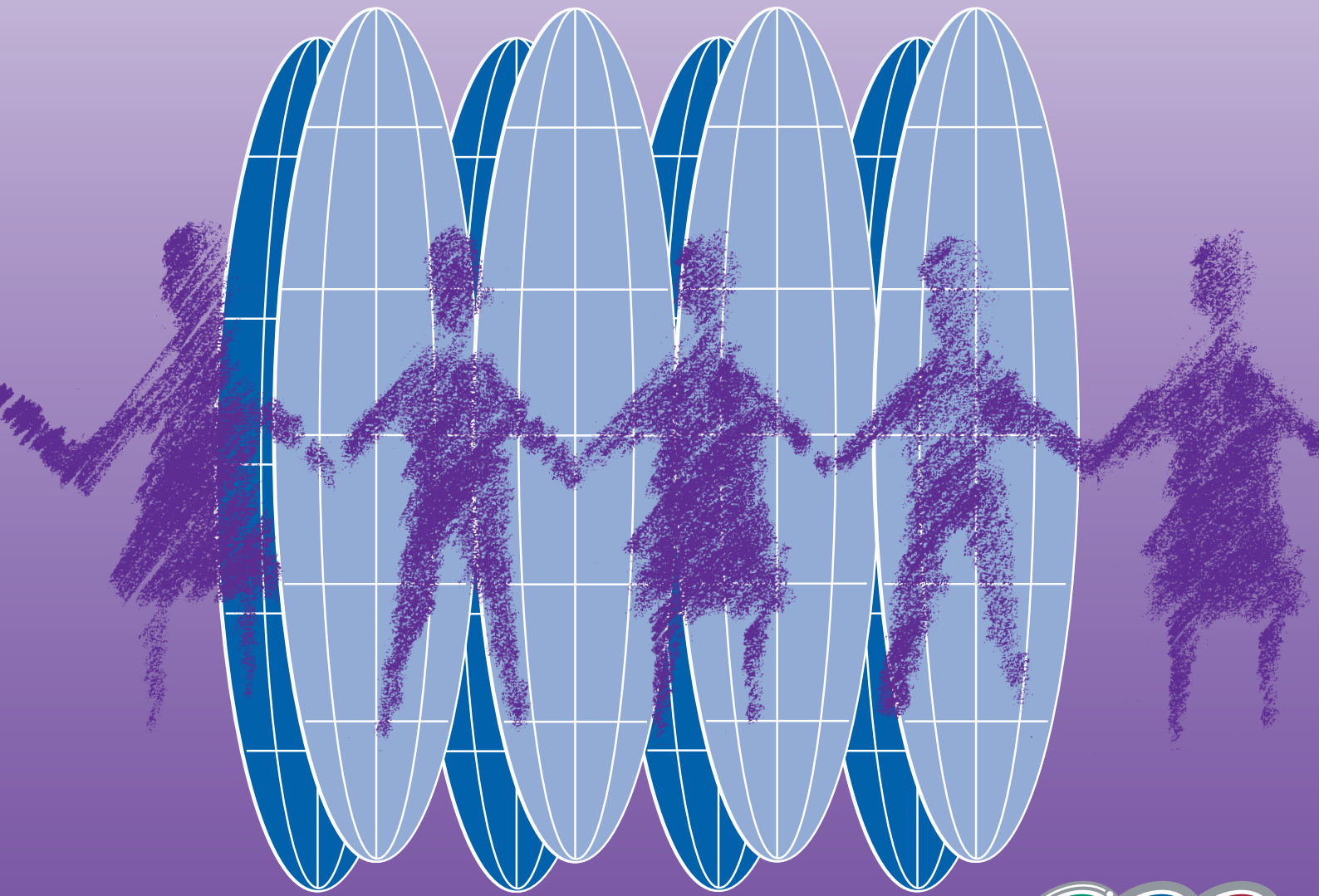




Local and Global Citizenship

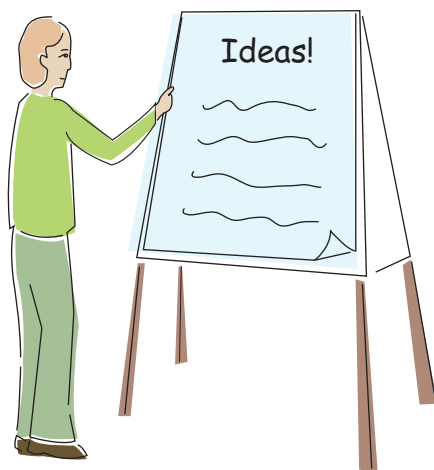
activity sheets for unit 8





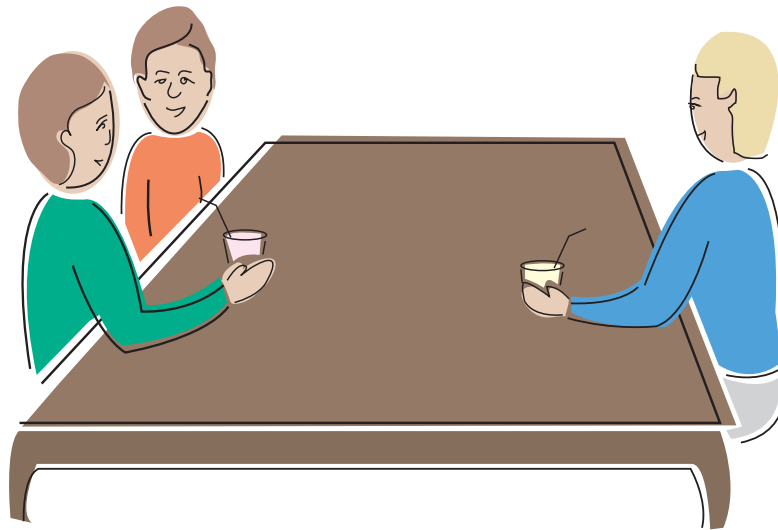
Article 12

Children have the right to express their opinions freely, and have their opinions listened to in matters that affect them



Article 13

Children have the right to express their views, obtain information and make ideas or information known



Article 15

Children have the right to meet with others,
and to join or form associations

**Please see separate PDF file (8.1b)
for Mural template.**

**Please see separate PDF file (8.2a)
for Target sheet.**

<p>Voting at elections is an effective way of participating</p>	<p>Writing letters and signing petitions are a waste of time as they don't make a difference</p>
<p>You don't need to join any school based clubs or societies to get the most out of school</p>	<p>Campaigning for a cause by attending meetings or rallies can bring about change</p>
<p>Giving money to charity is the most important way that we can make a difference</p>	<p>Giving up your time and volunteering for things won't change anything</p>
<p>There is nothing wrong with sitting back and doing nothing</p>	<p>The whole school benefits if pupils have a say in how a school is run (eg school council, uniform, canteen food, etc.)</p>

**Pupils
only**

Pupils and adults

**Adults
with
limited
input
from
pupils**

**Adults
only**

No Consideration

Adults Rule

Adults Rule Kindly

Manipulation

Tokenism

Deccoration

Consultation

Invitation

**Children Lead
Adults Help**

Joint Decision

**Children
in charge**



<p style="text-align: center;">Children in Charge</p> <p>Children decide what to do. Adults get involved only if children ask for help.</p>	<p style="text-align: center;">Adults Rule</p> <p>Adults make all decisions, children are told nothing except what they must do.</p>
<p style="text-align: center;">Decoration</p> <p>Adults decide what to do, children take part by singing, dancing, or performing ceremonial functions.</p>	<p style="text-align: center;">Joint Decision</p> <p>Adults and children decide together on the basis of equality.</p>
<p style="text-align: center;">Adults Rule Kindly</p> <p>Adults make all decisions, children told what to do and given reasons and explanations.</p>	<p style="text-align: center;">Tokenism</p> <p>Adults decide what to do. Afterwards children are allowed to decide some minor aspects.</p>
<p style="text-align: center;">Consultation</p> <p>Adults consult children and consider their opinions carefully. Then adults decide, taking all opinions into account.</p>	<p style="text-align: center;">Invitation</p> <p>Adults invite children's ideas but make the decisions themselves on their own terms.</p>
<p style="text-align: center;">Manipulation</p> <p>Adults decide what to do and ask children if they agree (children must agree).</p>	<p style="text-align: center;">Children Lead Adults Help</p> <p>Children take the lead in deciding with help from adults.</p>
<p style="text-align: center;">No Consideration</p> <p>Children are not given any help or consideration at all. They are ignored.</p>	

**Please see separate PDF file (8.4c)
for Ladder.**

Situation A:

Your school was asked to provide a pupil who wants to discuss the development of a youth club in the local area.

Action taken:

The principal picks a pupil who does not live in the local area but is well-spoken and well-behaved.

**Situation B:**

A local TV company is seeking ideas for a new television programme aimed at young people.

Action taken:

A Year 10 class met with the people from the television company to offer ideas. The television people returned later to show the class their ideas and to ask for further opinions.

**Situation C:**

Parents from your area joined a demonstration march which was asking for more money for pre-school education.

Action taken:

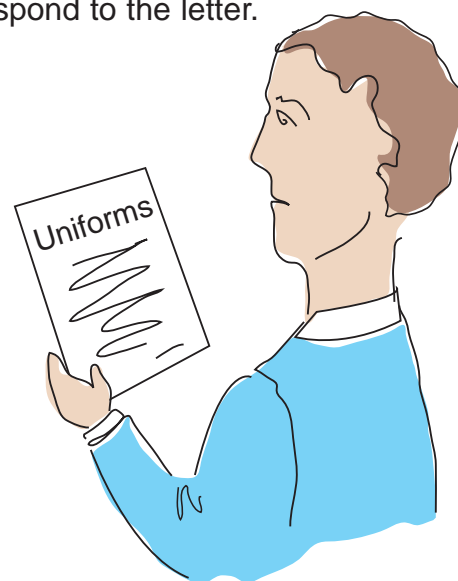
The parents took their young children on the march and gave them placards to carry.

**Situation D:**

As a result of a survey organised by the school council, its members wrote a letter to the principal to change some aspects of the school uniform.

Action taken:

The principal refused the request and decided not to respond to the letter.

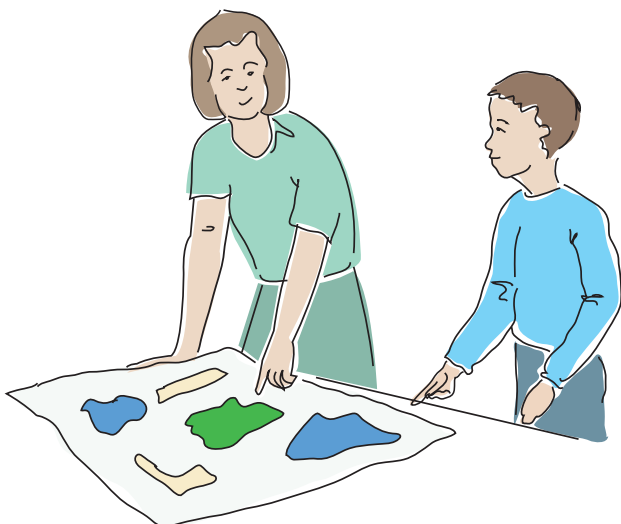


Situation E:

A local council brought in planners to redevelop a housing estate to improve life for everyone living there.

Action taken:

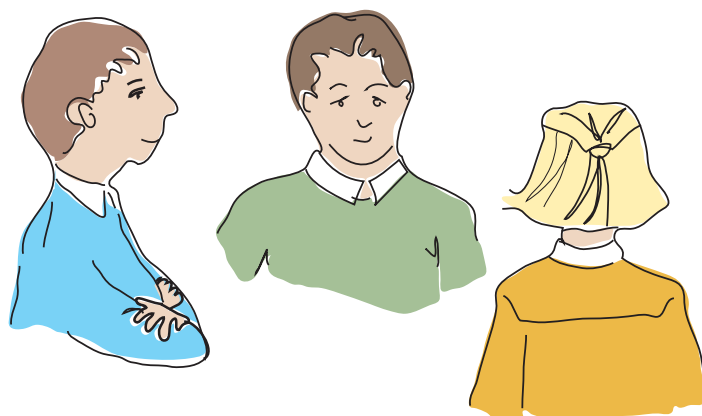
The council set up a youth forum and involved all the young people from the area in providing ideas to help the planners.

**Situation F:**

Some pupils in Year 10 heard about peer-mediation as a way of resolving conflict in school. They wanted to set up a similar scheme in their school.

Action taken:

The Year 10 pupils told other pupils about the scheme. They took it to the school council where the teacher representatives helped them set up a similar scheme.

**Situation G:**

Some pupils in your school want to improve break-time and lunch-time facilities for all the pupils in the school.

Action taken:

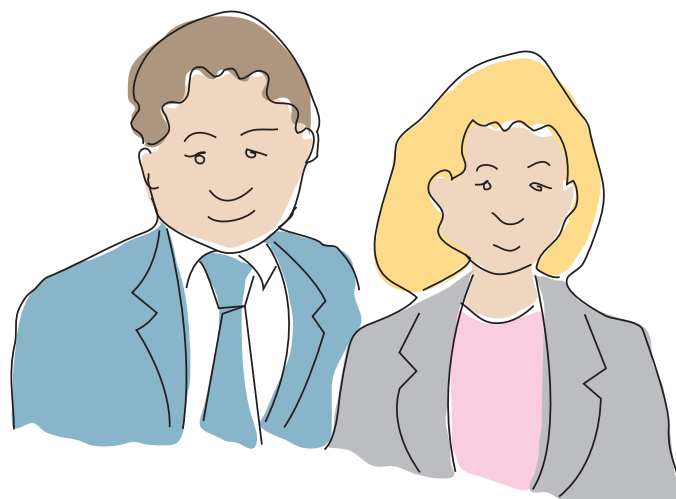
The pupils elected representatives for a working group to find out what everyone wanted. They organised and carried out the necessary work by involving both pupils and adults.

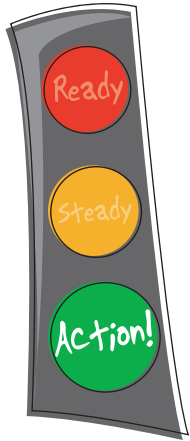
**Situation H:**

The principal asked if some Year 8 pupils would be interested in showing some representatives from the Board of Governors around the school.

Action taken:

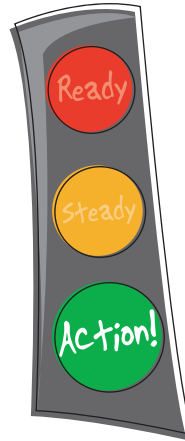
Some pupils realised that the visitors could make an important difference to the school and volunteered to show them around.





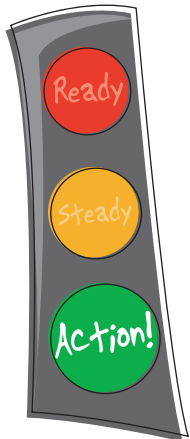
Action

Raise money and give this to a group that works in this area



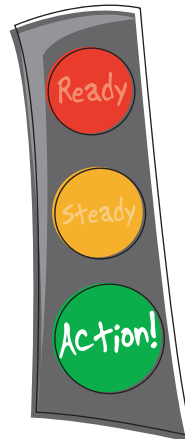
Action

Invite a person with knowledge of this issue to speak to all the pupils



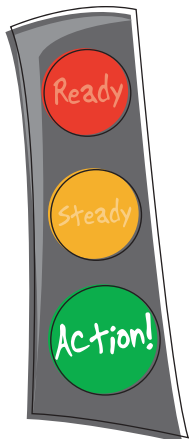
Action

Write a letter to a newspaper that states your views



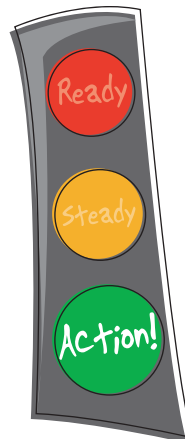
Action

Hold a special assembly in school to highlight the issue



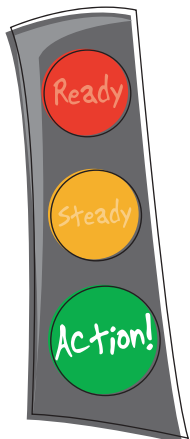
Action

Design leaflets and posters and distribute these in school and in the community



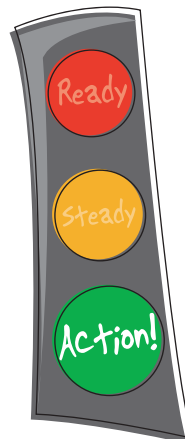
Action

Create a display for a school notice-board to highlight the issue



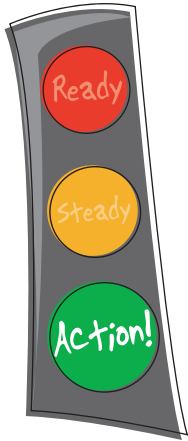
Action

Initiate or sign a petition on the issue

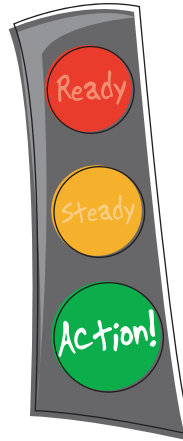


Action

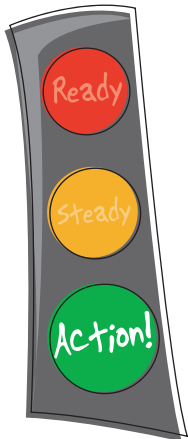
Ask teachers to organise events that will highlight the issue, eg debates, quizzes

Action

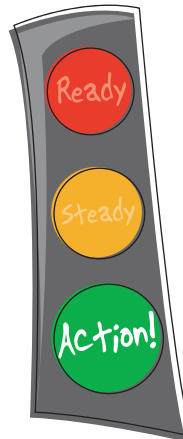
Bring the issue to the school council

Action

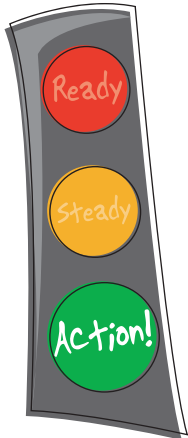
Invite a public representative to come to the school

Action

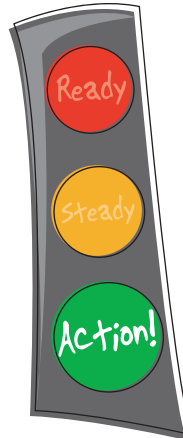
Take part in a rally or a campaign

Action

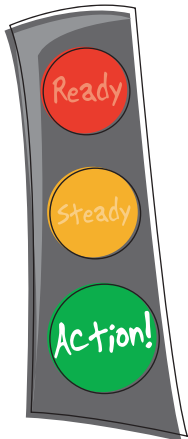
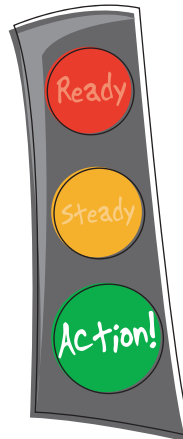
Hold a special assembly in school to highlight the issue

Action

Approach the principal or a member of senior management to help you sort out the issue

Action

Make informed life choices relating to the issue, eg how you spend your money, where you shop, what you buy

Action**Action**

Issue 1

The government has sent soldiers to help sort out a problem in another country. You feel that it is none of our business.

Issue 2

You are concerned about the involvement of children in making sports tops and other items of clothing.

Issue 3

You want drinking fountains put in the foyer and school canteen.

Issue 4

You are concerned about the cruel and inhumane treatment of young people by the authorities in another country.

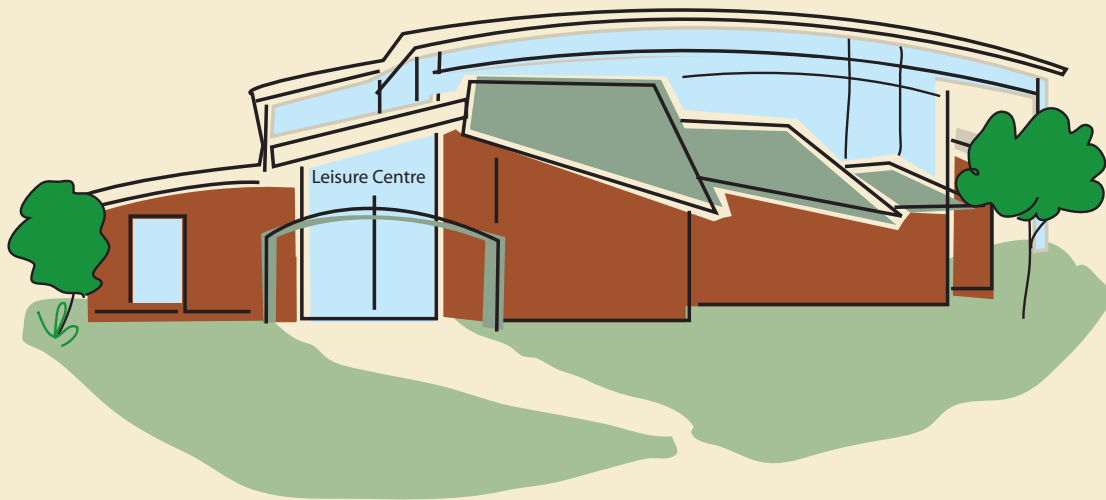
Issue 5

You are concerned about the Council's decision to close a local leisure centre.

Issue 6

You have seen a TV programme about famine in another country and want to do something.

Planned Closure of Anytown Leisure Centre



You are invited to attend a public meeting this

Thursday
at
7.30pm
in
Anytown Village

Get involved!
Help your community!

Come along and let us hear your views!
Everyone welcome!

Member of Staff

What consequences might the closure have on you as a person and on the various groups that use the centre?

You are against the closure of Anytown Leisure Centre

Prompts

- Why are you against the closure? Think of some reasons
- What benefits to the community does the centre provide?
- What different groups use the centre, eg old people, football teams, families, etc.?
- Are you worried about losing your job?

Young Person

What consequences might the closure have on you as a person and on the various groups that use the centre?

You are against the closure of Anytown Leisure Centre

Prompts

- How regularly do you use the centre and what for?
- Are there other things for young people to do in your local area?
- What reasons have you against the closure?

Representative of an NGO

What consequences might the closure have on the various groups that use the centre?

You are against the closure of Anytown Leisure Centre

Prompts

- What group in society do you represent, eg old people, women's group, disability group, etc.?
- How does the centre benefit the group you represent?
- If the centre closes, how will this affect the group you represent?

Property Developer

How will the wider community benefit from the centre's closure?

You are for the closure of Anytown Leisure Centre

Prompts

- What reasons do you have for deciding the centre should be closed?
- What ways could you develop the site of the leisure centre, eg shops, offices, nightclub, etc.?
- How could this benefit the local community, eg jobs, environmentally etc.?

Young Person

How will the wider community benefit from the centre's closure?

You are for the closure of Anytown Leisure Centre

Prompts

- How regularly do you use the centre and what for?
- Are there other things for young people to do in your local area?
- What reasons have you for supporting the closure?

Local Resident

How will the wider community benefit from the centre's closure?

You are for the closure of Anytown Leisure Centre

Prompts

- How regularly do you use the centre and what for?
- What reasons have you for supporting the closure, eg noise, litter, traffic, etc.?