

# Unit 1: What is Citizenship? SEN (Inclusion)



## Lesson 2: What is Active Citizenship?

This lesson relates to being an active citizen. It requires pupils to explore ways in which people participate in society, with particular reference to voting. Pupils are asked to question and review their ideas and consider the benefits of being an active citizen.

Planning	
<b>Prior Learning</b>	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• democracy and the rule of law; and</li> <li>• citizenship.</li> </ul>
<b>Learning Outcomes</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the meaning of citizenship; and</li> <li>• identify and explain how people can actively participate in society.</li> </ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	<p>Pupils will have opportunities to develop the following:</p> <p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>• respect the views and opinions of others and reach agreement using negotiation and compromise;</li> <li>• listen actively and share ideas and opinions;</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• manage emotions and use appropriate language when exploring issues;</li> </ul> <p><b>Thinking, Problem Solving and Decision Making</b></p> <ul style="list-style-type: none"> <li>• make and justify decisions;</li> <li>• offer ideas and give reasons to support them; and</li> <li>• justify a personal viewpoint and offer a range of reasons to back it up.</li> </ul>
<b>Attitudes and Dispositions</b>	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> <li>• moral courage;</li> <li>• openness to new ideas; and</li> <li>• concern for others.</li> </ul>
<b>Resources</b>	<p><a href="#">Transcript of animation: What is Citizenship?</a></p> <p><b>Unit 1: Lesson 2 Resource A – Walking debate signs</b></p> <p><b>Unit 1: Lesson 2 Resource B – Walking debate statements</b></p> <p><b>Unit 1: Lesson 2 Resource C – Unsung heroes</b></p> <p><b>Unit 1: Lesson 2 Resource D – Unsung heroes links</b></p> <p><b>Unit 1: Lesson 2 Resource E – Unsung heroes worksheet</b></p> <p>Tablet or computer with internet access</p>

# Unit 1: What is Citizenship? SEN (Inclusion)



## Suggested Teaching and Learning Strategies

### Launch

Lead a class discussion, using prompt questions and effective questioning techniques:

- 1. What does it mean to participate in society?**
- 2. What are different ways of participating in society?**
- 3. Explain that there are many inspirational people who have participated in society and have made a difference? Can they think of anyone?**

You may now wish to show the transcript of *What Is Citizenship?*

- Provide the pupils with the key words and their meanings: individual, participate, society, democracy, democratic, freedom, representative, compare, population, government, community and public.
- These words should be kept for pupils to refer to throughout Units 1–7 (this can be added to as you go along).

*Possible answers and discussion points:*

- 1. Playing an active role, for example doing something to improve the lives of others*
- 2. Vote; be part of a youth group; be a pupil leader in school*
- 3. Examples might include Rosa Parks, who fought for equal rights for African American people in the USA; someone in the pupils' community who has made a difference; teachers they have built good relationships with.*

# Unit 1: What is Citizenship? SEN (Inclusion)



## Activities

### Activity 1: Your choice?

Ask your pupils to imagine that the school represents society.

A society is a group of people who live together in an organised way, deciding how to do things and sharing work.

Ask your pupils to form groups. Encourage them to think of times when they have been involved in decision making in their class or school.

Ask your pupils to report back to the rest of the class.

- Are these decisions that everyone can be involved in?
- What happens if some people do not agree with those decisions?
- Who would then make the decisions?
- Are there some decisions that pupils do not make or that are made for them?

Share this statement with the class:

**It is up to each individual to decide whether they participate in society or not.**

Explain that decisions we make can have implications for the rest of society.

Discuss with the class how being an active citizen ensures our participation in a democratic society.

Provide relevant examples such as COVID-19 and going into lockdown. How might people's decisions, for example wearing a face covering or social distancing, have affected others?

### Activity 2: Through the looking glass

In groups, ask your pupils to consider again the statement from Activity 1. Then, ask them whether they would change their viewpoint if the person was:

- in prison;
- suffering from dementia; or
- an 18-year-old who has the right to vote for the first time.

Encourage your pupils to challenge their thinking and consider other people's views in society. For example, prisoners do not have the right to vote because the government has taken that right away from them. Ask them to consider if they agree or disagree with this. Take feedback, if appropriate.

# Unit 1: What is Citizenship? SEN (Inclusion)



## Activity 3: Compulsory voting

Explain that registering to vote and voting is compulsory in some countries, for example Australia, for citizens aged 18 and over. Failing to do so can result in a fine and potentially a court appearance.

### Walking Debate

Display the signs from **Resource A – Strongly Agree and Strongly Disagree** at either end of the room. You could use a whiteboard to do this.

Explain to your pupils that you are going to look at statements from **Resource B – Walking debate statements** and they should decide whether they **strongly agree** or **strongly disagree**. Once they have decided, they should stand by the statement that represents their decision.

Explain that there are no right or wrong answers. If your pupils neither agree nor disagree strongly, ask them to stand between the signs or a little closer to the sign they might agree with more.

Your pupils may need some prompts to help them decide.

Ask your pupils to tell the person beside them why they have chosen their response. Ask for feedback from each end of the spectrum.

If your pupils are all at one end of the room, play devil's advocate and make an argument in favour of the other end to balance or challenge the views held.

## Activity 4: Unsung heroes

Every year in Northern Ireland, people receive praise for the work they have done as active citizens.

This task encourages pupils to find out more about local unsung heroes and be inspired to become active citizens. It requires internet access.

Split the class into groups to research one of the unsung heroes from 2018 listed in **Resource C: Unsung heroes** and their photos in the links in **Resource D – Unsung heroes links**.

Ask them to search online for the information they need to complete **Resource E**. Encourage them to search using full names and a link to unsung hero 2018, for example: Emily Magee, Spirit of youth award, unsung heroes 2018.

When they have completed their search, encourage them to present their unsung hero to the rest of the class.

# Unit 1: What is Citizenship? SEN (Inclusion)

## Active Citizenship



### Debrief

Discuss the following questions:

- 1. How do you think young people could become more involved in society?**
- 2. What benefits would they gain from being more involved in society?**
- 3. Should it be up to the individual to decide to participate or should government enforce participation?**

The third question is intended to provoke debate and allow pupils to express their views. Encourage them to argue their points thoroughly. You could provide an example as a prompt, such as 'In Switzerland you have to do a year's national service.'

*Possible answers and discussion points:*

- 1. Getting involved in a local community group; volunteering for a charity*
- 2. Learning new skills; developing confidence*
- 3. (Pupils' own answers)*

# Unit 1: What is Citizenship? SEN (Inclusion)



## Unit 1: Lesson 2 Resource A

Walking debate signs

**STRONGLY  
AGREE**

Unit 1:  
What is Citizenship?  
SEN (Inclusion)

Active Citizenship



**STRONGLY  
DISAGREE**

# Unit 1: What is Citizenship? SEN (Inclusion)

Active Citizenship



## Unit 1: Lesson 2 Resource B

Walking debate statements

### 1. Compulsory voting in Northern Ireland is a good idea.

#### Prompts:

- Compulsory is when you **have** to do something.
- Why should people have to do it?
- How does voting make a difference?
- Refer to their experience of school council (if there is one) elections.
- Have you ever voted for anything (for example a contestant in a television talent show)? Did your vote make a difference?

### 2. Compulsory voting is against our human rights.

#### Prompts:

- What do we mean by our human rights?
- Should people be able to decide for themselves, without being told?

### 3. Australia is a more democratic country than the UK.

In Australia, where voting is compulsory, at an election there was a 94% turnout compared to the UK 2010 general election where 65% turned out.

#### Prompts:

- What do those percentages mean?
- If more people vote because they have to – does that mean that people have more of a say?



# Unit 1: What is Citizenship? SEN (Inclusion)

Active Citizenship



## Unit 1: Lesson 2 Resource C

Unsung heroes

Every year in Northern Ireland, people receive recognition for the work they have done as active citizens. Working in groups, research one of the following unsung heroes from 2018.



**Emily Magee – Spirit of Youth Award**

**Peter Dolan – Overcoming Adversity Award**

**Paul Johnston – Spirit of Sport Award**

**Fiona Simpson – Charity Champion Award**

**Noel McKee – 999 Hero Award**

**Alex Mahon – Special Recognition Award**

**Pearl and Alistair Brown – Caring Spirit Award**

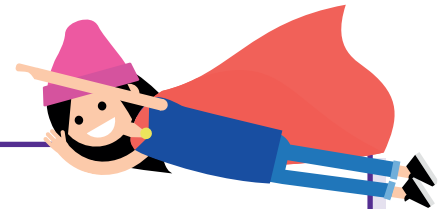


# Unit 1: What is Citizenship? SEN (Inclusion)



## Unit 1: Lesson 2 Resource D

Unsung heroes links



<u>Emily Magee</u>	<u>Peter Dolan</u>
<u>Paul Johnston</u>	<u>Fiona Simpson</u>
<u>Noel McKee</u>	<u>Alex Mahon</u>
<u>Pearl and Alistair Brown</u>	



# Unit 1: What is Citizenship? SEN (Inclusion)

Active Citizenship



## Unit 1: Lesson 2 Resource E

Unsung heroes worksheet

Unsung hero:

1. How old are they?

2. What did they do to get the award?

3. What do you think inspired them to do this work?

4. How have their actions affected others?

5. How have their efforts made a difference across Northern Ireland?

6. What support did they receive and from whom?

7. Do they inspire you?

8. How do they inspire you?

