

# **Key Stage 4: Learning for Life and Work**

**Local and Global Citizenship**

**Sample Learning Programme:**

**Encouraging active participation amongst young people.**



## Key Stage 4 LLW Local and Global Citizenship exemplar learning programme:

This learning programme was produced by practising citizenship teachers in consultation with CCEA officers. It is an example of how the statutory statements at Key Stage 4 **may** be addressed. Schools are encouraged to ensure that they develop a programme that is tailored to the needs of their own pupils. Furthermore, it is anticipated that the wider range of citizenship activities that many schools already provide can complement this exemplar programme.

Before using this programme, read the following documents, which are available on [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk):

- Guidance material for Learning for Life and Work at Key Stage 3;
- Guidance material for Local and Global Citizenship at Key Stage 4; and
- Active Learning and Teaching Methods booklet.

These documents contain important guidance on areas like progression and teaching methodologies, which are pertinent to creating a more coherent and connected experience for the young person.

The aims of this Local and Global Citizenship programme are to:

- provide teachers in schools, who are teaching citizenship at Key Stage 4, with a model that demonstrates how the Key Stage 4 statutory statements for citizenship **may or can** be addressed;
- provide pupils with learning opportunities which promote active participation;
- provide pupils with opportunities for developing skills and capabilities which promote independent and lifelong learning;
- provide pupils with opportunities for developing the knowledge, skills and understanding to enable them to participate effectively in society.

**Note:** Teachers are advised to use this model as a framework that should be adapted to suit the needs of the pupils and the school. It is not intended that teachers necessarily use all the suggested learning activities but rather select and adapt activities for their pupils. Furthermore it is anticipated that teachers will use their professional judgement to add, adapt and delete materials, where appropriate.

Pupils should have opportunities to learn about and learn through citizenship and how they might play an active role in society through engaging in a variety of activities such as:

- Debate
- Discussion
- Role Play
- Video production
- Conducting action research
- Presenting
- Photography
- Web searches
- Organising events

This is not an exhaustive list but rather some examples of the active the teaching and learning methodologies which may be used to make citizenship education interesting and relevant for young people and teachers.

## **Key Stage 4 LLW Local and Global Citizenship exemplar learning programme: Project Work**

Teachers are encouraged to consider identifying appropriate issues to provide pupils with opportunities to engage in action based project work. This includes pupils being involved in a process of planning, evidencing, reviewing and evaluating their own learning, which should have a large action based component set in a real life context. For example, a campaign to increase political literacy in the school could manifest itself in a wide range of activities and campaigns planned, organised and implemented by the pupils. A citizenship action project could also allow pupils to demonstrate an appropriate level of understanding and engagement of one of the concepts contained within the statutory statements. In the case of the example provided, this might address Democracy and Active Participation. A fuller range might look something like this:

- human rights/social responsibility;
- the role of an NGO(s);
- diversity/inclusion;
- society/government role(s) in promoting equality and social justice and safeguarding human rights;
- the role of democratic institutions in promoting inclusion, democracy and justice; and
- young people engaging with the democratic process.

Evidence of a pupil's progress may be provided by using any of the following:

- witness statements;
- examples of written work;
- photographs;
- copies of letters;
- presentations;
- poster work;
- videos;
- audio;
- CD Rom;
- newspaper articles;
- Internet searches; and
- any other forms of evidence which may be considered appropriate.

Teachers may wish to encourage pupils to keep a record of their work and learning in a portfolio or journal. There is also the opportunity to use the Progress File to support project work to further encourage independent learning.

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<p><b>Young people should have opportunities to:</b> Identify and exercise their <i>human rights</i> and social responsibility in relation to local, national and global issues.</p> <p><i>Note: it is advisable to identify further learning opportunities, within the context of the other statutory statements, to demonstrate that human rights and social responsibility are pervasive, underpinning concepts of citizenship in the NI revised curriculum.</i></p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Developing a greater understanding of the different kinds of <i>human rights</i> in promoting equality and social justice.</li> </ul> <p>and by exploring:</p> <ul style="list-style-type: none"> <li>• Historical background/contexts;</li> <li>• Significance of HR;</li> <li>• Categorisation of rights;</li> <li>• Evaluative comparison of various documents;</li> <li>• Complexities regarding balancing/limiting rights;</li> <li>• Evaluative analysis of role of individual, society and government;</li> <li>• Evaluating need for Bill of Rights for N. Ireland;</li> <li>• Analysing challenges and opportunities for Northern Ireland society.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the Universal Declaration of Human Rights, United Nations Convention on the Rights of the Child, European Court of Human Rights and Human Rights Act 2000 in a historical context. Examine the need for human rights and how the human rights instruments, such as the acts and conventions mentioned before, are different and/or similar. A range of visual material is widely available and could be prudently used to stimulate the pupils' interest and help them to understand the recent history of human rights and help them to explain the rationale behind human rights. This should be a "big picture" sort of activity. Groups could research one of these in turn and provide a brief presentation to the rest of the class on teacher guided sections, e.g., history/context, salient articles/messages, strengths, weaknesses, relevance etc. Global examples and global issues abound.</li> <li>• A rationale for human rights - Using UDHR (child friendly versions) select a number of rights and ask students to evaluate its significance in today's world or with specific relevance to Northern Ireland. 'Each one teach one' or small group discussion could be used and feedback should be invited at the end of the activity. Alternatively ask pupils to rank order several articles or to list their top three "most needed" or "least needed" articles on stick-its and placed on the wall. A plenary at the end, where pupils justify their choices and opinions is essential and this could be done as a walking debate to add interest and engagement.</li> <li>• Why do children need human rights? Teachers are encouraged to use a range of appropriate literary and visual material to help their pupils understand the vulnerability of certain groups. Film and literary clips of corporal punishment in schools are plentiful e.g. A Kestrel for a Knave/Kes, The Exercise (Bernard MacLaverty) etc. The English Department may be able to help with other ideas. This can stimulate good debate and lead into UNCRC.</li> <li>• Categorising human rights - Using UNCRC (child friendly version) ask pupils to cluster rights under the headings of: 'participation rights', 'protection rights' and 'survival and development rights'. This could be done by cutting up several articles from UNCRC and labelling the corners of the classroom: 'participation rights', 'protection rights' and 'survival and development rights'. Pupils can then organise themselves in the most appropriate corner before the feedback.</li> </ul>

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|  |  | <ul style="list-style-type: none"> <li>• Involve NGOs such as NICCY and the Northern Ireland Human Rights Commission in order to gain a deeper understanding of children's rights and the potential role that they can play in influencing and participating, for example the proposed Bill of Rights for Northern Ireland.</li> <li>• Are there limitations on human rights? Using ECHR (child friendly version) ask students to take an article and engage in 'each one and teach one' with a focus on (i) general principle, and, (ii) limitations/exclusions. Prepare a few case studies for pupils to read and explain the rights and limitations context. Next ask each group to bring in newspapers and to look for specific examples of their own and to present and explain these to the rest of the class.</li> <li>• Discuss/debate the need to balance protecting the human rights of the individual with that of society e.g. use case studies to examine how the rights of personal privacy might be limited in order to protect the common good of the state. Is this acceptable?</li> <li>• Human Rights and the challenges facing Northern Ireland - In groups, brainstorm specific human rights issues for Northern Ireland. Have the groups report back and collate findings on a flip chart. Ask each group to bring in newspapers and to look for specific examples of their own and to present and explain these to the rest of the class. Ask the class to prepare a wall collage of words and images that encapsulates the challenges for Northern Ireland.</li> <li>• Human Rights and the opportunities for Northern Ireland - Evaluate the need for a Northern Ireland Bill of Rights. Visit the NICHHR website at <a href="http://www.nihrc.org">www.nihrc.org</a>. Invite a guest speaker from the NICHHR. Follow up by group presentations on their findings. Focus on the questions: <ul style="list-style-type: none"> <li>• Does Northern Ireland need a Bill of Rights?</li> <li>• Are there any parts of the proposed Northern Ireland Bill of Rights that you disagree with?</li> <li>• What are the benefits to the citizens of Northern Ireland of having a Bill of Rights?</li> </ul> </li> </ul> |
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## Key Stage 4 LLW Local and Global Citizenship Sample Learning Programme

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<p><b>Young people should have opportunities to:</b> Identify and exercise their <i>human rights</i> and social responsibility in relation to local, national and global issues.</p> <p><i>Note: it is advisable to identify further learning opportunities, within the context of the other statutory statements, to demonstrate that human rights and social responsibility are pervasive, underpinning concepts of citizenship in the NI revised curriculum.</i></p>	<p>Building progression through exploring:</p> <ul style="list-style-type: none"> <li>• More complex definitions of social responsibility;</li> <li>• Relationship between individual and social responsibility;</li> <li>• Assessment of community needs;</li> <li>• Analysis of media presentations of youth culture and social responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore young people’s views about what social responsibility is. Allocate 6-12 roles e.g. characters might include President Bush, Gordon Brown, Homer Simpson, Les Battersby. Ask pupils to state why they think their character is socially responsible and have a balloon debate. Alternatively, prepare cards with a range of similar characters on them. In small groups, ask the pupils to rank these in terms of who is the most socially responsible. Use these activities as the basis for establishing a working definition of social responsibility with the class.</li> <li>• Explore young people’s views of individual responsibility and how this impacts on society and other citizens. One way this may be done is by pupils bringing in local/national newspaper articles which are about young people. In groups pupils discuss the article and how it portrays young people in society. Does the article present them as responsible citizens? What impact might the young people’s behaviour/attitude have on local community/society?</li> <li>• Pupils discuss and agree on a definition for young peoples’ individual responsibility. Brainstorm, in groups of 4-6. Using flipchart sheets, ask pupils to write down their ideas of what individual responsibility means to them. Feedback/class discussion.</li> <li>• Each pupil presents an idea for a community based activity which may improve the quality of life in their local area e.g. cleaning the local children’s playground, help the elderly etc... Identify the ways in which this activity illustrates how young people demonstrate individual responsibility in the community. <i>This could form the basis for an action based project at a later time.</i></li> <li>• Use scenarios/role-play to explore the images of youth culture and social responsibility. In groups of 4/5 pupils create and present a news report which focuses on an issue relevant to young people. The reports should include positive and negative images of young people. Assign roles - news reader, outside reporter, participant(s) engaged in the activity/event and observer/witness. Ask each group to write a short script and present their news item to the rest of the class. The other groups are invited to comment on each other’s news item in relation to how the news reports portray youth culture, individual responsibility and impact on community/society. These scenarios could be researched from the internet, newspaper reports, news items or be based on storylines from soap operas.</li> </ul>

	<p><b>Building progression through:</b></p> <ul style="list-style-type: none"> <li>• Analysis of media presentations of youth culture and social responsibility;</li> <li>• Analysis of society's response to social justice issues (NGOs);</li> <li>• Analysis of roles and functions of NGOs in relation to social responsibility;</li> <li>• Evaluation of the role of government in relation to social justice issues;</li> <li>• Understanding and analysing the role of human rights legislation in effecting change.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and listen to appropriate song lyrics that have specific messages on social issues e.g. 'Feed the World', 'Another Day in Paradise', 'Big Yellow Taxi', 'Talking about a revolution' etc. Pupils could be given a theme to research or be asked to create an mp3 playlist based on such a theme. They could present and listen to their findings. They could finish this activity by creating a class/school song which highlights a particular social issue at a local, national or global level</li> <li>• Examine the <i>raison d'être</i> for the formation of NGOs and pressure groups. Play a Card sorting activity using symbols for a number of NGOs/pressure groups (Save the Children, Oxfam, Amnesty International, Shelter etc...). Distribute cards to pairs of pupils and ask them to sort them. This might be in terms of local, national, global interests, or in terms of causes. Pupils join together in groups of four and discuss their reasoning for sorting the cards. Feedback/class discussion. In the same groups pupils agree on one NGO/pressure group to support and give their reasoning.</li> <li>• Visit the websites of the NGO/pressure groups selected in the previous activity. Collect and present information about the nature and purpose of these organisations/groups and the ways in which they demonstrate social responsibility.</li> <li>• Examine the role of media celebrities in demonstrating social responsibility. Media review to identify celebrities and the causes they support. This can also be found on some websites. Collect newspaper/magazine articles to illustrate celebrity causes.</li> <li>• In groups explore what the young people's expectations are of the Government in relation to its responsibility to society. Brainstorm, in groups of 4-6, using flipchart sheets, ask pupils to write down their ideas of what the government's responsibility is to individuals and society. This should be closely linked to the "promises made" concept at Key Stage 3 regarding human rights instruments and could be linked closely with certain groups, e.g., the homeless, the Travelling community, the Gay community etc. Feedback/class discussion</li> <li>• Use case studies to aid the understanding of the role of human rights legislation in affecting change e.g. <a href="http://www.ypnmagazine.com/home/index.cfm">www.ypnmagazine.com/home/index.cfm</a> and the establishment of <a href="http://www.niccy.org">www.niccy.org</a> for young people in NI.</li> </ul>
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<p><b>Young people should have opportunities to:</b> identify and exercise their <i>human rights</i> and social responsibility in relation to local, national and global issues (continued).  <i>Note: it would be advisable to identify further learning opportunities, within the context of the other statutory statements, to demonstrate that human rights and social responsibility are pervasive underpinning citizenship concepts.</i></p>	<p>Building progression through exploring:</p> <ul style="list-style-type: none"> <li>• How individuals and young people, in particular, can exercise their rights and their potential impact for affecting change in society and the wider world.</li> </ul> <p>and by:</p> <ul style="list-style-type: none"> <li>• Evaluating the effectiveness of the various ways to take part. of media presentations of youth culture and social responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine Participatory Rights in the UNCRC. Use a card sorting activity to identify the different categories of rights e.g:               <ul style="list-style-type: none"> <li>○ Survival</li> <li>○ Protection</li> <li>○ Participatory</li> <li>○ Development</li> </ul> </li> <li>• Brainstorm the list of ways in which an individual can play an active part in the democratic process. These may include the following:               <ul style="list-style-type: none"> <li>○ Voting</li> <li>○ Lobbying</li> <li>○ Writing to local representatives/press</li> <li>○ Peaceful protest</li> <li>○ Organising a petition</li> <li>○ Join an appropriate NGO.</li> </ul> </li> </ul> <p>Sort these activities into 'most effective' and 'least effective' categories.</p> <ul style="list-style-type: none"> <li>• Examine the ways in which a young person might contribute to society through active participation e.g. through the potential role of school student councils e.g. using your school council and/or examples from <a href="http://www.schoolcouncils.org">www.schoolcouncils.org</a>.</li> <li>• Watch selected scenes from films such as 'Cry Freedom', 'Hotel Rwanda' or 'Pay It Forward'. Perhaps include clips from recent news items or soaps to investigate different levels of participation.</li> <li>• Evaluate the effectiveness of some of the examples of participation above in influencing decisions and affecting change at local, national and global levels.</li> </ul>

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<p><b>Young people should have opportunities to:</b> develop awareness of the role of non-governmental organisations.</p> <p><b>Note: it is advisable to identify further learning opportunities, within the context of the other statutory statements, to further illustrate the range of NGOs and the variety of activities that they are engaged in.</b></p> <p><b>Teachers may wish to identify and establish partnerships with appropriate NGO's to address certain aspects of citizenship.</b></p>	<p><b>Building progression through:</b></p> <ul style="list-style-type: none"> <li>• Developing an increased awareness of some of the issues resulting from social inequalities and social injustice which affect individuals, society and the wider world and the roles of NGO's in addressing these;</li> <li>• Exploring concept of social justice and background/ contexts of NGOs;</li> <li>• In-depth analysis (including evaluation of effectiveness) of selected NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the concept of social justice and equality at a local, national and global level and the causes of social inequalities and social injustice. Use newspapers and the Internet to research disadvantaged groups, e.g., homeless, people living in poverty, refugees, ethnic minorities etc. Use photographs to tell the story of an individual or group of people who are disadvantaged in society. Many NGO sites contain such resources.</li> <li>• Discuss with class some of these issues and ask the class to identify issues that they would like to investigate further.</li> <li>• Investigate the role of NGOs in addressing social inequalities and social injustice, e.g., choose one or two disadvantaged groups and use an Internet search to find NGOs who represent them and their role.</li> <li>• Select one NGO and briefly list how it tries to address social inequalities and social injustice faced by your chosen group. Ask students to prepare a presentation using ICT or visual aids to describe to the rest of the class:             <ol style="list-style-type: none"> <li>(i) the history of the NGO;</li> <li>(ii) the issues it deals with;</li> <li>(iii) how it addresses such issues;</li> <li>(iv) how the public, society and the government can play a part; and</li> <li>(v) the effectiveness of the NGO and their work.</li> </ol> </li> </ul>

<p><b>Young people should have opportunities to:</b> develop awareness of the role of non-governmental organisations. <i>Note: it is advisable to identify further learning opportunities, within the context of the other statutory statements, to further illustrate the range of NGOs and the variety of activities that they are engaged in.</i></p> <p><b>Teachers may wish to identify and establish partnerships with appropriate NGO's to address certain aspects of citizenship</b></p>	<p><b>Building progression through:</b></p> <ul style="list-style-type: none"> <li>• Developing a growing awareness of some of the work in which NGOs engage and understand the importance of their roles in contributing to society;</li> <li>• In-depth analysis (including evaluation of effectiveness) of selected NGOs;</li> <li>• Action based project;</li> <li>• Comparison of effectiveness of differing NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify three NGOs. Classify these according to their specific group focus (e.g. environmental protection, anti-poverty, humanitarian, human rights) and whether they are engaged at a local, national or global level.</li> <li>• Undertake a project centred on the multiple aspects of a selected NGO e.g. historical development, raison d'être, fund raising, publicity and current project(s).</li> <li>• Compare two different NGOs at different scales e.g. at the local compared with the global.</li> </ul>
	<p><b>Building progression through:</b></p> <ul style="list-style-type: none"> <li>• Identifying appropriate ways of responding to NGOs (supporting or rejecting);</li> <li>• In-depth analysis (including evaluation of effectiveness) of selected NGOs;</li> <li>• Action based project.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engage with NGOs in attempt to gain a more detailed understanding of their roles. Invite guest speakers. Visit NGO websites.</li> <li>• Have a class debate on the success/limitations of the work of an NGO.</li> <li>• Write an article for a school magazine raising awareness of the work of an NGO, how effective it is and highlighting responsible ways of responding to NGOs.</li> <li>• Ask the class to organise an awareness-raising week to include producing leaflets, displays, organising debates and assemblies.</li> </ul>

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<p><b>Young people should have opportunities to:</b> respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world.</p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Considering what the specific challenges of diversity are considered to be;</li> <li>• Identification of diversity issues in a school or community context;</li> <li>• Evaluation of effectiveness of school/ community response to diversity issues;</li> <li>• Analysis of needs, challenges and opportunities of a diverse Northern Ireland at community level;</li> <li>• Evaluation of media portrayals and presentation of immigration issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity and Inclusion - ‘How diverse is our school/local community?’ Pupils could, for example, examine the school mission statement and identify references to accommodating difference and diversity. Ask students to form groups - give out copies of the school prospectus, mission statement etc. Ask them to identify/evaluate these in the context of diversity and inclusion. They feed back using flip chart. Pose the question, ‘in which ways could the school do more to promote diversity and inclusion within the school?’ Consider 3 - 4 areas, e.g., buildings, equipment, prospectus, curriculum, website etc. To end the activity get students to prepare a letter for the Principal with findings and recommendations. Individual response, “How it would feel to be a newcomer to their school/community?” “Inclusion Initiative” - how can we make newcomers feel welcome? Perhaps the school could adapt or create a Video of life in their school, buddy system for newcomers, language, food, sports, peer bilingual support group.</li> <li>• Evaluate the effectiveness of the strategies in place in the school community to challenge racism, sectarianism, discrimination etc. Provide students with any relevant school policies that challenge racism, sectarianism and discrimination. Ask students to create their own school policy which suggests practical ways to tackle these issues.</li> <li>• Community response - research local cross-community activities. Pupils research their local community for relevant initiatives (contacting the local community forum, for example, may provide an opportunity for a visitor to address the pupils). This could in turn lead to some sort of action based project.</li> <li>• Local diversity and inclusion - Evaluate the impact of migrant workers coming to Northern Ireland, e.g., contribution to the local economy, food and tax generation. Provide students with selected recent statistics on Northern Ireland population trends and immigration figures. These may be found at <a href="http://www.nisra.gov.uk/">http://www.nisra.gov.uk/</a> . Students make a simple table showing numbers of ethnic minority groups in NI and make reasoned judgements about future population trends for NI.</li> </ul>

<p><b>Young people should have opportunities to:</b> respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world.</p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Evaluation of media portrayals and presentation of immigration issues;</li> <li>• Identification of diversity issues in a national and global context;</li> <li>• Evaluation of effectiveness of government response to diversity issues globally;</li> <li>• Comparative exploration of diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils work in groups of 4 - 6 to discuss and make notes on the following: <ul style="list-style-type: none"> <li>(i) the benefits to the local community of immigrants moving into the area;</li> <li>(ii) the possible wider effects of immigration on society in Northern Ireland;</li> <li>(iii) the needs and human rights of people coming to live in Northern Ireland.</li> </ul> <p>End the activity with a media/newspaper trawl and a class discussion of these issues.</p> </li> <li>• Government response - Section 75, of the Northern Ireland Act, 1998. Promoting equality of opportunity and good relations. This could be approached through case studies from the Equality Commission for Northern Ireland (<a href="http://www.equalityni.org">www.equalityni.org</a>) or explored through newspapers, TV news items, film clips or through a formal debate with a motion.</li> <li>• Media portrayal of immigration issues. Collect relevant newspaper articles in relation to immigration. In pairs, students analyse the news items and present a short report to highlight the main themes and suggest reasons why these items are presented as they are. This activity is useful for highlighting the main issues regarding diversity in Northern Ireland. Conflicting editorial tones would be useful to help pupils unpack the complexity of these issues.</li> <li>• National/Global diversity and inclusion - Use newspapers/internet to find out wider national and global diversity issues. Ask pupils to identify whether these are similar/ different to local ones? For example, ask pupils to examine how various governments attempt to provide protection from religious and racial discrimination and persecution. Does this work? Could more be done? These could be explored by turning some of these questions (and others) into statements for a walking debate. Pupils could be encouraged to frame their own questions in order to seek answers.</li> <li>• Use case studies to examine how sectarianism or racism, or opposing political ideologies may result in conflict in a local, national and global context. The use of film and web based resources can help with this activity for example, BBC Citizenship DVD for KS3/KS4 and BBC website has a rich source of appropriate resources.</li> </ul>
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<p><b>Young people should have opportunities to:</b> respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world.</p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Evaluation of media portrayals and presentation of immigration issues;</li> <li>• Identification of diversity issues in a national and global context;</li> <li>• Evaluation of effectiveness of government response to diversity issues globally;</li> <li>• Comparative exploration of diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Global response - Investigate the role of the United Nations in promoting peace and resolving conflict between people/countries. Visit the UN website: <a href="http://www.un.org/english/">http://www.un.org/english/</a> to find out more information about the role of the UN in peacekeeping and conflict resolution.</li> <li>• Use case studies to further investigate the role of the UN in peacekeeping e.g. Iraq, Lebanon, Israel and Palestine. Use a range of media resources (Internet, newspapers, TV news reports, documentaries) to present information about an area of the world where there is conflict. In groups of 4 - 6 students play the role of UN observers in the region. They have to prepare and present a report to the UN General Assembly advising the Assembly on the following:               <ul style="list-style-type: none"> <li>(i) their observations;</li> <li>(ii) some of the basic causes of the conflict;</li> <li>(iii) why the UN should take action; and</li> <li>(iv) recommendations for action.</li> </ul> </li> <li>• Evaluate the role of the media in influencing the views of individuals regarding issues such as racism, sectarianism etc. Use a range of media resources (Internet, newspapers, TV news reports, documentaries) covering the issues above. Students select one news item and answer the following questions:               <ul style="list-style-type: none"> <li>(i) What type of audience is the news item for?</li> <li>(ii) What is the message the news item is expressing?</li> <li>(iii) To what extent is this true? (Is there bias?)</li> <li>(iv) Why is the news item covered in this way?</li> <li>(v) In which ways might this news item influence individuals?</li> </ul> </li> </ul>

	<p>The role of the individual, society and government in responding to these challenges.</p> <p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Evaluation the inter-connectedness and complexities of the role of the individual, society and government responses to diversity issues;</li> <li>• Exploring the various opportunities provided to Northern Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information from NGOs or other organisations to prepare a bulletin on the role of agencies/organisations in challenging prejudice and promoting inclusion e.g. local councils, Community Relations Council, Equality Commission etc.</li> <li>• Celebration of diversity - Pupils use the Internet to research the various ethnic minority groups in Northern Ireland and identify events which these groups celebrate that might be shared with the whole community, e.g., religious festivals, Chinese New Year etc. Produce a diversity calendar listing these celebrations.</li> </ul>
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### Key Stage 4 LLW Local and Global Citizenship Sample Learning Programme

Statutory Statement for Local and Global Citizenship	Pupils will have opportunities to develop their knowledge and understanding:	Learning and Teaching Activities/Learning Experiences
<p><b>Young people should have opportunities to:</b> respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world (continued).</p>	<p>The role of the individual, society and government in responding to these challenges (continued).</p> <p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Evaluation of role of NGOs in promotion of diversity and inclusion;</li> <li>• Evaluation of role of governments in promotion of diversity and inclusion;</li> <li>• Evaluation of role of human rights in addressing diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the ways in which NGO’s promote equality, diversity and inclusion in Northern Ireland and the world.</li> <li>• Brainstorm: identify and categorise a number of local and global NGOs. In pairs – one person looks at a local NGO, the other person at a Global NGO. Visit NGO websites or collect material from NGOs. Students make a list of bullet points citing the ways each NGO promotes equality, diversity and inclusion. In pairs students make comparisons between their NGOs and the ways in which they promote equality, diversity and inclusion. Pose the question, ‘How effective are these examples of NGOs in achieving this?’ Develop this idea further by asking each pair of pupils to agree on which of their two NGOs are the best at achieving this. Ask pupils to form groups of four or eight to reach consensus on one NGO per group. When two or three NGOs emerge from this exercise ask pupils to vote for the NGO which best promotes equality, diversity and inclusion.</li> <li>• Research the role of governments and NGOs and their use of human rights instruments in responding to the challenges presented by diversity and inclusion.</li> <li>• Government - research how the government promotes inclusion and resolve conflict. (You may wish to use the “Shared Future” strategy for Northern Ireland as a focus for an activity - <a href="http://www.asharedfutureni.gov.uk">www.asharedfutureni.gov.uk</a>.)</li> <li>• <b>Local</b> - pupils review and compare the coverage of one article, which is related to a diversity and inclusion, in two local newspapers e.g. the Irish News and the Newsletter. You may wish to focus on, photographs, elements of bias, language used, similarities and differences.</li> <li>• <b>National</b> - pupils review and compare the coverage of one article, which is related to a diversity and inclusion, in two national newspapers, e.g., Times and the Guardian. You may wish to focus on headings, photographs, elements of bias, language used, similarities and differences.</li> </ul>

	<p>The role of the individual, society and government in responding to these challenges (continued).</p> <p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Evaluation of role of NGOs in promotion of diversity and inclusion;</li> <li>• Evaluation of role of governments in promotion of diversity and inclusion;</li> <li>• Evaluation of role of human rights in addressing diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global</b> - evaluate the news coverage presented by two different TV channels on the same day, e.g., BBC and Sky News. Ask the questions, do they cover any diversity issues? How much time does each programme devote to the issue? Does it make the headlines? List any differences in the viewpoints presented.</li> <li>• Make a video of a class news report which covers a diversity and inclusion issue. In groups plan write the script, negotiate and agree roles. This might be done as a role-play where each student is allocated a role, based on a case study. Roles may include: newsreader, reporter, member(s) of public, eye-witness/observer, NGO representative, local councillor etc.</li> </ul>
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<p><b>Young people should have opportunities to:</b> develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly.</p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• developing an understanding of the concept of equality;</li> <li>• developing an understanding of Section 75 of the Northern Ireland Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Is treating someone fairly the same as treating them equally? Give class an activity which demonstrates the difference between fairness and equality that involves them all doing exactly the same thing, that will advantage some and disadvantage others, e.g., handwriting contest that only allows pupils to write with their left hands. Hold a class discussion.</li> <li>• Identify groups in Section 75 - give students nine groups and six false ones. Ask them to select the 9 groups which are in Section 75. Brainstorm reasons why these groups were selected for inclusion in Section 75. Report to class using flipchart.</li> <li>• Media search/web hunt – break the class into groups and ask them to find case studies/stories from the news about how these groups may have had their rights infringed.</li> <li>• Use of film and media clips can help introduce issues e.g. My Left Foot, The Killing Fields, and Philadelphia. Giant step activity. Focus on the questions: How would you feel if this was you?. What are the consequences for people who are treated in such ways?</li> </ul>
	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Researching examples of how individuals and society can safeguard individual and group / societal rights.</li> </ul>	<p>Brainstorm how individuals and society can safeguard both individual and group/societal rights</p> <ul style="list-style-type: none"> <li>• In groups of 4 - 6, think of real events of how you or your local community has safeguarded individual or group/societal rights.</li> <li>• Invite guest speakers from government agencies (e.g. the Equality Commission, Parades Commission and NICCY) to give examples of and to evaluate how governments at various scales can safeguard individual and group/societal rights.</li> </ul>

	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>Identifying examples of how governments can safeguard both individual and collective/societal rights.</li> </ul>	<ul style="list-style-type: none"> <li>Snowball activity on examples of how governments at various levels can safeguard both individual and collective/societal rights.</li> <li>Use case studies at various scales to illustrate the role of governments in defending citizens' rights and in promoting equality and fairness e.g. Equality Commission, Northern Ireland Human Rights Commission</li> <li>Evaluate the effectiveness of one of these organisations in safeguarding rights by visiting its website to find out how it does this. How effective is it in doing this? What are the benefits to individuals and society by having organisations like these?</li> <li>Ask groups to grade these group(s) on a 1 to 10 scale on how they perceive the group's effectiveness at <ul style="list-style-type: none"> <li>(i) taking cases;</li> <li>(ii) educating people;</li> <li>(iii) lobbying;</li> <li>(iv) advocacy; and</li> <li>(v) challenging government.</li> </ul> </li> </ul>
	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>Identifying examples of how governments can safeguard both individual and collective / societal rights;</li> <li>evaluating the role of government(s) and society in defending citizens' rights and in promoting fairness.</li> </ul>	<ul style="list-style-type: none"> <li>Review the overall role of society and government in defending citizens' rights and in promoting fairness. This could be done by reflecting on case studies from the films such as 'Cry Freedom', 'Hotel Rwanda' or 'Pay It Forward'.</li> <li>Group presentations on the success/limitations of governments in defending citizens' rights and in promoting fairness.</li> </ul>

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<p><b>Young people should have opportunities to:</b> develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy.</p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Identifying and exploring the key characteristics and underlying concepts of democracy;</li> <li>• demonstrating increased awareness and understanding of key democratic institutions at the local, regional, national and European levels.</li> </ul>	<ul style="list-style-type: none"> <li>• What do we mean by democracy? Identify the key characteristics of a democratic society by using a range of comparative case studies from different countries e.g. UK, USA, Iran, Saudi Arabia, China, Ethiopia etc. These can be easily accessed by using the internet. Alternatively the prudent use of film or media clips/assets may be used as a basis for identifying and unpacking some of the underlying concepts, such as:             <ul style="list-style-type: none"> <li>○ Participation rights</li> <li>○ Freedom of expression</li> <li>○ Free and fair elections, secret ballots, right to vote</li> <li>○ Party system</li> <li>○ Parliament</li> <li>○ Elected Government</li> <li>○ Accountability of Government</li> <li>○ Law and Justice, everyone treated equally and fairly, trial by a jury of peers</li> <li>○ Protection of basic human rights</li> </ul> </li> <li>• Collect, present and analyse information from the media on a number of countries. Use this information to determine whether or not the country is democratic. Use the key characteristics of a democracy to assess how democratic each case study is. Allocate marks to each on a scale of 1 to 10 for how democratic it is. Discussion/class feedback.</li> <li>• In groups of 4 - 6 allocate each group one country to research. Again, using the characteristics of a democracy, ask the pupils to report their findings to the question “How democratic is this country?” using ICT/Power Point.</li> <li>• Moving from the global to the local. Briefly outline the nature and role of the four layers of government affecting Northern Ireland:             <ul style="list-style-type: none"> <li>○ Local government: - examine the role of local councils/councillors in NI and the UK and council funding. Invite a local councillor to school to explore his or her role. Investigate the council website.</li> </ul> </li> </ul>

	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Identifying and exploring the key characteristics and underlying concepts of democracy;</li> <li>• demonstrating increased awareness and understanding of key democratic institutions at the local, regional, national and European levels</li> </ul>	<ul style="list-style-type: none"> <li>○ Explore briefly what the Belfast/ Good Friday Agreement means to the citizens of Northern Ireland.</li> </ul> <p>Provide pupils with the key points/summary of the Belfast Agreement or have pupils visit an appropriate website, e.g., from <a href="http://cain.ulst.ac.uk">cain.ulst.ac.uk</a> or <a href="http://www.nio.gov.uk">www.nio.gov.uk</a>. Ask pupils to identify the key issues that the Agreement relates to. Pose the question how will this benefit the people of Northern Ireland. What will be the main problems in upholding this agreement?</p> <ul style="list-style-type: none"> <li>○ Examine the role of the Assembly. Visit Stormont. Invite an MLA to school. Visit the NI Assembly website (<a href="http://www.niassembly.gov.uk">www.niassembly.gov.uk</a>).</li> <li>○ Parliament: - investigate the role and functions of the UK Parliament the Prime Minister and Members of Parliament. Visit UK Parliament website (<a href="http://www.parliament.uk">www.parliament.uk</a>).</li> <li>○ European Union - visit the EU website (<a href="http://europa.eu">europa.eu</a>). Briefly review the history of the EU and identify its member states. Examine the main EU institutions and their functions.</li> <li>○ Create 28 cards with 7 roles/functions per layer of Government. Give one to each student. Ask them to teach the their role/function to other members of the class by suggesting which layer of Government would be responsible for this role/function e.g. street lighting, roads, refuge collection, recycling etc. (some may be responsible for more than one layer of Government). Ask pupils to swap their cards and continue with the activity. Finally ask students to cluster in groups according to the layer of Government.</li> <li>○ Create a class/school parliament. Role-play - pupils work in groups to negotiate, assign roles and participate in an appropriate debate focussed on an issue related to inclusion, justice or democracy.</li> </ul>
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<p><b>Young people should have opportunities to:</b> develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy (continued).</p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• exploring how one / two of the institutions can promote inclusion, justice and democracy;</li> <li>• evaluating the effectiveness of democratic institutions in promoting inclusion, justice and democracy;</li> <li>• evaluating the role of the government (at the local, regional or national level) in promoting inclusion and identifying strengths, weaknesses and other complexities.</li> </ul>	<ul style="list-style-type: none"> <li>• Use case studies to illustrate the potential role of how key democratic institutions can promote inclusion, justice and democracy, for example, how anti-racism legislation translates into helping minority groups on the ground.</li> <li>• Evaluate the effectiveness of one of the following institutions in promoting inclusion, justice and democracy: local council, NI Assembly, Parliament or the EU. This can be done by offering the pupils a set of agreed criteria for basing their judgement and by using this with some case study material or through a web investigation.</li> <li>• Use case studies to illustrate how democratic institutions are not always successful in promoting inclusion, justice and democracy, for example, at the global scale pupils could examine the role of child trafficking, miscarriages of justice and other non-democratic practices.</li> </ul>

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<p><b>Young people should have opportunities to:</b> develop their understanding how to participate in a range of democratic processes.</p>	<p>Building progression through:</p> <ul style="list-style-type: none"> <li>• Identifying various ways individuals and in particular young people can take an active part in the democratic process (school-community-wider world);</li> <li>• Further exploring opportunities for active participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Review previous learning regarding participatory rights as stated in one of the Human Rights Instruments e.g. UDHR and UNCRC.</li> <li>• Distribute child friendly version of UDHR and UNCRC. Ask students to collect articles which relate to democracy. Ask students to cut these out and stick them on to a large piece of paper. Write on 'stickies' and place on a designated display area in classroom. Once these are recorded the teacher can explain that these are also known as civil/political rights.</li> <li>• Ask students to write in their journal an answer to the question, "How do Human Rights Instruments contribute to democracy?" Pupils could then research situations/events where these sorts of rights have been violated.</li> <li>• Review previous learning to identify the ways in which young people can participate in the democratic processes.</li> <li>• Examine local or national voting figures for young people analyse and explain voting patterns.</li> <li>• Explore the reasons why young people may not vote. Conduct a class/school survey. Write and present a report of the findings.</li> <li>• Investigate ways to encourage young people to vote. E.g. produce a class/school video aimed at encouraging young people to vote.</li> <li>• Discuss the benefits for young people through participating in a School Council or voluntary community activity.</li> <li>• Complete a 'Participation audit on the extent/quality of pupil involvement in school/ local community/wider world decision- making. An action based project may materialise from some of this. Some examples might include:</li> </ul>

	<p><b>Building progression through:</b></p> <ul style="list-style-type: none"> <li>• Identifying various ways individuals and in particular young people can take an active part in the democratic process (school-community-wider world);</li> <li>• Further exploring opportunities for active participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Take Action (i) - Manage the school website and persuade other pupils to take an interest in the school community. Reflect on the process of participation and the opportunities for developing and acquiring skills. Work on improvements to the school environment, developing peer mentoring schemes, local community projects.</li> <li>• Take Action (ii) - Create a community facility, e.g., regeneration projects in school and community interschool approach (hospital garden, NGO's, adults). Reflect upon the skills necessary for participation.</li> <li>• Examine case studies of how individuals have helped developed their responsibilities to others e.g. use the film 'Pay it Forward' to illustrate how individuals can positively affect change.</li> <li>• Invite guest speakers from organisations such as WIMPS or Northern Ireland Youth Forum which aim to empower young people in Northern Ireland. Create an imaginary community or society in which exemplar citizens actively participate, explaining the opportunities for active participation</li> </ul>
	<p><b>Building progression through:</b></p> <ul style="list-style-type: none"> <li>• Identifying various ways to become more personally effective and able to participate more fully.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in groups, create spider diagrams illustrating the skills required to deploy different methods of participation; for example, writing a letter to your local councillor requires skills in the areas of writing and communication and possibly organising, creating and IT skills.</li> <li>• Ask the pupils to rank order these in terms of "effectiveness".</li> </ul>