

# Local and Global Citizenship

teachers' notes units 7, 8 and 9



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## INTRODUCTION TO DEMOCRACY AND ACTIVE PARTICIPATION

### About This Resource

This resource is intended to support teachers and their schools in addressing the curriculum proposals for Local and Global Citizenship at Key Stage 3. It deals with the key theme **Democracy and Active Participation** and follows on from the previous resources that dealt with **Diversity and Inclusion, Equality and Social Justice and Human Rights and Social Responsibility**.

Since Human Rights and Social Responsibility is a core theme throughout Key Stage 3, these concepts are also highlighted throughout the Democracy and Active Participation activities. Whilst this resource has not been specifically written for Local and Global Citizenship at Key Stage 4, it may also serve as a useful introduction to these same themes at Key Stage 4.

The resource is designed to reflect the **minimum requirement** for investigations into the key theme **Democracy and Active Participation**. It is **not** intended to be seen as a definitive resource for Local and Global Citizenship. Schools are encouraged to supplement the resource to suit the needs and interests of their own pupils with, for example, relevant resources from external agencies, current issues from the media and their own schemes of work, etc.

### How the Resource is Organised

The resource is structured into three units. Each unit addresses key concepts. These are outlined below:

#### Unit 7: What Do We Mean By Democracy?

- How are decisions made?
- What are the basic characteristics of a democracy?
- What does democracy look like in practice?

#### Unit 8: How Can I Play A Part?

- What do human rights say about participation?
- What do we mean by participation?
- How can I participate in school?
- How can I participate in society?

#### Unit 9: Why Do We Need Rules And Laws?

- Why do we need laws?
- What specific laws affect me?
- How do breaches of the law affect the community?
- How are laws enforced?
- Who guards the guardians?

Each unit is also summarised in the form of a **concept map** at the start of each unit. The concept maps give a quick overview of how the key concepts can be explored and developed using the related activities provided. Opposite are the concept maps for the three units explored in the resource.

UNIT 7: WHAT DO WE MEAN BY DEMOCRACY?

Key Concepts	Concept Development	Key Activities
How are decisions made?	Working together Listening Reaching agreements Negotiating	7.1 Decisions! Decisions!
What are the basic characteristics of a democracy?	Participation Rule of Law Equality Promotion of human rights	7.2 Race to Democracy 7.3 Democracy Swing
What does democracy look like in practice?	Opportunities Challenges Defining democracy	7.4 How Democratic?

UNIT 8: HOW CAN I PLAY A PART?

Key Concepts	Concept Development	Key Activities
<p>What do human rights say about participation?</p>	<p>UNCRC Articles 12,13,15</p>	<p>8.1 Picturing Participation</p>
<p>What do we mean by participation?</p>	<p>Mechanisms for participation</p>	<p>8.2 Targeting Participation</p>
<p>How can I participate in school?</p>	<p>Levels of participation Expressing opinions Sharing decisions with adults</p>	<p>8.3 Have Your Say! (Participation in School) 8.4 Ladder of Participation (I) 8.5 Ladder of Participation (II)</p>
<p>How can I participate in society?</p>	<p>Evaluating action: Appropriateness Practicality Effectiveness</p>	<p>8.6 Considering Action 8.7 Taking Action</p>

UNIT 9: DO WE NEED RULES AND LAWS?

Key Concepts	Concept Development	Key Activities
<p>Why do we need laws?</p>	<p>Protecting human rights Promoting social responsibility Maintaining order</p>	<p>9.1 Rules . . . OK? (I) 9.2 Rules . . . OK? (II) 9.3 Everyday Laws . . . What's the Point?</p>
<p>What specific laws affect me?</p>	<p>Age-related law Appropriateness of laws</p>	<p>9.4 At What Age Can I . . . ?</p>
<p>How do breaches of the law affect the community?</p>	<p>Financial Physical Psychological Societal cost of crime</p>	<p>9.5 The Cost of Crime</p>
<p>How are laws enforced?</p>	<p>Prosecuting and sentencing young offenders</p>	<p>9.6 Paying the Price</p>
<p>Who guards the guardians?</p>	<p>International human rights standards and the fairness of laws</p>	<p>9.7 What's Wrong with These Laws?</p>

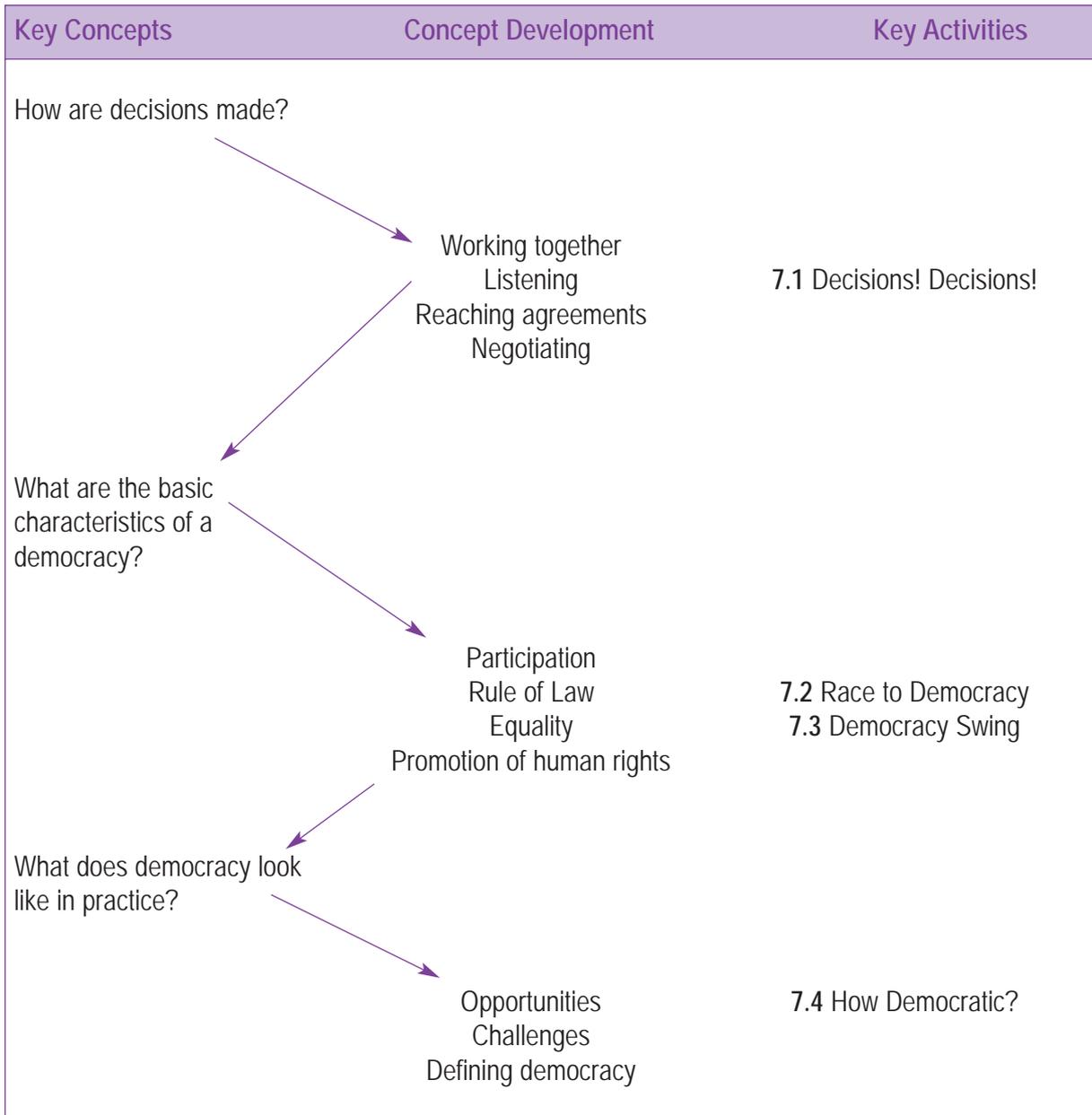
UNIT 7

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WHAT DO WE MEAN BY DEMOCRACY?

CONCEPT MAP

UNIT 7: WHAT DO WE MEAN BY DEMOCRACY?



## ACTIVITY 7.1 – DECISIONS! DECISIONS!

### Resources needed

- Pupil resource 7.1 Decision-Making scenarios

### Introduction

Explain to the pupils that the Class Charter needs to be reviewed and that they are going to explore the best way to complete that review and to ensure that everybody has a say.

### Progression

- 1 Divide the class into groups of five or six. Give each group one of the Decision-Making scenarios and ask them to consider the scenario's strengths and weaknesses.
- 2 Ask each group to feedback the strengths and weaknesses for their form of decision-making.
- 3 Use class discussion to reach a consensus on the fairest form of decision-making for reviewing the Class Charter. Discuss the reasons for this choice.
- 4 Ask the class to brainstorm the changes they would like to make to the Class Charter. The Class Charter could then be amended using the decision-making process the class has chosen.

### Conclusion

Explain to the pupils that there are different ways of making decisions and that some are fairer than others. They chose the method that they thought was the fairest for reviewing their Class Charter. Ask the pupils to think of situations where using some of the other forms of decision-making is more appropriate. You could encourage them to think about the practicalities of some of these methods.

Finally, ask the pupils to think about the skills they have used in this activity, for example:

- Listening skills
- Asking questions
- Working together to solve problems
- Negotiating to reach a consensus
- Not allowing one person to dominate
- Accepting that there are differences of opinion
- Learning how to behave in a group
- Allowing each person to have a say

Explain that these are important skills and should be used in democratic processes.

### ACTIVITY 7.2 - RACE TO DEMOCRACY

#### Resources needed

- Pupil resources
  - 7.2a Car template
  - 7.2b Game board
  - 7.2c Game cards
  - 7.2d Game instructions
  - 7.2e Race Flag template
  - Dice

#### Introduction

Remind pupils of the previous activity and how they arrived at a fair way of making decisions. Explain that in this activity they will find out more about how society can function fairly and how everyone can have a chance to take part.

#### Progression

- 1 Divide the class into groups of four and explain that they will be playing a game that will help them to understand what we mean by the word "democracy".
- 2 Ask each person to select a car and name it. This car will be competing with others in a game called "The Race to Democracy". The car who is closest to the finishing line or crosses the line first is the winner.
- 3 Distribute the board game, game cards and instructions. Allow the pupils time to play.
- 4 Use the following questions to summarise what the pupils have learned about the characteristics of democracy:
  - What kinds of things help you get closer to democracy?
  - What kinds of things hinder you from getting to democracy?

#### Conclusion

Ask the class to list the top five characteristics of democracy and to record these on the Race Flag template provided. Explain that they will be adding to or amending these as they work through the unit.

## ACTIVITY 7.3 - DEMOCRACY SWING

### Resources needed

- Pupil resource 7.3 Swingometer template

### Introduction

Remind pupils of the previous activity and explain that in this activity they will be exploring the reality of life in a democracy. At the end of the activity they will have an opportunity to amend their characteristics of democracy.

### Progression

- 1 Place pupils into five groups and give each group a Swingometer.
- 2 Read a statement from the list provided and ask each group to decide where their Swingometer would sit in response to the statement. Groups could be given a time limit on decision-making.
- 3 Take feedback from each group on where they placed their Swingometer. Compare the different responses.
- 4 Repeat the process for the other statements.

### Conclusion

Draw together the discussion to make the following points:

- 1 No perfect democracy exists
- 2 Democracy as a form of decision-making is viewed as fairer than other forms
- 3 Democracy is something we can strive towards but in reality it may be difficult to achieve

Give the pupils an opportunity to amend their characteristics of democracy on their Race Flag template.

## EXAMPLE STATEMENTS FOR THE DEMOCRACY SWING ACTIVITY

- 1 In democracies, everyone has a say.**  
Extend: *What about young people in society? What about the marginalised groups in society?*
- 2 In democracies you can say what you want.**  
Extend: *What about racist or sectarian comments? What about comments that incite people to violence?*
- 3 In democracies decisions are made by the majority.**  
Extend: *Does this mean that representatives of minorities are not listened to? Can you think of examples of minority groups whose views have not been listened to?*
- 4 In democracies, everybody can vote.**  
Extend: *What about prisoners, those under 18, members of the House of Lords, people sectioned in hospital with mental illness, those who have not registered to vote?*
- 5 In democracies, it takes too long for decisions to be made.**  
Extend: *Is it a bad thing that the decision-making process involves time? What are the benefits of a society having as many people as possible in the decision-making process?*
- 6 People are happy living in democracies.**  
Extend: *Are there examples in the world where the people in so-called democratic countries face severe economic and social hardship?*
- 7 All democracies are good.**  
Extend: *Are all so-called democratic countries really democratic? Do you know of any democratic countries that mistreat people, eg imprisoning people without trial, anti-terrorism legislation, etc.?*

## ACTIVITY 7.4 – HOW DEMOCRATIC?

### Resources needed

- Pupil resources
  - 7.4a Case study
  - 7.4b Ranking sheet
  - 7.4c Footstep template

### Introduction

Recap the basic characteristics of a democracy using the Race Flag template. Explain that in this activity, pupils will rank how democratic they feel a fictitious country is.

### Progression

- 1 Divide the class into groups of four or five and give each group the case study. Ask the pupils to read this carefully.
- 2 Ask each group to use the Ranking Sheet to indicate how this country measures up to some of the characteristics of democracy.
- 3 Ask each group to feedback their total scores and explain reasons for their choices.
- 4 Ask each pupil to think of ways the country could become more democratic. Have them record their suggestions on the Footstep template. This could form a class display.

### Conclusion

Ask pupils to amend their list of the characteristics of democracy. Summarise their suggestions to ensure that the following characteristics are clearly identified:

- Participation
- Rule of law
- Equality
- Human rights

Display the four ideas around the sides of the Race Flag template from Activity 7.2.

Finally, have pupils think of a snappy definition for the word “democracy” by completing the following statement in a round: “Democracy is . . .”



UNIT 8

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HOW CAN I PLAY A PART?

CONCEPT MAP

UNIT 8: HOW CAN I PLAY A PART?

Key Concepts	Concept Development	Key Activities
What do human rights say about participation?	UNCRC Articles 12,13,15	8.1 Picturing Participation
What do we mean by participation?	Mechanisms for participation	8.2 Targeting Participation
How can I participate in school?	Levels of participation Expressing opinions Sharing decisions with adults	8.3 Have Your Say! (Participation in School) 8.4 Ladder of Participation (I) 8.5 Ladder of Participation (II)
How can I participate in society?	Evaluating action: Appropriateness Practicality Effectiveness	8.6 Considering Action 8.7 Taking Action

## ACTIVITY 8.1 – PICTURING PARTICIPATION

Read Appendix 1 before beginning this activity to familiarise yourself with the United Nations Convention on the Rights of the Child (UNCRC).

### Resources needed

- Pupil resources
  - **8.1a** UNCRC Articles 12, 13 and 15
  - **8.1b** Mural template

### Introduction

Ask pupils to recall as many of the children's rights as they can from the UNCRC. Record these on the board. Remind pupils of the work they covered in Unit 3: Activity 3.4b, where they clustered the rights listed in the UNCRC into the following categories: survival, development, protection and participation rights. Use their suggestions on the board to illustrate each of these categories. Tell pupils that in this unit they will be exploring participation rights.

### Progression

- 1 Divide pupils into groups of four. Distribute one of the UNCRC articles to each of the groups. Ensure that they understand what the article means.

You could use the following questions to help the pupils:

#### Article 12

- What issues, that affect you, do you feel you should have a say in?
- How can you make your ideas known to adults about issues that affect you?
- Do you feel that all adults listen to you?

#### Article 13

- Do you find it easy to access information about yourself?
- What type of information do you think you should have access to?
- Is there any type of information that you think young people should not have access to?

#### Article 15

- What organisations do you belong to?
- Are there enough types of organisations for young people to join?
- What say do you have in the groups you belong to?

- 2 Using the mural template, ask each group to design a mural to illustrate the meaning of their article using either magazines/pictures or drawing materials (alternatively you may wish to ask pupils to source images using ICT). **Pupils should not use words, only images.**
- 3 When a group has completed their mural, they should either pass it on to the next group or they could move to the next table.
- 4 Ask pupils to look at the other group's mural and come up with some ideas about what the mural is illustrating.
- 5 Ask each group to explain the other groups' mural to the rest of the class.

### Conclusion

Display the three articles from the UNCRC and make sure that the pupils understand their meanings. Ask each pupil to suggest why they think the participation of young people is important in a democracy.

## ACTIVITY 8.2 - TARGETING PARTICIPATION

### Resources needed

- Pupil resources
  - 8.2a Target sheet (A3)
  - 8.2b Statements
  - A set of eight different coloured markers

### In advance of the lesson

Make eight copies of the target sheet. Select eight statements from 8.2b, or, if you prefer, write your own statements and attach a different statement to the top of each target sheet with Blu-tac or glue.

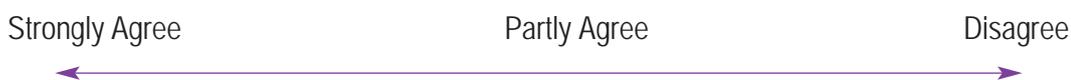
### Introduction

Remind pupils about participation rights, in particular Article 12 from the previous activity. Explain to pupils that in this activity, they will be asked to decide how important it is for them to participate in some things rather than others.

### Progression

- 1 Divide the class into eight groups and name each group a different colour (ie blue group, red group, green, orange, black, yellow, brown, purple, etc.). Provide each group with a marker of that colour.

- 2 Give each group a copy of the Target Sheet and a statement.
- 3 Ask them to discuss the statement and decide whether they:



- 4 When they have made their decision, have them show their response on the target by placing a **single** tick in the relevant section of the target, using their coloured marker.
- 5 After five minutes, ask pupils to pass their target sheets to the next group and repeat the exercise until each group has seen each target sheet.
- 6 When the target sheets are returned to the original groups, they should discuss the range of responses and then display their sheets for all to see.
- 7 Use the following questions in a class discussion:
  - Did everyone in the class have the same opinion on every statement?
  - On which statements did the class mostly have the same opinion?
  - On which statements did the class differ most in their opinions?
- 8 For the statements where the views were most varied, take a range of opinions and try to reach a consensus view.

### Conclusion

Ask pupils to list the various ways of participating, from the most effective to the least effective. Pupils may suggest ideas other than those which they have been examining. Record these on a flipchart sheet under the title of "Ways We Can Participate".

Read **Appendix 2** for more information on participation.

### ACTIVITY 8.3 - HAVE YOUR SAY! (PARTICIPATION IN SCHOOL)

#### Resources needed

- Pupil resources
  - **8.3a–d** Four corner labels

#### Introduction

Remind pupils of the last lesson and of the suggestions they made about ways they could participate. Remind them that they felt that some ways of participating are more effective than others.

### Progression

- 1 Begin by labelling the four corners of the room with the four corner labels (A4) stating:



- 2 Tell pupils that you are going to read out some statements and that after each one they should move to the label that best reflects their view. You may wish to use your own statements. Ask them not to stop and think too much but to instead react with their first instinct. Tell them that there are no right or wrong answers.
- 3 Read a "Have Your Say!" statement and ask pupils to move accordingly.
- 4 Ask a range of pupils to explain why they chose a particular response and allow pupils to move to another label if they have changed their minds.
- 5 Continue working through the other statements until you feel the issues have been well explored.

### Conclusion

Use the following questions to conclude the discussion:

- Did you find it difficult to make choices? Why?
- Were you influenced by the choices that other pupils made?
- How far do you think your school allows you to participate?
- What aspects of school life would you like to have more of a say in?
- Are there any aspects of school life that you would not want to have a say in?

Discuss the responses given and draw these ideas together to illustrate times when pupils feel they should/should not be part of the decision-making process.

**"HAVE YOUR SAY!" STATEMENTS**

In your opinion, who should be involved in following decisions:

- 1 Electing a class prefect
- 2 Planning the school formal
- 3 Deciding on the type of food in the canteen
- 4 Availability of drinking water
- 5 Improving the state of toilets
- 6 Writing the school homework policy
- 7 Ensuring pupils receive adequate feedback for all homework
- 8 Resolving the problem of pupils who are causing disruption in classes
- 9 Choosing the school uniform
- 10 The charity activities the school is involved in
- 11 Organising open nights
- 12 Making decisions about school productions
- 13 Resolving the problem of bullying in the playground
- 14 Judging what a good lesson is
- 15 Participation in the Board of Governors
- 16 Having a say as to when school holidays are taken
- 17 Subjects on offer in the school's curriculum
- 18 Appointing new teachers

### ACTIVITY 8.4 – LADDER OF PARTICIPATION (I)

Read **Appendix 3** before beginning this activity.

#### Resources needed

- Pupil resources
  - **8.4a** Ladder of Participation cards
  - **8.4b** Ladder of Participation definition sheet (copy onto OHT)
  - **8.4c** Ladder

#### Introduction

Remind pupils of the previous lesson where they examined how young people can participate in school. Explain that in this lesson they will be examining how young people participate in matters that concern them in society.

#### Progression

- 1 Explain that some experts have examined how young people are allowed to participate in society. They have come up with eleven different levels of participation and have ordered these from not allowing young people to have any say up to young people making all the decisions. They call this the "Ladder of Participation".
- 2 Select eleven pupils to hold up the Ladder of Participation cards at the front of the classroom. Explain that these are the words used by the experts and display the definition sheet on OHT to help pupils understand the meanings of the terms.
- 3 Ask the class to sort the eleven levels of participation into order by repositioning the eleven pupils in the line at the front of the room. Take suggestions from individual pupils and ask them to explain their reasons.
- 4 When the class is satisfied with the order, display the ladder and ask the eleven pupils to stick their Ladder of Participation card on the appropriate rung.
- 5 Reveal the correct answers and amend as necessary.

#### Conclusion

Discuss what the rungs on the ladder mean to check the pupils understanding of the different levels of participation. Explain that in the next activity they will be examining this ladder in more detail.

## ACTIVITY 8.5 - LADDER OF PARTICIPATION (II)

### Resources needed

- Pupil resources
  - 8.5 Participation Situation cards
  - 8.4a Ladder of Participation cards
  - 8.4b Ladder of Participation definition sheet
  - 8.4c Ladder

### Introduction

Review the previous lesson and remind pupils of the various levels on the Ladder of Participation. Display the completed ladder and definition sheet from the previous activity.

### Progression

- 1 Place the class into eight groups and give each group a different situation card.
- 2 Have each group examine their situation card and think about how much the young people in the situation are involved in the actions that are being taken.
- 3 Tell each group to decide where on the Ladder of Participation they think the action should go.
- 4 Invite one representative from each group to present their situation and group decision to the rest of the class. They should record the group decision by sticking their situation card onto the Ladder of Participation at the appropriate point.
- 5 After each group's explanation, ask the class if they agree with the decision. Attempt to reach a class consensus as to where the situation card should be placed.
- 6 When all the cards are in position, ask the pupils to think about the following questions:
  - Do they agree with the actions taken on the situation cards?
  - In which situations could young people have been more involved?
  - How could this have happened?
  - In which situations do they think the young people have been involved appropriately?

### Conclusion

Discuss whether participation of young people is always appropriate and practical, and consider ways in which they might participate more equally in their school or the community

### ACTIVITY 8.6 – CONSIDERING ACTION

#### Resources needed

- Pupil resources
  - **8.6a** Action cards
  - **8.6b** Issue cards

#### Introduction

Remind pupils of their discussion about issues that concern them, and ask them to consider the sort of actions they might engage in when concerned about an issue.

#### Progression

- 1 Place pupils into six groups.
- 2 Give each group one Issue card, a set of Action cards (you may wish to use current local or global issues in place of those offered) and a blank sheet of A3 paper.
- 3 Have groups think about their issue and rank the Action cards from “most effective” to “least effective”.
- 4 Ask them to select the top five most effective actions and to re-rank these from “most practical” to “least practical”.
- 5 When this is completed, ask them to select the top three actions (which should be both practical and effective).
- 6 Finally, have pupils stick the Issue card at the top of their blank A3 page. Beneath this, and in order, have them stick their top three Action cards.

#### Conclusion

Ask each group to give feedback on why they have chosen those actions. Ask them to justify their reasons, and discuss as a class how:

- appropriate (in a democratic context);
- practical; and
- effective these actions may be.

Their responses may be displayed in the classroom for other groups to look at.

## ACTIVITY 8.7 – TAKING ACTION

Read **Appendix 4** before beginning this activity.

### Resources needed

- Pupil resources
  - **8.7a** Bulletin
  - **8.7b** Role cards

### Introduction

Remind pupils of the conclusion to the last lesson. Explain that they are going to explore an example of a local issue in a “simulation”. Distribute the bulletin, which sets the scene for the simulation.

This may take a series of lessons to ensure that pupils are well prepared to take part fully and confidently in the simulated public meeting.

### Progression

- 1 Place pupils into the following six groups:
  - Member of staff
  - Young person (against closure)
  - Representative of an NGO
  - Property Developer
  - Young person (for closure)
  - Local resident
- 2 Explain to the pupils that, for the purpose of this simulation, your role will be a Local Councillor and you will chair the proceedings.
- 3 Give each group a copy of their Role card. Explain that during the simulation they will play the character on their Role card.
- 4 Explain that, in their groups, they are to prepare for a public meeting where they will be able, as interested parties, to discuss their concerns about the proposed closure of their local Leisure Centre.

- 5 Encourage pupils to develop a background for their character that is different from other members of their group, for example,

Group Profile: Member of staff

Individual profiles could include:

- female/male
- single/married with children
- older person
- manager
- cleaner
- instructor, etc.

(You may wish to use "hot-seating" to help the pupils develop their characters and explore the issue in preparation for the simulation.)

- 6 Ask them to use the prompts and questions on the cards to help them understand the issue more fully and prepare their comments and arguments for the meeting.
- 7 Ask pupils to choose one person to represent their views at the public meeting. Then have the group prepare a two-minute speech that represents its views. The group representatives will be asked to speak first at the meeting.
- 8 Set up the classroom for a public meeting. In your role as the Local Councillor, ask the interested parties to take their seats. Call on each representative to speak to the whole meeting on behalf of his or her group.
- 9 Open up the discussion to any other representatives who would like to either agree or challenge the points raised.
- 10 Once the meeting is over, ask pupils to come out of character and reflect on the quality of the arguments they heard.
- 11 Invite pupils to vote either for or against the proposed closure of the Leisure Centre based on the effectiveness of all the contributors.
- 12 Take the votes and announce the results.

### Conclusion

Draw parallels between simulations and real-life situations. It may be important to remind pupils that this is only a simulation and that such meetings in reality are very often only a small part of a wider process of consultation. Relevant media coverage of real-life public meetings could be referenced at this point. Remind pupils that effective decisions take account of the views of *individuals*, *society* and the *government*.

UNIT 9

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WHY DO WE NEED RULES AND LAWS?

CONCEPT MAP

UNIT 9: DO WE NEED RULES AND LAWS?

Key Concepts	Concept Development	Key Activities
<p>Why do we need laws?</p>	<p>Protecting human rights Promoting social responsibility Maintaining order</p>	<p>9.1 Rules . . . OK? (I) 9.2 Rules . . . OK? (II) 9.3 Everyday Laws . . . What's the Point?</p>
<p>What specific laws affect me?</p>	<p>Age-related law Appropriateness of laws</p>	<p>9.4 At What Age Can I . . . ?</p>
<p>How do breaches of the law affect the community?</p>	<p>Financial Physical Psychological Societal cost of crime</p>	<p>9.5 The Cost of Crime</p>
<p>How are laws enforced?</p>	<p>Prosecuting and sentencing young offenders</p>	<p>9.6 Paying the Price</p>
<p>Who guards the guardians?</p>	<p>International human rights standards and the fairness of laws</p>	<p>9.7 What's Wrong with These Laws?</p>

## ACTIVITY 9.1 – RULES . . . OK? (PART I)

### Resources needed

- Pupil resources
  - 9.1a Scenario card 1
  - 9.1b–e Survival cards

### Introduction

Use scenario card 1 to explain the task to the pupils.

### Progression

- 1 Divide the class into four groups and give each group a different survival card. Explain that each group must agree on a list of rules and solve this problem fairly and for the benefit of all the survivors.
- 2 You could select appropriate questions from those listed below to focus the pupils as you circulate:
  - Should everyone get the same amount of food and clean water?
  - Should people be allowed to take food and water when they want to?
  - How will you make sure the shelter is well looked after?
  - Can anyone put firewood on the fire whenever they want to?
- 3 Each group should record their rules on their survival card.
- 4 Allow each group the opportunity to share their discussion with the class. Record the feedback on the board.
- 5 Draw together the main points of the discussion:
  - Why were rules so important on the island?
  - What might happen if no rules had been established?

### Conclusion

Ask pupils to think about the principles behind their rules. Lead to the idea that if the inhabitants of the island are going to survive, then there needs to be a clearly established set of rules and laws. These laws should be:

- Just and fair
- Easily understood by everyone
- Able to contribute to maintaining order

### ACTIVITY 9.2 – RULES . . . OK? (PART II)

#### Resources needed

- Pupil resources
  - 9.2a Scenario card 2
  - 9.2b–e Problem cards
  - 9.2f Feedback sheet

#### Introduction

Ask to the class to imagine that they are still living on Dolce Vita, as they have not yet been rescued. Set the scene for them using Scenario card 2.

#### Progression

- 1 Place pupils into the same four groups. Remind them that each group was given the responsibility of solving a problem for the benefit of all the islanders. Now they have to come up with a solution to a new problem.
- 2 Provide each group with the appropriate Problem card and ask them to read this.
- 3 Ask each group to consider how the problem might impact upon the islanders. They should record their ideas on the sheet provided.
- 4 Tell each group to think about appropriate solutions for their specific problem. Allow time for pupils to record these in the appropriate place on the feedback sheet.
- 5 Ask each group to describe their problem and solution to the rest of the class. Other class members may wish to suggest alternative solutions.

#### Conclusion

Draw out the key characteristics of the suggested solutions. Use these to remind pupils that laws should help maintain order in society and that when laws are breached, this order can break down and have an effect on the whole community. If laws are to be just and fair they must:

- Protect human rights
- Promote social responsibility
- Maintain order

Tell pupils that whilst they were looking at the impact upon an imaginary island (Dolce Vita), the same issues and concerns take place within society.

Complete this section by telling pupils that they have been rescued from Dolce Vita, and on their return home they can use what they have learnt to see how breaches of rules and laws can affect their local and global community. These will be examined further throughout the rest of this unit.

### ACTIVITY 9.3 – EVERYDAY LAWS . . . WHAT'S THE POINT?

#### Resources needed

- Pupil resource 9.3 Purpose of Law cards

#### Introduction

Remind pupils that in the previous activity, they concluded that laws were needed to protect human rights, promote social responsibility and maintain order. Explain that in this activity they will be deciding the main purpose of some examples of laws in Northern Ireland.

#### Progression

- 1 Give each pupil a set of Purpose cards and ask them to form groups of three.
- 2 Explain that when you read out a law, each pupil has ten seconds to select one of the cards to show the main purpose of that law. After these ten seconds they should show this card to the rest of their group. Select from the following examples (or use our own examples from recent news stories):
  - Every road has a set speed limit. If you drive over this speed limit you are breaking the law.
  - It is illegal to withhold information that you have about a crime.
  - If you physically attack someone, you may be charged with assault.
  - Selling or supplying illegal drugs is against the law.
  - It is illegal to be married to more than one person at a time. This is called bigamy.
  - The law says that you need to get planning permission before setting up a wind farm.
  - It is illegal to steal someone else's car.
  - Rioting and causing damage to property is a criminal offence.
  - Shoplifting is a criminal offence.
  - The law says that you must wear a seat belt in your car.
- 3 Explain that they now have thirty seconds to decide on a group response.
- 4 Take feedback from each group and use this to reach a class consensus on the main purpose of the law in each example.

- 5 Display the Purpose cards on the board and record each law under the most appropriate heading (eg *"wind farms" could be recorded under Social Responsibility, "speed limit" under Maintaining Order, etc.*). You may also wish to draw lines from a law to the other purpose headings if the class cannot reach full agreement on the main purpose (eg *"assault" could go under Human Rights but could also be connected to Maintaining Order, etc.*).

It is important to note that the purpose of this activity is not to get every example right – it is more important that the pupils gain an understanding of the main purposes of law in general.

- 6 Repeat for each law example.

### Conclusion

Ask each group to rank the Purpose cards in order of importance to them. Ask them to consider if other groups of people in society would rank them differently (eg adults, teachers, prisoners, business people, social workers, politicians, etc.). Explain that laws can serve more than one purpose but they also need to serve more than one type of people.

## ACTIVITY 9.4 – AT WHAT AGE CAN I . . . ?

### Resources needed

- Pupil resources
  - 9.4a Age signs
  - 9.4b Law cards
  - 9.4c Answer sheet

### Introduction

Remind pupils how on Dolce Vita the rules and laws drawn up were designed to protect the interests of the community on the island. The last activity showed that this is also true in Northern Ireland. Explain that in this activity they will 1) examine some more laws that directly affect young people in Northern Ireland and 2) make judgements about whether these are fair.

### Progression

- 1 Display the six age categories (10,12,14, 16, 17 and 18) at different points around the room.
- 2 Distribute one Law card to each pupil and explain that there are laws which state the age at which they can carry this activity out.
- 3 Give the pupils a few moments to decide "At what age can I . . . ?" for their activity, and then ask them to move to the appropriate age category.
- 4 Beginning with age 18, announce the correct answers for each age group and give pupils time to move to the correct age sign, if necessary.

- 5 Ask the pupils gathered at each age category to discuss the kinds of laws which are set down as relevant for this age. Take feedback from each group using the following questions:
  - Are these laws fair?
  - Are these laws appropriate?
  - What has surprised them and why?
- 6 Next, place pupils into groups of four and distribute an answer sheet to each group. Ask them to choose one law which they would like to change.
- 7 Each group should present an argument outlining why their selected law should be changed. Remind pupils that their arguments should make reference to the purpose of laws (ie to protect human rights, promote social responsibility and maintain order). After each presentation, the class could vote as to whether or not they are convinced by the arguments.

### Conclusion

Explain that just because a government has made a particular law does not mean that the law is necessarily just and fair. In a democracy, people have the right to challenge the law if they feel it could be amended or should be changed.

## ACTIVITY 9.5 – THE COST OF CRIME

### Resources needed

- Pupil resources
  - 9.5a Breaking the Law pictures
  - 9.5b Picture Analysis template

### Introduction

Remind pupils of *Dolce Vita* and the repercussions on the community whenever their laws were broken. Explain that in this activity they will be looking at breaches of the law in real situations.

### Progression

- 1 Divide the class into groups of four or five. Distribute a picture and a template to each group. Allow sufficient time for each group to consider the picture and answer the questions on the template.
- 2 Ask one pupil from each group to display their picture and to feedback their discussion under the headings on the template.

- 3 Record key answers from each group and use the following questions to draw out the physical, psychological, financial and societal costs of breaches of the law:
  - How could breaches of the law affect property?
  - How could breaches of the law affect a person's health and well being?
  - How could breaches of the law affect the community's sense of safety?
  - How could breaches of the law cost the public money? etc . . .
- 4 Next, ask the class to consider how we could deal with these breaches of the law and their consequences on the community. Before taking suggestions, explain that it is just as important to prevent crime as it is to deal with its consequences. Record pupils responses under the headings of:
  - What can individuals do? (eg join a neighbourhood watch scheme, etc.)
  - What can society do? (eg raise awareness about crime prevention, etc.)
  - What can government do? (eg provide an appropriate police service, etc.)

### Conclusion

Explain to pupils that individuals and communities are affected when situations like these happen and laws are broken and that we all have a role to play in ensuring that the rule of law is upheld.

### ACTIVITY 9.6 – PAYING THE PRICE

#### Resources needed

- Pupil resources
  - **9.6a** Whose Job Is It? card match
  - **9.6b** What Happens When . . . ? jigsaw
  - **9.6c** What Happens When . . . ? jigsaw solution

#### Introduction

Remind pupils that they have looked at how breaches of the law affect the community. Now they will examine the consequences for an individual who breaks the law. Explain to the class that when a law is broken, a series of procedures take place that involve various people.

#### Progression

- 1 Ask the class if they know what happens to someone aged 16 who breaks the law. Encourage them to think about the individuals who might be involved in the procedure.

- 2 Divide the class into groups of three and provide each with a copy of the Whose Job Is It? card match. Explain that they must match each person against their role.
- 3 Check their understanding and ensure that pupils have matched cards correctly.
- 4 Explain that now they are going to explore what happens to someone aged 16 who breaks the law.
- 5 Give each group a copy of the What Happens When . . . ? jigsaw. Explain that they must arrange the jigsaw correctly in order to reveal what happens if a 16-year-old individual breaks the law. Tell them that four of the cards are separate from the jigsaw, as they are possible outcomes and not part of the procedure.
- 6 When groups complete their jigsaw, ask them to discuss the following questions:
  - Do you agree that young people should be treated differently than adults when they commit a crime?
  - What should the differences be?
  - Are there any human rights standards that are important to uphold?
  - What are some of the advantages and disadvantages of the three types of sentencing (for example custody, community and conferencing) for young people?
- 7 Allow each group to feedback their discussions to the rest of the class.

## Conclusion

Summarise the lesson by reminding pupils that when an individual breaks the law there are consequences for the individual concerned. When the offender is a young person, special care is taken to treat them appropriately and give them an opportunity to change and make amends for their offending behaviour.

## ACTIVITY 9.7 – WHAT'S WRONG WITH THESE LAWS?

### Resources needed

- Pupil resources
  - **9.7a** Apartheid Laws
  - **9.7b** Making a Difference response template
  - **9.7c** Making a Difference in South Africa (OHT)
  - **9.7d** UDHR Summary

### Introduction

Remind pupils that earlier in the unit they examined the main purposes of law: to protect human rights, to promote social responsibility and to maintain order. Explain that sometimes, however, countries make laws for other reasons.

### Progression

- 1 Split the class into small groups and give a copy of Apartheid Laws to each group. Ask them to read these laws carefully and clarify for them any difficult terminology, etc.
- 2 Remind the class that when the United Nations was set up (after the Second World War) they wrote the UDHR and that the countries that signed it promised to make sure that all the countries of the world lived up to its standards.
- 3 Give each group a copy of the UDHR. Ask them to highlight any of the articles they think are breached by the Apartheid Laws they have been reading.
- 4 Explain to the class that if people believe that certain laws are unfair or unjust, they can take steps to try to have these laws changed.
- 5 Give each group a copy of the Making a Difference response sheet. Ask them to complete this and then share their ideas to the rest of the class.
- 6 Use the following questions to summarise the class discussion:
  - What do they think would have the biggest influence on the South African government to make them change the laws?
  - Who do they think would have the biggest influence on the South African government to make them change the laws?
  - Should other governments be able to have a say in what happens in other countries? What are the advantages/disadvantages of this?

### Conclusion

Conclude the lesson by using the OHT to explain to pupils how apartheid was ended in South Africa. Emphasise that change was brought about because of the combined efforts of *individuals*, groups within *society* and other *governments* to ensure that the values of the UDHR were upheld.

## SUMMARIES



## SUMMARY 1 – THE EFFECTIVE CITIZEN!

### Resources needed

- Pupil resources
  - A large sheet of paper for each group
  - Markers

### Introduction

Explain to the pupils that in this activity they will be reflecting on what they have learnt over the past three years in Local and Global Citizenship and applying this by designing an effective citizen!

### Progression

- 1 Place pupils into groups of four or five. Give them a large piece of paper (eg a sheet of wallpaper lining paper) and ask them to draw a life size outline of a person (they could draw around a group member!). Explain to pupils that this is going to be their “effective citizen”.
- 2 Ask them to think about some of the characteristics this citizen might have and to use these to label various body parts (eg eyes that see past the colour of someone’s skin, ears that listen to other people’s views, arms that reach out to help people who may feel left out in society etc.).
- 3 Circulate and help each group identify the features and give pupils time to complete their “design”.

### Conclusion

Take feedback from each group and use this to draw out the key features of an “effective citizen”. Try to connect these features to the work they have been covering in Local and Global Citizenship lessons and basic citizenship concepts (eg equality, social justice, diversity, inclusion, human rights, democracy, etc.).

## SUMMARY 2 – KNOWING . . . FEELING . . . DOING . . .

### Resources needed

- Pupil resources
  - Summary Sheet: Self-Review
  - Post-its
  - Flipchart Paper

### Introduction

Display the “effective citizen” sheets from the previous activity and ask the pupils to think about how their Local and Global Citizenship lessons could help them to become effective citizens themselves. Explain to the class that the aim of this lesson is to give them the opportunity to review their learning over the past three years in Local and Global Citizenship and to share it with others.

### Progression

- 1 Give each pupil a Self-Review sheet and ask them to complete it on their own.
- 2 Divide the pupils into groups of four and give each group some Post-its (about twelve).
- 3 Ask pupils to look at their individual responses to each question and agree two responses for each question that they would like to share with the class. Have them write these onto a Post-it.
- 4 Place a separate sheet of flip chart paper (for each question on the review sheet) on a notice board/wall.
- 5 Ask each group to place their Post-it responses on the relevant flip chart sheet.
- 6 Ask each group to walk around and look at all the responses.
- 7 Discuss the responses with the whole class using the following questions:
  - What were the common responses that were highlighted across the whole class?
  - What important points came out of the responses?

### Conclusion

Ask the pupils to move into a circle and to take some time to reflect on:

- The knowledge they have gained about Citizenship issues (“**Knowing**”)
- Any of their attitudes that may have been challenged or any skills that have been developed during Citizenship classes (“**Feeling**”)
- Examples of local or global issues which they feel passionate about and would like to do something about (“**Doing**”)

Conclude by inviting each pupil to make a response in turn to the following statements:

- Through my Citizenship classes I now **know** . . .
- Through my Citizenship classes I now **feel** . . .
- Through my Citizenship classes I now want to **do** . . .

INFORMATION FOR TEACHERS



## APPENDIX 1: UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC) – INFORMATION AND FREQUENTLY ASKED QUESTIONS

“A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognises but protects their human rights.” - **Carol Bellamy**, UNICEF Executive Director

The human rights of children and the standards to which all governments must aspire in realising these rights for all children are most concisely and fully articulated in one international human rights treaty: the Convention on the Rights of the Child. The Convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world, except two – and therefore uniquely places children centre-stage in the quest for the universal application of human rights. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.

Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights that children everywhere – without discrimination – have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil and political rights as well as economic, social and cultural rights. Two Optional Protocols (on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography), were adopted to strengthen the provisions of the Convention in these areas. They entered into force on 12 February and 18 January 2002, respectively.

### 1 What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child, adopted by the United Nations in 1989, spells out the basic human rights to which children everywhere are entitled: the right to survival; the right to the development of their full physical and mental potential; the right to protection from influences that are harmful to their development; and the right to participation in family, cultural and social life.

The Convention protects these rights by setting minimum standards that governments must meet in providing health care, education, and legal and social services to children in their countries.

The Convention is the result of 10 years of consultations and negotiations between government officials, lawyers, health care professionals, social workers, educators, children's support groups, non-governmental organisations and religious groups from around the world.

More countries have ratified the Convention than any other human rights treaty in history – 177 countries had become States Parties to the Convention as of 15 August 1995.

### 2 Why is a document describing children's rights necessary?

Although many nations have laws relating to children's rights, the reality is that too many nations do not live up to their own minimum standards in these areas. Children suffer from poverty, homelessness, abuse, neglect, preventable diseases, unequal access to education, and justice systems that do not recognise their special needs; children of minority groups are often particularly affected. These are problems that occur in both industrialised and developing countries.

The Convention on the Rights of the Child and its acceptance by so many countries has heightened recognition of the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

### 3 How does the Convention define a 'child'?

The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood as younger than 18.

### 4 Who checks to see if countries are meeting the standards set by the Convention?

Governments that ratify the Convention must report to the Committee on the Rights of the Child. Reports on the situation of children's rights in their country are made within two years of ratification, and every five years thereafter.

The Committee is made up of 10 members from different countries and legal systems that are of "high moral standing" and experts in the field of children's rights. They are nominated and elected by the governments that have ratified the Convention but act in a personal capacity, not as representatives of their countries.

It is important to remember that the Convention focuses primarily on what governments, rather than individuals, must do to ensure children's rights. The Committee on the Rights of the Child setting and meeting the Convention's standards for the well-being of children and families.

The Committee does not monitor the behaviour of individual parents. Nor does the Committee receive complaints from citizens, including children, against individual parents.

### 5 Does the Convention on the Rights of the Child take responsibility for children away from their parents and give more authority to governments?

On the contrary, the Convention upholds the primary importance of the parents' role and refers to it repeatedly throughout the document. It says that governments must respect the responsibility of parents for providing appropriate guidance to their children, including guidance as to how children shall exercise their rights. And it places on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

### What the Convention says:

States' Parties shall respect the responsibilities, rights and duties of parents . . . , to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognised in the present Convention. (Art. 5)

States' Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child . . . (Art. 18. 1)

States' Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children. (Art. 18.2)

### 6 Article 12 says that children have the right to express their views in all matters affecting them. Does this mean that children can now tell their parents what to do?

No. The intent of this article is to encourage adults to listen to the opinions of children and involve them in decision-making - not to give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children.

In promoting the right of children to express their views on matters affecting them, the Convention recognises that such participation must occur in a manner that is appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age, and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

The emphasis of this article is on legal and administrative issues. The Convention encourages parents, judges, social welfare workers or other responsible adults to consider the child's views on such matters and use that information to make decisions that will be in the child's best interests. In many countries, laws requiring consideration of children's opinions on such issues already exist.

### What the Convention says:

States' Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (Art. 12. 1)

For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child . . . (Art. 12.2 )

### 7 In other words, the Convention encourages respect for others along with children's rights?

Yes. The Convention is explicit about the fact that young people not only have rights, but also the responsibility to respect the rights of others, especially of their parents. It states that one of the

aims of education should be the development of respect for the child's parents, and their values and culture. Rather than creating conflict between the rights of parents and the rights of children, the Convention encourages an atmosphere conducive to dialogue and mutual respect.

The issue of respect for others appears in several articles. For example, the Convention states that children have the right to freedom of expression, and the right to meet with others or to form associations. But it stipulates that in exercising these rights, they must also respect the rights, freedoms and reputations of others.

### What the Convention says:

States' Parties agree that the education of the child shall be directed to . . . , the development of respect for the child's parents; his or her own cultural identity, language and values; for the national values of the country in which the child is living, the country from which he or she may originate; and for civilizations different from his or her own. (Art. 29.1c)

The child shall have the right to freedom of expression. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary . . . for respect of the rights or reputations of others . . . (Art. 13.1 and 2a)

States' Parties recognise the rights of the child to freedom of association and to freedom of peaceful assembly. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary . . . in the interests of . . . the protection of public health or morals or the protection of the rights and freedoms of others. (Art. 75.1 and 2)

(Source: Adapted from UNICEF UK)

## APPENDIX 2: WHAT IS PARTICIPATION?

Much has been said about how Citizenship Education should increase young people's participation in school and the community. However, what 'participating' means is probably unclear in many minds. It is also rather frightening, both to those who are being urged to 'participate' and to those who see young people being empowered to take part. And it probably treads on a few sensitive toes.

### The right to participate

The right for young people to participate is enshrined in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC):

"States Parties shall assure to the child who is capable of forming his or her own views, the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

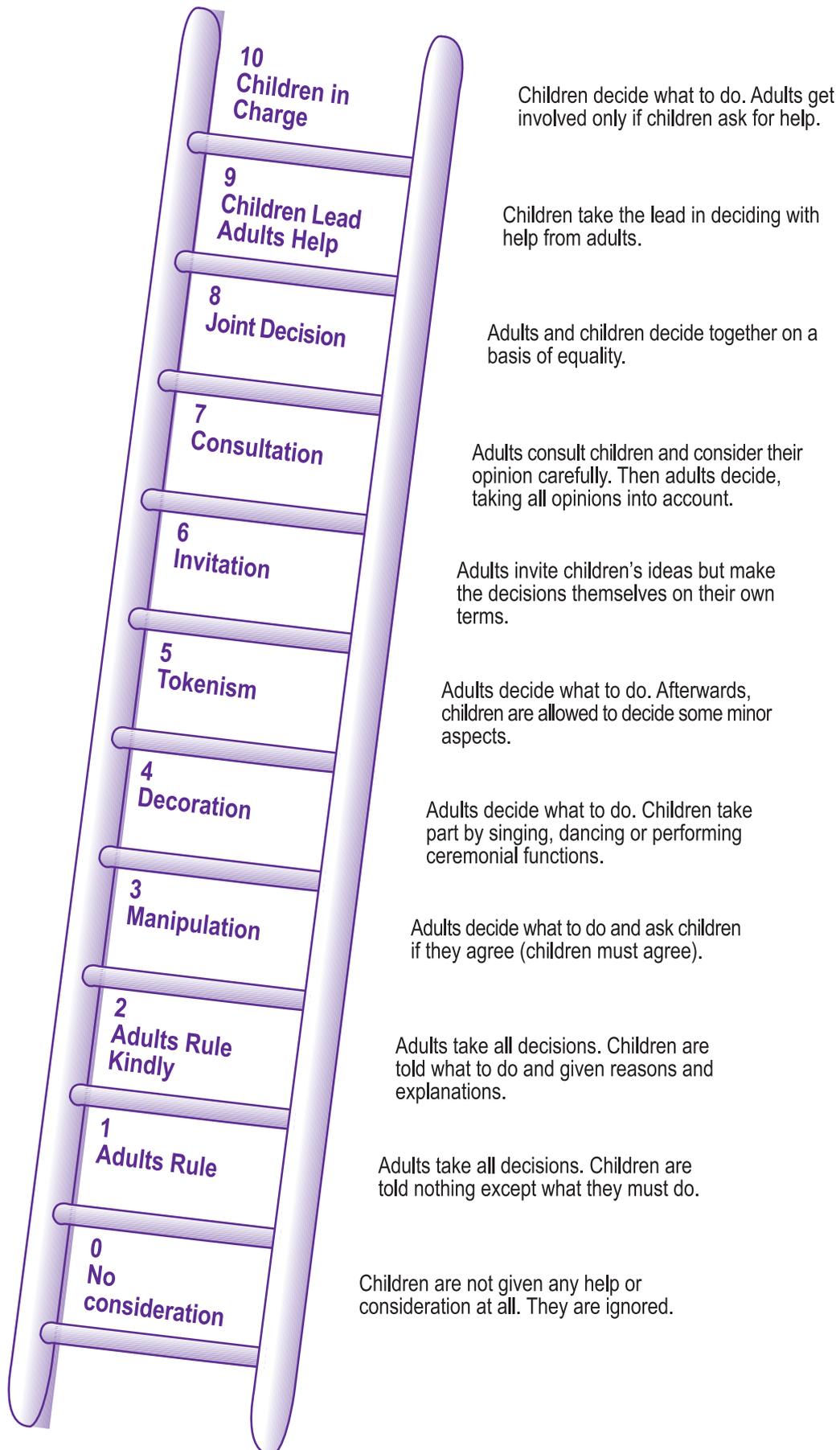
Since the Convention was adopted by the United Nations General assembly in 1987, adults have started to demonstrate more respect and attention for the views of young people. However, young people need to be encouraged to participate and given opportunities to share their views and have them discussed. Also, like all of us, the more respect that is paid to their views, the more carefully they will think about what they say. In all work about participating, it is crucially important that the teacher models excellent participatory behaviour throughout.

Politicians often say that the world belongs to the children; they will sort out the problems that the politicians etc have caused today. It's a singularly selfish statement that allows self-interest and expediency to win the day and push responsibility for "undoing" the resultant environmental or political problem to the next generation. If we believe that the world belongs to the next generation, then the sooner we let them be a part of decision-making the better, so they learn earlier how to make their views known and to work with others to make a difference.

Participating is about talking and listening, expressing your own views and listening while others express theirs. It can mean working together for a solution or a course of action. Participating doesn't just mean becoming a young activist. It can also mean taking advantage of opportunities that are being offered, like joining clubs to learn a new skill or groups that feel strongly about an issue. Those who do participate benefit from increased self-esteem and enhanced social skills. Quite often, young people's minds can suddenly be opened to other ways of "being", both for themselves and others.

(Source: What is Participation? UNICEF UK 2004)

APPENDIX 3: LADDER OF PARTICIPATION



## APPENDIX 4: DRAMA STRATEGIES

### Simulation

A simulation is where you are put into a situation that you might experience in real life. The idea is to role-play how you think you would act in a real situation.

### Teacher-in-role

As “teacher-in-role”, you have the opportunity to take on a role within the simulation and influence the action from within rather than without. This strategy can be very useful when working with pupils who lack confidence. The teacher takes on a particular role and uses that role to keep the action moving. The teacher may wish to adopt more than one role at different stages. However, it is important that the pupils understand when the teacher is in role. The teacher needs to have some idea about the role.

### Hot-seating

Hot-seating is a good strategy to help pupils gain some understanding of the role they are playing. During this activity they have the opportunity to explore their character and role in more detail. For this exercise, pupils should be seated in groups of about four with one person facing the other three. The person in the hot seat assumes the role of his/her character. The rest of the group asks the person questions about their character. It may help pupils if they have had the opportunity to research their character before being put in the hot seat. Each person should have a turn in the hot seat until they have a better understanding of their character and the part they might have to play in the simulation/role-play.

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