



TEACHING GUIDE
CURRICULUM
MATERIALS
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1. About this Teaching Guide

This Teaching Guide is part of a set of materials designed to support effective citizenship teaching in schools and to help pupils prepare to participate in the National Citizen Service (NCS) programme.

The materials aim to help you:

- provide high quality, innovative citizenship teaching for your pupils that is engaging, active and fun.
- make links between your curriculum for citizenship at Key Stages 3 and 4 and the National Citizen Service programme for 16 and 17 year olds.
- build an effective approach to teaching citizenship that encourages active citizenship including social action and community involvement.

The materials also help you address the statutory teaching requirements of the National Curriculum for citizenship and support teaching of the GCSE Citizenship Studies qualification where that is used.

This guide offers advice and information that complements the other materials which include:

- i) **A series of curriculum activities** for use with Key Stage 3 and/or 4 pupils that develop research, debate, teamwork, social mixing and communication skills whilst learning about the community.

<u>Key Stage 3</u>	<u>Key Stage 4</u>
<ul style="list-style-type: none"> • Activity 1: Working together • Activity 2: What's the problem? • Activity 3: Getting involved <p>The first activity focuses on leadership and working with people known less well to you. The second helps pupils identify school-based citizenship issues that need solutions. The third introduces National Citizen Service and encourages pupils to find out more about it.</p>	<ul style="list-style-type: none"> • Activity 1: Who does what • Activity 2: Finding out • Activity 3: Persuasion <p>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. The second encourages pupils to consider the various research techniques that can be used when carrying out a social action project. 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.</p>

- ii) **A 'Make it happen!' Social Action toolkit** designed for use by learners with activities and tips for organising successful social action undertaken as part of their citizenship curriculum. The toolkit has also been designed to fit with the requirements for GCSE where that is used.
- iii) **A range of case studies** to illustrate examples of effective social action projects *and* to show the benefits of NCS for young people. These are available to view on the ACT website www.teachingcitizenship.org.uk

The materials have been developed to allow you flexibility to adapt them to the needs of your pupils and to fit in with your school approach to teaching citizenship in the curriculum.

For example:

- The curriculum activities can be used in the way that best fits with the objectives and organisation of your citizenship curriculum, including as a series of lessons or as whole or half day 'off timetable' activities. Suggestions for extension activities are included.

- The 'Make it happen! Social Action toolkit' can be reordered to fit in with your approach to active citizenship and/or aligned to your teaching for the GCSE Citizenship Studies qualification.

2. About National Citizen Service

National Citizen Service (NCS) is a youth development programme available to 15-17 year-olds in England and Northern Ireland. The programme takes place outside of term time during the spring, summer and autumn holidays. Through team building exercises and outdoor activities, young people embark on new challenges, meet new people and build skills for work and life. What's more, the whole experience costs no more than £50 due to government backing, which means there are no cost implications for your school.

We know that schools want the best for their students, and NCS is an experience that every young person should have the chance to do. More than 200,000 young people have already taken part in this life-changing experience and have given back to their community. To date, young people have delivered five million hours of social action on-programme. NCS empowers young people to develop important life skills outside of the classroom – leadership, teamwork and resilience – which complements their lessons in class. NCS graduates are equipped with the skills employers increasingly value while UCAS recommends students include NCS in their personal statement.

Teachers can get involved if they wish, but NCS is proud to work with some amazing organisations that deliver the programme across the UK – including charities, colleges, social enterprises and private sector partnerships.

The table below summarises the key phases of the NCS programme.

Phase	Description
Phase 1: Adventure	Week one is all about new experiences. We partner with some of the country's most popular outdoor activity and residential centres, where young people enjoy some fun and adventure.
Phase 2: Skills	In week two, young people embrace independent living, typically in university campus dorms or uni-style halls, where they learn skills for work and life, such as public speaking and managing a budget. A great opportunity to mix with young people from different backgrounds and discover new interests.
Phase 3: Social Action	In weeks three and four, NCS participants return to their local area and make a difference in their community. A great opportunity for young people to make their mark and have their voice heard.
Phase 4: Graduation	At the end of the four weeks, they're now part of the bigger NCS family. They'll get exclusive access to potential volunteering opportunities and apprenticeships as well as amazing discounts and big events.

Please note – our shorter spring and autumn programmes include 3 residential nights, with participants staying at home for the remainder of NCS.

Further information about the NCS programme is also available at www.ncsyes.co.uk

3. How National Citizen Service can enhance the citizenship curriculum

3i) Opportunities in the National Curriculum for citizenship

The National Curriculum is followed by many schools in England. Citizenship is a statutory National Curriculum subject that must be taught in maintained secondary schools. The recently reformed National Curriculum¹ for citizenship for schools in England aims to:

- provide pupils “with an introduction to the essential knowledge that they need to be educated citizens”
- Introduce pupils to “the best that has been thought and said; and helps engender an appreciation of human creativity and achievement”

The NCS programme and the citizenship curriculum **both** aim to improve outcomes in a number of complementary areas:

- NCS focuses on developing the skills and behaviours for effective social mixing, teamwork, communication, leadership and developing responsibility and independence.
- Citizenship education also develops these skills alongside teaching essential knowledge and understanding about democracy, government, parliament, justice, rights, responsibilities, identity and diversity. Citizenship education equips young people with the knowledge, understanding and skills to contribute positively to improve society and play an active role in democratic life.

Citizenship aims	Citizenship outcomes
<ul style="list-style-type: none"> • To play a full and active part in society as responsible and informed citizens 	<ul style="list-style-type: none"> • A sound knowledge and understanding of how the UK is governed, its political and legal systems, the UK’s relations with Europe and the wider world as well as how citizens participate actively in democracy and communities • An interest and commitment to community volunteering and taking action to improve society • Skills to engage critically with, and debate, political and social issues
NCS overarching aims	NCS outcomes
<ul style="list-style-type: none"> • A more responsible society • A more cohesive society • A more engaged society 	<ul style="list-style-type: none"> • Develops teamwork, communication and leadership • Helps young people make the transition to adulthood • Helps foster social mixing • Encourages community involvement

Effective citizenship education helps prepare pupils for NCS because it:

- **is issues-based**, focusing on real political and social issues or problems of concern to communities.
- **promotes enquiry**, research and critical thinking as key questions, issues and concepts are explored and developed.
- **involves active and participatory learning** with genuine opportunities to take action in the school or education setting and in the wider community.
- **uses a wide range of active learning pedagogies** from role-play and simulations, discussion and debates to learning beyond the classroom in community-based contexts.
- **allows space for learners to engage with, reflect on and discuss controversial and sensitive issues** that arise in communities and challenge society today.

¹The National Curriculum programme of study teaching requirements for citizenship at Key Stages 3 and 4 are included in the Appendix.

3ii) Opportunities in national qualifications and awards

National Qualifications provide an important way of giving public recognition to a wide range of student achievement and attainment across different subjects.

The GCSE Citizenship Studies is now widely used in schools and colleges and involves the assessment of citizenship skills, knowledge and understanding. The GCSE citizenship action project involves pupils undertaking different forms of active citizenship and can include a social action project. The GCSE therefore offers a unique mechanism to develop, recognise and celebrate the skills and qualities that are also developed as part of the NCS programme.

For further information about the GCSE for Citizenship Studies go to the Awarding Organisation websites:

- AQA <http://www.aqa.org.uk/subjects/citizenship>
- Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html>
- OCR <http://www.ocr.org.uk/qualifications/gcse-citizenship-studies-j270-from-2016/>

Fitting social action to GCSE requirements

The '**Make it happen! Social Action toolkit**' has been designed for learners to use as they take part in different kinds of active citizenship projects. It encourages active learning where pupils plan, undertake and reflect on their action. The toolkit is also designed to fit with the requirements of the GCSE Citizenship Studies where pupils are required to undertake a citizenship action project and respond to examination questions about the action they undertook. For example:

- **Choosing the topic:** Most Awarding Organisations allow a free choice of the issue or focus of the citizenship action project. Pupils could choose their topic in Step 1, adding the topics from the list to a chart like the one on page 3.
- **Carrying out research:** All Awarding Organisations require that pupils carry out some research or investigation. Step 3 will help them to select the most suitable research methods for their action, and the tips will help them carry out their research effectively.
- **Action planning:** Action planning is also required by all Awarding Organisations. Pupils can use the process of action planning in Step 7.
- **Taking responsible action:** Whatever pupils decide to do, it is important that they involve those they are helping and the main decision-makers in their action.
- **Reflection and evaluation:** This is a very important part of all the GCSE specifications. Pupils **MUST** provide evidence that they have reflected on their learning, but they also need evidence of their own role throughout all stages of the action. They could use the process suggested in Step 9, but also keep records of their involvement, save photos and letters, newspaper cuttings etc.

The toolkit helps pupils work through a number of stages:

Step 1	Choosing the issue
Step 2	Getting help and support
Step 3	Carrying out research
Step 4	Deciding on kinds of action
Step 5	Getting round the blockages
Step 6	What will success look like?

Step 7	Putting it all together – action planning
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Step 8	Did we do well? Evaluating the action
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Examples of GCSE active citizenship projects

Pupils take part in a wide range of active citizenship projects as part of GCSE Citizenship Studies.

Recent examples include:

- An investigation into rising local crime statistics and a group activity to organise an event to share the research findings and challenge the perception that crimes are committed only by young people in the area. The event included members of the school and wider community including the local police, local councillor and youth worker.
- A research project to find out about the problem of sewage entering the sea and the impact on tourism and the local economy with the aim of raising awareness of the health risks to local people. Contact was made with government, the Minister for the Environment and the Minister for Commerce and Employment and the research findings were disseminated to local residents and shared with an environmental action group who used the research in their campaign.
- An enquiry into racism in sport and contributing to a group activity to organise a whole school event. This involved a range of cultural activities to explore the diversity of the local community and social inclusion in society.
- A campaign and petition organised with local people to improve road safety on their high street following a number of fatal accidents involving members of the community. The project involved research, lobbying the local MP and organising an

event and presentation about the campaign during a school assembly.

4. Active learning, active citizenship and social action

Active learning and active citizenship are approaches that support the effective delivery of the NCS programme, in particular in relation to the development of personal and social skills and when undertaking social action projects.

- **Active learning** is a technique or set of approaches designed to encourage pupils to be actively engaged as they plan, undertake and reflect on their learning.
- **Active citizenship** is a teaching approach that uses active learning to equip pupils to take informed and responsible action aimed at making a positive difference in their communities.

Active learning	Active citizenship
<p>Active learning is the opposite of passive learning where the learner is involved in the process of gaining and constructing knowledge. Active learning involves new experiences (doing and observing) and an on-going dialogue about learning (with self and others). Interaction with others is a key part of active learning. Active learning can, but does not necessarily involve physical movement but does require an active brain engagement with the issues.</p>	<p>Active citizenship involves people acting together or individually to achieve a change or benefit in society or to resist an unwanted change. Pupils undertake activities they have planned to address issues or problems of concern to communities. Through active citizenship pupils develop the confidence and conviction that they can act with others, have influence and make a positive difference in society.</p>

4i) Types of active citizenship

Democratic societies thrive when there is an active and engaged citizenry who contribute positively to political and public life as voters, community members and informed citizens.

Active citizenship can involve many different types of activity and there are a range of related terms that may be used to describe these activities.

- **Community involvement** is a term used by Bernard Crick in 1998 when he set out the case for including citizenship education in the National Curriculum for England. Community involvement is 'learning about and becoming helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community'. (Crick, 1998)

Activity involving 'service' to others is also central to volunteering and social action.

- **Volunteering** is usually an unpaid activity where people give their time to do something of benefit to others in the community or society.
- **Social action** can be defined as practical actions in the service of others. It involves activities carried out by individuals or groups that are not for profit and aim to bring about a change or benefit for communities. This might involve giving time and/or money. The NCS define social action as 'meaningful and realistic projects that involve people from the community and deliver a tangible benefit along with the opportunity for social mixing'.
- **A Social enterprise** is a not-for-profit organisation with defined social goals. Any surplus income is used to contribute to making a positive difference to the community, be that locally, nationally or internationally. Young people may be involved in setting up a social enterprise as an active citizenship or social action project.

Through citizenship education and through the NCS programme young people can be involved in many types of action.

Specifically this might include:

- Organising a meeting or event to discuss or highlight an issue.
- Developing a consultation exercise about an issue and disseminating the findings to those in positions of influence and the communities affected.
- Creating an information display in school or the wider community.
- Setting up a petition or campaign, perhaps using social media.
- Contributing to a community project to renovate or improve a local facility.
- Setting up or contributing to the work of a student or youth council.
- Raising awareness of a concern by writing to those in authority, for example a local Councillor, MP or organisation about an issue, or publishing a blog, writing a letter to the media or creating a newsletter.
- Raising money to support a cause or to enable them to take another form of action.

A successful social action project

The success and impact of a social action project can take many forms.

NCS define a successful social action project as one that '*creates a tangible benefit*' for the community.

Such a project is also likely to include some or all of the following features:

- Addresses a real need or issue in a chosen community.
- Is realistic and has achievable outcomes that the young people are committed to.
- Is young person led, wherever possible.
- Has adequate resources and support to ensure the project can take place.
- Allows for input by the community and enables young people to work with the community.
- Ensures time and space to reflect on and celebrate the achievements of the project.
- Provides on-going opportunities for young people to contribute to social action.

The next sections of this guide explore some of the active learning approaches used in the **Key Stage 3 and 4 curriculum activities** and **Make it happen! Social Action toolkit**. These approaches are particularly helpful in preparing young people for participation in the NCS programme. Advice on handling sensitive and controversial issues and working with communities is also provided.

4ii) Research skills

The development of research skills plays an important part in citizenship education, and using social research methods can improve the quality of active citizenship and 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.

Usually more than one research strategy is necessary when investigating a problem or issue. Pupils need to develop their skills to decide which is the most appropriate research strategy to use by considering the key question, 'What are we trying to find out?'

Some of the different types of research skills that can be used in citizenship are set out below.

<p>1. Face-to-face unstructured interviews</p> <ul style="list-style-type: none"> • 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.
<p>2. Questionnaires and surveys</p> <ul style="list-style-type: none"> • 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.
<p>3. Observation</p> <ul style="list-style-type: none"> • 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.

Links

The curriculum activities for Key Stage 4 “*Activity 1: Who does what?*” and “*Activity 2: Finding out*” are designed to help pupils develop their research skills.

The *Make it happen! Social Action toolkit* includes research (step 3) and encourages pupils to revisit their research during their social action.

4iii) Discussions and debate

- Many of the issues explored both in citizenship and through the NCS programme are ones that affect people's everyday lives. Effective citizenship education involves developing the skills to express views on these issues and listen to what others have to say through discussions and debates. It also involves learning to conduct such debates in a reasonable, fair and democratic way. This is important because issues are often bound up with the values of those involved. It can be easy to dismiss the views of others when you don't agree with their values, creating a potential for conflict. Because the role of reason, logic and evidence becomes all the more important when values are involved, it is essential that citizens learn how to argue, to make a case for their point of view, and to listen to the views of others.
- In public life, it is often through debate that issues and arguments are explored. To take part in these debates citizens need to learn the skills of making a logical and coherent case for a particular viewpoint, to be able to challenge the views of others through counter-argument, and to be able to persuade others that their case is the one that should be accepted. Equally important is that proceedings are conducted democratically. Having listened to the arguments put forward, people can then vote for the position they support.

Running a successful debate

- To begin, you need a motion. Motions are described in a particular way: for example, '*This house believes that every 16 and 17 year old should have the right to vote*'.
- A chair for the debate needs to be appointed and has the responsibility of calling people to speak and ensuring they stick to the time they are given.
- Often two people will speak **for** the motion and each one is given a limited time to make their case. The second speaker should add something new to the case and not simply repeat what the first speaker said.
- Two people then **oppose** the motion and are also given a limited time to make their case.
- Speakers can be interrupted during their speeches when:
 - i) **A point of order** is called when someone thinks the speaker has gone off the point. The Chair will ask the challenger to say what the point of order is and then will decide whether or not it is a valid point.
 - ii) **A point of information** is called when someone wants to add some relevant information or ask a question. The Chair will decide whether or not to permit the person to interrupt.
- When all the speakers have finished, the debate is **opened to the floor** so that others can express their views. Anyone wishing to speak should try to catch the eye of the Chair, who will decide whether the person can speak. The Chair may also put a time limit on each person speaking to ensure as many contributions as possible can be made.
- After an agreed period of time, a vote is taken. The Chair will call for the vote and each participant should vote **for** or **against** the motion, or **abstain**. A count is taken and the motion is **carried** or **defeated**.

Developing the skills of discussion and debate

1. Argument, not arguing. Arguing is different to argument and students need to learn to distinguish between the two. *Argument* involves the skills of putting together reasons and evidence to make a clear and persuasive case. *Arguing* often involves disagreeing with someone else without clear reason or evidence. It can be an emotional response without thinking about what is being said.

On any particular citizenship issue there is almost always a range of views, and people take different positions. Usually a proposition or motion is put forward, for example: 'Stem cell research should be allowed and legal in the UK', and people argue for and against the proposition. The arguments progress along certain lines with points and counter-points being made.

2. Using reason and evidence to make the case. In citizenship discussions and debates, you cannot separate argument from views and opinions. This is because most issues involve people's values and what they consider to be fair or unfair, right or wrong. However, this makes it even more important that people should engage in reasoned argument and give reasons for their views.

To be effective, arguments need to be put into a logical and coherent structure. This means establishing a central proposition and giving a number of reasons why we should accept this proposition. The reasons can be strengthened by evidence. Evidence is more specific information that supports a reason. It can help participants to refer to this as 'big points' and 'little points': the big points being the ones that refer directly to the central proposition, the little ones being the evidence or further explanation which support these.

3. Responding to arguments. One of the most important and demanding skills in discussion and debate is to respond to what other people have said, particularly if they are arguing against you. It involves listening, quick thinking, evaluation and knowledge of a topic.

4. Challenging arguments. In more formal debates people do not just respond with different arguments but they challenge what the person is saying. This might involve questioning the evidence the other speaker is deploying or picking holes in the argument that is being put forward. This requires higher level skills involving listening to and analysing the opposing argument, then responding.

5. Being persuasive. Arguing effectively is not just about the logic and content of the argument; it is also about convincing people that they should accept your arguments. This means that the speaker has to learn to argue persuasively. It is equally as important to recognise when someone is using persuasive techniques to win an argument with which you don't agree.

6. Making a persuasive argument. A good speech in a debate involves a mixture of elements – logical argument, clear points supported by evidence, use of persuasive language and good delivery. To help develop the skills of responding to, challenging and making persuasive argument, it is useful to practice by taking on and making the case for a point of view with which you do not agree.

Links

The curriculum activities for Key Stage 3 "*Activity 1: Working together*", "*Activity 2: What's the problem?*" and Key Stage 4 "*Activity 3: Persuasion*", develop discussion, debate and communication skills.

4iv) Reflection

Both citizenship in schools and the NCS programme encourage young people to be reflective about their learning.

Reflecting on discussions and debates

When a discussion or debate has been concluded it is important to allow time for learners to reflect. Each person should have a chance to contribute during the reflection. For example you could ask participants to re-state some of the points that were made and the reasons and evidence given. This could be followed by questions to elicit more critical reflection, for example:

- a. Was the opinion stated relevant?
- b. Was the justification reasonable?
- c. Was the justification a relevant and sound one?

The issue of relevance is crucial during discussions and debates as many people do not stick to the point nor provide reasons that relate clearly to the opinion expressed. They have to learn this through analysis of their responses and being made aware when they are not making relevant points.

It is also important to encourage reflection at the end of this session. You could do this with the whole group or use a self-assessment form with the questions below:

- Was I able to express an opinion or make a point?
- Was I able to do this confidently?
- Were the opinions or points I made relevant to the issue?
- Were the reasons I provided good ones or not so good?
- On which of the above could I improve?

Reflecting on active citizenship and social action

Ensuring adequate time so learners can evaluate their own contribution and the project as a whole is key. This helps learners assess:

- different ways in which they contributed individually and in teams to their work together and to the social action or active citizenship project in which they have participated
- how they worked cooperatively, mixed and interacted with others, especially those with whom they have not worked before, both in their team and in the wider community
- the success of the decisions they made as part of the project and what they might do differently next time
- the extent to which their projects met the intended aims and objectives
- What they learned in terms of knowledge, understanding and skills and what they can take with them for the future.

Useful questions to reflect on include:

- What was the activity?
- What was my role in it?
- Why did I take on this role?
- What knowledge, understanding and skills did I use in this role?
- What went well in my role?
- What went well in the activity as a whole?
- What could I have done better or differently?
- How would this have improved the activity or my role in it?

Links

The curriculum activity for Key Stage 3 “*Activity 1: Working together*”, and Key Stage 4 “*Activity 1: Who does what?*” and “*Activity 3: Persuasion*”, encourage and develop skills of reflection. The *Make it happen! Social Action toolkit* includes reflection and evaluation (step 8) of social action.

4v) Strategies for handling controversial and sensitive issues

Citizenship teaching and the NCS programme require honesty and trust between staff and learners. An acceptance that differences of opinion are inevitable, acceptable and central to a democratic society can help to diffuse tension. This is particularly important when learners begin to work together on a task for the first time.

Before controversial issues arise, it is important to establish how people will behave when there is a disagreement so that everyone understands what is expected and feels safe. Sometimes 'ground rules' are used for this purpose, which learners can be involved in developing.

Useful strategies to help manage controversy, for discussions and debates include:

- **Balanced approach** – the facilitator presents a range of viewpoints and materials to highlight difference perspectives on an issue
- **Challenging consensus** – the facilitator deliberately and openly takes up an opposite position to that expressed by participants or a source being used
- **Neutral chair** – the facilitator takes on the role of impartial chair for a discussion and asks each participant to express their view, keeping time and ensuring everyone has a say and sometimes summarising what has been said
- **Stated commitment** – the facilitator makes known his or her views on the issues being debated, on the basis of ensuring equality and openness.

Other strategies or procedures can also help.

- **Distancing** – for a sensitive issue look at analogous situations or historical examples, perhaps using a case study, and ask learners to identify similarities or differences between the two.
- **Compensatory procedures** – if strongly held attitudes based on ignorance are being expressed, teachers can introduce more information, requiring learners to sort and sift information. Learners can also be asked to adopt and put forward viewpoints other than their own.
- **Empathetic procedures** – if learners have no experience relevant to the issue and their views are simplistic, they can be introduced to a simulation or role-play to take on the role of different actors in the situation. Role cards can be used to introduce key facts as well as a person's response or take on the issue.
- **Engaging procedures** – where it appears that the learners have no opinion at all and the discussion might be described as 'under-heated', the facilitator tries to engage them in the topic. This might be by allowing the learners to choose an angle to explore using role-play, an external speaker or audio-visual stimuli.
- **Exploratory procedures** – where the issue or topic is not clear and teachers want to develop enquiry skills, for example by undertaking interviews with members of the local community or with a relevant expert. Learners then present their findings including the different arguments put forward about the topic.

Links

Controversial and sensitive issues may be explored or arise during many of the curriculum activities for Key Stage 3 and Key Stage 4 or when pupils under taken social action.

4vi) Teamwork and social mixing

Both citizenship and the NCS programme encourage learners to work with others in teams to achieve tangible outcomes and make a positive contribution to their communities. Sometimes problems can arise if learners working together have not accepted, adjusted to and communicated with others before, or in other words if they have not developed effective team work skills.

Effective teams are ones that involve positive relationships built on trust, honesty, respect and openness. Often this requires the development of an understanding of the diversity of those working together including their skills, values, behaviours, experiences and backgrounds.

Developing teamwork and social mixing

A team can be defined as a group of people who work together towards a common goal. Effective teams can often achieve far more than individuals working alone. The skills of teamwork and how to get along with new people need to be learned. This can involve a series of stages:

- Getting to know other people.
- Understanding the value of working in teams.
- Understanding different members of teams have different strengths and areas for development.
- Agreeing how to work together.
- Organising team tasks effectively.

The curriculum activities for Key Stages 3 and 4 encourage teachers to use a number of strategies to ensure learners work with people they have not worked with before and to encourage social mixing. For example, try the **curriculum activities for Key Stage 3: activity 1 'Working together'**.

It is often helpful to encourage learners to recognise the different roles within teams and that each has their own strengths and weaknesses. The table on the next page summarises some commonly defined team roles.

Role	Strengths	Weaknesses
Starter	<ul style="list-style-type: none"> - Gets things going - Focused on the task - Wastes little time 	<ul style="list-style-type: none"> - Bossy or impatient - Can upset others
Creator	<ul style="list-style-type: none"> - Comes up with ideas - Solves problems - Determined 	<ul style="list-style-type: none"> - Might be scathing about other people's ideas - Not always aware of other people's feelings
Enthusier	<ul style="list-style-type: none"> - Motivates others - Likes to see everyone enjoying their work 	<ul style="list-style-type: none"> - May appear superficial, telling jokes
Fixer	<ul style="list-style-type: none"> - Makes things happen or mends things - Knows where to get help 	<ul style="list-style-type: none"> - Works slowly while thinking things through - Might appear fussy
Finisher	<ul style="list-style-type: none"> - Gets thing to a conclusion - Ensures final product is high quality and team are happy 	<ul style="list-style-type: none"> - Obsessed with perfection - May be seen as picky
Thinker	<ul style="list-style-type: none"> - Adapts ideas from others - Practical, thorough and realistic 	<ul style="list-style-type: none"> - Obsessed with the detail - Can slow things down
Leader/coordinator	<ul style="list-style-type: none"> - Has the big picture in mind - Does not take over and ensures everyone is working to their strength 	<ul style="list-style-type: none"> - May be seen as bossy - Likes to take the limelight

(Adapted from 'Team roles and their associated strengths' www.gowertraining.co.uk)

Links

Each of the curriculum activities for Key Stages 3 and 4 involve working in groups and provide opportunities to develop leadership skills. Key Stage 3 *Activity 1 Working together*, and Key Stage 4 *Activity 3 Persuasion* are particularly designed to encourage social mixing and to develop leadership and teamwork skills.

The *Make it happen! Social Action toolkit* encourages a team approach to undertaking social action.

4vii) Working with the community

Citizenship and the NCS programme both involve learners working with the community. Many organisations in the community are enthusiastic about working with young people. These might include charities and voluntary organisations, businesses, local government, public service professionals, politicians and the media.

Working with members of the community can be inspiring and rewarding but it also raises certain logistical, legal and health and safety issues that must be addressed at the planning stage.

The following principles should enable you to get the most from your work with the community and may be helpful in establishing long lasting partnerships.

- **Be clear about the purpose of the work** and how it fits with your curriculum learning objectives. What will the young people learn? How will this develop their citizenship knowledge, understanding and skills?
- **Think about the mutual benefits.** The community partner may gain useful insights that inform their own work, or it may provide staff development opportunities.
- **Scope and agree the activities** to ensure both sides understand what will happen, when, for how long and with how many learners.
- **Plan any visits well in advance** to ensure key information about timings, venue, room size, equipment, refreshments have been considered and agreed. Encourage learners to be involved in welcoming and thanking the visitors.
- **Consider the various legal, health and safety implications** and ensure risk assessments and risk management plans have been made well in advance and parents and carers are appropriately informed.
- **Hold a planning meeting** in person or by phone to establish the principles of your curriculum work and so that the partner understands the context for their contribution.
- **Ensure time to reflect** on and review the learning that has taken place with the learners involved and as part of an evaluation of the work undertaken.

See **Health and Safety: advice on legal duties and powers (DFE June 2013)**

<http://www.education.gov.uk/aboutdfe/advice/f00191759/departmental-advice-on-health-and-safety-for-schools>

Links

Opportunities to learn about and work with the community are provided in the curriculum activities for Key Stage 3 *Activity 2 What's the problem?*, *Activity 3 Getting involved* and Key Stage 4 *Activity 1: Who does what?*

The *Make it happen! Social Action toolkit* supports pupils in their social action and community involvement.

5. Making contact with NCS

If you or your school would like further information on the National Citizen Service, please email:

education@ncstrust.co.uk

6. Useful sources of further information

Websites

National Citizen Service, the website for the NCS programme with information for young people and teachers www.ncsyes.co.uk

The Association for Citizenship Teaching (ACT) is the membership association for all those involved in citizenship teaching, offering professional training and networking, an annual conference, resources and a regular journal, 'Teaching Citizenship'.
www.teachingcitizenship.org.uk

Action Aid offer 'Get Global', a programme to support Key Stages 3 and 4 pupils in developing global active citizenship www.actionaid.org.uk/schools/get-global

Battlefront is a Channel 4 TV programme that follows youth campaigners
www.battlefront.channel4.com

Change.Org is an easy to use online platform for petitions and campaigns
www.change.org/en-GB

Citizenship Foundation is an independent education and participation charity that offers a range of programmes that support active citizenship including the G-Nation programme
www.citizenshipfoundation.org.uk and <http://www.g-nation.org.uk>
The Foundation also offers helpful guidance on controversial issues.
http://www.citizenshipfoundation.org.uk/lib_res_pdf/0118.pdf

Envision, a charity who specialise in developing and supporting social action projects with young people www.envision.org.uk

IntoFilm, a charity who work with young people up to the age of 25 to develop film making and production skills <http://www.filmclub.org>

National Curriculum for citizenship the statutory teaching requirements for citizenship at Key Stage 3 and 4 published by the DFE
<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

Speakers Trust, a charity offering training and support and dedicated to developing the skills for public speaking <http://www.speakerstrust.org>

StudentVoice is a youth led body representing secondary age students on issues of concern in education and wider society www.studentvoice.co.uk

Resources

'More than profit: work, social enterprise and citizenship, Post-16 Citizenship Support Programme' www.activecitizensfe.org.uk

'More than volunteering: active citizenship through youth volunteering' www.activecitizensfe.org

'Getting the show on the road: skills for planning and running citizenship events' www.activecitizensfe.org

'For the sake of argument: discussion and debating skills in citizenship' www.ativcitizensfe.org

'A case for action? Skills for active citizenship research' www.activecitizensfe.org

'Collective action toolkit' www.frogdesign.com/collective-action-toolkit

National Youth Agency offers support for youth voice and social action www.nya.org.uk

'The Big Issue Education Pack' for schools www.bigissue.org.uk/get-involved/get-your-school-involved

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Appendix

National Curriculum Programme of Study for Citizenship

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Attainment targets

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

1. Key Stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

2. Key Stage 4

Teaching should build on the Key Stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

[www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum - Citizenship.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf)

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