

Whose citizenship? ... a teacher's toolkit



Experiences from the West Midlands supporting
Citizenship Education at key stage 3

Acknowledgments:

Whose citizenship? ... a teacher's toolkit has been the result of many workshops, discussions and school based activities in different parts of the West Midlands. We would like to thank all of the teachers who have contributed their ideas to this creative process.

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Whose citizenship? ... a teacher's toolkit

The introduction of a new Citizenship curriculum in Secondary Schools brings with it a host of possibilities, opportunities and also dilemmas for teachers. Our decisions about what we prioritise and the opportunities that we offer our students will often be shaped and led by our own understanding of the wider context for Citizenship Education, and why this is important for our students. Much of this area of work deals with attitudes, values and 'dispositions to change' rather than fact and certainty. This has implications for us as teachers - it requires us to think about our own role as facilitator, questioner, enabler, and to examine our own values and understandings of the world around us.

Whose citizenship? ... a teacher's toolkit has been designed as a practical handbook to support teachers involved in this process. It offers a range of strategies and approaches, particularly aimed at enabling young people to explore the wider, global context to their own citizenship. It does not offer a prescriptive blue-print, rather a 'tool-kit' of ideas and approaches which can be adapted and extended in order to meet particular needs.

This handbook shares ideas developed by teachers based in different parts of the West Midlands. They were responding to their own school locality - urban, rural, multi-ethnic ... in the context of a changing and increasingly global region. We offer these ideas and experiences as a starting point and hope that they will provide some inspiration, insights and reflections along with practical advice and suggestions.

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Using this book

We describe this book as a 'teacher's toolkit' - it seems to capture best the function that we imagine it might serve.

It contains a host of ideas and starting points that can be used and adapted for a variety of different contexts. Our emphasis throughout the project was to explore strategies and frameworks that could be applied and used in different situations. We were keen to explore the potential of using a range of different stimulus material as a focus for students' investigations, and to explore what worked, what didn't and what we would change next time around.

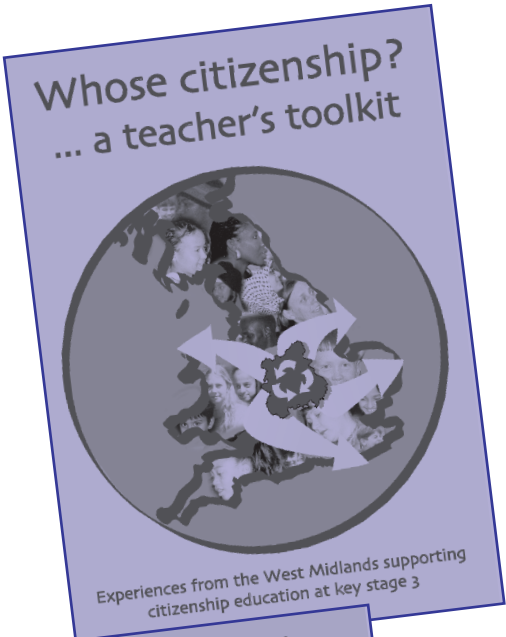
We have organised the book into three main areas of investigation: 'identities', 'who decides?' and 'our involvement'. At the start of each section we share a number of generic frameworks that are useful for supporting students in an enquiry process. We then follow this with an outline of more detailed case studies in which teachers share their experiences from a sequence of lessons or activities in their schools.

We hope that not only the activities, but also the general thoughts and reflections will provide a useful and practical reference point for teachers planning future work. Some of the pages will also provide an ideal stimulus to enable INSET activity with staff groups. We would welcome any feedback if you try this out.

We hope that this practical handbook will be both challenging and thought-provoking and offer a source of inspiration and reassurance for teachers engaged in this work.

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Please request copies of this leaflet which shares details of the initiative and opportunities for West Midlands teachers.

... a starting point for future work?

From Autumn 2002 we are inviting teachers and educators from across the West Midlands to try out some of the ideas in this handbook as part of their own work. Our aim is to involve as many people as possible in debating ideas of 'citizenship, place and interdependence' and to explore how we best support young people in their investigations.

This publication will make an important contribution to 'Building new citizenship', an initiative which will offer a range of new opportunities for KS 3/4 teachers to be involved in creative curriculum development work. We are seeking to involve people in exploring questions about the kind of citizenship we are trying to build in the future.

The framework that we share on page 48 will be used to support investigations about experiences of citizenship in different places and at different scales. We invite you to share ideas about this, and to use this framework to explore issues in your locality.



This initiative is contributing to the Coalition by:

- ☐ sharing ideas and resources about citizenship;
- ☐ providing a framework which invites teachers to support young people in investigating ideas about 'citizenship, place and interdependence';
- ☐ providing creative opportunities for new curriculum work, to develop innovative approaches and case study material.

See the Tide- Centre website www.tidec.org:

- ☐ information about all West Midlands Coalition initiatives;
- ☐ access to teaching resources and other support.

Register your interest - email us wmc@tidec.org



What is this book about?

This book shares the work of a group of teachers from schools across the West Midlands. They were interested and concerned that citizenship could 'die a death' in schools because a lack of experience among colleagues would encourage them to play safe. They also recognised that there are few experiences designed for young people to enable them to be confident with difficult and controversial discussions in the classroom. They were interested in exploring deeper questions such as:

- ❑ Whose citizenship is it?
- ❑ How can we make it relevant, interesting even exciting to young people?
- ❑ How can we bring a global dimension into local work we do?

The desire was that education for citizenship should make a powerful impact on young people and teachers.

The teachers in this project felt the three key enquiries are:

investigating identities
investigating 'who decides?'
investigating our involvement

By looking at three key enquiries we offer honest examples of the way teachers might raise the level of debate and participation among young people aged 11-16. Some ideas are 'hard', indeed they will raise debate and may need to be returned to on a regular basis. Therefore this booklet is organised to aid accessibility. We hope you find it useful.

On the web

For further details of related Tide~ publications and projects and additional resources see www.tidec.org

It will give you the confidence to explore difficult and controversial ideas with young people, and take calculated risks.

Bev Langton, King Edward VI School, Stafford

It makes citizenship active, lively and relevant to young people.

Lesley Browne, Park Hall School, Solihull

We have done all this with sixth form but not very often with key stage 3.

Bob Jones, Alleynes's High School, Stone

Identity is as much about what you do as what you are. Participatory approaches to citizenship enable young people to grow, through the projects they run and the actions they take.

Jenny Smedley, Streetly School, Walsall

By looking at others, young people learn about themselves.

Gay Pennall, St. John Fisher RC High School, Newcastle-under-Lyme

Exploring citizenship is fundamental to education, it is about the moral and cultural dimension of education and without this we have merely schooling.

Chris Durbin, Staffordshire LEA

Investigating identities

"I am British not English. I don't like English because I associate it with football hooligans and drinking beer. My roots are in Pakistan - I am a British Asian not an English Asian."

Nazia aged 17 Birmingham

"I am English and people in Wales and Scotland call themselves Welsh and Scottish so I am English not British."

Sam aged 15 Tamworth

Go to
page 10

Go to
page 22

Investigating 'who decides?'

"I live near Uttoxeter, I used to work for JCB but now I work for a Japanese car maker, Toyota. I drive a German car made in Portugal along the A50 every day, along a road built to link two Toyota plants, one in Derbyshire and the other in North Wales. South Derbyshire and East Staffordshire District Council, as well as the county councils, had to agree it. The Highways Agency subcontract the maintenance of the road to a private company who are answerable to National UK Government Department of Transport, Environment and the Regions [DETR]. The European Union has set the amount of pollution coming from the exhaust of my car. Everyday I drive past JCB's 'World Parts Centre'. Who knows how many global connections it makes in one day? The farms on either side of the road had 'foot and mouth' last year and the UK government killed all the cattle and burnt the carcasses. They used to export beef to France but now they can't. There are so many layers of government involved, I no longer know who to write to on behalf of my friends in this rural area."

Alan James, Production Manager

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Investigating our involvement

"What is important is for young people to recognise that they can change things for the better however small. I think of it like a tennis match. Many adults, like many young people, would rather be watching in the stands not involved in the action on the courts. We need to give young people confidence and the skills to participate whatever their age or ability."

Jenny Smedley, Streetly School, Walsall

Each section includes activity ideas and stimulus material, together with practical tips and suggestions.

Think about

What is the essence of education for citizenship in your view?

Do these three key areas satisfy you or are there other ways of expressing it?

How might you engage colleagues in the importance of citizenship in a multicultural, democratic, globally connected society?

... and why you should read it.

Simply because:

- ❑ it offers constructive practical advice from teachers;
- ❑ it tackles some challenging issues of society and education;
- ❑ it is innovative in the way it looks at local citizenship in a global way.

This booklet is an honest attempt to explain that the concept of citizenship has a global dimension and that actions here can have effects and causes elsewhere.

There has never been a more important time to explore citizenship, not merely because it is an entitlement for young people aged 11-16 through the National Curriculum, but because of the tensions between peoples of our islands and across the world. Our actions here have causes and effects elsewhere. We cannot help but be intertwined with other people in distant lands, as 11th September 2001 so graphically and tragically illustrated. Local consequences of events have included: anti-Muslim sentiment and a growing polarisation of viewpoints [revenge and anti-war], alienation and apathy, investors' fear about their savings and the economy, worries about foreign travel, concerns for relatives in Afghanistan and Pakistan and more. There needs to be debate. This variety of views makes it valuable education and essential for our citizenship in an interdependent world.

I want to look at how we can help bring international development issues more fully into the work and life of schools, in a way which prepares young people to understand and feel able to shape the globalising and increasingly interdependent world which they will inherit.

Clare Short, Secretary of State for International Development. April 1999, speech at Secondary Heads Association.

It is important to act as if the riots in Oldham and Burnley happened in Birmingham even though this time they didn't. One way is to keep people talking. The younger they are when they start this dialogue, the more chance of connecting.

Tim Brighouse, Chief Education Officer, Birmingham LEA. Speaking at a Tide~ seminar for teachers, July 2001.

This booklet raises questions about the nature of citizenship and the teaching approach needed in a multiple identity democracy, striving for equality of opportunity.

There can never be just one view of being a citizen of the West Midlands. Different interpretations exist depending on whether people are rich or poor, secular or religious, urban or rural, black or white. With just these 4 variables alone there are 16 possibilities, without the complexity that really exists. Identity [how people see themselves] depends upon the weight given to history, geography, socio-economic status, cultural ties and physical appearance. It is about people's attitudes and values that shape their perceptions of themselves and others. It has to involve discussion and debate because many of the ideas are 'fuzzy'. It involves discussion about what works and what's right. As such, exploring the moral and cultural dimension is a core purpose of education.

This booklet takes a constructive view of the opportunities offered by citizenship education.

It explores a global dimension to local citizenship and a local dimension to global citizenship. We adopt an enquiry approach so that each sequence of learning activities has purpose, a beginning, a middle and an end. It goes further than raising debates and exploring personal views. It is about what actually happens in our society and how we might get involved.

There is no contradiction between retaining a distinct cultural identity and identifying with Britain. But our democracy must uphold fundamental human rights and obligations to which all citizens and public authorities adhere. Citizenship means finding a common place for diverse cultures and beliefs, consistent with the core values we uphold.

These are not easy issues for our society to debate. They go to the heart of our beliefs and our identities. But unless we are prepared to debate them open and honestly, we will not make progress.

David Blunkett, Home Office Minister
Balsall Heath, Birmingham, 11th December 2001

Some definitions for exploration and debate ...

Citizenship is:

the relationship between citizens and the state that governs them. [This can be influenced by many local and global factors.]

Globalisation is:

the process by which social, economic, cultural and political activities are becoming more global.

Global Citizenship is:

the relationship between people and the structures that govern them, at whatever scale. [This can also be influenced by local and global factors.]

Think about

Discuss the impact of globalisation on our local and global citizenship.

Tell a story about your own life that illustrates either process.

How might you explore these ideas with young people so they understand the network of interconnections and interdependence that they live with every day?

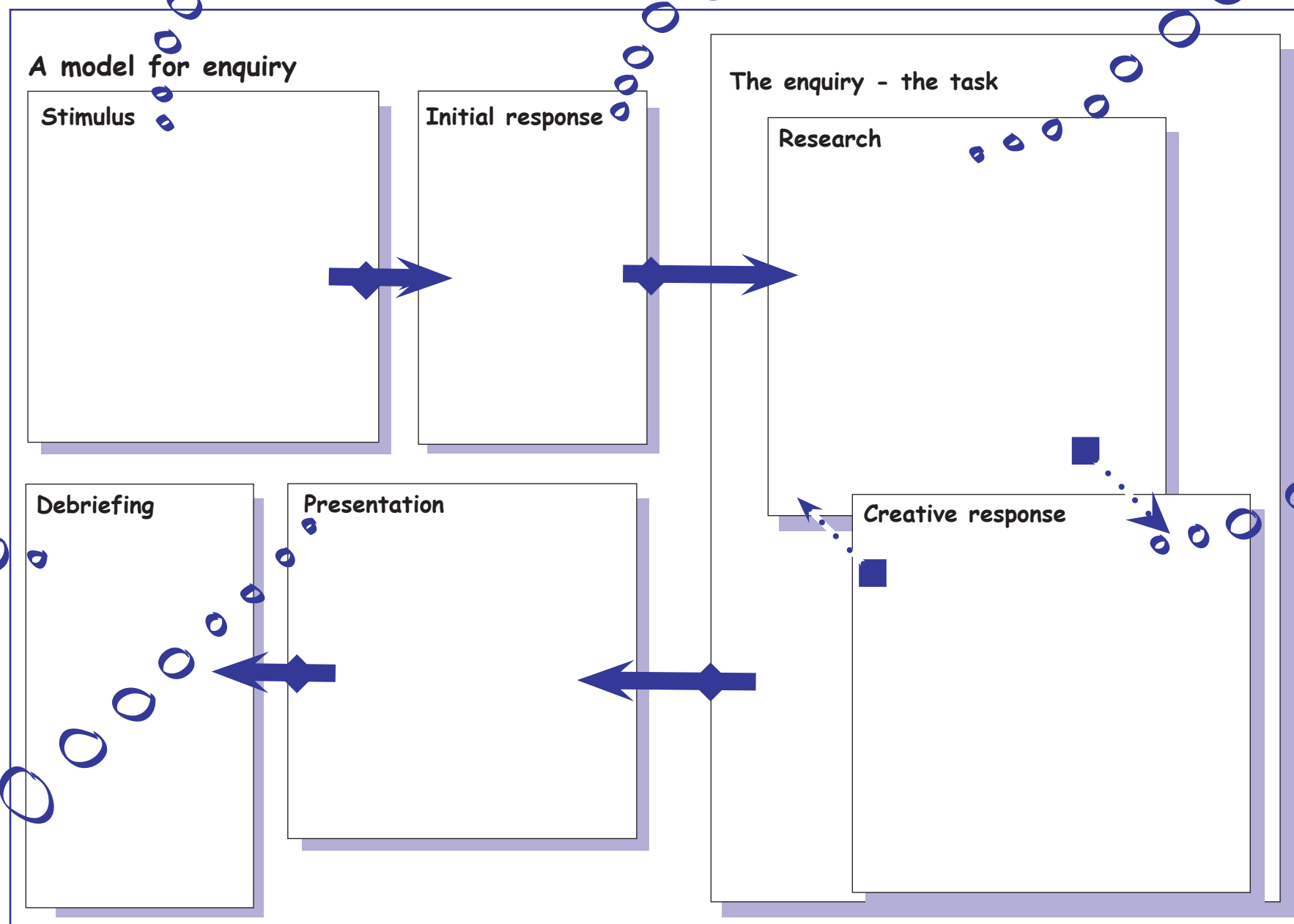


Brick cartoon from
What is development?
Tide~ DEC

Why Enquiry?

Citizenship is often about issues, opinions and debates. It is also about actions. This enquiry framework is about structuring learning in a citizenship context so that it is motivating, purposeful, questioning, based on research, allows creativity in actions, is shared with an audience and structured so that young people learn about their learning.

By following the thought bubbles around the enquiry structure, think about the value of this approach.



What motivates people?
How does human motivation work? Not all people are the same but are there things that are universal? What stimulus could we choose to enhance curiosity and interest?

What might it all mean?
In response to the stimulus, how are young people encouraged to express their feelings and begin to list the questions that arise? We need to consider whether our approach begs the question 'so what?'.

What can we find out?
What might I need to teach about?
Young people need to investigate or be taught to gain knowledge, understanding and skills and explore further their values and opinions.

Who is it for?
Young people use their findings to respond creatively. They need time to assimilate their learning. They should respond purposefully for the presentation to others not directly involved.

It wasn't all bad!
What did we learn about the issue? What skills did we develop? What did we do well? What could have been better?

It can be scary!
A real audience makes learning real. There is a deadline. There is a sense that citizenship issues should be talked about with a wider group of people.

Think about
Try to imagine a citizenship unit of work you might do. There are real examples on other pages in this book.

On the web
To download a copy of this enquiry framework go to www.tidec.org. Click on 'Projects' and then 'Whose Citizenship? .. a teacher's toolkit'.

Investigating identities

Principles and Pitfalls

Try to:

- ❑ create a climate of safety for discussing identity;
- ❑ be inclusive so that more participation happens;
- ❑ help young people find multiple connections;
- ❑ discuss the value of multiple identities of singular people;
- ❑ discuss what gives people their identities;
- ❑ create a climate of openness to allow controversial views to be expressed;
- ❑ create opportunity for dialogue with people from other communities;
- ❑ celebrate people of all identities.

I found that having a 'blarney stone' so that only one person spoke at a time helped. Young people seemed more willing to listen and more willing to talk one at a time.

In my school, where there are quite a few racist views expressed, many were meeting young people from ethnic minorities firsthand for the first time, aged 14.

The trouble with PC language is that it makes people feel clumsy, and defensive. It is better to say if a word used offends anyone, then I would ask someone to explain why, and offer an alternative for the group to use.

I found the 'tools of the trade' for discussing links and connections with other places very useful. I gave them silent time, before getting them to discuss their global connections with a friend and then three other young people that they would not normally speak to. This eased them into it.

Try not to:

- ❑ expect discussion to happen without stimulus material;
- ❑ have clear expectations of all young people;
- ❑ be overtly politically correct at all times;
- ❑ close down discussion because controversial views are expressed;
- ❑ alienate pupils by not valuing all identities.

Think about

How do you deal with controversy in the classroom? How do you deal with different groups of young people? Is there anything missing from the list?

TOOLS OF THE TRADE

This section includes a number of frameworks that support young people in exploring their own lives and identities in a wider context. 'Where do I identify with?' [page 16] enables students to think about a number of different 'local activities' that they might do on a regular basis and how these link with other people or places. 'How am I connected to other places?' [page 17] offers a simple approach for exploring connections that we might have to places, people, organisations or companies etc at a variety of different scales.

These frameworks help us to build a complex picture of our activities and connections. They are designed to challenge perceptions about 'local' and what we mean by this ... to gain a sense of our interdependence and to explore what this means for our sense of identity.

"Many of us identify ourselves by the boxes we put ourselves into or the boxes other people impose on us. We have to release our young people from these boxes and give them opportunities to break down the artificial barriers that restrict their expression and tie them up."

Anita Bhalla, BBC Head of Political and Community Affairs, English Regions.
[Source: Whose Citizenship? Report from West Midlands Commission on Global Citizenship].

CASE STUDY

Using surveys and statistics to investigate citizenship

This case study shares approaches for using surveys and data as a stimulus for investigating citizenship issues. We live in a society which is constantly measuring, monitoring, poll-taking and target-setting. This process often involves labelling and classifying groups of people, and conclusions often become media headlines and conversation topics ... with implications for many of us. This case study explores ideas and approaches to enable students to be 'critical readers of data', and to use this information 'intelligently' in support of Citizenship investigations.

Ways to get started ...

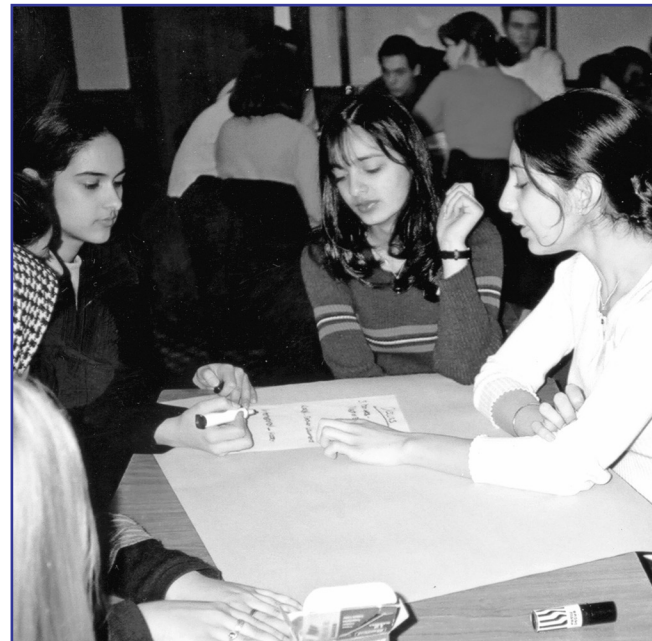
'My identities' ~ identity card game:

Arrange students in small groups around a table with a set of twelve cards spread out in the centre. Students' aim is to create their own 'identities' profile. They need to choose the five cards that they feel are the most important for saying something about their own identities.

Cards chosen, together with explanatory comments, could be recorded [for example using a table format] to create individual profiles.

Once each person has created their profile, they are to be shared and discussed in groups, with students giving reasons for their choices.

A debrief of this activity could explore further the idea of our 'multiple identities'.



Gender	Religion	Occupation
Nationality	Hobbies/ interests	Political viewpoint
Where I live/ associate myself with	My culture	Outlook on life
Where my parents are from	Ethnicity	

Personal stories

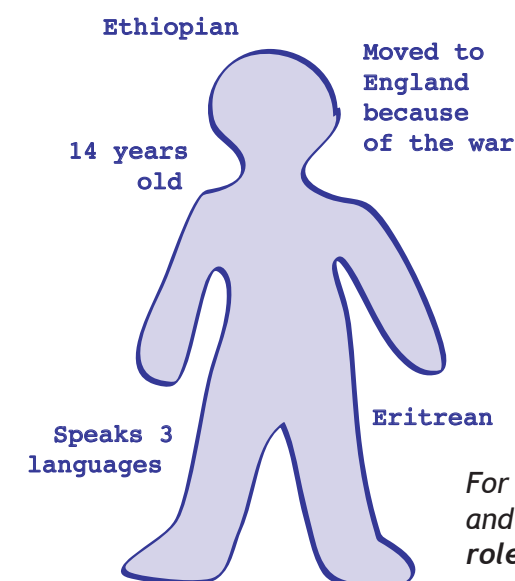
Sometimes a person telling his or her story, or describing what's important to them, makes us think about our own identities. Personal stories engage us because they are about thoughts, feelings and emotions. This stimulus helps young people think about themselves privately if not publicly. Many young people are scared to stand out as individuals and scared to talk about themselves. Stories can provide a 'safe' context in which to discuss personal emotions and as such provide a useful tool for supporting work in this area.

Activity: Role on the wall

[with reference to Refugee Boy]

A simple outline of a character [Alem] is drawn on the board/flip chart. In the space around this outline, students write down all the information they know about him/her such as nationality, family, etc. They can also put questions they want to ask, or things they are not sure about. Within the outline they put words to describe how the character is feeling at a particular time. They can also put words about the character's personality. This activity could be repeated at various stages throughout the book, to respond to Alem's character development.

Students could discuss situations where they have experienced a similar range of emotions to the character. What were the factors that helped to strengthen their sense of identity, or feeling of belonging, and what factors hindered this?



For further activities using drama and role play see *Rehearsing our roles*, details page 49.

Some useful stories

Coming to England

Floella Benjamin, Collins Cascades, 1995
Floella Benjamin describes her experiences of adapting to life in England after growing up in Trinidad. She reflects particularly upon the challenges of the social and cultural transition and how she learnt to cope with this.

Alona's story

Pippa Goodhart, Mammoth, 1999
A story about a young girl's experiences as she flees her war-torn home and arrives in a new country. At the port she is separated from her family and has only one clue to help her find them again.

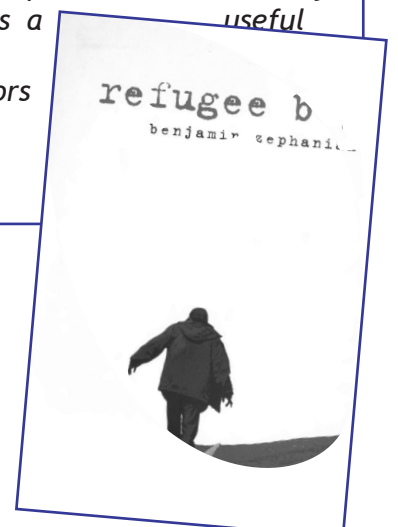
(Un)arranged marriage

Bali Rai, Corgi Books, 2001
Set partly in the UK and partly in the Punjab region of India, this book looks at one young man's fight to free himself from family expectations and to be himself.

Starry night, Frankie's story, The beat of the drum

Martin Waddell, Walker Books, 2001
This trilogy of books is set in eighties Northern Ireland. The series explores life in Northern Ireland for three different characters whose personal situations force them to question their own political and social beliefs.

Refugee Boy Benjamin Zephaniah, Bloomsbury Publishing, 2001
The story of a boy forced to leave his African home and his struggle to adapt to temporary life in England. Capturing a sense of emotional upheaval and insecurity this story provides a stimulus for exploring the factors that influence our personal sense of identity.



Tools of the trade

Where do I identify with?

Connection	People and/or places	People and/or places
My immediate family lives in	Handsworth	
My grandparents live in	Pakistan	London
Other relatives live in	Smethwick	Sutton Coldfield
Friends of the family live in	Balsall Heath	
I was born in	Birmingham	
I have lived before in	Hamstead, Birmingham	
My school is in	Handsworth	
My local shops are in	SoHo Rd, Handsworth	Merry Hill, Dudley
I do food shopping in	B'ham City Centre	Italy
I do other shopping in	Pakistan/ India	
The food I like comes from	Severn Trent	
My water is supplied by	Don't Know	Central ITV / Sky
My rubbish goes to	BBC - London	Radio 1, London
My TV is from	Heart FM, Birmingham	Independent
My radio is from	Evening Mail, B'ham	Cinema, B'ham
I buy magazines/newspapers	Handsworth Park	Alton Towers
The recreation facilities I use	Cannock Chase	
For days out I go to		London/ relatives
For weekends away I go to	Corwall	France
For holidays in UK I go to	Pakistan	M6
For other holidays I go to	A41	
Major roads I regularly use are	Birmingham	
I use buses to get to	London	
I use trains to get to		
The football team I support is		
Other sporting team		
The MP who represents me is	Clare Short	
The locality I live in is	Handsworth	
The county I live in is	Birmingham	
The region I live in is	West Midlands	
The country I live in is	UK	
The continent I live in is	Europe	
Other		
Other		
Other		

Multiple connections

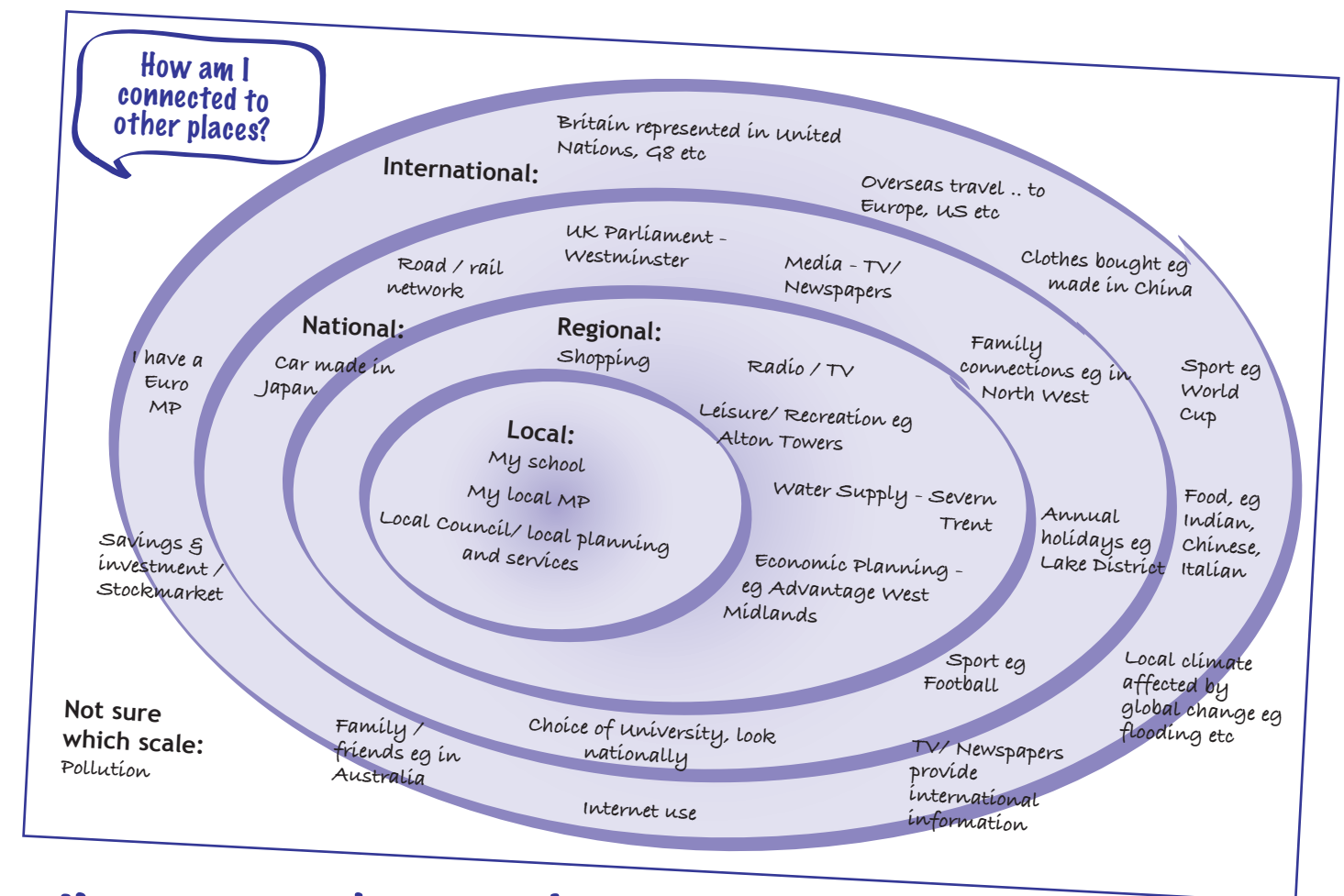
How many times do we use places to start conversations with people we don't know? We try to establish a connection with the person we are talking to. Part of our identity is defined by the connections we have with other people. We all have multiple connections with different people in a variety of places. This helps us to shape our individual identity. It may be in our name, which connects us to other parts of the world. It may be where our relatives live. It may be through the friendships we have made through our lives. It may be through the purchases we make or the food we like. Identity is partly a web of connections, as can be seen in the responses by two different people to the open question 'Where do I identify with?'

Where do I identify with?

Connection	People and/or places	People and/or places
My immediate family lives in	Marchington	
My grandparents live in	Uttoxeter	London
Other relatives live in	Devon	
Friends of the family live in	Matlock	
I was born in	Derby	
I have lived before in	Derby	
My school is in	Uttoxeter	
My local shops are in	Village post office	
I do food shopping in	Tesco Uttoxeter	Nottingham
I do other shopping in	Derby	China
The food I like comes from	Italy	
My water is supplied by	Severn Trent	
My rubbish goes to	East Staffordshire District	London
My TV is from	Midlands/ Birmingham	London
My radio is from	Radio 1	London
I buy magazines/newspapers	Bliss Cosmo Girl	
The recreation facilities I use	Leisure centre Uttoxeter	
For days out I go to	Alton Towers	
For weekends away I go to	Not really	
For holidays in UK I go to	Wales	Italy
For other holidays I go to	Spain	A515
Major roads I regularly use are	A50	Burton
I use buses to get to	Uttoxeter	Stoke
I use trains to get to	Nottingham	
The football team I support is	Liverpool	
Other sporting team		
The MP who represents me is	Don't know	
The locality I live in is	Dove Valley	
The county I live in is	Staffordshire	
The region I live in is	The Midlands	
The country I live in is	UK	
The continent I live in is	Europe	
Other		
Other		
Other		

Multiple identities

In all places, there are people with a multiplicity of identities, indeed you would be surprised if there were not. No community is homogeneous - we all have global connections and it is interesting to discover them. A global approach to citizenship is about recognizing and celebrating these connections, which are so much part of our daily life. But it is also about increasing our understanding of the links and interrelationships we have across the West Midlands as well as the whole world.



How to use these tools

Objectives

- to illustrate the variety of connections that we have with other places;
- to explore 'multiple identities' that all people have.

There are several approaches that could be adopted or adapted.

Suggested procedure

- Young people make a silent response to the form, 'Where do I identify with?' page 16.
- They then consider how far these connections are from home, using the diagram 'How am I connected?' page 17.
- They can then talk to a neighbour to discover if they have any places/ connections in common. When a connection has been established, they put a ring around it.
- Maps of the region, UK, Europe and the World can be used to look at these connections.

Other suggestions

- Connection snap - everyone writes one of their own connecting places on each of 10 cards. Students are combined in groups of 4-5, and the 40-50 cards are shuffled and dealt out. There is a snap each time two matching place names come up.
- Woolly thinking - different colour wools are then used to make connections between people and their connecting places to make a web.

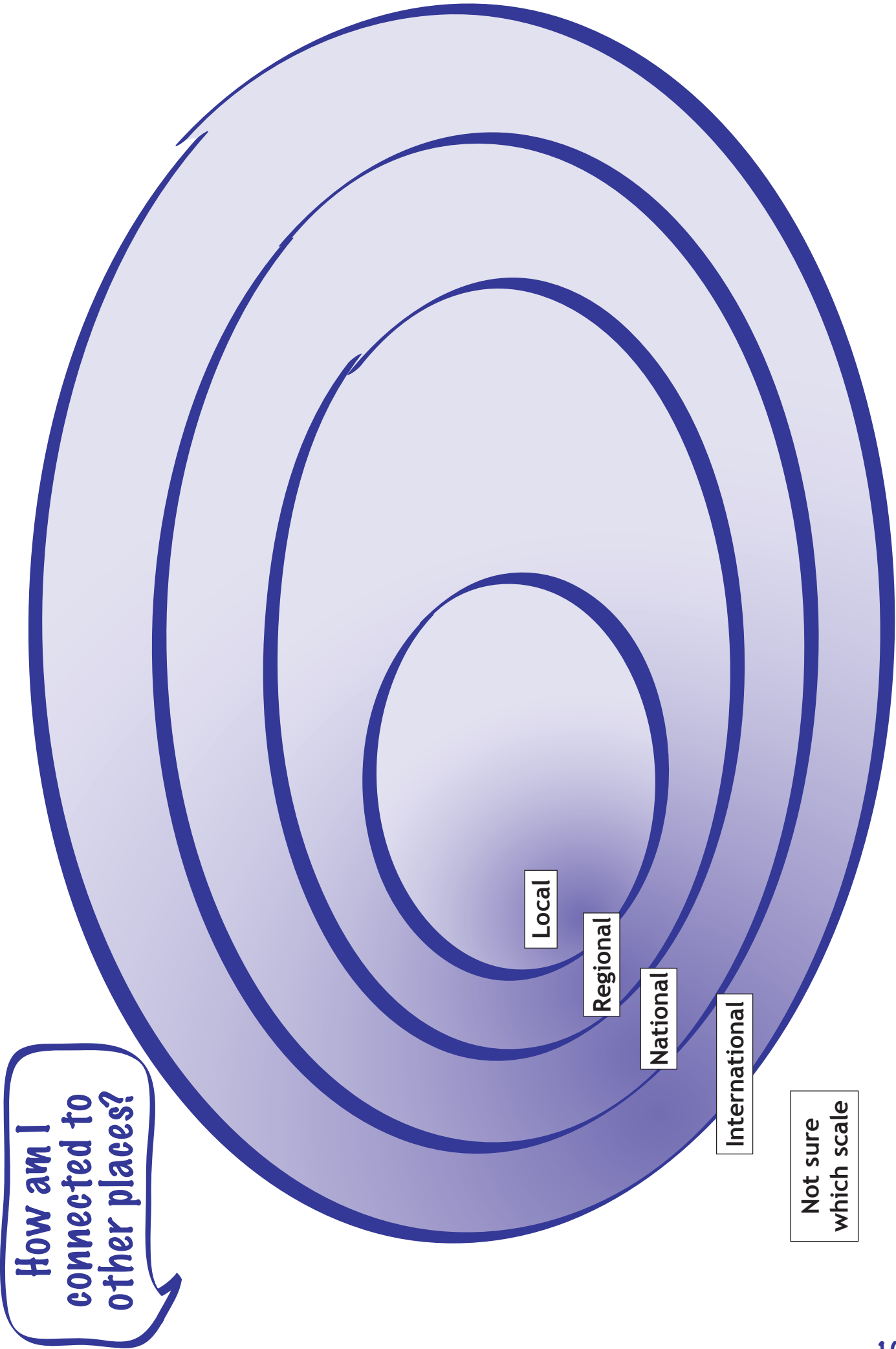
On the web

These frameworks can be adapted to suit your needs. They are available on www.tidec.org. Click on 'Projects' and then 'Whose Citizenship? .. a teacher's toolkit'.

Where do I identify with?

Connection	People and/or places	
People and/or places		
My immediate family lives in		
My grandparents live in		
Other relatives live in		
Friends of the family live in		
I was born in		
I have lived before in		
My school is in		
My local shops are in		
I do food shopping in		
I do other shopping in		
The food I like comes from		
My water is supplied by		
My rubbish goes to		
My TV is from		
My radio is from		
I buy magazines/newspapers from		
The recreation facilities I use are in		
For days out I go to		
For weekends away I go to		
For holidays in UK I go to		
For other holidays I go to		
Major roads I regularly use are		
I use buses to get to		
I use trains to get to		
The football team I support is		
Other sporting team		
The MP who represents me is		
The locality I live in is		
The county I live in is		
The region I live in is		
The country I live in is		
The continent I live in is		
Other		
Other		

I identify with ...



Using surveys and statistics to investigate citizenship

... a case study

with contributions from Nicola Smith, Streetly School, Walsall

Surveys that generate useful data about the population can often provoke strong feelings about identity and inclusion - none more so than the 10 year census. The 2001 census was called 'COUNT ME IN' a slogan designed to make people feel included. The data that will emerge over the next few years from this census will promote discussions on the 'multiple identities' of Britain.

Newspapers often pick up the debates, raising concerns about what they perceive to be key issues. But how much of a concern are they to young people? The 2001 census seemed a good opportunity to explore citizenship issues such as: national identity, classification of people into social groups, ethnicity, religion and the political uses of information.

This case study aims to explore the potential [and the pitfalls] of using surveys as a stimulus for discussing citizenship issues.

**THE CENSUS
OBLITERATES THE
'ENGLISH' RACE**

**WELSH IDENTITY
LOST ON 2001
CENSUS**

**Sikh community
campaign for
census recognition**

**THE CHANGE OF
CLASS - TEACHERS
GO DOWN A PEG**

**RURAL STAFFS AND
SALOP REJECT WEST
MIDLANDS IDENTITY**

Getting started

Use the newspaper headlines shown as a stimulus to discussion about comparable issues in population surveys such as the census.

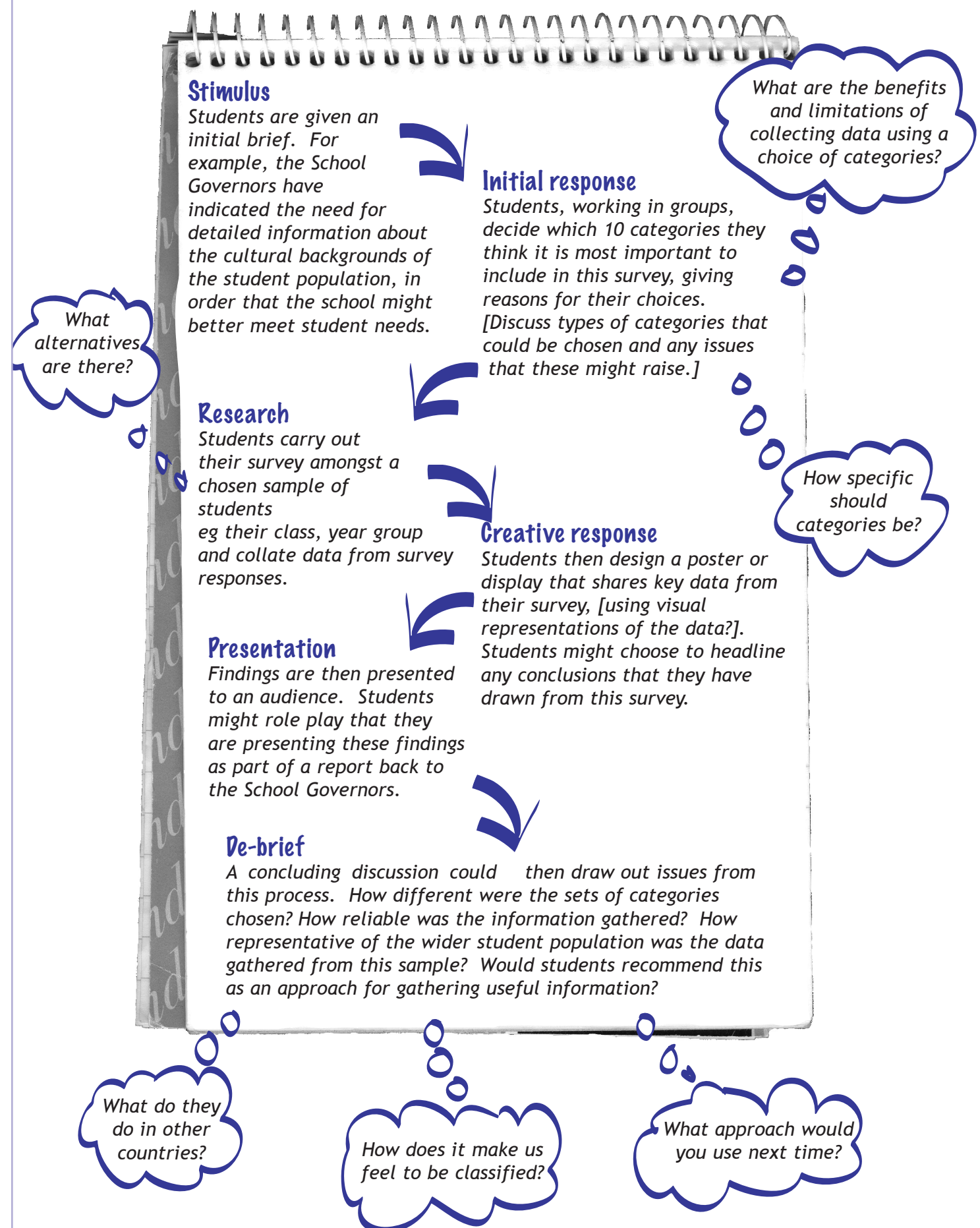
What are students' views about some of the labels used to classify our nationality, religion etc on the census forms? What changes would they like to see in the future - more detailed classification or less? Do they feel that on the whole the census survey approach is a good idea or not?

Why do we have to fill in this form by law?

What will it all mean when they count up the data?

How do we feel about personal questions?

Conducting our own survey



Using data to investigate citizenship issues in your area...

The information in the three tables shown opposite is a sample of the wide variety of data that is available for localities in the West Midlands. Data can provide a useful starting point for enabling us to identify issues and ask questions. We can use data to make comparisons, to draw out similarities and differences and to explore changes and trends over time. Analysing data from the past can also enable us to make projections about the future.

There is great potential for using data to investigate citizenship issues, provided we approach the sources with a 'critical eye'. Data can be used to manipulate and mislead; we all need skills to interpret data, to identify bias and explore reliability. The framework shown here has been designed to support students in developing these skills.

Analysing data

... some questions to think about when analysing any set of data.

- ❑ How representative was the sample surveyed?
- ❑ What data is missing?
- ❑ What else would you like to know?
- ❑ Is the presentation of this data misleading in any way?
- ❑ How reliable do you feel this source of data is?

These questions could be used as a support framework for students ... or they might come up with their own questions. Discuss the need for a 'critical and questioning approach' in any data analysis.

When analysing data comparing Streetly and Pleck in Walsall my role was important for ensuring that conclusions of Streetly being 'good' and Pleck being 'bad' didn't develop, as this would just reinforce prejudice.

We used the junior census form to analyse just what a typical Yr 7 student was like in our school.

Starting points for research phase ...

Use the data shown in Table 3, to compare and contrast the four local authorities. Does this data raise any specific citizenship issues for each of the localities? This could be followed up with a closer investigation of two smaller areas, at a ward scale, [see the website shown for data about your area].

What additional data would you find useful about your local or wider area, to support an investigation of key citizenship issues?

The data in Tables 1 and 2 provide information about the wider regional context. How might the experience of 'living in a diverse society' vary in different parts of the region?

What would you identify as being some of the key challenges to 'building a sense of citizenship' a) in your own local area and b) in the region as a whole?

The West Midlands ... a statistical view

Table 1: 1991 Census: Population by ethnic group

%	White	Black	Black Caribbean	Black African	Indian other	Pakis-tani	Bangla-deshi	Chinese	Asian other	Other other	Total pop'n
Birmingham:	78.5	4.7	0.3	0.9	5.3	6.9	1.3	0.3	0.6	1.2	961041
Coventry:	88.2	1.1	0.1	0.4	7.3	1.3	0.4	0.3	0.3	0.5	294387
Dudley:	99.5	0.8	0	0.2	1.3	1.4	0.1	0.2	0.1	0.3	304615
Sandwell:	85.3	2.7	0.1	0.5	7.9	1.9	0.8	0.1	0.2	0.5	290091
Solihull:	97.1	0.7	0	0.3	0.9	0.2	0	0.2	0.1	0.4	199859
Walsall:	90.4	0.9	0.1	0.3	4.7	2.4	0.6	0.2	0.2	0.3	259488
Wolverhampton:	81.4	4.1	0.1	0.9	11.4	0.8	0.1	0.2	0.3	0.6	242190
Herefordshire & Worcestershire:	98.7	0.2	0	0.1	0.2	0.3	0.1	0.1	0.1	0.2	676747
Shropshire:	98.4	0.2	0	0.1	0.5	0.2	0	0.2	0.2	0.2	406387
Staffordshire:	98.2	0.2	0	0.1	0.3	0.7	0.1	0.1	0.1	0.2	1031135
Warwickshire:	96.6	0.3	0	0.1	2.2	0.1	0	0.2	0.1	0.3	484247

Note: see www.statistics.gov.uk/census2001 for latest data.

Table 2: Inter-regional movements, 1999

[figures in thousands]:	North East	North West	Yorkshire/ the Humber	East Midlands	East	London	South East	South West	Wales	Scotland	Northern Ireland
Number arriving in the West Midlands from:	3	13	8	14	8	10	14	13	8	3	1
Number leaving the West Midlands to go to:	2	13	8	16	8	11	14	17	10	3	1

Note: Based on patients re-registering with NHS doctors in other parts of the UK. Source: Office for National Statistics.

Table 3: Local Authorities and Wards in the West Midlands [Key statistics]

Name of Local Authority	Pop'n total [1998] [a]	% pop under 16 [b]	% pop 16 - 59 [c]	% pop over 60 [d]	Total no. of income support claimants, Aug. '98 [e]	Total no. of employee jobs, Sept. '98 [f]	Indices of deprivation, 2000 [g]
Redditch	76700	22	62	17	4405	37200	140
Sandwell	290500	22	57	21	27485	127400	11
Stoke-on-Trent	251500	21	59	20	21330	109600	22
Stratford-on-Avon	114700	18	60	23	3970	46900	316
Name of Ward:							
Bournville, B'ham	25000	20	60	19	1815	6700	-
Ladywood, B'ham	27100	19	67	14	3730	105000	-

[g] is a ranking of average ward ranks, out of 354 districts in England, ie rank 1 is most deprived Local Authority

Sources of data: [a,b,c,d] Office for National statistics; [e] Department for Work and Pensions Information Centre; [f] Annual Employment Survey; [g] Department of Transport, Local Government and the Regions

See www.statistics.gov.uk/neighbourhood for these and other key statistics for your local authority or neighbourhood.

Investigating 'Who decides?'

Principles and Pitfalls

Try to:

- ❑ be clear about the purpose and stimulus for the enquiry;
- ❑ give ownership of the enquiry to the young people themselves;
- ❑ do a little research into the structures of decision-making so you can guide;
- ❑ have some concrete examples ready to show;
- ❑ make the web available so that young people can investigate issues;
- ❑ have some quality criteria available for 'What makes a good ... ?';
- ❑ play different roles with different groups according to their mood - be the voice of reason to the over-ambitious, be encouraging to those who hit stumbling blocks.

I thought it would be easier for me if the whole class investigated the same thing but I found it too repetitive. By guiding the choice of different issues I was able to differentiate more and help each group find a distinctive and important role in the whole class investigation.

I was worried that they would not get answers to their letters and some didn't. This made them disappointed and perhaps I should have warned them beforehand!

I used a debriefing strategy every lesson ... They were encouraged to share the learning from their own mistakes. We built a list of 'What worked' and 'What didn't work'.

Try not to:

- ❑ be the fountain of all knowledge and over directive;
- ❑ be too ambitious with your outcomes;
- ❑ let time drift away with no deadlines;
- ❑ forget to warn them that letter writing does not always get an answer;
- ❑ only value the successful outcomes because the learning that comes from the dead-ends and the mistakes will be as, if not more, important.

Think about

How do you deal with multiple investigations in the classroom?

How do you deal with different groups of young people?

" Whatever its actual size, a city must be big enough to embrace diversity and be enriched by it. Our own citizenship is enhanced when we freely recognise and uphold the rights of others to differ, and still have an equal voice and an equal role to play in all the decisions that affect our daily living. "

Vision statement from the Derry/Londonderry 'First Plan for Progress', 2000 - 2005

CASE STUDY

Using newspapers ...

This case study explores the rich potential that local newspapers have to offer students' citizenship investigations. They offer a source for identifying key issues, but also the different perspectives and perceptions that exist about these issues. A school in Staffordshire began by looking at headlines ...

CASE STUDY

Investigating local issues and planning a student council meeting

This case study shares experiences from a school in Solihull, where teachers have initiated a student-led enquiry approach to local issues. The framework of a student council meeting has enabled students to present ideas, express opinions and debate the issues ... an approach which has generated much interest and follow-up activity.

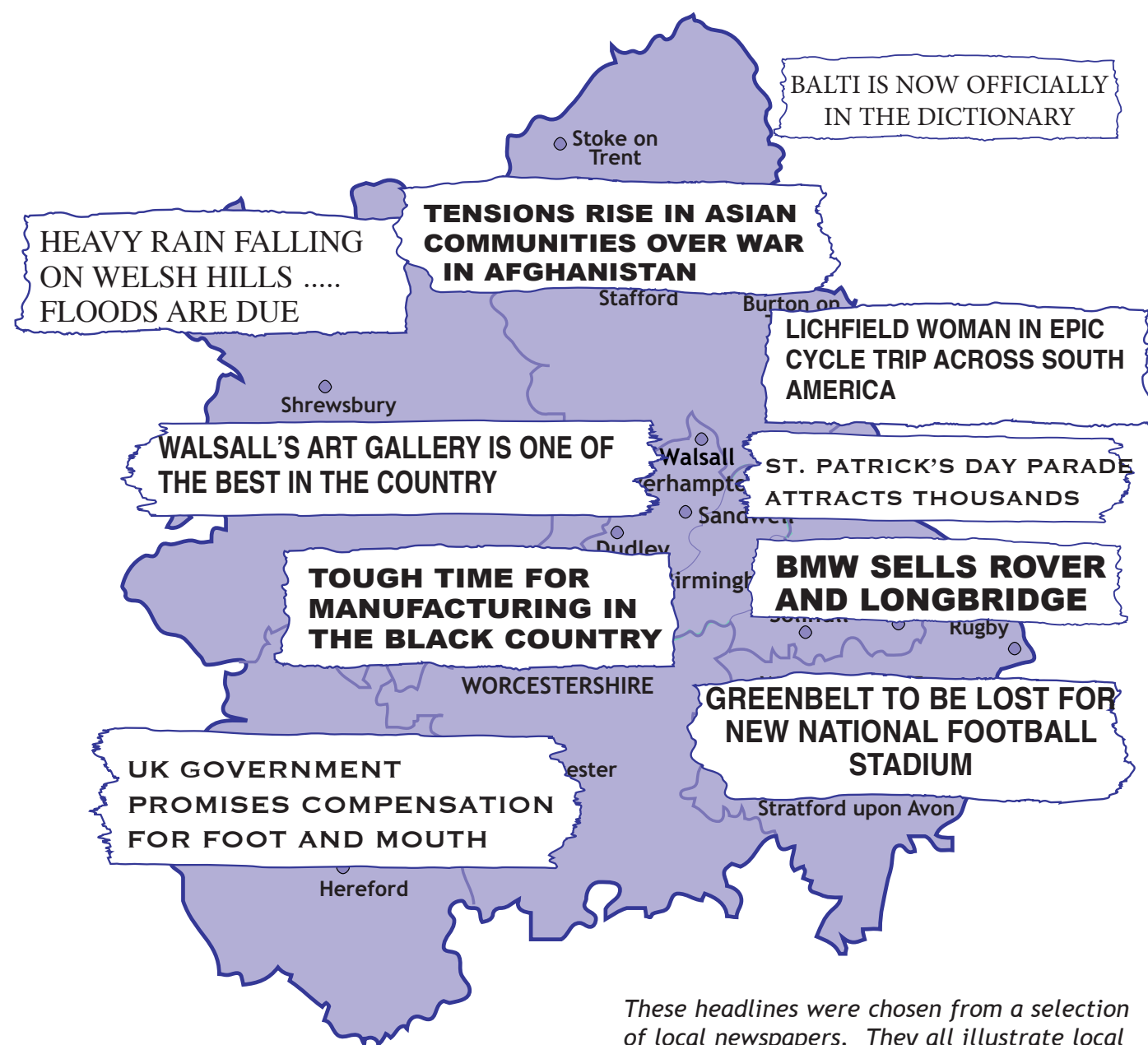
CASE STUDY

Investigating interdependence ... through the Kenyan flower trade

This case study illustrates the scope for taking an everyday object or action [such as purchasing flowers in a local supermarket] and using a framework to investigate the social, economic, political and environmental issues that relate to it. We share experiences from a school in Staffordshire ...

Ways to get started

What's in the news?



These headlines were chosen from a selection of local newspapers. They all illustrate local issues or events that have connections with people or places elsewhere.

This is a good example of a 'selection activity' .. an approach which enables students to choose and discuss issues of interest, and to compare chosen issues and ideas with others.

Newspapers allow you to ...

- ☐ keep track of issues that are current;
- ☐ get some opinions about issues;
- ☐ hear different sides of an argument;
- ☐ understand who makes decisions about a range of developments;
- ☐ find cartoons that relate to issues.

See page 30 for 'Citizenship through the news' ... a case study.

Getting out and about with digital cameras

Photographs are a powerful stimulus for investigating identities and issues in our local communities. There are many approaches for gathering and using photographs ... here we have chosen to illustrate two.

The issues in our streets

You will need

A camera or cameras
A local map and a world map
Display materials

A brief for students, for example:

You have been asked to design a display to consult your local community [or students at your school] using photographs which illustrate 5-10 important local issues. Discuss people's views about the issues raised by the photographs in the display. Take a vote to identify the group's priority issues.

The world in our streets

You will need

A camera or cameras
A planned walk through your local community
A local map and a world map

A brief for students, for example:

You have been commissioned by the Council to take photographs of the local area for a website or brochure. The Council is keen to:

- promote a positive image of the area [to increase visitor numbers];
- promote the ethnic/cultural diversity that exists in the area;
- promote the many connections that the area has to different parts of the region/the UK and the world.

It is seeking to project an image of a vibrant, outward looking place that is welcoming to people of different backgrounds.

What ten images would you choose for this website, and why?

Note: This activity could be followed up with a discussion about how representative these images were of the area. Are there any images that would reveal a different picture?

These images were chosen by a group exploring citizenship issues in Derry, Northern Ireland. What images raise citizenship issues in your area?



Tools of the trade

Teaching about political structures can be dry, but in the context of an investigation into an issue young people need to learn about who does what. These strategies have been found to help young people realise that there is a complex mixture of activities and people who make decisions about them.

The Development Compass Rose

The diagram below illustrates an approach which allows young people to structure their questions about a development, an issue or a place. Each of the headings is used as a prompt for questions. They encourage students to think about the different aspects and effects, ie environmental, economic etc of a development. Arguments from the perspectives of different interest groups can be represented and organised.

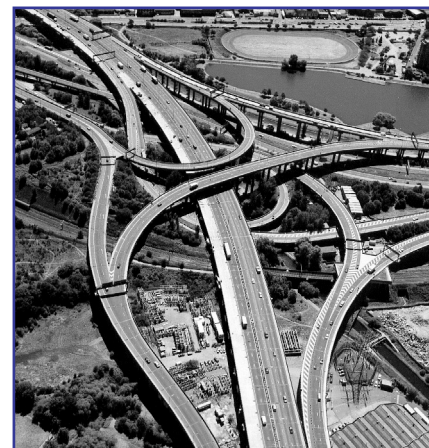
This is a response to the issue of the Birmingham Northern Relief Road



Source: www.bnrr.co.uk

Natural

- What wildlife will be lost?
- What will be the impact on the look of the landscape?
- What is the impact on air quality?
- What might be done to stop road deaths of animals?
- Will new trees be planted?



Source: Birmingham Economic Development Department

Who decides?

- Who was for it?
- Who was against it?
- Who decided the road should go ahead?
- Who decided on the route?
- Who decided there should be a toll?
- ... local, county, national or European governments?



Source: Tide~ DEC

Social

- How will it affect the people who live close to it? Noise? Pollution?
- How will it benefit people who commute into the West Midlands from the north?

Economic

- What will be the saving of time and money on companies who transport?
- How will it affect house prices near to the road?
- Will new businesses come in next to the road?
- How much money will the tolls make?



Source: City Vision 2020 Derry/Londonderry

On the web

www.bnrr.co.uk site sharing information about this development from the people involved in the construction.

Who decides about what?

This is a card game [for cards see pages 28-29]. The purpose is to explore the different types of organisations involved in determining our lives, locally to globally. It can be used to support a 'most likely to' matching exercise but very soon young people will realise the complexity of the web. It can be developed to ask 'who is accountable to whom?'. It can be made simpler by taking three or four decisions and looking at them in detail.

A number of possible approaches are suggested below.

Activities

Sorting activities

Before attempting the matching activity it may be useful to try out a number of sorting activities using each set of cards. The aim of these activities would be to encourage students to think about the nature of the activity or organisation and to group it with others of a comparable nature.

For example, either set of cards could be grouped according to scale [eg local, national etc]. A grid, as shown opposite, could support a more sophisticated grouping activity.

Action cards could also be sorted by decision-making process, eg will the action need a one-off decision or a regular review? A sliding scale for example, illustrating different types of process, could support a more in-depth discussion about decision-making processes.

Matching activity

Students to match action cards with a 'most likely to' decision-maker. Some of the decision-maker cards will match to more than one action. Some action cards will require several decision-makers to match with.

On the web

To download copies of these frameworks go to www.tidec.org. Click on 'Projects' and then 'Whose Citizenship? .. a teacher's toolkit'.

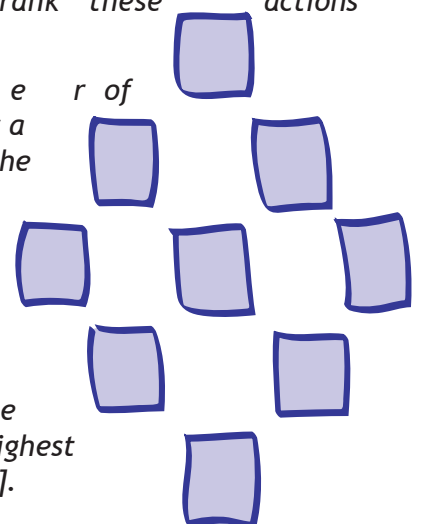
Who is managing our lives?

	Governments and councils	Non-government organizations	Companies
Very local			
Local			
County			
Regional			
National			
European			
Global			

Ranking activities

Students could choose nine action cards that, for example, their local council or National Government could have some responsibility for. They could then rank these actions according to:

- number of people affected by a decision [most at the top]
- financial implications [high budget decisions at the top]
- issue/urgency [issue that might be of highest concern at the top].



TO CENSOR A FILM	TO CLOSE A SCHOOL	TO REDUCE WORLD POVERTY	TO PREVENT FLOODS ON A RIVER	COUNTY COUNCIL	EUROPEAN FREE TRADE ASSOCIATION	REGIONAL DEVELOPMENT CORPORATION	UK NATIONAL GOVERNMENT
TO SUPPLY WATER TO HOUSES	TO FINE A COMPANY FOR POLLUTION	TO ALLOW TAX-FREE TRADE	TO INCREASE STREET LIGHTING	THE EUROPEAN UNION	ENVIRONMENT AGENCY	CHARITIES [eg OXFAM]	CITY COUNCIL
MORE POLICE ON THE STREETS	TO INVESTIGATE A CURE FOR AIDS	TO ALLOW A NEW SUPERSTORE	TAKE CARE OF HURRICANE VICTIMS	WATER COMPANIES [eg SEVERN TRENT, SOUTH STAFFS WATER]	UNITED NATIONS INTERNATIONAL REFUGEE FUND	UNITED NATIONS SECURITY COUNCIL	HIGH STREET STORES [eg MARKS & SPENCER, VIRGIN, NEXT, BOOTS]
TO REDUCE GREENHOUSE GASES	TO SEND IN PEACEKEEPING TROOPS [eg BORDER DISPUTES]	TO MAKE CHILD LABOUR LAWS	THE NUMBER OF BEDS IN A HOSPITAL	COUNTY COUNCIL	PARISH COUNCIL	LOW PAY UNIT	WORLD BANK
TO CLOSE A LOCAL POST OFFICE	MONITOR EQUAL OPPORTUNITIES	TO BUILD A MOTORWAY	HOW OFTEN TO COLLECT DUSTBINS	INTER-GOVERNMENT CONFERENCE ON ENVIRONMENT	ENVIRONMENTAL MOVEMENTS [eg GREENPEACE, FRIENDS OF THE EARTH]	OIL COMPANIES [eg SHELL, BP, EXXON]	BUS COMPANIES [eg ARRIVA, PMT]
THE ROUTES OF BUSES	TO PROVIDE HOMES FOR REFUGEES	TO CLEAN UP A MAJOR OIL SPILLAGE	TO ALLOW EXPERIMENTAL GM FOOD CROPS	NATIONAL TRUST	DISTRICT COUNCIL	COUNCIL OF EUROPE	TRADING STANDARDS OFFICE
PROVIDE LOW-COST HOMES FOR YOUNG	TO ALLOW PEOPLE TO TRAVEL ABROAD	TO GIVE A GRANT FOR A NEW FACTORY	TO DECIDE WHO PAYS FOR PRESCRIPTIONS	HEALTH TRUSTS	CHARITIES FOR HEALTH [eg NATIONAL CANCER RELIEF]	SUPERMARKETS [eg SAFEWAY, TESCO, ASDA, SAINSBURY]	HOUSING ASSOCIATION

Citizenship through the News

... a case study by Bev Langton, King Edward VI High School, Stafford

This enquiry used the local weekly newspaper, *The Staffordshire Newsletter*, as a stimulus to independent or group enquiry into a range of citizenship issues.

By following the thought bubbles you will see some of the thought processes behind the enquiry that might be taken with any newspaper[s] or a set of newspaper articles from a range of sources.

A model for enquiry

Stimulus

Local/evening newspaper[s] or selected newspaper articles which promote a range of citizenship issues

Groups search and look for issues followed by a class discussion on 'what is the meaning of citizenship?' 'What issues are covered or not covered by the newspaper?'

The human stories had more impact and if there had been one dominant story that had made an impact on them, I may have chosen a whole class enquiry as opposed to a range of group enquiries.

Initial response

What should we/would we like to research?

- Establishment of working groups on issues of interest

How should we go about it?

- Production of an action plan
- Allocation of tasks
- Timescale

The enquiry - the task

Research possibilities

- Gather more information on selected issue such as photos, further news, local councils
- Plan appropriate visits
- Plan questionnaire/survey/petition
- Organize letter writing campaign to gather views
- Inform local paper re original stimulus
- Contact local council pressure group
- Investigate on the web/email contact
- Decision making and review action planning

The absence of articles with obvious global connections was an issue ... to explore a global dimension we discussed the fact that many of these issues are common for people in other parts of the world also.

Some wanted to write to the MP. Advance warning to people like the MP explaining what was happening, might help get a response.

The discussion to explore what might be done focused on how and why it was worth writing to papers and councils. One lone voice said 'It might not always work but if lots of people write then they might not do it again'.

The teacher as facilitator can use questions like: Do we need more information? Where from? Are there other points of view? etc

Presentation

- Organise 'pro-active' display in school or in a public place
- Trial presentation to class
- Invitation to outside people including newspaper

Debriefing

- Review successes
- Review learning, especially processes
- Consider action planning and timescale
- Consider further actions

Creative response possibilities

Decide on methods of presentation:

- keep records of research
- organize simulation to consider the arguments from all sides for a wider audience
- publish a website
- write with findings to a local paper
- contact other communities where there are similar issues

Look out for stories with global connections. It is better to have fresh stories so you can involve pupils in real issues. The letters page is often a good starting place.

Learning from mistakes was as important as learning from the successes.

Focus on newspaper headlines

How we went about it

"The class was organised into groups of three and four, with one issue of interest to them. They planned their questions and ways they might go about their investigation. My role as a facilitator was to question and prompt the groups, to encourage them to explore the issues from a variety of perspectives using source material gathered from a variety of approaches.

An action plan was drafted. It had clear tasks and deadlines. Once they had completed their investigations, students presented their findings to the other groups. We had awards for different aspects, the best idea, good research, attractive display, clear oral presentation."

In one newspaper these were the headlines that young people found that offered potential for exploring citizenship issues:

**'We won't tolerate under-age drinking'
- police**

**Petition fails to slow traffic
calming move**

Traffic calming needed

Bright sparks save energy

**Citizen's Charter performance indicators
of Staffordshire County Council**

**Father who spanked stepson escapes
prison sentence**

Mountain bikers spoil peace - survey

Kid's play areas under threat

Tales of a tramp and a conman

Starting with a local issue ... where might it lead?

Some issues might have direct relevance for students - they might be able to draw upon their own personal experiences, or use their own contacts to further their enquiries.

Eg Mountain bikers spoil peace

- What do people really think? Survey opinion, in school and in the community
- Investigate different perspectives on this issue - bikers, local people, managers of recreation areas, other community groups etc
- Explore the detail. Where are the most popular places for people to cycle? What numbers are involved?
- Discuss students' own views and recommendations. What would be their guidelines on this issue ... for bikers ... for the Council?

This can then be broadened out to explore a wider, global issue ie the issue of people's freedom to explore leisure pursuits against the needs and wishes of a local community or environment.

This could apply to back-packers in Nepal, bungee jumpers in Australia, weekend 'stag' party goers in Dublin or beach holiday-makers in the Caribbean ... [What are the students' views about such issues ... how do they compare with the mountain biking example?]

Might this approach of investigating issues elsewhere help to offer further insight into local issues?

Your brief

To choose a 'citizenship issue' from your newspaper that you feel has particular significance, and that you are interested in investigating further.

Investigate what's in the paper

Don't just look at the headlines, look at the letter pages and adverts also.

Choose an issue

Discuss why it interests your group and the different angles that could be explored. Does this issue raise questions of wider importance? Would it have relevance for people in other places?

Brainstorm

- What questions do you want to ask about this issue?
- What are the different perspectives that you want to explore?
- What different methods of investigation could you use?

Thinking through your presentation

Think about your audience

A presentation for parents/community will need to be different from a presentation to class-mates.

Think about your purpose

Do you want your audience to respond in any way?

Think about the design and format

Could you use visuals? Is it well paced? Will it make people think?

Think about your verbal presentation

Is it well structured? Could you use any humour? Are the arguments clear and balanced?

Planning research

Think 5 Ws

1. WHO do we get more information from?
2. WHERE might we obtain it in the time from?
3. WHAT is it we actually need?
4. WHY do we need it?
5. WHEN would it be good to have it?

Use action planning:

Group Research: Poverty amongst old people

Action	By whom	By when
Write to 'Help the Aged' and Age Concern Interview older relatives for their views about pensions etc	Joe and David	Next lesson
Check out web for info about the wider picture eg in UK, Europe, internationally. See National/local government, UN or charity websites	Naomi and Adele	Wednesday 5th April

What have we learnt?

Review your successes

What worked well and why? What else might have worked?

Review what you have learnt

Have you gained any new knowledge or skills? How have your thoughts and ideas been changed?

Review your time management

How effective was your action plan? How effective was your teamwork and why was this?

What would you do differently next time?

Exploring citizenship in our local area - a student centred approach

... a case study

by Lesley Browne, Ian Cornell and Sam Hayles,
Park Hall School, Solihull.

The stimulus

Our first stage was to consult with our students about issues which they felt were important in their local area.

The students' replies were surprising and led to an interesting discussion about life chances and citizenship. Did they feel there was a social divide in Solihull? If so, did they feel that this would also be true in other places? We also discussed whether people in the south of the borough [our students are from the north], would see things differently.

Developing further

We discussed ideas about ways to investigate further. One group put forward the suggestion of making a photo-pack, providing a range of images of Solihull. They stressed the importance of providing a balanced view and collecting other resources as well.

Research and creative response

The students spent a few lessons travelling around the local area collecting suitable images, and related literature eg maps, leaflets etc. They reviewed their collection to see if there were any gaps and eventually agreed upon their final selection.

Think about

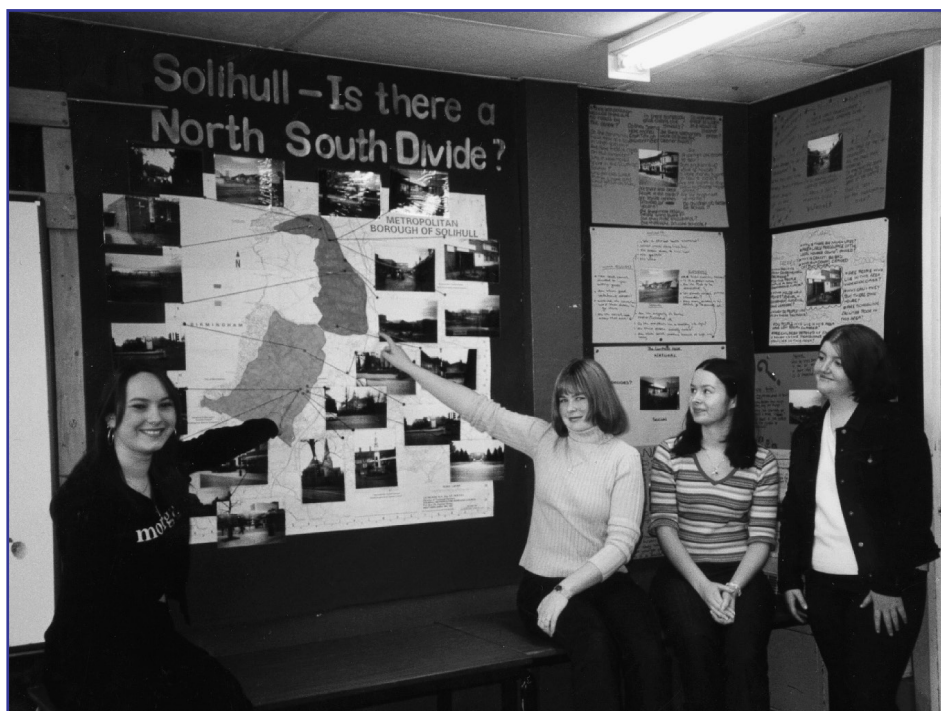
The fact that inequality and geographical divides exist everywhere - at different scales and in different places. This wider view is important for understanding any 'local' situation.

I was reading in the paper about this Touchwood Shopping Centre development in Solihull.

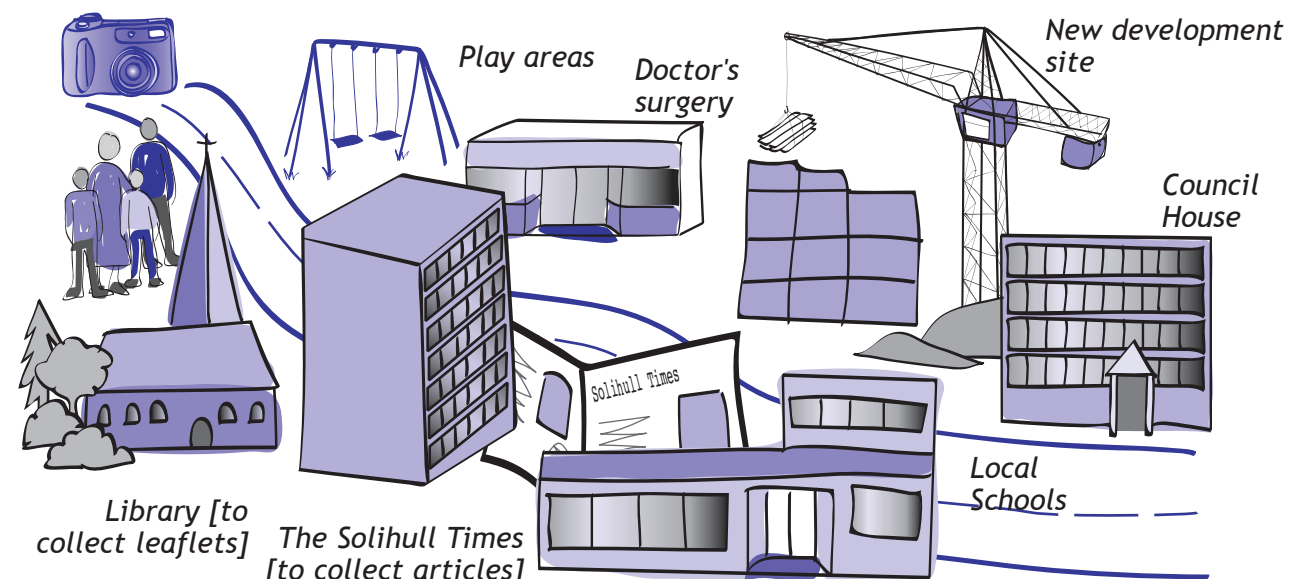
I feel that there isn't enough to do in this area. Why aren't we developing Chelmsley Wood?

They are putting some money into Chelmsley Wood centre as well.

How are local people and places connected to other parts of the world?



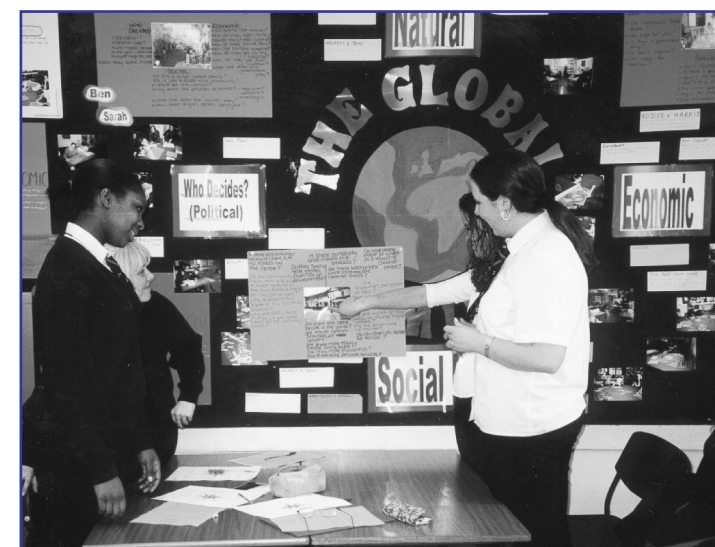
Key locations we investigated in Solihull



Using students' work as a stimulus with a different group

The students' photo-pack was then used as a stimulus for investigatory activities with a different class. We chose to use the Compass Rose framework [see page 26] as a tool for investigating citizenship issues.

The students raised questions in small groups about key issues that they identified in the photographs. They then shared some of their questions with the whole group. Issues included: education, housing, life expectancy and decision-making.



It was good to share opinions about our local area. It really made me think.

It made me realise that there are a lot of similarities between North and South Solihull.

It was good to be able to ask questions rather than give answers all the time, as it made you think about the shopping centre in the picture in very different ways.

Holding our own council meeting

The idea of holding our own Council meeting based on Solihull issues came from questions that students were raising. They were keen to find out more about local decision-making and how it worked so we decided to explore further.

Our first step was to discuss key issues that students wanted on the agenda. This followed on from previous discussions that had arisen in response to local photographs [see pages 34-35].

We then developed the roles of nine imaginary councillors. Each councillor was to represent a particular ward in Solihull. A role card outlined the councillor's political party and gave a brief synopsis of issues relevant to his/her ward. We tried this activity out with one group of nine students, each taking the role of a councillor.

As a whole class activity

with approximately 30 students you might:

Either: Involve all of the class in the same meeting by creating special advisor roles for each of the councillors.

Or: Split the class into two or three groups, with each group holding its own council meeting. [This would enable a comparison of different decisions in relation to the agenda items.]

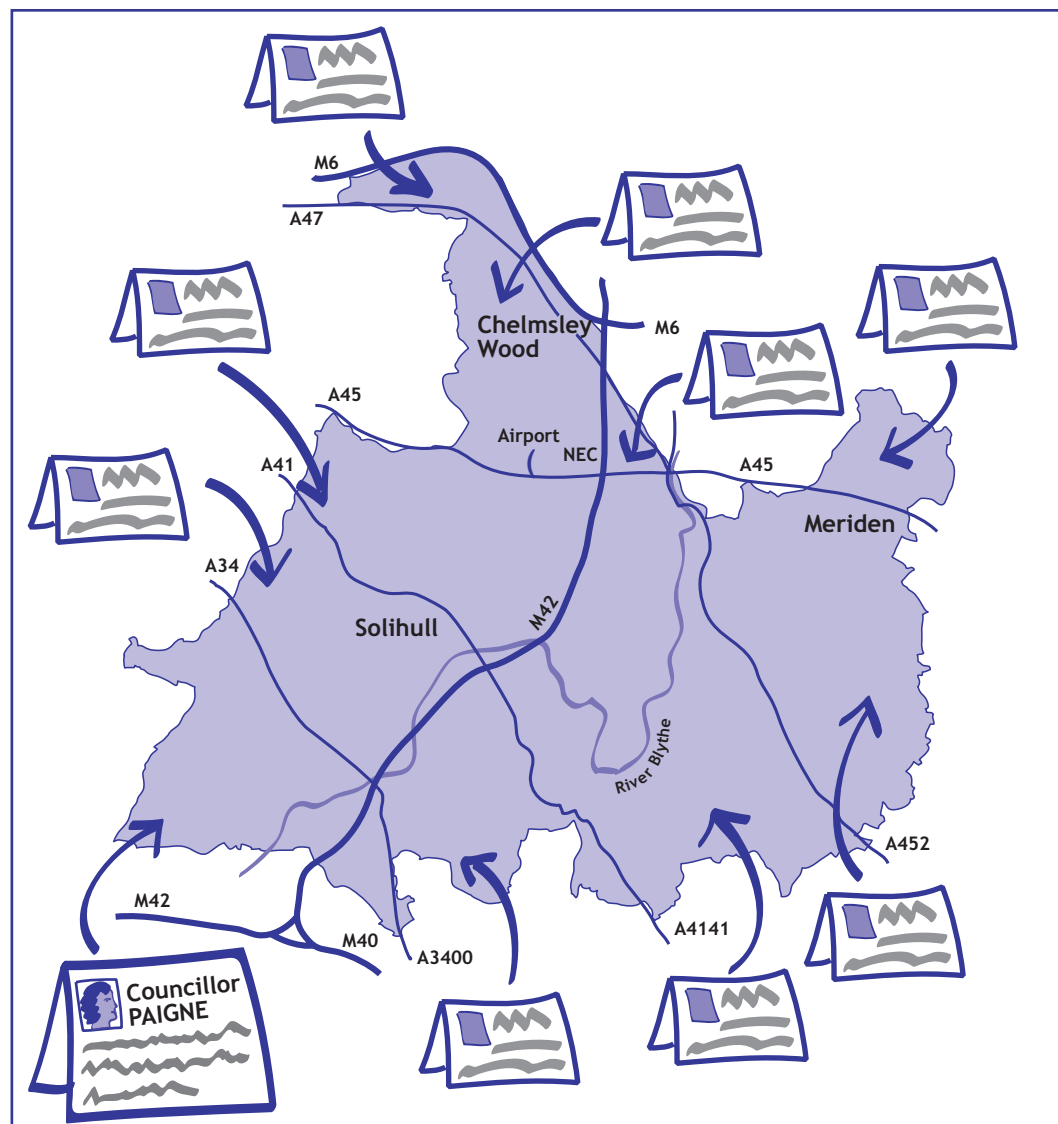
The meeting worked very well. There was a great deal of debate, particularly in relation to the issue of the re-development of the city centre. The fact that students were playing a role which related to a particular local ward, also helped to focus the discussions. They had to look at the issue from a slightly different perspective, and in the de-brief students

reflected upon how much this had made them think.

We will definitely use this kind of approach again. The students really enjoyed the chance to talk about issues that they felt were important. They are now 'fired-up' to find out much more about how the real system works. We're hoping to take the group to an actual council meeting and to meet some of the local councillors.

On the web

See your local Council website [eg www.solihull.gov.uk] for details of who is on the Council, and details of meeting agendas, press releases etc.



... a suggested process

Discussing the agenda

Students to discuss and identify key issues for their local area that they would like to see on the next Council meeting agenda.



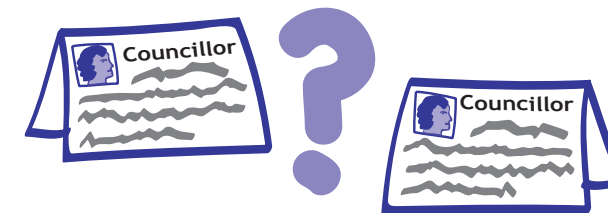
Preparing briefing papers on agenda items

This stage allows groups of students to do some further research on particular issues. Students can be divided into a number of working groups, each with an issue focus, such as 'housing' 'leisure' etc. Their task is to produce a briefing paper for the meeting which shares:

- a summary of the issue
- key options [briefly stating arguments for and against each]
- recommendations to the Council for action

Agreeing roles

- Elect a chair, a time-keeper, etc
- Each person at the meeting to be allocated a 'councillor role' ... this could be to represent a particular ward and could relate to a particular political party or perspective. [Alternatively they could be themselves.]



We found that real and current issues worked better than fictional situations.

The meeting itself

The meeting needs a focus. This could be a decision-making exercise, ie you have x amount of money to spend and have to decide which of the proposals you will fund [not enough money for all].

Or: it could be a session to prioritise, to decide which issues take immediate precedence and which should be dealt with at a later stage.

Or: it could be about a specific proposal, eg a new development. The Council needs to decide whether or not to grant permission for this or an alternative to go ahead. [It's not about the Council funding something, it's about deciding what is in the best interest of the town.]

The Council needs to vote to make a final decision.

De-brief

This final stage in the process can be the most important, particularly if people have been playing a role. Students need to have the opportunity to reflect on the process. What did they find frustrating? Did anything surprise them? How did they feel in that role?

Relate back to real-life. How similar might this process be to an actual council meeting? Who really makes the decisions? How do proposals/issues get onto the agenda?

Think about

How to handle a simplistic 'us and them' response in debates that involve the role of councillors and politicians. Try to explore the idea that we each have roles and contributions to make in society.

Investigating interdependence

... a case study

with contributions from Alison Harrison
St John Fisher School, Staffs.

We cannot help but be interdependent with people in other places, and in other countries. The purpose of this case study is to illustrate how human activity in our local area is inter-connected with activity in other parts of the world. This is an example of an enquiry that investigates our interdependence. It aims to enable students to think about the way that our local daily activities involve and affect people in other places and to explore what this means for our own sense of citizenship.

A model for enquiry

The stimulus

Pupils are organised in groups and on each table is a bag of artefacts, short texts and photographs and they have to guess the country. They give a short oral presentation naming the country and explaining their reasoning. They move round each time so they encounter each table. At the end there is a discussion of:

- what surprised us?
- what helped us identify the country?

Reveal: all the objects in the bag were bought in this area

Initial response

What does it tell you about the way we are connected to other places?
How do we impact on people in other places?
What questions do we need to ask to find out more?
How are we going to find out more?
Who could we tell about our findings?
How might we present them?

Debriefing

- Pupils write up one or two case studies of the appropriate section of the scheme of work.
- They are given a timed exam question to check their understanding.
- The Geography and English teachers give the pupils feedback on the strengths and weaknesses of their newsletter.

Presentation

- The purpose is to increase awareness of interdependence and globalisation among the local community

The audience might be:

- a group of people from the community
- representatives of local businesses and their customers

Our students produced their own newsletter 'Globalisation News' which they presented to the class. A discussion about fair trade products quickly ensued...

This initial response is crucial to exploring the way people are interdependent and to set the agenda. What impact, positive and negative, does the act of purchasing flowers in the UK have upon people in Kenya?

The enquiry - How can we make people aware of the impact we have on people in other countries?

Research possibilities

- Taught lessons on globalisation and changing patterns of economic activity
- Further folders of case studies of products from other countries
- Research in the library and on the web about certain places and products
- Letter writing to businesses, development agencies, environmental organisations, inviting them to send information, talk to the group or be interviewed
- Letter writing to invite an audience

Students could be organised into pairs and small groups to investigate different artefacts. Flowers from Kenya, chocolate from Ghana, plastic toys from China, trainers from Indonesia.

The internet provided a wealth of useful information about the Kenyan flower trade, see page 41.

Creative response possibilities

could be a 10 page newsletter for the school magazine or newspaper and an oral presentation. It might include:

- different genres including recounting, explanation, reporting, persuasive writing
- the use of maps illustrating data such as flow lines
- the use of graphs, especially histograms
- profiles of places
- annotated pictures and diagrams of impact
- the use of ICT to develop data analysis skills and presentation skills

You might want to slim it down to one type of artefact, using a theme such as clothes or food. You might want to follow a link to one country and investigate different artefacts. In this case study we chose products from Kenya, flowers and vegetables in particular.

The debriefing explored some big concepts such as inequality issues between countries North and South and the fairness of trading regulations.

Focus on the Kenya flower trade

There are many ways that we can approach an investigation to explore interdependence. Here we illustrate an approach that focuses on the Kenyan flower trade.

Having examined a range of artefacts [such as products from a supermarket] and identified their country of origin, students choose one that they would like to investigate further, [see the enquiry framework, page 38].

A useful starting point might be to brainstorm questions that students would like to ask in order to learn more about the trade of this product. The example below illustrates how the development compass rose might be used to support such a brainstorm, encouraging students to look at this issue from a range of perspectives. Questions might relate to any stages of the trading process, from flower-growing in Kenya to consumer purchase in the UK.

Sometimes the process of asking the question can be as significant as finding the answer! A process of working together to ask questions can enable students to think deeply about issues and to investigate their wider impact.

Using the development compass rose to investigate ...

Natural:

How much land in Kenya is used for growing flowers?
Has this meant that other crops are no longer grown?
What has been the impact on the local environment eg from the use of pesticides?

Who Decides:

Who decides what is grown, [supermarkets, growers ...?]
How are decisions made about future developments?
Who benefits from this trade?
What international decisions/ organisations impact upon this trade?

Economic:

Who buys and sells the flowers?
What proportion of flowers sold in the UK are grown in Kenya?
How have growers in the UK and other countries been affected?
Is this trade profitable for Kenyan growers?
Who else is making money at different stages of the trade process?

Social:

What impact has this industry had on local communities in Kenya?
Who are the main employees, men, women, young, old ...?
What social/cultural trends in the UK would affect the flower market?

On the web ... useful sources to support research

A search for 'flowers Kenya' with www.google.com revealed 4 useful entries in the top 10:

A report from the BBC about the flower trade:
http://news.bbc.co.uk/1/hi/english/business/newsid_1820000/1820515.stm

A site sharing overview information about the flower trade from a Kenyan perspective:
www.kenyaweb.com/horticulture

Pesticide Action Network's newsletter report about the use of pesticides and the development of codes of practice:
www.pan-uk.org/pestnews/pn39/pn39p15.htm

The site of the Kenya Flower Council [an association of independent growers]. Their motto is 'a growing responsibility':
www.kenyaflowers.co.ke

Note: encourage students to seek information from a range of different sources so that they can explore different perspectives on this issue. Ideas of bias and reliability can also be discussed to enable students' interpretation of this information.

Creative Response

Follow-up activities might include:

Mapping the journey of flowers [and noting potential impacts]

Visual and spatial representations of our connections to other places can be useful for gaining an overview, which might lead to further questions and enquiry.

Designing labels for packaging

Students might think about ways that key information for consumers might be displayed on a label. What information is most important/useful? How can this best be conveyed?

Developing a 'Did you know?' information leaflet

Students create a simple leaflet [as in-store information for consumers] about a particular product. What messages and information do they wish to share? How can this be designed in a visual and engaging way?

De-brief

What's this got to do with citizenship?

An enquiry such as this is extremely valuable for enabling students to have a sense of the wider context of their own daily actions. This is essential when thinking about citizenship. Our local participation in society as consumers, voters, parents, neighbours etc is affected by a wider context and our own actions have an impact beyond our immediate locality.

The challenge for us as teachers is to provide opportunities for students to explore their own citizenship in this wider context. This will often mean acting as a facilitator to challenge, question and to offer new stimulus and perspectives. The de-briefing of any enquiry provides a chance for students to be reflective about what they have learnt and to share their ideas and thinking - often the most important stage in the process. Do give time to enable reflection, and broaden the debate to enable students to make linkages and share views about related issues.

Investigating our involvement

Principles and Pitfalls

Try to:

- ❑ talk about global issues ... the bigger picture. This is often what most inspires and motivates;
- ❑ investigate linkages between global issues and students' own lives and experiences;
- ❑ make connections between our own daily actions and impacts locally and further afield;
- ❑ hear and discuss different viewpoints and perspectives;
- ❑ explore the many different ways that we can participate - campaigning or giving money are often an over-used response!
- ❑ focus on the positive - a 'doom and gloom' emphasis can be dis-empowering.

Young people are often not inspired by party politics but they are passionate about a range of issues. Give them the opportunity to investigate issues that they feel are important their response can be amazing.

As a teacher the temptation is often to intervene or to over-structure, so that mistakes are avoided. I've learnt that standing back can often be the hardest thing to do, but giving students greater responsibility brings incredible long term benefits.

Try not to:

- ❑ over simplify and pretend that it's all straight-forward and certain;
- ❑ manipulate discussions with the expectation of a 'right answer';
- ❑ forget that our attitudes towards participation are influenced by our sense of identity and social/ cultural experiences;
- ❑ focus so much on 'doing' that you leave little time to review, reflect and question.

Think about

How you deal with view-points that seem to express apathy or cynicism. Don't be tempted to dismiss or put-down these views - they need to be explored just as seriously as others.

“Our deepest fear is not that we are inadequate, our deepest fear is that we are powerful beyond measure. We ask ourselves, ‘Who am I to be brilliant, gorgeous, talented and fabulous?’
Actually, who are you NOT to be?”

Nelson Mandela 1994 Inaugural Speech

CASE STUDY

A whole school approach

Investigating our involvement in change is about recognising the power that people have to do something about things that stir their emotions. Creating the school culture to allow young people to make change happen is a citizenship project in itself.

This case study [see pages 44 - 45] is the approach of Streetly School in Walsall, where it is part of the school ethos to encourage and enable young people to take the lead and do something to change things for the better, whatever it may be. We aim to share a flavour of what might be possible and offer advice about challenge and progression.

Streetly is part of a national but small network of schools - Changemakers. This was originally set up by CSV [Community Service Volunteers see: www.csv.org.uk.]

CASE STUDY

A vision for your town or city?

These activities have been designed to enable students to explore citizenship issues and their own involvement in the context of their local town or city. An enquiry framework is designed to encourage a questioning approach and to explore issues that they identify will become increasingly important in the future.

We will be working with teachers in a variety of locations in the West Midlands to try out these activities and to share ideas and approaches. If you are interested in getting involved in this experimental activity, please contact us at Tide~ DEC.

Enabling a student led approach

... a whole-school case study by Jenny Smedley, Streetly School, Walsall

The approach at our school is about young people being given permission to have a go at changing things or doing something to make a difference. When young people are given the freedom to tackle issues and pursue projects, it is interesting to discover what they choose and what motivates them. They learn through experience, as a citizen who is in power, how decisions are taken or not. They learn to plan, to communicate, to use the media and other agencies, to evaluate what worked and what didn't and why. They learn above all that with power comes responsibility.

We have tried to create a climate at Streetly which provides opportunities for young people. The student-led project style activity is extra-curricular and voluntary - this frees us from syllabus constraints and allows greatest flexibility. A commonly voiced concern is that young people will not do well academically if they are distracted by too much extra-curricular activity. Our experience has been that in pursuing their passions young people grow in confidence and learn skills that equip them for those examinations. It has supported rather than detracted from students' academic progress.

It is now part of the school culture. We put it in the prospectus. We will do presentations and displays about projects that young people have done. Older students advocate it to younger ones.

We use school awards to honour achievement.

We have learnt that it is most useful to:

- start small and allow it to evolve through young people;
- enable young people to pick up what motivates them;
- encourage young people to work in teams;
- create some excitement around a few projects so that more young people want to do it;
- get the backing of the governors and senior managers through young people achieving things;
- be clear about the role of the facilitators and develop adult and student facilitators;
- have models of progression for facilitators to deploy to move people on;
- involve the community through young people and involve older pupils in facilitation;
- strive towards equal access;
- build towards it being a subtle but not forced expectation of the majority so it is part of the school culture.

And that we should try not to:

- worry about achieving everything overnight;
- over worry about entitlement, systems and structures;
- worry that all young people will lead a project and worry that they are all involved;
- worry about the consequences of young people investigating authority, the majority of young people will act responsibly and the majority will recognise the real educational value of independent learning;
- look at local issues in isolation from the wider context.

Danielle and Alex adopt Sutton Park

It all began five years ago when a Park Ranger visited to talk about managing conflicts over land use in the park. He mentioned an area that was badly littered. A member of the class, Michelle, mentioned that her Grandma used to live in this area, 'Rose Cottage Garden'. Michelle brought photographs and information into school. Elderly local residents added maps and recollections. This led to our school adopting the 'Rose Cottage Garden'.

From then on, many of us at the school including staff and parents have participated in activities. We have helped with tree clearing, tree planting, erection of bird boxes, surveying and mapping. The dirtiest job must have been cleaning out a silted-up pond to help kingfishers in the park.

Our current project involves monitoring the effects on pollution of a reed bed planted in the garden last year, to filter surface run-off water from adjacent roads. Water was tested for pollutants before and after to see if our intervention had made a difference. We are planning many more projects to build on this progress next year.

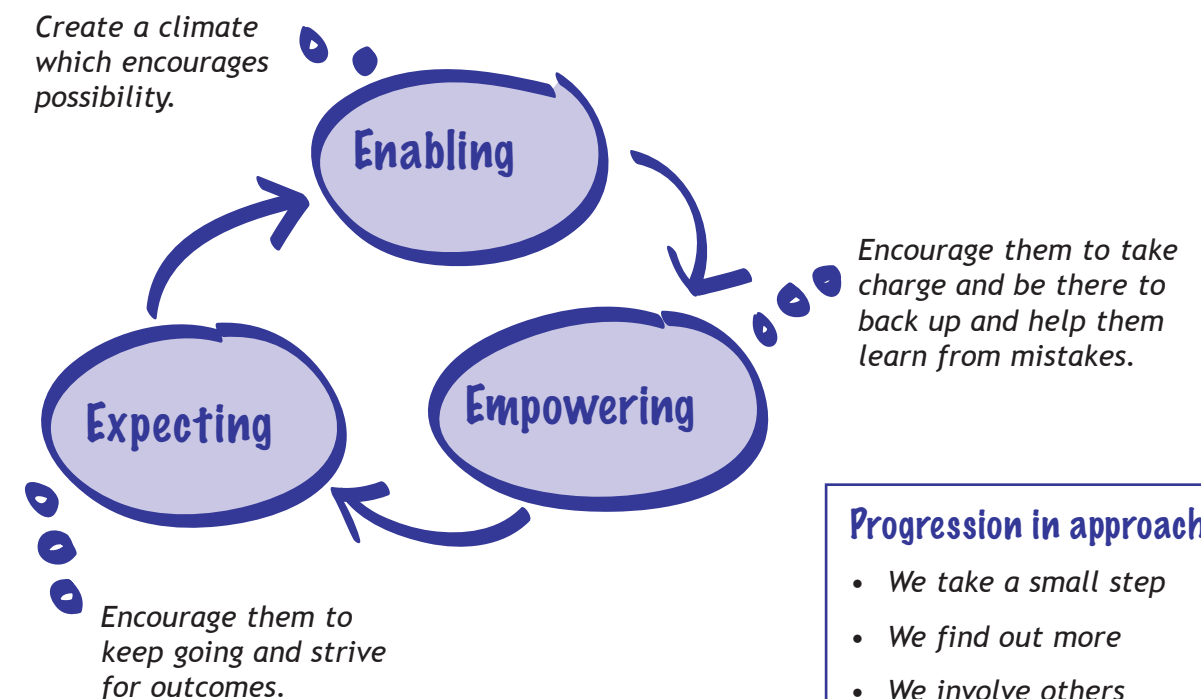
Students have led projects in relation to:

- environmental and social concerns;
- leisure and recreation facilities;
- a 'friend in need';
- personal career interests.

The possibilities are endless!

How best to support ...

Our approach for supporting young people at Streetly could be summarised using the model:



Progression in approach

- We take a small step
- We find out more
- We involve others
- We investigate the 'bigger picture'
- We plan steps to bring benefit in the longer term.

Models of progression are useful for facilitators to help young people move investigations or projects on to the next phase. Young people are at different stages in their confidence and some will require more support than others. The facilitator can wear many hats; encourager, supporter, questioner etc. The role will depend upon the needs of the students and their stage in the process.

This model illustrates a possible progression designed to support young people in their project planning and development.

Building citizenship ... in your 'global' town or city?

When investigating our citizenship in the context of a place [this could be our immediate neighbourhood, a town or a wider region], we need to be aware that:

- every place world-wide is experiencing change and development. Factors that influence our citizenship are continually changing, so our sense of citizenship is constantly evolving;
- every place has connections to people in other places in different parts of the world. If we are to understand our own local citizenship we need to see it in the context of our inter-dependence and wider global relationships.

The activities on these pages aim to enable students to explore their experiences of citizenship in their 'changing and global' town/city, and to look ahead to the future to think about a vision for the kind of town/city they would like to have. These initial activities offer students an opportunity to explore a number of overview issues for their town/city. They aim to investigate the 'bigger picture'. As a follow-up students might move on to explore their own role as citizens in bringing about change and contributing to a better future.

On the web

To download a copy of this framework go to www.tidec.org. Click on 'Projects' and then 'Whose Citizenship? .. a teacher's toolkit'.

What are the issues?

This framework is designed to support students in an enquiry about their own place [ie its processes, policies, communities etc] to enable an exploration of citizenship issues at a town/city scale. See the blank version of the framework on page 48. This can be photo-copied and enlarged for students' use.

The framework might also be applied to localities at a range of different scales.

an outward-looking approach?

These are questions to find out the extent to which communities, groups and organisations in this locality respond to issues in the wider region/world and learn from experiences in other places.

greater participation?

These are questions to find out the extent to which people in this locality feel included/represented in decisions that affect them and feel that they can contribute to change. What steps are being taken to enable and encourage people to get involved and to contribute their ideas?

a sense of belonging for all?

These are questions to find out the extent to which people from different backgrounds and communities in this locality feel as if they belong. What steps are being taken to build this sense of belonging?

a sustainable future?

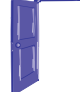
These are questions to find out the extent to which this locality is planning to meet the needs of its population in the future. What kind of place will this be to live in, in fifty or a hundred years time?

How is my town enabling ...

What's your City Vision?

“The most important goal for me would be to ensure that all the citizens of this city feel a sense of ownership over it.”

A resident from Derry/Londonderry, Northern Ireland.

 Names and symbols are important to people. To 'build citizenship' we need to take this seriously.	 'Building citizenship' isn't just about sitting around in circles being serious - it's about having fun!
 Citizenship is about basic needs like jobs and incomes too - without these other things can be irrelevant.	 Having a vision of where you are trying to get to is important and it's worth investing in this.
 People from all sectors of society [ie business, education, community etc] have something important to contribute to the 'building of citizenship'.	 It's important that people and groups in the community 'get on with the job of building citizenship' and that they don't wait for politicians or the Council to take a lead.
 'Building citizenship' needs to embrace the needs of a diverse community and the many different identities that exist within this community.	 Young people are the future - in order to 'build citizenship' it is important to create opportunities to build their confidence and enable participation.
 The process of involving people and giving them a say in what might happen in the future is essential for 'building citizenship'.	

These Visions were the result of a major consultation amongst residents of Derry, Northern Ireland, about the future of their city. The consultation was carried out by a partnership that included the Council and other organisations in the city. These Visions and further activities are shared in a pack entitled 'Building new citizenship ~ learning from change in Derry/Londonderry', see page 49 for details.

The Derry Visions shown above could be copied onto card and cut out. Using these cards students might:

- choose the 3 visions from Derry that they feel people in their own town/city would most agree with for their own place. Different responses and views can be discussed amongst the group.
- develop their own City Visions. What would be their top priority?
- discuss practical actions that they would like to see happening to enable some of these visions to become a reality.

Investigating citizenship in your 'global' place

