

Unit 1: What is Citizenship? SEN (Inclusion)



Lesson 1: What does citizenship mean?

This lesson relates to the idea of what citizenship is. It requires pupils to explore the concept of citizenship and to consider what it means to be a responsible citizen.

| Planning | |
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| Prior Learning | <p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • diversity, inclusion and equality; • human rights and the rights of the child; • democracy; • ways to participate in society; and • individual and social responsibility. |
| Learning Outcomes | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discuss the meaning of citizenship; and • begin to understand the connection between citizenship and rights, responsibilities, democracy, participation and identity. |
| Thinking Skills and Personal Capabilities Focus | <p>Pupils will have opportunities to develop the following:</p> <p>Being Creative</p> <ul style="list-style-type: none"> • learn from and value other people's ideas; • make new connections between ideas; and <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • classify and group different elements of citizenship. |
| Attitudes and Dispositions | <p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • openness to new ideas. |
| Resources | <p>Transcript of animation: What is Citizenship?</p> <p>Unit 1: Lesson 1 Resource A – Citizenship connection and meanings cards</p> <p>Unit 1: Lesson 1 Resource B – Four components of citizenship word list</p> <p>Unit 1: Lesson 1 Resource C – Exemplar Wordle</p> <p>Ball of wool</p> |

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Suggested Teaching and Learning Strategies

Launch

Explain the origins of the idea of citizenship to your pupils. Lead a class discussion, using prompt questions and effective questioning techniques:

- 1. What is citizenship?**
- 2. What are the main components of citizenship?**

Make connections to experiences with COVID-19.

You may now wish to show the animation *What is Citizenship?*

Some key points:

- 1. Citizenship can be traced back to the ancient Greece city states (500 BC). Citizenship is about the relationship between the individual and the state.*
- 2. Citizenship has four main components: human rights, responsibilities, participation and identity. It provides a person with an identity. It allows people to work with the government rather than against them. By becoming citizens, people are agreeing to follow the laws of the country.*

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Activities

Activity 1: Each one teach one

- Cut out the citizenship statements and their meaning cards from **Resource A – Citizenship connection and meanings cards**. The meanings can be printed onto the back of each connection card.
- Give each pupil one of the cards. Choose cards that are most appropriate for each pupil.
- Allow a few minutes for them to think about their card statement and what it means.
- Check with individual pupils to ensure that they have read and understood their statement.
- Ask them to walk around the room and exchange ideas with at least five other pupils (one at a time). This could be done in a carousel with two circles, one inside the other, with pupils facing each other and explaining their statements in turn as the circles rotate.
- Encourage pupils to exchange ideas about the statements on the card and how they link.
- Explain that all these statements are connected in some way to citizenship.
- Encourage discussion throughout the activity.

Activity 2: Wool Web

You may replace this activity by asking each pupil to repeat a statement held by another pupil to indicate a connection.

- The purpose of this activity is to help the pupils identify how the statements are interrelated.
- Ask the pupils to stand in a circle and hold their statement up so that the rest of the class can see it.
- Explain that this is a citizenship circle and that the statements they have are linked to each other in some way.
- You may wish to ask each pupil to call out their statement, with or without the meaning depending on the class, before starting the Wool Web.
- Ask one of the pupils to start the Wool Web. Give them a ball of wool and ask them to hold on to the end of the wool.
- Encourage this pupil to choose one of the other statements around the circle that connects to their statement.
- Suggest that the pupil with the connecting statement reads their statement aloud while the first pupil, still holding the end of the wool, throws the rest of the ball to the second pupil.
- Repeat this activity by asking each pupil to do the same until everyone has read their statement and is holding onto the strand of wool. Pupils might want to break the wool and start another chain.
- Discuss some of the connections. Are there other statements they could also have linked with?
- Put the following headings on the wall: **Rights, Responsibilities, Participation and Identity**.
- Invite the pupils to place their statement under one of the four headings.

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Activity 3: Class discussion

- Invite your pupils to look at the words under the four headings in **Resource B – Four components of citizenship word list**.
- Encourage them, through effective questioning, to discuss their understanding of citizenship, for example has this task changed your views on what citizenship includes?
- Ask them to record the words in their journal or make a class audio recording.
- Now look at the statements that further explain the meaning of each component.
- In groups of three, ask them to underline the key words in each statement.
- Provide each group access to a computer or tablet.
- Give them the link to **Resource C – Exemplar Wordle**.
- Ask them to put all of their words into the Wordle. Explain that the more often you type in a word, the more dominant it becomes.
- Once completed, ask each group to choose a design and colour and then print out their Wordles.
- Display each What is Citizenship? Wordle so that the rest of the class can see them. Ask your pupils to look at each one and identify the key words that stand out.

Debrief

Discuss the following:

- 1. In one sentence, can you sum up what citizenship is?**
- 2. Was it easy to make citizenship connections?**
- 3. Does being a citizen of a country take effort?**

You may wish to ask pupils to write an answer to the first question before discussing it.

Possible answers and discussion points:

- 1. Citizenship is the relationship between a person and the state.*
- 2. It is quite possible that pupils will only have been able to make one or two links. Encourage whole class participation to give a sense of how all four elements link.*
- 3. It does take effort to be a citizen. However, perhaps the effort that someone puts in can reap rewards.*

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Unit 1: Lesson 1 Resource A

Citizenship connections cards: statements

Human Rights

Universal Declaration of Human Rights (UDHR)

**United Nations Convention on the
Rights of the Child (UNCRC)**

The Right to Life

Right to Participate in Government



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Unit 1: Lesson 1 Resource A

Citizenship connections cards: statements

Right to Participate in Free Elections

Freedom of Expression

Right to a Nationality

Freedom of Belief and Religion

Right of Peaceful Assembly and Association



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Active Citizenship



Unit 1: Lesson 1 Resource A

Citizenship cards: meanings

These are basic rights that belong to every person in the world for life, regardless of race, sex, nationality, ethnicity, language or religion.

It is a declaration that outlines the rights that everyone is entitled to. It talks about the basic rights that all people have, just because they are human (1948).

It is an international agreement that every child (under the age of 18) has rights, whatever their ethnicity, religion, gender, language, abilities or status (1989).

Everyone has the right to live.
This is one of the most important rights.

The public has the right to be involved in decision making as part of a democratic society.



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Unit 1: Lesson 1 Resource A

Citizenship cards: meanings

People have the right to elect the government of their country by secret vote so that they can have a say in who governs them.

The right to state your opinions and ideas without restrictions from the government.

The right of every person to belong to the nation they are born into. It is the country they come from.

Everyone has the right to practice their religion and beliefs and change their religion if they choose.

Everyone has the right to take part in peaceful protests and to join organisations and political parties if they wish.



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Unit 1: Lesson 1 Resource B

Four components of citizenship

RIGHTS

| | |
|----|--|
| 1 | Human Rights |
| 2 | Universal Declaration of Human Rights (UDHR) |
| 3 | United Nations Convention on the Rights of the Child (UNCRC) |
| 4 | The Right to Life |
| 5 | Right to Participate in Government |
| 6 | Right to Participate in Free Elections |
| 7 | Freedom of Expression |
| 8 | Right to a Nationality |
| 9 | Freedom of Belief and Religion |
| 10 | Right of Peaceful Assembly and Association |

RESPONSIBILITIES

| | |
|----|---|
| 11 | Social Responsibility |
| 12 | Individual Responsibility |
| 13 | Contributing to the Community |
| 14 | Treating Others with Respect |
| 15 | Thinking about How Your Actions Affect Others |
| 16 | Making the Right Decisions |
| 17 | Being Lawful |

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PARTICIPATION

| | |
|----|------------------|
| 18 | Voting |
| 19 | Direct Action |
| 20 | Volunteering |
| 21 | Lobbying |
| 22 | Peaceful Protest |

IDENTITY

| | |
|----|---------------------|
| 23 | Social Equality |
| 24 | Diversity |
| 25 | Inclusion |
| 26 | Multiple Identities |

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| | |
|----|---|
| 1 | These are basic rights that belong to every person in the world for life, regardless of race, sex, nationality, ethnicity, language or religion. |
| 2 | It is a declaration that outlines the rights that everyone is entitled to. It talks about the basic rights that all people have, just because they are human (1948). |
| 3 | It is an international agreement that every child (under the age of 18) has rights, whatever their ethnicity, religion, gender, language, abilities or status (1989). |
| 4 | Everyone has the right to live. This is one of the most important rights. |
| 5 | The public have the right to be involved in decision making as part of a democratic society. |
| 6 | People have the right to elect the government of their country by secret vote so that they can have a say in who governs them. |
| 7 | The right to state one's opinions and ideas without restrictions from the government. |
| 8 | The right of every person to belong to the nation they are born into. It is the country they come from. |
| 9 | Everyone has the right to practice their religion and beliefs and change their religion if they choose. |
| 10 | Everyone has the right to take part in peaceful protests and join organisations and political parties if they so wish. |
| 11 | Individuals and companies have a duty to act in the best interests of the environment and society as a whole. |
| 12 | Being answerable for the choices you make and what you do. |

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| 13 | Doing something for others for the benefit of a community or society as a whole. |
| 14 | Treating each other with respect and dignity. |
| 15 | Being aware that what you do can affect other people. |
| 16 | Making decisions that have a positive outcome. |
| 17 | Obedying laws, rules and doing what they are told to do, without question. |
| 18 | Choosing someone or something through election processes. |
| 19 | Using strikes and non-violent protests to try to get something we want. |
| 20 | Doing something, which usually involves helping others, without anyone being forced or paid to do it. |
| 21 | Trying to persuade someone who is in authority, usually in government, to support a law or rule that gives a company an advantage. |
| 22 | Expressing a strong opinion without violence. |
| 23 | When all people in a particular society have the same status in all respects. |
| 24 | A mixture of people of different races and religions that make up a group. |
| 25 | Including someone as a respected and valuable member of a group or community, regardless of their abilities and disabilities. |
| 26 | Having more than one identity at the same time. They are characteristics that make us different from others. People can move from one identity to another. |

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Unit 1: Lesson 1 Resource C

Exemplar Wordles

