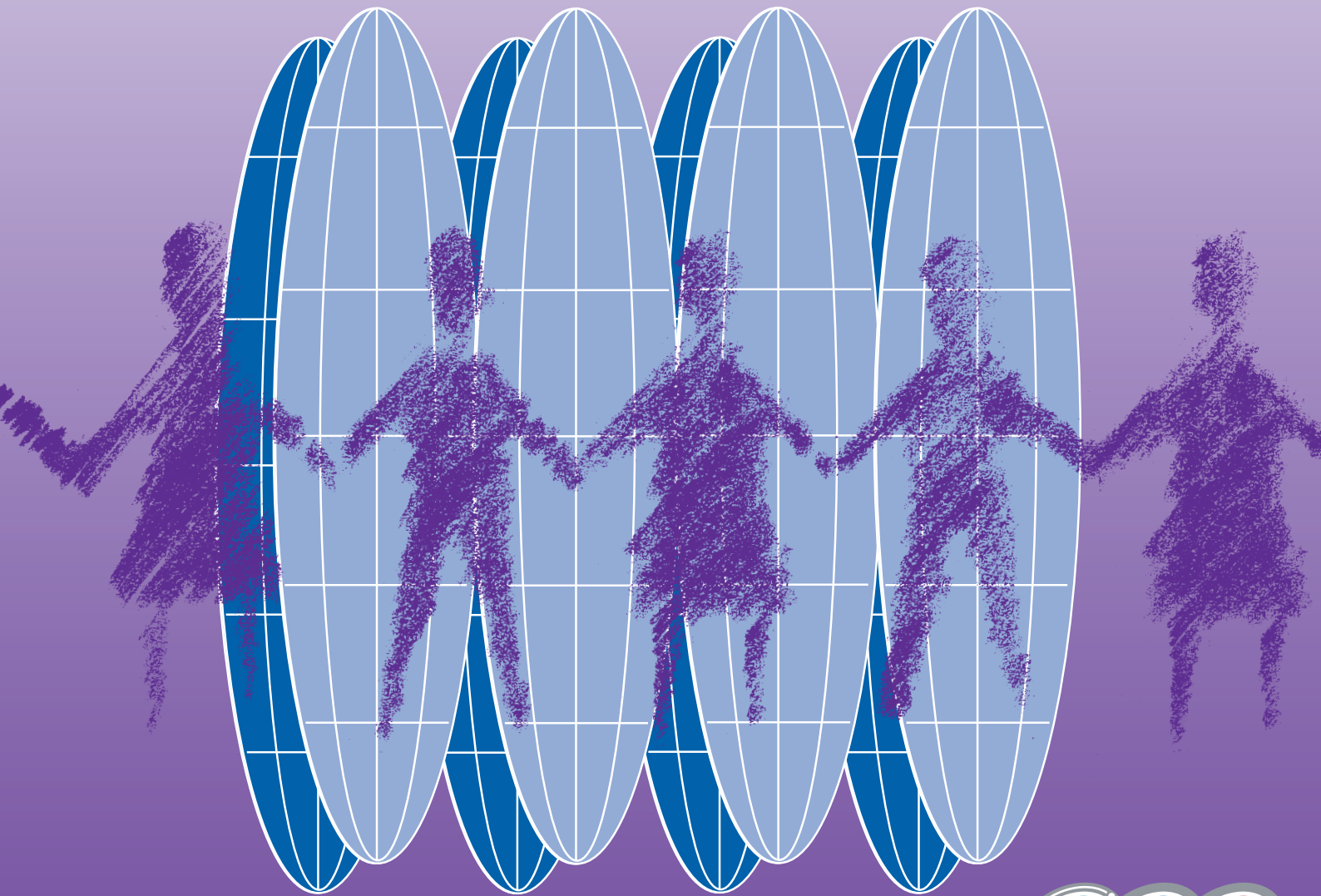




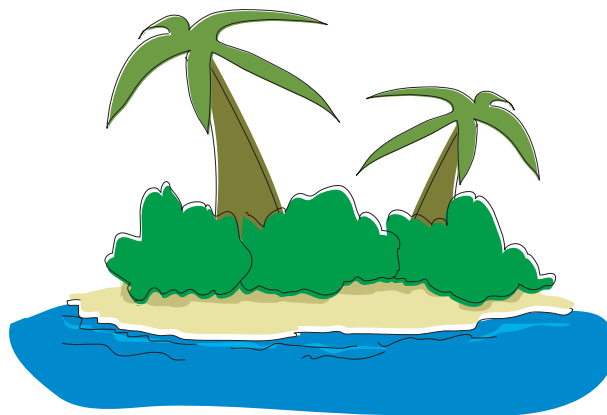
Local and Global Citizenship

activity sheets for unit 9



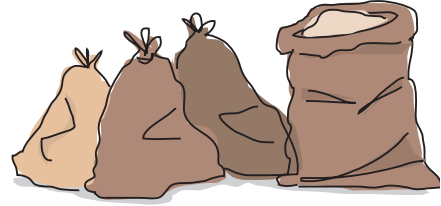
You are passengers on a luxury liner (Democratonic) sailing across the sea. You are one of 100 people aged from 16 to 56 years from every background, age and nationality. The ship is hit by severe weather, takes on water and eventually sinks. Thankfully all the passengers and crew escape in lifeboats.

You reach an island called Dolce Vita, the Island of Life. This beautiful island is hot, sunny and uninhabited. You have no contact with the outside world, and in order to survive on this beautiful island your group must make some good decisions about how you will live and survive until you are rescued. In this activity, you will focus on the importance of establishing rules on the island so that everyone survives.



9.1b - Food

Each day your group must collect enough food for all the survivors. Once you have collected the food, you are responsible for making sure that everyone gets his or her fair share of food for the day. Your group must work together to meet this task.



Rules for collection and distribution of food

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9.1c - Water

Each day your group must collect enough clean water for all the survivors. Once you have collected the water, you are responsible for making sure that everyone gets his or her fair share of water for the day. Your group must work together to meet this task.



Rules for collection and distribution of water

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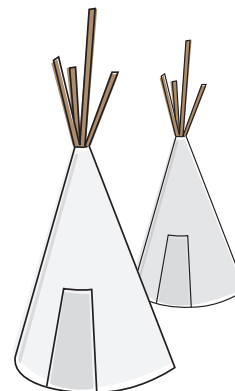
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9.1d - Shelter

Your group is responsible for building an adequate shelter for all the survivors. Once you have built the shelter, you must look after it. Your group must work together to meet this task.



Rules for building and looking after the shelter

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9.1e - Firewood

Each day your group must collect firewood for all the survivors. Once you have collected the firewood, you are responsible for making sure there is enough heat for cooking and warmth for the survivors. Your group must work together to meet this task.



Rules for building and looking after the fire

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Things are getting better on the island. Everyone has a place to live and enough to eat and drink. To make sure that everyone is treated fairly, you set up an agreed series of rules. Generally, everyone works hard to make sure everyone's needs are met. However, there have been a few instances when some people have done what they want even when others had decided on something different.



9.2b - Food Problem

You have noticed that some of the food you have collected at night for breakfast is missing when you go to prepare it in the morning. A few of you decide to keep watch during the night and discover that one person from your group is stealing it and keeping it for themselves. Food rations are getting harder to find.

9.2c - Water Problem

Collection and preparation of water for the group is long hard work, so your group has to ration out the supplies of clean drinking water. However, one of the members of the group is using other people's share of drinking water. As a result, a few people are becoming ill as they have had to drink untreated water.

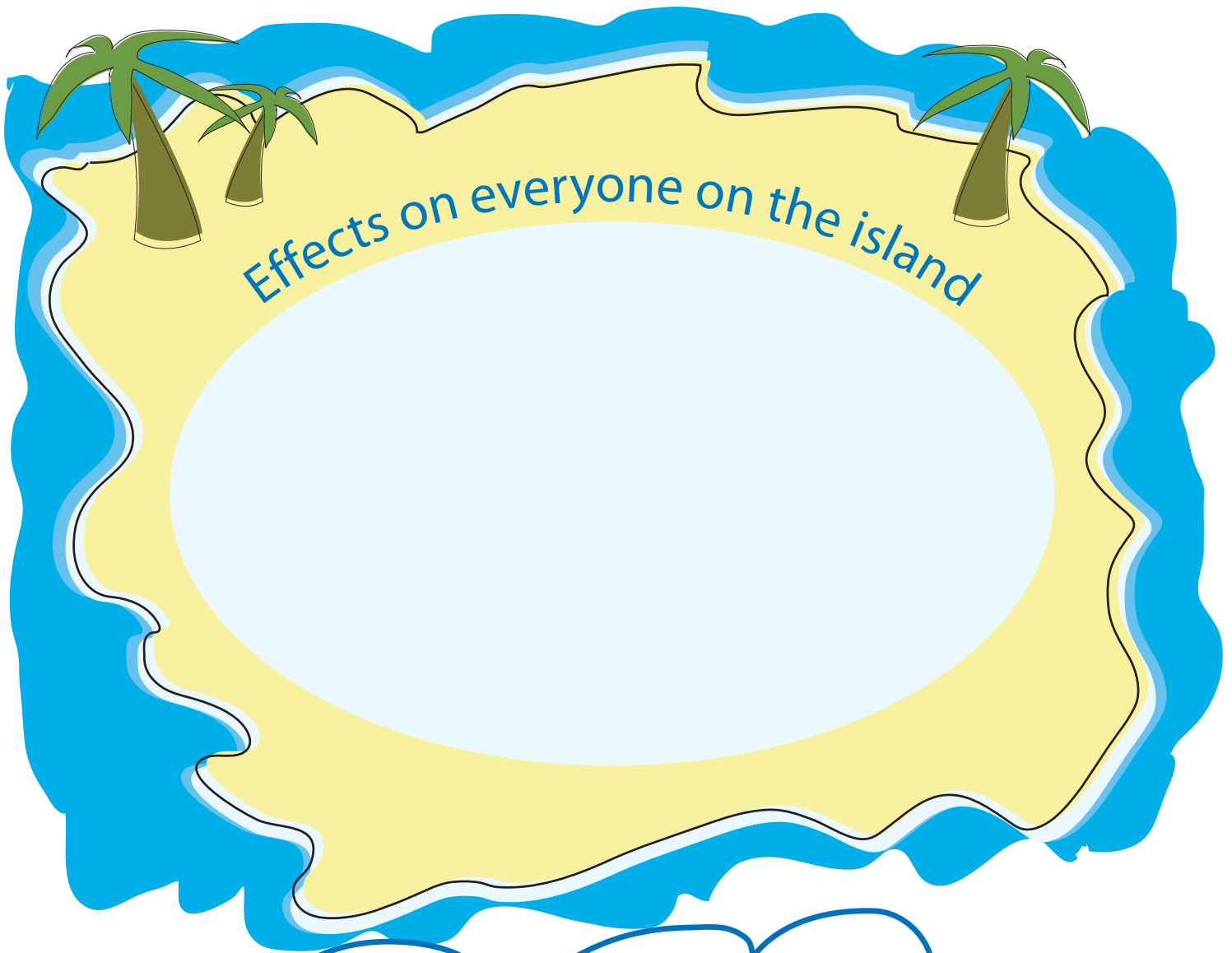
9.2d - Shelter Problem

Finding materials and building the shelter requires a lot of hard work and a high level of skill. Four people have formed a group and have announced that they deserve their own shelter, as they are very important and highly skilled. They have taken the best material for their own needs leaving little for the rest of the group.

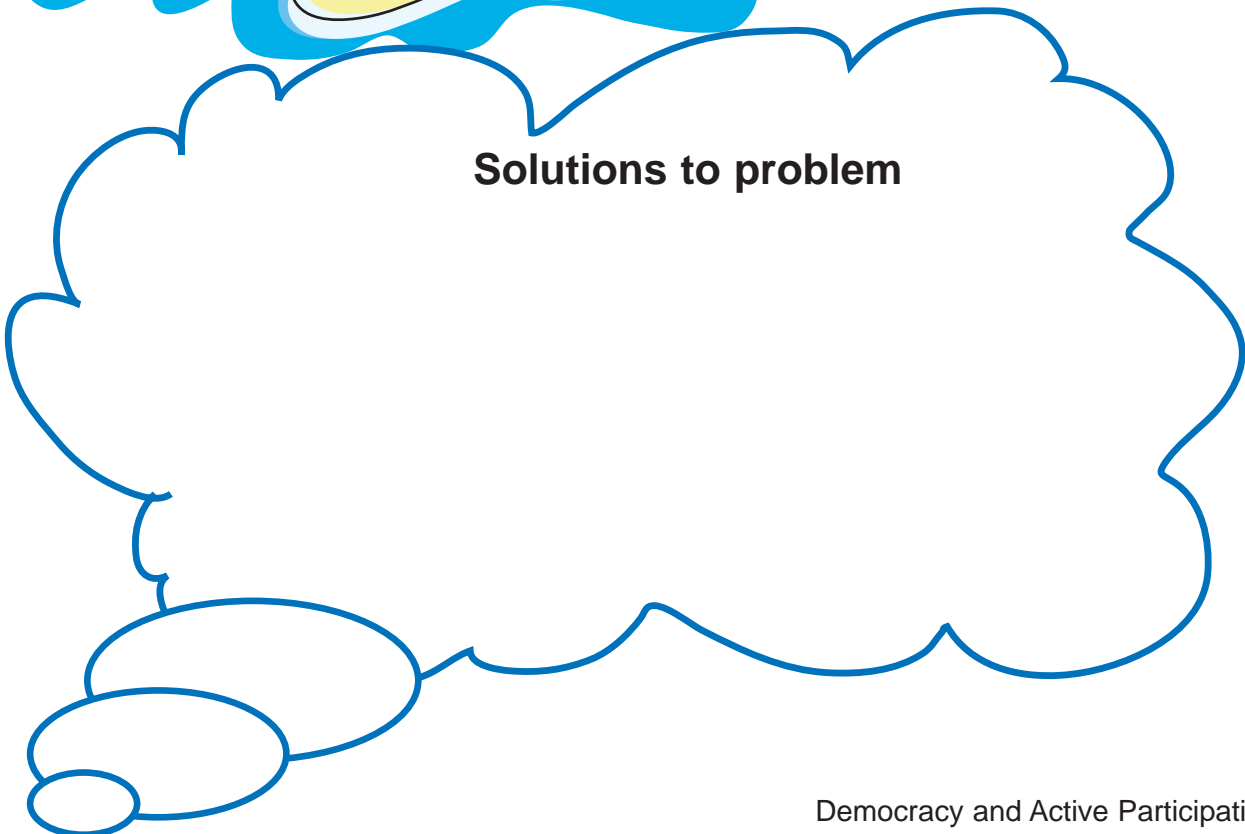
9.2e - Firewood Problem

Collection of firewood is a hard task and requires a lot of effort from everyone in your group. However, one member of your group is not working as hard as the others. Your group struggles to provide enough firewood for everyone, day and night. Some of the other survivors are starting to complain.

What are the effects of people breaking rules and laws?



Solutions to problem



Human Rights

**Social
Responsibility**

**Maintaining
Order**

10

12

14

16

17

18

**Buy
Cigarettes**

**Join the
army**

**Buy fireworks
with a
special
licence**

**Get medical or
dental treatment
without parents'
consent**

Get a tattoo

Buy a pet

**Choose
your GP**

Vote

**Take up a job
placement**

Leave care

Buy alcohol

**Get a National
Insurance
number so that
you can pay tax**

**Sign on for
income support**

**See your social
work records**

**Find out who
your birth
parents are**

Babysit

Leave school

**Marry with
parents'
consent**

Make a will

**Drive a tractor
or moped**

**Get a body
piercing**

**Buy a lottery
ticket**

Serve on a jury

**See medical
records**

Get a passport

Place a bet in a betting shop

Be held responsible for a crime

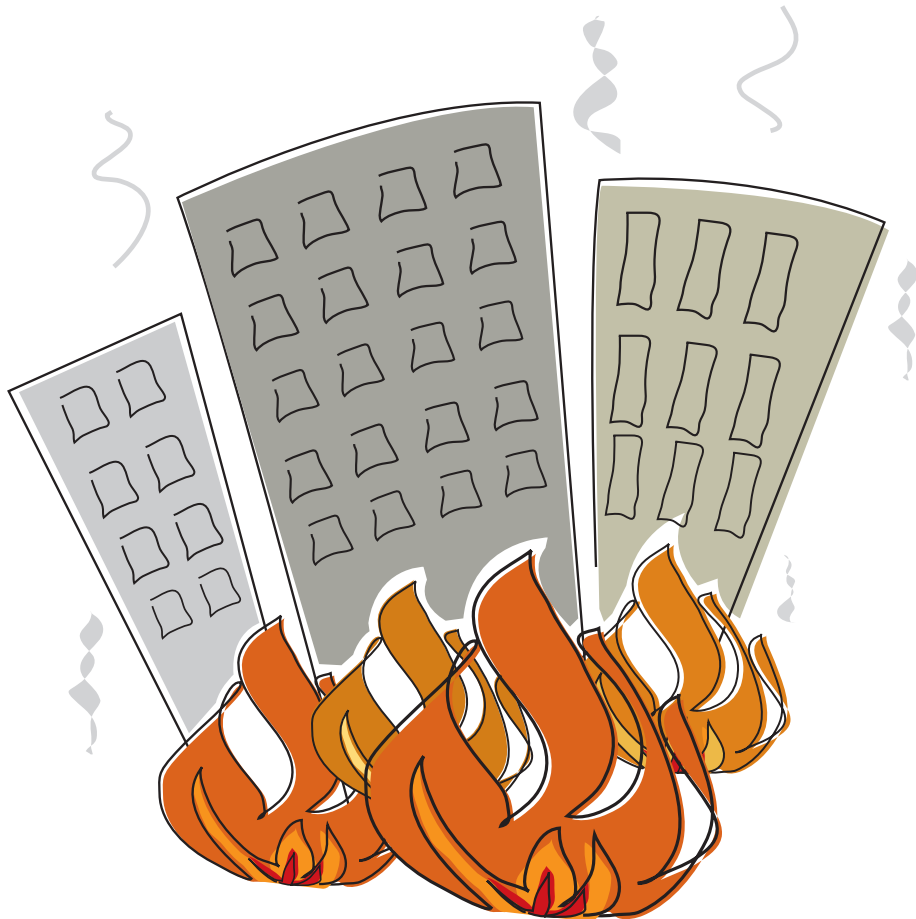
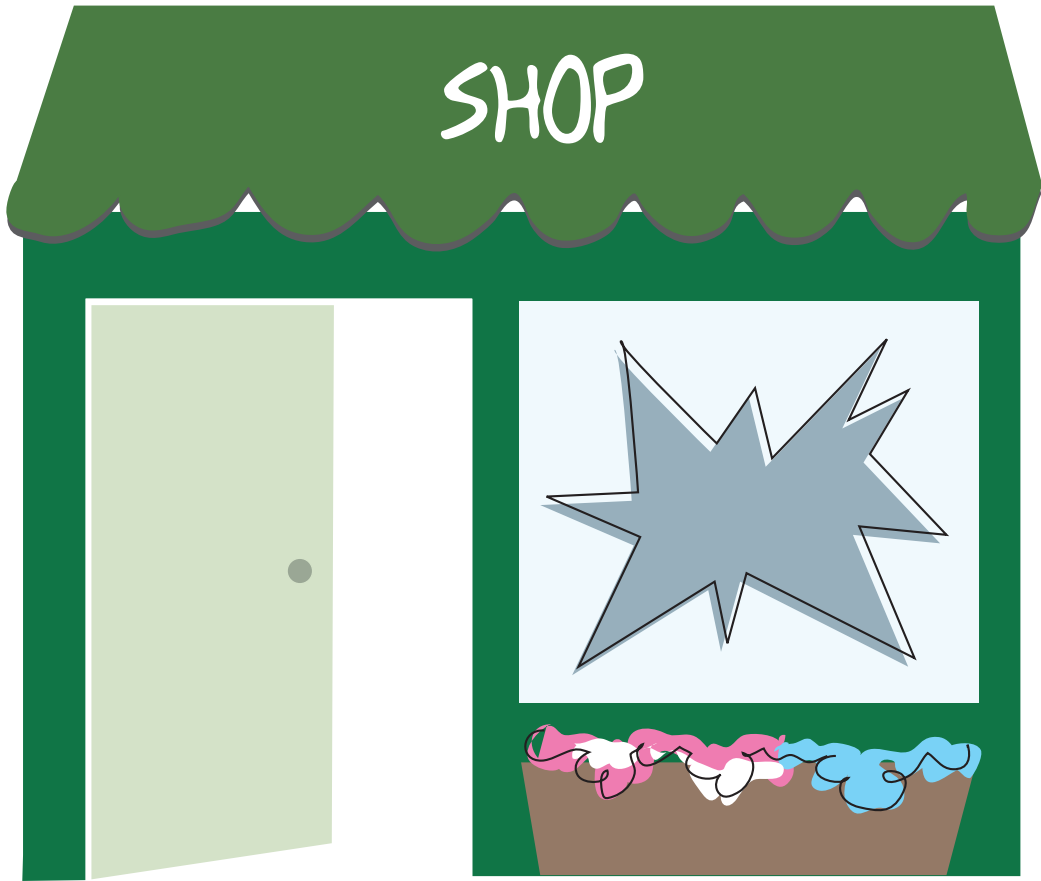
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| Leave home (see note 1) | 18 |
| Buy alcohol | 18 |
| Find out who your birth parents are | 18 |
| Vote | 18 |
| Get a tattoo | 18 |
| Sign on for income support | 18 |
| Place a bet in a betting shop (see note 2) | 18 |
| Serve on a jury | 18 |
| Get married without parents' consent | 18 |
| Make a will | 18 |
| Leave care | 17 |
| Consent to sexual intercourse (see note 3) | 17 |
| Buy cigarettes | 16 |
| Join the army | 16 |
| Get medical/dental treatment without parents' consent | 16 |
| Leave school (see note 4) | 16 |
| Drive a tractor/moped | 16 |
| Buy fireworks with a licence | 16 |
| Choose your G.P. | 16 |
| Take up a job placement | 16 |
| Get a National Insurance number so that you can pay tax | 16 |
| Marry with parents' consent | 16 |
| Buy a lottery ticket | 16 |
| See your medical records | 16 |
| Get ears pierced | 14 |
| Get a body piercing | 14 |
| See your social work records | 14 |
| Buy a pet | 12 |
| Be held responsible for a crime | 10 |

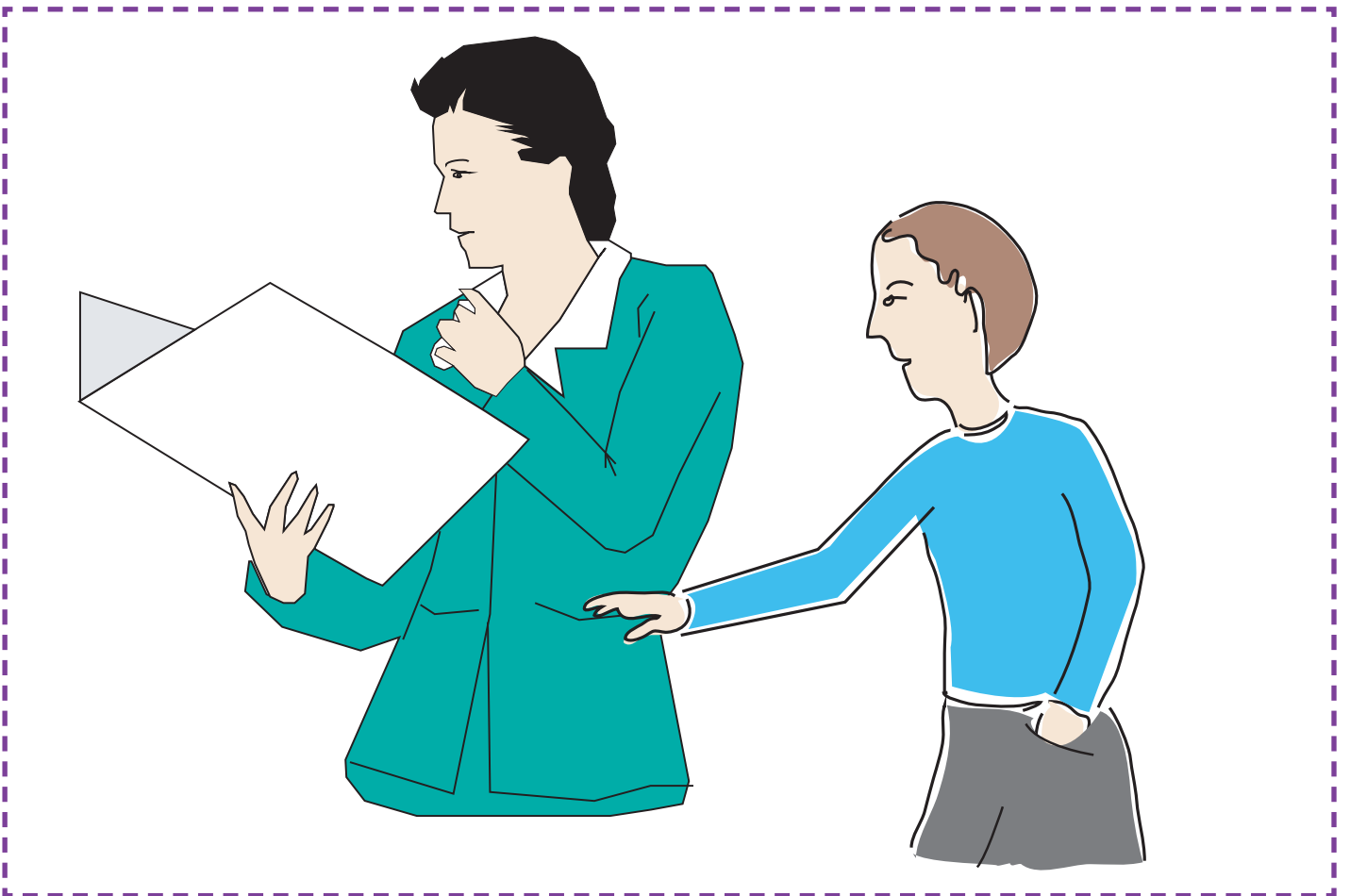
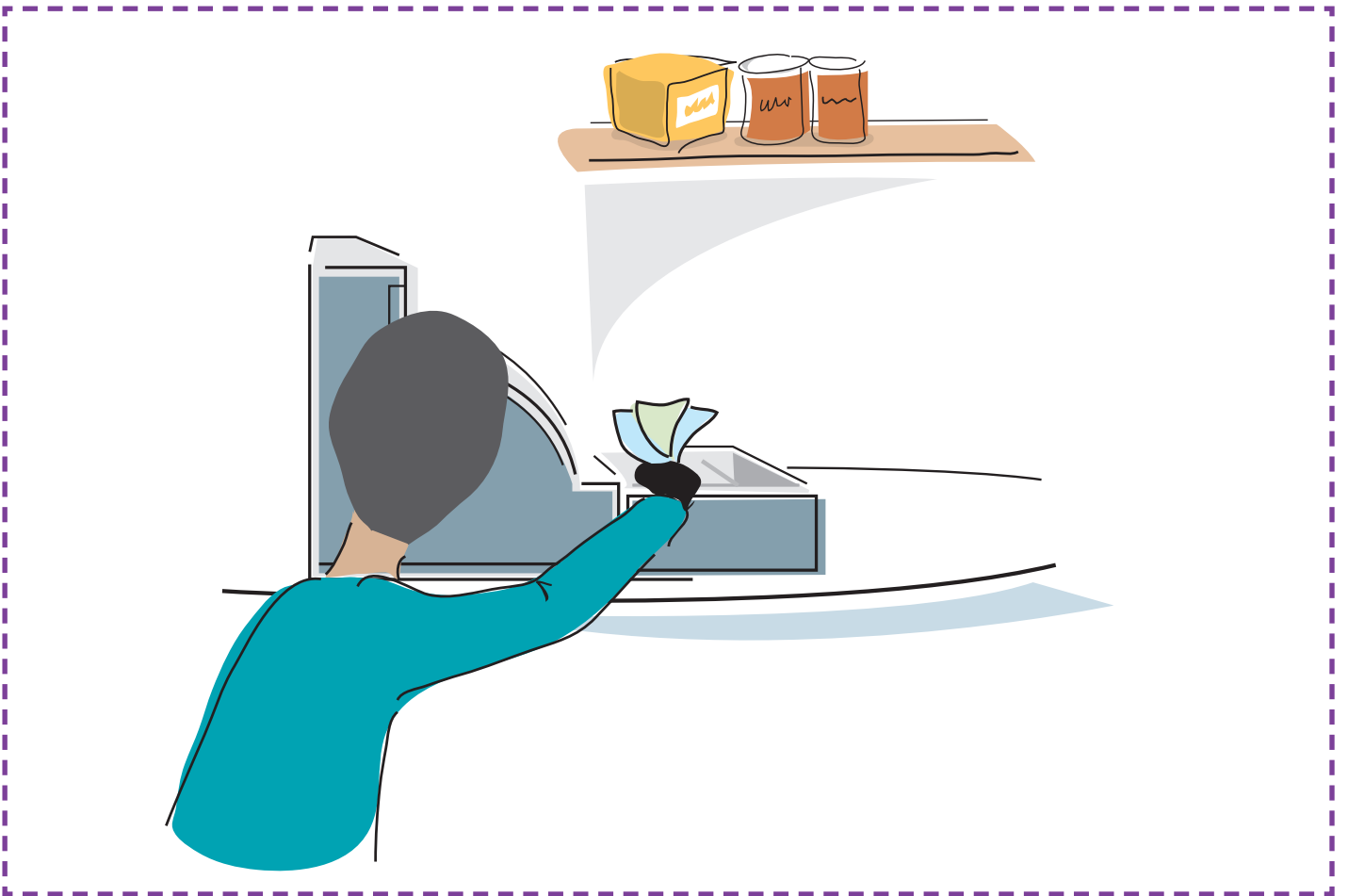
Note 1: You can leave home at 16 if you have married (with parents' consent)

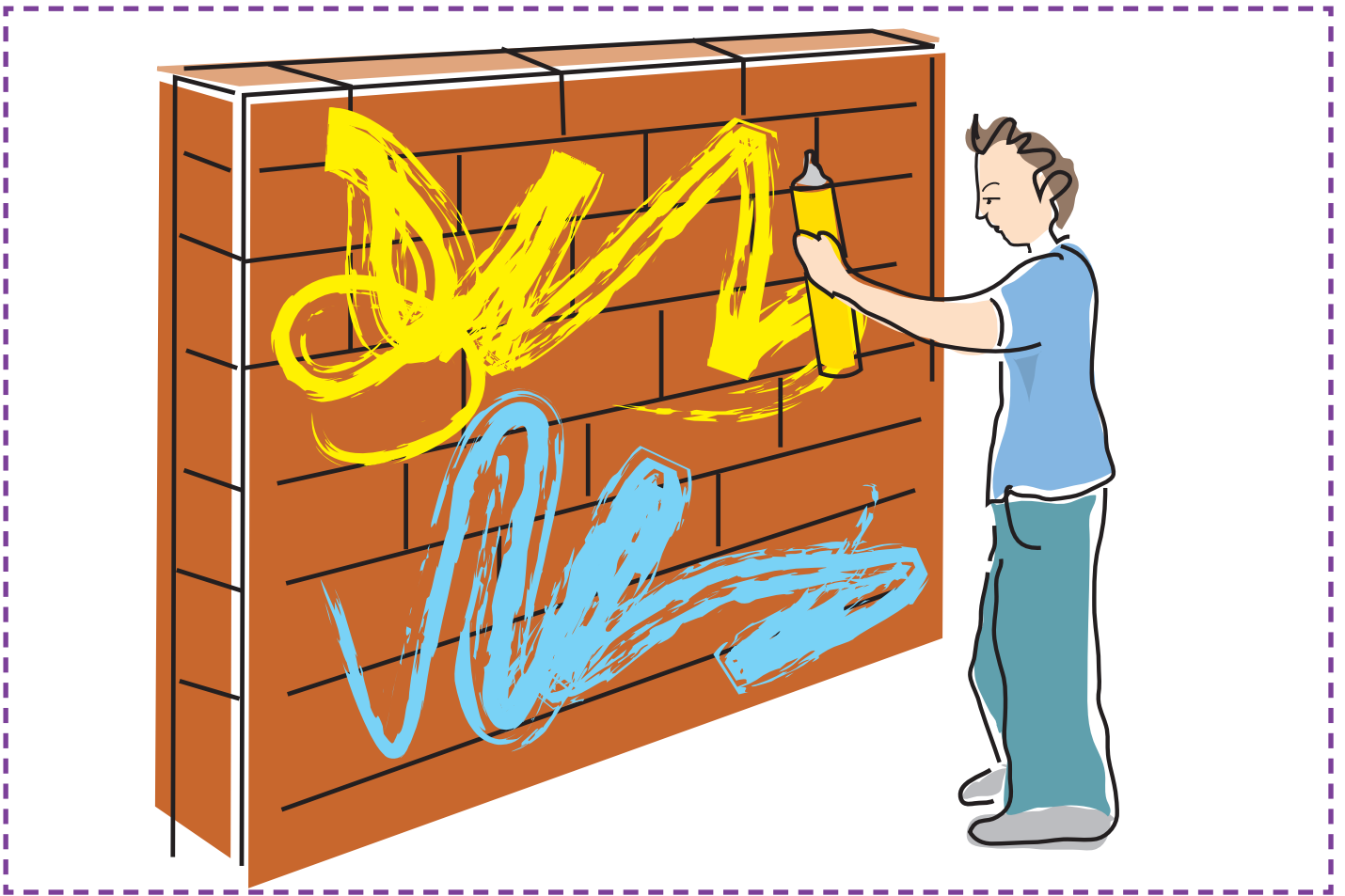
Note 2: You can bet on football at 16

Note 3: If a woman under 17 has sex, she is not guilty of a crime (but the man is - he is guilty of statutory rape). There is no statutory age of consent for men. If a woman over 17 has sex with a boy under 14 then she is committing the crime of indecent conduct towards a child. A young man under the age of 14 is considered incapable of committing rape but can be charged with aiding and abetting rape or indecent assault.

Note 4: You must wait until the end of the school year



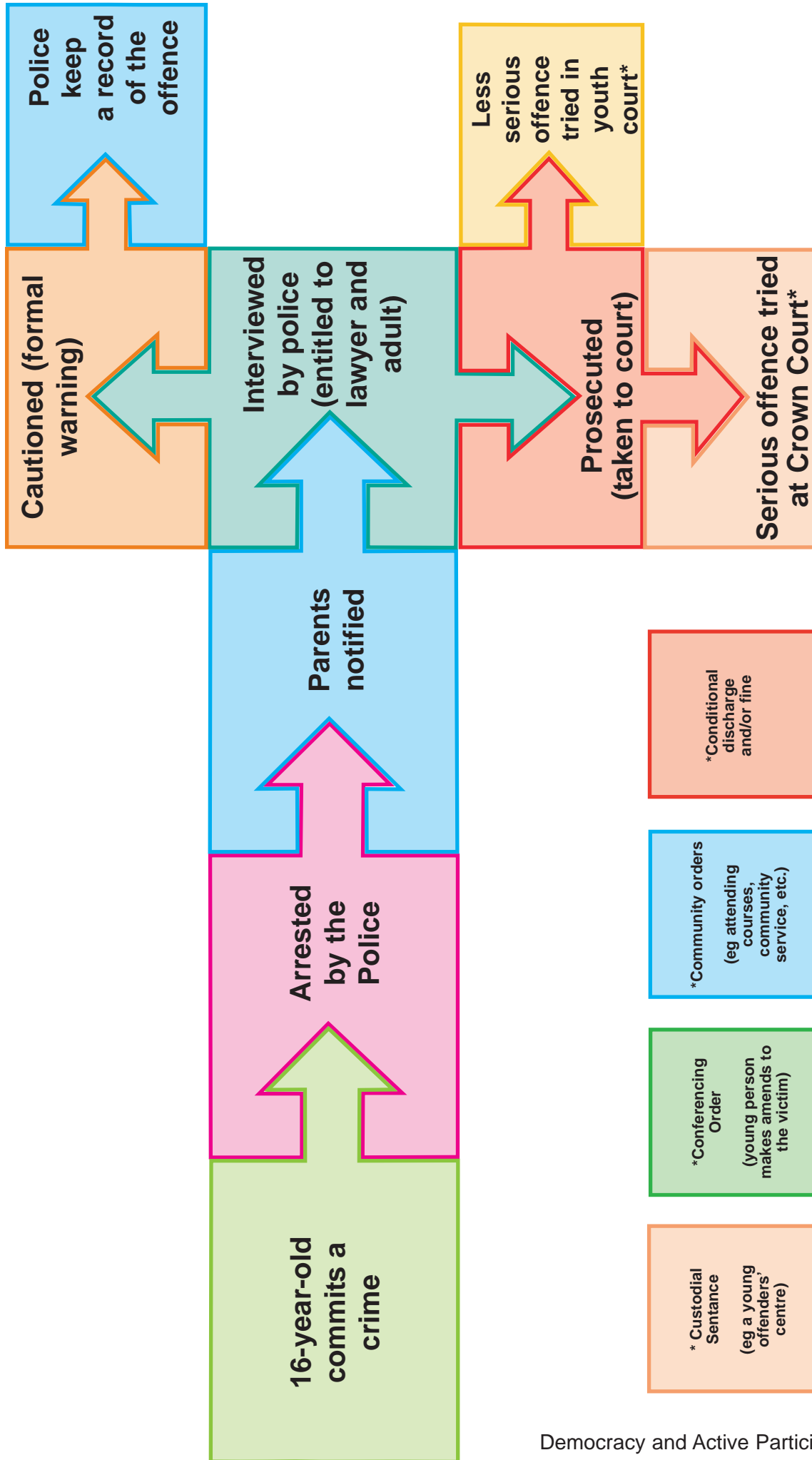




**Please see separate PDF file (9.5b)
for Picture Analysis template.**

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|---|--|
| Barrister or solicitor (defence) | Will ask the young person about what has happened, advise them and argue their case in court |
| Police officer | Will investigate the crime, arrest, interview the suspect and possibly charge them |
| Magistrate | Will hear the case, decide if the defendant is guilty or not and pass sentence (if the case is less serious) |
| Probation officer | Will supervise the offender if their sentence requires it (eg community service), and will try to help the offender change their ways |
| Judge | Will hear the case, decide and pass sentence (if the case is more serious) |
| Jury | Will decide if the defendant is guilty or not guilty (for more serious cases) |
| Prison officer | Will look after the offender if they are given a prison sentence |

**Please see seperate PDF file (9.6b)
for What Happens When . . . jigsaw.**



South Africa was colonised by the Dutch and English in the seventeenth century. Over the following centuries, the white settlers used force to take control of the land from the Africans who originally lived there. The country became independent in 1910, and the new constitution made sure that the white minority had the political power. The system of apartheid (which means "apartness") was set up and separated South Africa's whites from the blacks, Asians, and people of mixed race.

Here are a few examples of laws which were passed in South Africa during the 1950s:

The Population Registration Act

This law classified people into three racial groups: white, coloured (mixed race or Asian), and native (African/black).

Marriages between races were outlawed in order to maintain racial purity.

The Group Areas Act

This set aside specific communities for each of the "races". The best areas and the majority of the land were kept for whites.

Non-whites were moved into "reserves". Mixed-race families were forced to live separately from each other.

The Preservation of Separate Amenities Act

This set up "separate but not necessarily equal" parks, beaches, post offices, and other public places such as toilets for whites and non-whites.

Bantu Education Act

Through this law, the white government supervised the education of all blacks. The school curriculum taught blacks to accept white power. Non-whites were not allowed to attend white universities.

Abolition of Passes and Coordination of Documents Act.

All black Africans had to carry identification booklets with their names, addresses, fingerprints, and other information. Africans were frequently stopped and harassed for their passes.

**Please see separate PDF file (9.7b)
for Making a Difference
response template.**

**Please see separate PDF file (9.7c)
for Making a Difference
in South Africa.**

The Universal Declaration of Human Rights

- Everyone is equal no matter what age, sex, race, religion or colour of skin.
- Everyone has the right to life, freedom and to be secure.
- No one can be kept as a slave.
- No one should be tortured or treated in a way that is cruel.
- The law should treat everyone in exactly the same way.
- No one should be arrested, sent to prison or sent away from their country for no good reason.
- You have the right to a fair and public trial.
- In a trial you are innocent until it can be proven that you are guilty.

Everyone has the right to:

- privacy;
- move about from place to place;
- a nationality;
- marry and have a family;
- own property;
- freedom of thought, conscience and religion;
- have and express an opinion;
- hold peaceful protests and meetings;
- take part in voting in fair elections;
- work and get equal pay for equal work;
- join a trade union;
- rest and leisure;
- a healthy standard of living;
- education

Self Review

How important do you feel your learning in Local and Global Citizenship is?

How do you feel about your learning in Local and Global Citizenship?

What helped your learning about Citizenship?
or How did you learn best in Citizenship?

What new skills have you developed in your Citizenship course?

In what ways have you made use of your Citizenship learning?