KEY STAGE 4:
CURRICULUM ACTIVITIES
NCS AND CITIZENSHIP
CURRICULUM MATERIALS
PUBLISHED JUNE 2016

NATIONAL CITIZEN SERVICE

Key Stage 4: Curriculum Activities

- These three activities will develop citizenship knowledge and skills, and promote understanding of, and enthusiasm for, National Citizen Service (NCS).
- They prepare young people to take social action through the use of a social action toolkit (*'Make it Happen'*).
- The materials encourage pupils to continue with social action after the age of 16, through participation in NCS.

1) The first activity introduces pupils to the wide range of voluntary groups operating in localities around the country. These have been selected to illustrate the diversity of different needs being addressed by the voluntary sector.
2) The second encourages pupils to consider the various research techniques that can be used when carrying out a social action project.
3) The third takes the form of 'Dragons' Den' in which pupils pitch the need to carry out some social action to a panel of experts.

Activity 1: Who does what?

Background, organisation and resources

- There are many thousands of voluntary organisations and charities in the UK, some national or international, some very small and localised. All exist to meet a need in the community or wider society. Although some are run by paid staff, they rely on part-time volunteers to do much of the work. As preparation for getting involved in National Citizen Service and running a social action project themselves, pupils should find out about the kinds of organisations operating in their own localities.

- In this activity, pupils use a 'What's my line?' type of exercise to learn about the purposes of six exemplar voluntary organisations, before doing some research on these organisations. You will need access to computers and copies of the *Voluntary group information* (from pages 6 and 7), one set per group. You will also need copies of the suggested questions (page 8), enough for almost every pupil. The activity requires about 90 minutes and a further 20 minutes for the reflection stage. (You may want to split the activity over two lessons).

2

These materials have been written for the NCS Trust by the Association for Citizenship Teaching www.teachingcitizenship.org.uk
June 2016

Learning objectives	Learning outcomes
NCS • To develop an understanding of NCS. • To encourage the development of responsible attitudes. **Citizenship** • To develop knowledge of voluntary organisations. • To develop knowledge of roles of citizens and different ways citizens can contribute to society.	• Pupils will know about the range of voluntary organisations in their communities. • They will understand what NCS does and how it works with local groups. • They will know about ways in which they can contribute to their community.

Points to note

See the following sections in the Teaching Guide:
• Working with the community p18
• About National Citizen Service p4
• Making contact with NCS p19

3

These materials have been written for the NCS Trust by the Association for Citizenship Teaching www.teachingcitizenship.org.uk
June 2016

Tasks

Stage 1	Put pupils into groups of five. There are different materials for six groups, but some groups could use the same materials if necessary, although they should sit away from each other. Ask groups to select one person (the 'cardholder') to join you at the front of the room. Give each person a card detailing their voluntary group and allow them time to read the information. Give all other members a copy each of the suggested questions and ask them to decide who will ask which questions. Explain that each group will be playing a game in which the cardholder has to answer the questions put to them by the others with either 'yes', 'no' or 'don't know'. The rest of the group have to guess what the voluntary organisation does. They can ask three questions each, but the answer must be 'yes', 'no' or 'don't know'. [Answers: Group 1, HALE – promoting community health; Group 2, FOE (Friends of the Earth) – campaigning for the environment; Group 3, Honeypot – support and holidays for child carers; Group 4, Thomas Pocklington Trust – support for sight-impaired people; Group 5, Refuge – support for abused women; Group 6, Hillside – provision of an animal sanctuary.
Stage 2	Allow groups fifteen minutes to play the game. Don't stop it when one group finishes. It's not a competition. Ask groups to report back on what their organisation does.
Stage 3	Tell each group to look up the website of their organisation. They should find out more about what the organisation does and, if possible, how volunteers are used within that organisation, before writing a short report of no more than 100 words. Ask all groups to share the information by reading out their report. Allow 60 minutes
Stage 4	Use the following discussion questions for reflection on the activity: • What kinds of activities do voluntary groups undertake? • What different kinds of roles can volunteers take on in voluntary organisations? • What would encourage you to become a volunteer, or why would you never even consider it?

Extension activities

1. Ask pupils to find a voluntary group in their own locality that concerns itself with the same issues, and to research that organisation, if possible on websites. They should find out what use the organisation makes of volunteers.

2. Put together all the information gleaned and make a list on the white board of all the different tasks volunteers do within voluntary organisations. Ask pupils to consider whether any of the volunteering opportunities would appeal to them.

3. Invite an NCS team leader to visit the class to talk about some of the volunteering opportunities undertaken by past graduates of the NCS [1].

[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.

Who does what? Voluntary group information

✂

Group 1
HALE - Health Action Local Engagement (www.haleproject.org.uk)

HALE is a local voluntary organisation in Shipley, Bradford that concerns itself with community health issues. It undertakes various projects with people in the community who need different kinds of support relating to health. The work covers all ages and types of people. For example, it:
- runs social sessions for people with dementia and their carers
- provides contraception advice to young people in the city
- promotes alcohol awareness
- encourages cycling for all, especially for isolated and marginalised groups such as refugees
- supports bereaved people
- runs cooking classes to promote healthy eating

Group 2
FOE - Friends of the Earth (www.foe.co.uk)

FOE is an international organisation that campaigns for changes in the way people look after the environment. It encourages people to make changes in their own behaviour as well as standing up for people, in all parts of the world, whose environment is under threat. For example, it:
- campaigns for cleaner energy
- produces information on climate change
- campaigns against factory farms
- provides people with 'bee-saving kits'
- supports groups of people which have suffered from the impact of pollution
- works with business, politicians and other charities to find solutions to environmental problems

---

Group 3
Honeypot (www.honeypot.org.uk)

Honeypot is a national charity that provides holidays and other support for children who care for disabled relatives. It has a residential centre in the New Forest, Hampshire where children get two-day breaks from their difficult lives. In addition it:
- provides a Playbus which tours the country is available for vulnerable children to play together
- runs the Honeypot club for the children it helps, which sends them birthday cards an news of the club
- puts on special events for the children such as picnics, bike rides, marathons, choir concerts
- fundraises to pay for treats for the children
- provides birthday and Christmas presents for children who would otherwise not get them

---

Group 4
Thomas Pocklington Trust (www.pocklington-trust.org.uk)

Thomas Pocklington Trust is a national charity set up in 1935 through a legacy from Thomas Pocklington, who suffered temporary blindness as a young man. It exists to provide support for people who are visually impaired. It also:
- operates a number of housing centres with self-contained accommodation
- runs two resource centres, one in Balham (London) and one in Stourbridge (Midlands) which offer a variety of services for people with impaired sight
- puts on day classes in areas such as arts and crafts, discussion, aromatherapy
- demonstrates and provides information on various gadgets that help visually impaired people to operate better (sometimes there are low tech items such as coloured bowls or talking scales)
- recruits and matches volunteers to befriend people in difficulty
- carries out research into all aspects of visual impairment

Group 5
Refuge (www.refuge.org.uk)

Refuge is a national organisation which provides a national network of safe houses around the country for women who are being abused in their own homes. It campaigns against domestic violence and provides ongoing support for women who have been abused. For example it:
- runs a national helpline for women
- provides outreach help for women who choose not to leave their homes
- offers specially designed support for women from minority ethnic groups
- offers legal advice, support and legal representation for victims who are going through the courts
- runs advertising campaigns to raise awareness of domestic violence
- lobbies the government to keep domestic violence on the agenda

Group 6
Hillside animal sanctuary (www.hillside.org.uk)

Hillside is an animal sanctuary based in Norwich, founded in 1995, to provide sanctuary for mistreated animals and to raise awareness of animal cruelty, especially in factory farming. It does this by:
- running open days when people can view their work
- carrying out investigations into animal cruelty
- fundraising through sponsoring and adoption of individual animals
- re-homing unwanted and unloved pets
- campaigning against factory farming
- providing a safe home for over 2000 animals that have suffered cruelty

Who does what? Suggested questions

- Your group's job is to find out what the voluntary group on the card does. Your 'cardholder' has information on his/her card about a voluntary organisation that really exists. You can each ask him/her THREE questions to find out what the organisation does, but the answer to the question can only be 'yes', 'no' or 'don't know'. If you ask any other kind of question, you have wasted a question and you only have 12 between you.

- Here are some suggestions to start you off, but you can think up your own second and third questions if you are beginning to get an idea from the cardholder's answers to the first questions. Take turns at asking questions and decide who will start off with which questions.

- It's not a competition with other groups, so don't rush!

1) Does the organisation campaign for a cause?

2) Does the organisation work with a specific group of people?

3) Does the organisation work with animals?

4) Does the organisation provide a service for people with a disability?

5) Does the organisation operate abroad?

6) Does the organisation work across the whole country?

7) Does the organisation only work with children?

8) Does the organisation aim to change government policy?

Activity 2: Finding out

Background, organisation and resources

- Development of research skills is an important part of citizenship education, and using social research methods can greatly improve the quality of social action. If pupils carry out appropriate and well-planned research, they are more likely to bring about some changes that are genuinely needed by members of the community, in ways that are more effective.

- In this activity, young people consider the range of research techniques that they could use and discuss which techniques are the most appropriate for different types of social action at different stages within the action. Pupils will work in small groups, and you will need copies of *Research Techniques* (pages 11 & 12) for each pupil and *Social Action Case Studies* (page 13), one for each group. Allow one hour for the activity and reflection.

Learning objectives	Learning outcomes
NCS • To develop an awareness of NCS • To encourage an interest in undertaking social action **Citizenship** • To develop skills of enquiry and investigation • To develop knowledge of different ways citizens can contribute to their community	• Pupils will know about the NCS and understand what it does. • They will develop enquiry, investigation and research skills. • They will know about the different ways they can contribute to their community.

Points to note
See the following sections of the Teaching Guide:
- Research skills p10
- Opportunities in national qualifications and awards GCSE p6
- About National Citizen Service p4
See also
- NCS case studies (www.teachingcitizenship.org.uk)
- *Make it happen! Social action toolkit*

9

These materials have been written for the NCS Trust by the Association for Citizenship Teaching www.teachingcitizenship.org.uk
June 2016

Tasks

Stage 1	Put pupils into six groups and give out the sheet on Research Techniques. Explain each briefly and ask whether anyone has used any of the techniques before. If so, what were their experiences? Discuss some of the issues that arise from the descriptions: e.g. random samples, sample size, the analysis of data, open versus closed questions, qualitative versus quantitative data, and objectivity of researcher.
Stage 2	If pupils are taking GCSE Citizenship Studies, or any other form of relevant accreditation, discuss the requirements of your examining board in relation to the action. What does it expect of candidates in relation to the enquiry or investigation? Boards express their requirements in different ways, but most expect evidence that candidates have developed skills of enquiry. Make sure that pupils know what this evidence should be, and keep any relevant notes that they make during this activity.
Stage 3	Give out copies of the case studies, one per group. Ask groups to discuss which of the research techniques would be suitable for each of the case studies. They can select more than one for each, but will need to explain why. In order to do this, they should consider what the research needs to find out at each stage of the case studies, and which research method would be the best way of doing this.
Stage 4	If you are short of time, you could allocate just one case study to each group and ask them to share their case studies and decisions with the rest of the group at the end. If groups have discussed all of the case studies, ask a spokesperson from each group to say which techniques they decided should be used in each case study project and why. See how much agreement there is between groups. Ask them to describe how they came to their decisions.
Stage 5	Put pupils into 'rainbow' groups (i.e. groups made up of one member from each of the original groups). Write the following reflection questions on the white board, and ask groups to select one of their member to lead the discussion of the questions. 1. Why is research important before you undertake social action? 2. What do you have to consider before you select the most appropriate research techniques? 3. How can use of research encourage interest among the community group involved? Facilitate a whole class discussion on the role of research in social action.

Ideas for extension

1. Provide some real case studies from National Citizen Service (available (www.teachingcitizenship.org.uk)) and ask pupils to discuss which research techniques could have been used in each.

2. Ask groups of pupils to do some research amongst fellow pupils on a specific topic such as the role the students in school decision-making for example, via the student council, use of off-timetable days, policy on recycling. Each group should use a different research methodology and compare their results. They could use the tips from Step 3 of *Make it Happen! Social Action toolkit*.

3. Invite a researcher (academic or market research) to the class to talk about the strengths and possible pitfalls of social research. The researcher could also explain some of the main issues in research methodology, such as the importance of sampling, and the differences between qualitative and quantitative data.

---

1. Face-to-face unstructured interviews

- The interviewer interviews one person at a time.
- He/she has a number of key questions to ask, but can add extra questions if new topics come up, and to gather background information.
- The interview is often sound recorded.
- This technique is useful for small numbers of key people and can provide very valuable and detailed information.
- It is not suitable for large numbers of respondents because it is very time-consuming and difficult to analyse.

---

2. Questionnaires and surveys

- Written questionnaires are prepared for use with a large number of people.
- The questionnaires consist of a mix of 'open' and 'closed' questions. Open questions give the respondents a chance to express their own views, whereas closed questions give a choice of answers to tick. It is much easier to analyse the responses to closed questions (simple counting) but open questions provide more detail.
- Researchers try to get a cross-section of respondents (i.e. a good mix of ages, genders, social classes, educational backgrounds etc.).
- The questionnaire can be filled in by the respondents themselves (sometimes online) or used during a street interview.

---

3. Observation

- Observation involves watching and recording what happens during an event.
- The researcher does not take part in the event.
- It can include systematically counting the number of times something happens and noting who did what. Charts and diagrams, video and audio recording can be used to record what happened.
- The technique is useful for research into the social behaviour of different groups.

4. Focus groups

- A focus group is usually quite small – no more than 12 people.
- The group can consist of a well-selected cross-section of people – different ages, ethnicities, social classes and levels of education, but the make-up of the group often depends on the topic.
- The researcher may use follow-up questions to clarify answers.
- The focus group is usually recorded, sometimes with video.
- Advertising companies and political parties use this technique to find out what people's reactions might be to a new product or policy.

5. Documents

- This technique involves analysing the contents of documents.
- The range of documents that might be interesting to a researcher is huge: minutes of meetings, journals, diaries, letters and memos, as well as newspaper articles, public notices, press releases etc. It can also include visual and sound 'documents' such as video, sound recordings and photographs.
- Document research is used to find out about the background to an issue before other kinds of research are used.

6. Telephone interviews

- Some telephone interviews might use a survey questionnaire; others can be more in-depth, like a face-to-face interview.
- Although this technique is easier and cheaper than street surveys, it involves making appointments with the respondents so that they are available when the researcher calls them.
- Some researchers record the telephone conversations to avoid making copious notes during the call.
- This technique is used with respondents who have been selected by the researcher.

Social Action Case Studies

A. A local community group supporting people with disabilities needs some funding to buy new play equipment for children aged 5 – 10. You would like to help them with fundraising, but you also need to find out more about current sources of funding and the role of the local authority in provision of these kinds of services. Which of the six research techniques could you use? You can select more than one.

B. The local park is in need of renovation. It is full of litter, has broken seats, weeds in the garden and graffiti on the walls. You don't know who uses the park or who would use it if it was cleaned up. You also need to know who is responsible for the park and who owns it before you can decide whether to take any actions yourselves. Which of the six research techniques could you use? You can select more than one.

C. Some pupils in your school would like you to run a youth conference on local street safety. You would need to research the issues in more detail, finding out the facts from the local police, youth service and residents' associations. You also need to find out whether this is a genuine concern for a majority of fellow-pupils and how many of them would attend a conference. Which of the six research techniques could you use? You can select more than one.

D. Your local youth club is looking for someone to run a campaign to encourage the local council to offer more facilities for young people – an internet café, some summer activities and improvements to the skate park. You are not sure that all local young people agree about the facilities requested and you also need to find out whether the local council is planning to spend any money on youth facilities. Before you agree to run the campaign you need to find out. Which of the six research techniques could you use? You can select more than one.

E. You have been asked to help set up a youth radio station to broadcast across your local area. It's a big job but quite a few of your friends are keen to get involved and there are adult experts to help you at the youth club. You don't know what kinds of things young people would like to hear about on the radio, or how a local radio station could be different from those already available. You need to find out. Which of the six research techniques could you use? You can select more than one.

F. A group of girls that you know are keen to play football but they don't have a team to join. You would like to promote girls' football at your local sports club, but you don't know how many girls would be interested or whether the sports club would provide facilities and trainers for the girls. You need to find out. Which of the six research techniques could you use? You can select more than one.

Activity 3: Persuasion [1]

Background, organisation and resources

- In this activity, pupils prepare and present short speeches to a panel, as if in the Dragons' Den. The aim of the speeches is to persuade others of the need for some support to take some social action.
- Pupils work in threes to prepare their speeches and you will need copies of *Tips for Making Speeches* (page 16), one for each group.
- You will also need to recruit a panel of 'Dragons'. The panel should include a local representative of National Citizen Service or a graduate. Among other invitees could be a senior member of staff, a local MP, a councillor, the manager of a local voluntary organisation or a youth leader. Allow about one hour for the preparation of the speeches and another hour and a half for presentations to the panel.

Learning objectives	Learning outcomes
NCS - To encourage transition to adulthood - To develop teamwork and communication skills **Citizenship** - To develop discussion and debating skills - To develop presentation skills - To develop knowledge of citizenship issues - To develop knowledge of the roles of citizens	- Pupils will be able to make effective presentations. - They will know about the importance of persuasion as a technique for gaining support in social action projects. - They will know about the different ways citizens can contribute to their communities.

Points to note
See the following sections in the Teaching Guide:

- Working with the community p18
- Discussion and debate p12
- Making contact with NCS p19

---

2. 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	Put pupils into groups of three and explain that their task will be to prepare a speech to pitch to a panel in 'Dragons' Den'. They should try to persuade at least one of the 'Dragons' to agree to support a social action project. Groups should choose one of the following social action projects to argue in favour of. Write these up on the white board. - A campaign to promote a youth advisory committee for the local council - A borough or county-wide conference for young people on how to encourage more 17 year olds to register to vote (or some other issue relating to young people) - A local electronic newsletter for young people, written by young people, on issues affecting them in the area - Any other project that involves young people having a voice.
Stage 2	Give out the *Tips for Making Speeches* (page 16) and allow 45 minutes for groups to draft a three-minute speech in which they will try to persuade the 'Dragons' to agree to support their project. They have to present a logical argument, supported by reasons, and use persuasive techniques to gain the attention of their audience and sustain their interest. One person from the group could be selected to make the speech, or they could all take part.
Stage 3	The speechmakers need the chance to practise their speeches before entering the Den. Other members of the group should constructively evaluate the speech, commenting on content, clarity of argument, variations in tone of voice, pace, eye contact and body language.
Stage 4	The Den could take place on a different day. Arrange the furniture with the Dragons sitting at the front and the whole class as audience. Each speaker should draw lots for the order in which they enter the Den. Allow ten minutes per speaker to make their speech and receive feedback on the project. At any time the Dragons can say they are 'out' and do not wish to support the project, but all members of the panel should have a say on each project and give reasons for their decisions to support or not to support it. Giving support does not have to involve money.
Stage 5	Debriefing and feedback could take place later, but is essential. Pupils should have the opportunity to talk about what happened and to discuss in general terms what they learned about how to make effective and persuasive speeches.

Ideas for extension

1. Some groups may wish to take their social action projects further and to work on them with interested members of the panel.
2. You could run a similar event with a different panel when pupils are planning their GCSE citizenship action projects or projects for other sorts of accreditation.
3. Pupils could work with an NCS graduate when practising their speeches.
4. Use video clips of real Dragons' Den speeches from the TV programme and critique the presentations, not in terms of the viability of the business pitches, but as good or bad presentations.

Tips for Making Speeches

Clear logical argument

Short, clear speeches that stick to the point are always more persuasive than woolly rambling ones! Be clear about the main points you are making, support your argument with reasons and, if possible, give evidence from reliable sources. Stick to the three minutes. A useful guide is that people tend to say two/three words per second, i.e. 120/180 words per minute.
The structure of a presentation should be as follows:
- gain the attention of the listeners – an anecdote or a joke (but be careful with jokes – they must be funny and appropriate)
- give a clear introduction to the social action idea
- give greater detail, explanation and reasons for your action, with evidence
- summarise with the kinds of support you need and why
- finish within your time and ask for questions

Use of persuasive language

People use a number of words and techniques to persuade others. Sometimes they go overboard and it's always worth challenging these techniques in debates. Be careful if you choose to use these because some people can see through them. They include use of:
- persuader words (e.g. 'obviously', 'clearly', 'surely')
- emotive language (extreme words that aim to get a reaction e.g. 'grotesque', 'slaughtered', 'yobs' etc.)
- appeal to popularity (e.g. 'everybody agrees that..')
- appeal to guilt (e.g. 'think about those less privileged than you')
- rhetorical questions (e.g. 'who could doubt that…?')

Voice

Try to vary the tone of your voice. People find it easier to listen to a voice that goes up and down to stress some parts of the speech. Do not drone monotonously. The pace is also important. Do not speak too fast or too slow.

Eye contact and body language

Make sure that you look at each of the Dragons, not just one, or the others will feel left out. Also, you need to look confident (even if you don't feel it). Stand straight and look alert. Use your hands to express yourself and keep the palms open, not clenched in a fist. Smile!

Gain attention and sustain interest

Do not mumble and look down while reading from your notes; just glance at them when you need to.
You could start off by telling a little anecdote and add asides as you go along to keep their interest.

16

These materials have been written for the NCS Trust by the Association for Citizenship Teaching www.teachingcitizenship.org.uk
June 2016