

# CITIZENSHIP CHALLENGE

## HOW TO USE THIS RESOURCE

### WHO IS IT FOR?

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*Citizenship Challenge* is a resource designed to support the teaching of citizenship education at key stages 3 and 4 in Pupil Referral Units.

While created specifically for use in Pupil Referral Units, it will also be found useful in mainstream and other forms of education.

It has been developed by the Citizenship Foundation with funding from a charitable trust, enabling it to be used by teachers free of charge.

### WHAT IS IT FOR?

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The aim of *Citizenship Challenge* is to help students to think about, discuss and find out more about what it is to be a citizen today – encouraging them to connect with society and feel that they are citizens in their own right, with rights and responsibilities and the ability to make a difference both to their own lives and to the lives of others.

### WHAT DOES IT CONSIST OF?

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*Citizenship Challenge* consists of seven teaching units:

- **Citizens and citizenship**
- **Society and the good life**
- **Politics and power**
- **Family and home life**
- **Crime and punishment**
- **Neighbourhood and environment**
- **Shopping and money**

Each teaching unit comprises seven different learning activities and is mapped on to requirements of the National Curriculum programmes of study for citizenship at key stages 3 and 4.

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### HOW DO YOU USE IT?

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The learning activities in *Citizenship Challenge* have been devised so that they may be used singly and in almost any order. However, they are likely to be more effective when grouped together and linked to other learning activities – both in the classroom and in the life of the Pupil Referral Unit as a whole and its links with the local community.

It is crucial that they are not implemented too rigidly. The notes and instructions that make up each activity are meant only to provide a broad framework – of aims, topic to be studied, questions to discuss, knowledge to be introduced, etc. It is essential that these are adapted to meet the needs and interests of the students concerned – whether by choosing different stimulus material, adopting more colloquial language or editing the accompanying student resources.

To help you customise the activities, teaching units will be available in both Word and PDF formats.

### WHAT ARE ITS KEY FEATURES?

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The key features of *Citizenship Challenge* are:

- an emphasis on discussion and active learning – rather than worksheet lessons;
- accessibility regardless of literacy levels – teachers or teacher assistants helping out with reading where necessary;
- flexibility - potential for one-to-one as well as group work
- planned opportunities to introduce factual information – making the knowledge relevant;
- chances to meet and question public figures on the students' own terms – giving students ownership of the experience;
- suggestions for guided internet research – as follow-up work.

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### HOW DO YOU ENCOURAGE CITIZENSHIP THINKING?

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Citizenship thinking is best encouraged by asking students questions and giving them real problems to solve.

The central citizenship questions revolve around concepts of fairness, rights and responsibilities – for example:

- “Is it fair that ...?”
- “Does X have a right to ...?”
- “Whose job is it to ...?”

Questions that help students learn how to express and justify their opinions include:

- “What do you think about X...?”
- “Why do think that ...?”
- “How do you square that with ...?”

### WHAT ABOUT ACTION?

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One of the main purposes of this resource is encourage students to talk intelligently about citizenship issues, building confidence in discussion and learning the skills of critical thinking. However, it is equally important, where students feel strongly, to allow them to build on this learning with practical citizen action – either within or beyond the Pupil Referral Unit.

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### HOW MUCH BACKGROUND KNOWLEDGE DO I NEED?

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In addition to the notes on the learning activities, the following resources are recommended for background reading:

- *Making Sense of Citizenship: A Continuing Professional Development Handbook, 2006* – explains what citizenship education is and involves in a range of educational settings from 3 to 19;
- *Young Citizen's Passport, 11th edition, 2006* – a practical first reference point to everyday law for young people in England and Wales;
- *Inside Britain: guide to the UK constitution, 2006* – a simple and accessible guide to the powers of government and the rights of citizens in the UK;
- *Changing Places: Young People and Community Action, 2002* – practical tips and hints for young people on how to set up their own community action projects, with real examples.

Information on how to obtain these resources can be found at

**<http://www.citizenshipfoundation.org.uk>**

For on-line law-related information, it is recommended you go to

**<http://www.rizer.co.uk>** and/or **<http://www.askthe.police.uk/>**

### WHAT CAN YOU DO TO HELP?

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*Citizenship Challenge* is not intended to be a finished product, but an on-going, developing resource. You can help in this process by letting us know how you think different activities can be improved or how you have customised them to meet your needs. There is an evaluation form available for this purpose and also, we hope, in due course, there will be a user's forum or a dedicated Pupil Referral Unit area of the Citizenship Foundation website. Comments should be sent to

**[ted.huddleston@citizenshipfoundation.org.uk](mailto:ted.huddleston@citizenshipfoundation.org.uk)**

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## ACKNOWLEDGEMENTS

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