAYOR OF LONDON



Evening Standard



TECHNOLOGY WITH PURPOSE





# Curriculum Links

## Scotland

In Scotland, Curriculum for Excellence has “Responsible Citizenship” as one of its four elements. The Education for Citizenship framework details how schools can take this forward.

Education for citizenship assumes a new significance post-14 when young people confront many of the issues associated with independent living.

The SQT resources are useful for helping to deliver against the strategic aims of Education for Citizenship. Each activity can be incorporated into a number of different subject lessons as well as in extra curricular group work. The grid below outlines issues and topics explored in each resource sheet

| Scotland<br>Citizenship Guidelines  | Resource 1 | Resource 2 | Resource 3 | Resource 4 | Resource 5 | Resource 6 | Resource 7 |
|---|------------|------------|------------|------------|------------|------------|------------|
| The legal and human rights and responsibilities of citizens, individually and collectively, in a democratic society   |            | •          | •          | •          | •          |            |            |
| The economic and financial aspects of individual and societal needs and wants and how these relate to issues of environmental sustainability, cultural development and social equity  |            |            |            |            | •          | •          |            |
| The nature of change and continuity and the effects that individuals or groups of individuals, including voluntary groups, can have on the evolution of societies   | •          | •          |            | •          | •          |            |            |
| Barriers to full opportunity to exercise citizenship arising from socio-economic circumstances, prejudice and discrimination  |            |            |            |            |            | •          |            |
| The ability to respond in imaginative ways to social, moral and political situations and challenges, for example developing a personal response to a topical moral issue, or making a response to a local political development | •          | •          | •          | •          | •          | •          | •          |
| The ability to apply knowledge and skills gained in one context to another, in order to take advantage of an opportunity, solve a problem or resolve an issue   | •          | •          | •          | •          | •          | •          | •          |
| The developing capacity to imagine alternative realities and futures that could benefit society and the environment   | •          | •          | •          | •          | •          | •          | •          |
| The ability to consider and empathise with the experience and perspective of others   |            |            | •          | •          |            |            |            |

Campaign By Supported By





# Curriculum Links

## Northern Ireland

In Northern Ireland, there is a statutory requirement to deliver Local to Global Citizenship as part of the Learning for Life and Work area of learning.

The SQT resources are useful for helping to deliver against three of the four key concepts: 'Democracy and Active Participation', 'Human Rights and Social Responsibility' and 'Equality and Social Justice'.

Each activity can be incorporated into a number of different subject lessons as well as in extra curricular group work. The grid below outlines issues and topics explored in each resource sheet.

| Northern Ireland<br>Citizenship Guidelines  | Resource 1 | Resource 2 | Resource 3 | Resource 4 | Resource 5 | Resource 6 | Resource 7 |
|---|------------|------------|------------|------------|------------|------------|------------|
| Investigate the basic characteristics of democracy  |            |            |            |            | •          |            |            |
| Investigate various ways to participate in school and society   | •          | •          |            |            | •          | •          |            |
| Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation  |            |            |            | •          | •          |            | •          |
| Research and manage information effectively, including number and statistics where appropriate, to investigate citizenship issues, explore problems and make informed decisions |            |            |            | •          | •          | •          |            |
| Demonstrate creativity, initiative, organisation and perseverance in carrying out tasks and in developing own ideas   | •          | •          |            |            |            |            |            |
| Investigate why different rights must be limited or balanced in our society   |            |            |            | •          |            |            |            |
| Investigate the principles of social responsibility and the role of individuals, society and government in promoting these  |            | •          |            | •          | •          | •          | •          |
| Explore how inequalities can arise in society, including how and why some people may experience inequality or discrimination on the basis of their group identity               |            |            |            | •          | •          | •          |            |
| Explore the work of inter-governmental, governmental and non-governmental organisations which aim to promote equality and social justice  |            |            |            |            | •          |            | •          |



## More Information

For more information about the Young Citizens' Action Agenda project please see the Institute for Citizenship's website: [www.citizen.org.uk/youngcitizens/youngcitizens.html](http://www.citizen.org.uk/youngcitizens/youngcitizens.html)

To give your students opinions on the Action Agendas please email: [consultancy@citizen.org.uk](mailto:consultancy@citizen.org.uk) or submit via the survey hosted at <http://www.citizen.org.uk/youngcitizens/getinvolved.html>.

For further enquiries or feedback please contact:

Jon Fitzmaurice  
Projects and Research Manager  
Institute for Citizenship  
60 Queen Victoria Street  
London  
EC4N 4TW

Tel: 020 7844 5467  
Email: [jon@citizen.org.uk](mailto:jon@citizen.org.uk)



*Huw Edwards (BBC News Presenter) talks economics with Michael Cassidy CBE (City of London Corporation), Sir Mike Rake (Chairman, BT) and Nik Wood (BBC Working Lunch) at the Young Citizens' Action Event at Central Hall, Westminster on Thursday 10<sup>th</sup> July 2008.*

**For films from this event (including Andrew Marr's film on *Why Politics Matters*, Nik Wood's short film on *Why Money Matters* and Mark Easton's film on *Why Citizenship Matters*) please [www.citizen.org.uk/youngcitizens/youngcitizens.html](http://www.citizen.org.uk/youngcitizens/youngcitizens.html)**