



**KEY STAGE 3:
CURRICULUM ACTIVITIES
NCS AND CITIZENSHIP
CURRICULUM MATERIALS
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Key Stage 3: Curriculum activities

- These three activities aim to develop citizenship knowledge and skills and promote understanding of and enthusiasm for National Citizen Service (NCS).
 - They provide ready-made activities for classroom use, building on the teacher guidance and drawing on NCS case studies and expertise.
 - The activities can be used in lessons or as off-timetable activities and events. Suggestions for extension activities are also provided.
- 1) The first activity focuses on leadership and working with people known less well to you.
 - 2) The second helps pupils identify school-based citizenship issues that need solutions.
 - 3) The third introduces National Citizen Service and encourages pupils to find out more about it.

Activity 1: Working together

Background, organisation and resources

- In this activity, pupils work in randomly mixed groups – not friendship groups. They are encouraged to interact with pupils that they would not normally work with and to take on different roles at different times. The room should be arranged so that groups can sit around tables. Select a method for grouping pupils in a random way and prepare the required materials.
- You will need copies of the *Group Instructions* (page 5), one per person, and a set of problems (page 6), cut up into strips, for each group. Allowing exactly ten minutes for each task, ten minutes for an explanation of the task and twenty minutes for reflection and debriefing, the activity will require 80 minutes. You will need a device to stop the discussions.

Learning objectives	Learning outcomes
<p>NCS</p> <ul style="list-style-type: none"> • To achieve social mixing (cohesive society) • To develop teamwork skills • To develop leadership skills • To encourage personal efficacy (decision-making) <p>Citizenship</p> <ul style="list-style-type: none"> • To develop discussion and debating skills • To develop knowledge of liberties, freedom, identity and diversity 	<ul style="list-style-type: none"> • Pupils will know about how groups work together, and the importance of respect for different points of view. • They will have practised leading a group and will have taken part in discussion and decision-making. • They will know more about some of the pressing citizenship issues of the day, including those related to liberties and freedom.

Points to note

See the following sections in the Teaching Guide:

- Discussion and debate p12-13
- Reflection p14
- Teamwork and social mixing page p16

Tasks

Stage 1	<p>Put pupils into groups of five using a random method such as:</p> <ul style="list-style-type: none"> - Birthdays in the same month - Height order and pick out every fifth - Labelled badges which pupils pick blind from a bag - Different coloured card as pupils come in (as many colours as number of groups). <p>Ask pupils in each group to give themselves a letter A – E. Announce that all pupils who have, say, letter D should be leader for the first round. Seat each group around a table, but have the leader at the end of the table.</p>
Stage 2	<p>Give the <i>Group Instructions</i> sheet to each pupil and clearly explain what they have to do. Allow groups exactly ten minutes to agree a solution to each problem. Each problem will be discussed under the leadership of a different pupil and groups must have an agreed solution to each problem after the ten minutes.</p> <p>Give out a different problem to each group, one problem to each group. So that all the groups are not working on the same problem at the same time (and overhearing each other), start each group off on a different problem (e.g. Group 1 starts with problem 1, Group 2 starts with problem 2 etc.). If there are more than five groups, some groups will have to discuss the same problem at the same time, so seat them away from each other. Group must stick to the order of problems once they have started.</p>
Stage 3	<p>Stop the discussions after exactly ten minutes and remind leaders to make a note of the agreed conclusion. At the end of the first task, the leader chooses who will lead on the next problem, and this process continues, so that all pupils have a go at leading groups. Give each group their next problem for discussion and continue until all problems have been discussed by all groups.</p>
Stage 4	<p>Reflection and debriefing</p> <p>When all of the problems have been discussed by each group, ask pupils to stay in their group, but turn their chairs to face you. Ask the pupils who led on each of the problems in turn to say what solution their group had reached. Keep a note of these on a white board or flip chart. Discuss briefly the range of solutions, but only spend about five minutes on this aspect of the reflection.</p> <p>Using the following questions, ask pupils how the groups worked together and which styles of leadership were the most effective.</p> <ol style="list-style-type: none"> 1. What were the most successful strategies used by leaders? 2. What were the least successful strategies? 3. How easy was it to keep groups on task? 4. How easy was it to keep groups to time? 5. Did any leaders experience difficult behaviour in the groups? 6. How can leaders deal with difficult behaviour? 7. What did you learn from working with people you didn't know so well? 8. What are the best ways to deal with disagreement?

Ideas for extension

1. Following on from this activity, pupils could be re-grouped, so that all those designated A, form one group, similarly with the Bs, Cs, Ds and Es. In their new groups, pupils discuss in more details some of the lessons they learned about leadership of groups. They discuss the following 'What if..?' scenarios and decide on the best solution for the leader.

What does a leader do if.....

...two members of a group fall out badly and become very hostile towards one another.	...one person just will not stop talking and other people are put off speaking.
...one or two members of the group are very quiet and cannot be encouraged to join in.	...two members of the group are clearly not interested in the group task and start talking to each other and giggling.
...there is no discussion because everyone makes a very quick decision and no one has anything else to say.	[Another problem that you have experienced]

2. Invite members of the senior management of the school and/or local community leaders to be interviewed by groups of pupils, perhaps using the 'What if...?' scenarios above.
3. A good icebreaker for small groups, 'Getting Acquainted', involves pupils finding out about each other. Ask each of them to write down four things about themselves, three of which are true and one of which is false. The true things should be something that the others do not already know about them. Each person reads out the list, and everyone else in the group has a guess at which is the lie. The exercise surprises people because they find out things they did not know and this helps break down barriers.

Working Together: Group Instructions

- Each of the five problems should be solved in ten minutes, when all discussion will be stopped. The teacher will give out the problems to be discussed.
- Discussion of each problem will have a different leader, and the job of the leader is to keep the group on track and get the job done, but also to keep everyone working together well, without any bad feeling.
- The first leader will be decided randomly by the teacher. After that each outgoing leader chooses the next one until everyone in the group has had a turn at being leader.

Here are some tips for the leaders:

- Say what your ground rules are.
- Don't let one person dominate the group. Be sure you bring in the quieter members.
- Encourage respectful argument.
- Make sure groups discuss each problem fully.
- Keep an eye on the time.
- Write down the solution that the group comes to on your task.

Problem 1

Your group has been asked by your local Member of Parliament to come up with one good idea to encourage more young people to vote in local and national elections. Each member of the group should come up with an idea and you all have to decide and agree on the best idea to go forward from your group.



Problem 2

A group of pupils has been working on a social action project which won a competition. The prize is for one of them to meet a celebrity. Who should go – Fred, Jo, Ali or Dawn? Fred worked hardest but is dyslexic and needed a lot of help from the others; Jo did most writing up but was helped by her Dad who let her use his computer; Ali had the best ideas but couldn't give much time because of his part-time job; Dawn supported others, especially Fred, but is having trouble at home and is feeling low. What is the fairest choice and why?



Problem 3

What would you do if a person in your class was being bullied on Facebook and you suspected, but did not know for sure, that some of your friends were involved? Your tutor has asked everyone in the class to look out for signs of bullying, but the victim has confided only in you, and does not want more trouble. Agree your action.



Problem 4

Your school supports a different charity every year and this year it's your job to choose the charity. A shortlist has been drawn up and you are on the committee to decide which one. Discuss the merits of each and make a choice with one agreed reason. NSPCC (fighting child abuse), Greenpeace (defending the natural world), Oxfam (fighting poverty around the world), The Big Issue (supporting the homeless and vulnerable people), Amnesty International (standing up for human rights).



Problem 5

Thinking about your own nearest town centre, what is its worst feature? Decide what part you would like to change and then agree how it should be changed and why. You must try to be realistic, thinking about costs and other town-users' needs. Come up with one agreed suggestion.

Activity 2: What's the problem?

Background, organisation and resources

- Before young people undertake social action, they need to be able to identify things that they wish to change, to discuss what would be a change for the better and to decide how this could be achieved. In this activity, pupils identify and discuss real citizenship issues that could exist within their school.
- They use the technique of a discussion carousel, which requires a space big enough to take two concentric circles of chairs, arranged in pairs with chairs on the inner circle facing towards chairs on the outer circle.
- You will need a copy of the *Discussion Questions* (page 9), cut up so that each person in the outer circle has one question. The carousel takes about half an hour, depending on the number of people taking part. With briefing and debriefing, the activity needs 75 minutes.

Learning objectives	Learning outcomes
<p>NCS</p> <ul style="list-style-type: none"> • To develop responsible attitudes • To prepare pupils for social action (engaged society) • To encourage transition to adulthood <p>Citizenship</p> <ul style="list-style-type: none"> • To develop awareness of the rights and responsibilities of citizens • To develop knowledge of the needs of communities. 	<ul style="list-style-type: none"> • Pupils will know about rights and responsibilities of members of a school community • They will have identified and discussed some of the issues which normally arise within a school community. • They will have debated possible solutions to issues that may arise.

Points to note

- See Teaching Guide: Discussion and debate P12
- Plus *Make it happen!* Social Action Toolkit.

Tasks

Stage 1	<p>Arrange the chairs as a discussion carousel (see page7)</p> <p>If you are working with more than 24 pupils, you should use two carousels, since there are 12 questions. You need equal numbers for this activity, so if you have odd numbers, ask for a volunteer to be time-keeper, or recruit another member of staff to join in. Divide the group in half and ask one half to sit in the inner circle of chairs and the other half on the outer circle. Give each pupil on the inner circle one of the discussion questions, copied and cut up from the Discussion Questions sheet.</p>
Stage 2	<p>Explain to the group that the people sitting on the inner circle will not be moving for a while. They should discuss their question with the person sitting opposite them, but when they are given the signal after three minutes, the person on the outer circle should move one place to the right.</p> <p>Questioners now discuss their question with a new partner, again for three minutes, before partners move on.</p> <p>Continue like this until six questions have been discussed and then ask partners to swap places, so that the new inner circle members now take possession of the question. New outer circle members move one place to the right and discussions continue.</p>
Stage 3	<p>When all the questions have been discussed, ask the two people (or four if you have run two carousels) who asked about the same topic to meet up and share their findings. Select appropriate questions for reflection on each problem:</p> <ul style="list-style-type: none"> • What did most people say about this topic? • Is this particular issue a problem in this school? • Does the school have a policy that covers this issue? Should it? • Did anyone have any really good suggestions for solving this problem? • What kinds of action did people suggest? • Would any of these actions work? <p>Allow ten minutes for this discussion and ask one of the pair (or group of four) to be prepared to feed back their conclusions. While groups are meeting, move the furniture to a circle.</p>
Stage 4	<p>Seat all pupils in a circle and ask about each of the topics. Get a show of hands to see which of the topics were regarded as a problem that needs a solution. Vote on which of the actions for this problem could actually be put into practice. [If available, refer to an NCS case study as an illustration of a social action project in a school, and discuss how it could be adapted in your own school].</p>

Ideas for extension

1. Groups of pupils could be allocated different NCS social action project case studies in order to discuss the different kinds of social action that they could undertake, e.g. campaign, committee, event.
2. Following on from the activity, pupils could carry out a survey of other pupils in the school, to see which of the issues they discussed as seen as problems requiring action.
3. The action on topics identified in this activity could be undertaken over a period of time. Permission would be needed from the senior management of the school. Further information about running social action projects is available in the Social Action Toolkit.

What's the problem? Discussion Questions



1. Bullying: Does this happen in our school? If not, can you think of reasons why it doesn't? If so, why and what could we do about it? How easy or difficult would it be to take some action?	2. Pupil voice: Do pupils have a voice in our school? If so, how does it happen? If not, why not and what could we do about it? How easy or difficult would it be to take some action?
3. Recycling: Is this encouraged in our school? If so, how does it happen? If not, why not and what could we do about it? How easy or difficult would it be to take some action?	4. Meal arrangements: Do these work well in our school? If so, what makes them work? If not, why not and what could we do about it? How easy or difficult would it be to take some action?
5. Homework: Do most pupils think that homework works well? If so, how? If not, why not and what could change? How easy or difficult would it be to take some action?	6. Punishments: Do pupils in our school see the range of punishments as fair? If so, why? If not, why not and what could we do about it? How easy or difficult would it be to take some action?
7. Social mixing: Do pupils from different backgrounds mix well in our school? If so, how? If not, why not and what could we do about it? How easy or difficult would it be to take some action?	8. Healthy food: Is healthy food served in the school canteen? If so, why? If not, why not and what could we do about it? How easy or difficult would it be to take some action?
9. Fair trade: Does the school buy some fair trade products (e.g. chocolate, fruit, coffee, tea etc.)? If so, why? If not, why not and what could we do about it? How easy or difficult would it be to take some action?	10. Cycling: Is cycling to school encouraged? If so, how? If not, why not and what could we do about it? How easy or difficult would it be to take some action?

Activity 3: Getting involved ¹

Background, organisation and resources

- In this activity, pupils prepare for a question and answer session with a pupil who has already been on the NCS programme (*an NCS Graduate*).
- Using the empty chair technique, after viewing a video clip from the NCS website, pupils decide on the questions they would like to ask the visitor. Suggested questions are also provided (page 12) and you will need one copy per pupil.
- You will need access to the internet to view the website and play the video to the whole class. Also have an empty chair labelled 'NCS graduate' at the front of the room. Allow 45 minutes for the preparation session and about an hour for the visit.

Learning objectives	Learning outcomes
<p>NCS</p> <ul style="list-style-type: none"> • To develop an understanding of NCS and its ambitions • To develop personal skills (questioning, listening) • To promote transition to adulthood <p>Citizenship</p> <ul style="list-style-type: none"> • To develop knowledge of the roles of citizens • To develop knowledge of the rights and responsibilities of citizens • To prepare pupils for social action 	<ul style="list-style-type: none"> • Pupils will know about the benefits of NCS and what is on offer to them • They will learn about appropriate ways to question others • They will know about the responsibilities of members of communities to get involved in activities which help others.

Points to note

- See Teaching Guide: Working with the community p18 and Making contact with NCS p19
- *Make it happen!* Social Action Toolkit

¹. This activity is appropriate if your school is already involved with NCS as you will need to invite an NCS graduate to the session.

Tasks

Stage 1	Ask pupils if they know anyone (relative or friend) who has taken part in National Citizen Service. If anyone does, ask them to tell the class what they have heard. Access the NCS website (www.ncsyet.co.uk/about) and display and read the home page to the class. Then play the video clip: 'It all starts at Yes'.
Stage 2	Tell pupils that a young graduate from NCS will be visiting the class in the future and that the task today is to prepare for the visit. Ask them to imagine that one of the young people from the video is sitting on the empty chair (labelled 'NCS graduate'). They should suggest questions about the programme that they would like to put to the young people. Write all these suggestions up on the white board and give each a letter, A, B, C etc.
Stage 3	Put pupils into small groups of 3 or 4, and give out the lists of additional suggested questions from Questions for National Citizen Service. Choosing from their own questions and the additional ones on the list, they should select nine and write them down in order of priority.
Stage 4	Bring all the groups back together and facilitate a discussion to agree the final nine agreed questions, using the priorities of each group. Write a list of the top three questions from each group on a flipchart, deleting any repetitions. You could use dot-voting to come to a final agreement – give each pupils six sticky dots and ask them to vote for the questions they want included. They can distribute their dots any way they wish (more than one dot per question or shared out).
Stage 5	Decide who will ask the visitor which question. You can help pupils to practise asking questions by putting their question to the empty chair.

Ideas for extension

1. After the session, ask whether any members of the class have decided whether they would like to take part in NCS. Then ask for a volunteer to go into the 'hot seat' to answer questions from the group about their decision. Volunteers need to feel comfortable about being questioned but they can refuse to answer some questions if they wish.
2. Ask pupils in groups to further research NCS and make a short presentation to the class on different aspects of the programme, e.g. the first residential, social action projects, graduation ceremony etc.
3. Hold a class debate on the following motion: 'This house believes that National Citizen Service should be compulsory for all 16-year olds.' [See Teacher Guidance on holding debates].

Additional questions for NCS graduate**(Use with list from the white board)**

1. What are the aims of NCS?
2. What did you do on the residential?
3. When did you do NCS?
4. Why did you decide to take part in NCS?
5. How long does NCS last for?
6. What did you learn from the experiences?
7. For how long did you go away from home?
8. Who paid for you to go away?
9. Were you with your friends?
10. Could you do part-time work at the same time as NCS?
11. Who runs NCS in this area?
12. What sorts of things did you do for your social action?
13. What happened at the end of the programme?
14. Did you get a qualification as part of NCS?
15. Who supported you during NCS?