

LEARNING FOR LIFE AND WORK: Local and Global Citizenship

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. *All examples are in italics.*

<p>Key Concept - Diversity and Inclusion Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.</p>	<p>Key Concept - Human Rights and Social Responsibility Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.</p>	<p>Key Concept - Equality and Social Justice Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.</p>	<p>Key Concept - Democracy and Active Participation Exploring Democracy and Active Participation provides opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.</p>
<p>Pupils should have opportunities to:</p> <p>Investigate factors that influence individual and group identity, for example, <i>age, gender, youth culture, ethnicity, community background, multiple identity, changing identities etc.</i></p> <p>Investigate ways in which individuals and groups express their identity, for example, <i>dress code, language, musical and sporting traditions, religious and political opinion, beliefs etc.</i></p> <p>Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.</p>	<p>Pupils should have opportunities to:</p> <p>Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.</p> <p>Investigate key human rights principles, for example, <i>The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.</i></p> <p>Investigate why different rights must be limited or balanced in our society, for example, <i>individual rights v group</i></p>	<p>Pupils should have opportunities to:</p> <p>Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity, for example, <i>groups named in Section 75, The Northern Ireland Act 1998.</i></p> <p>Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts, for example, <i>absolute and relative poverty, homelessness, the experience of refugees and asylum seekers etc.</i></p>	<p>Pupils should have opportunities to:</p> <p>Investigate the basic characteristics of democracy, for example, <i>participation, the rule of law, promotion of equality and human rights etc.</i></p> <p>Investigate various ways to participate in school and society, for example, <i>school councils, peer mediation, mock elections, volunteering, community action/involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP etc.</i></p> <p>Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community, for example, <i>school rules,</i></p>

<p>Investigate ways of managing conflict and promoting community relations, reconciliation. Investigate the opportunities arising from diversity and multiculturalism and possible ways of promoting inclusion, for example, <i>community relations work, shared festivals and sporting events, integrated education</i></p>	<p><i>rights, freedom of expression, movement, mode of protest etc.</i></p> <p>Investigate local and global scenarios where human rights have been seriously infringed, for example, <i>child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged etc.</i></p> <p>Investigate the principles of social responsibility and the role of individuals, society and government in promoting these, for example, <i>in relation to addressing the issues raised across the key concepts.</i></p>	<p>Explore the work of inter-governmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice, for example, <i>the work of the United Nation, the Equality Commission for N. Ireland, local and global development agencies etc.</i></p>	<p><i>classroom charter, age related law, the young person in the criminal justice system etc.</i></p> <p>Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation, for example, <i>how to improve local youth services; enhance an existing play area; design a community garden, drop-in centre or multi-cultural mural/event; environmental activities; involvement in campaigns on global issues such as: Education for All, Fair Trade etc.</i></p>
<p>Learning Outcomes</p> <p>The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.</p> <p>Pupils should be able to:</p>	<p>research and manage information effectively to investigate Citizenship issues, using Mathematics and ICT where appropriate;</p> <p>show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;</p> <p>demonstrate creativity and initiative when developing ideas and following them through;</p> <p>work effectively with others;</p> <p>demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</p> <p>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</p>		