

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Engaging Young People in Active Citizenship A staff development package

This draft pack contains some materials for use in providing staff development on the theme of 'Engaging Young People in Active Citizenship'. The materials include background reading for the trainer, training materials, reading lists and possible programmes for staff training events of different lengths.

Introduction

Citizenship is a new school subject, now statutory for 11-16 year olds, and recommended in primary schools. Citizenship differs from most other subjects in the curriculum. It requires, as part of the national curriculum statutory orders, that young people participate in school and community life. (See Key Stage 4 Programme of Study).

For young people aged over 16, participation becomes even more important, as they take on a wider variety of roles (worker, tax payer, consumer, voter, maybe even parent). With increasing autonomy, young people have more control over how they spend their time. If they are to choose to participate in their communities, they will have to be convinced that the issues are important and the time spent is worthwhile.

Citizenship works best with all young people when they are involved in the process of 'doing it' – learning about it, developing skills, putting these into practice and having a real voice. So it is really important for post-16 providers of education, training and community activity, that they succeed in engaging young people in active citizenship.

.Staff development needs to raise for discussion:

- what citizenship is (see LSDA pack 'What is Citizenship?')
- what engaging young people actually means
- what the methodologies could be
- what the implications might be for the organisation.

Key issues

1. To be engaged in citizenship development, young people need to be motivated by **active and experiential styles of learning**. Citizenship should be seen as different from other subjects – not just learned but lived. For staff introducing young people to citizenship issues, it is a good idea to plan activities such as:
 - Icebreakers
 - Simulations and role plays
 - Visits
 - Discussions and debates
 - Investigations
 - Presentations, e.g. making taped 'radio programmes', exhibitions, video, Powerpoint etc.
 - Fun techniques of evaluation

2. Young people become engaged when they investigate a **citizenship issue that they see as important** and there are real outcomes resulting from their efforts. For post-16 learners, it is possible to follow their interests, which may not always be what adults would expect.
3. Citizenship should be facilitated rather than taught. Learners will need an adult to support and guide them, but the aim is to gradually **increase the young people's autonomy**. The Involvement Continuum enables staff to consider where on the continuum their practice is currently situated. Alternatively, the 'Ladder of Participation' could be used in staff development to illustrate the different ways in which young people can be involved in activity, and the scenarios provided can be used in discussion.
4. One important aspect of engaging young people in active citizenship is encouraging them to **participate in decision-making**, through youth councils and committees, and through consulting them about matters that affect them.
5. **Reflection and review** are an important part of citizenship learning. Young people should feel ownership of their project, and they should also recognize what they have learned from the experience.
6. Projects have found **peer tutoring and involving young people in staff development** are very effective ways of engaging them in citizenship and valuing their contribution.

Some of these ideas are explored in more detail through the following materials and activities:

Title	Description
1. Key stage 4 programme of study	An extract from the National Curriculum, giving the key stage 4 programme of study of knowledge, skills and understanding that young people should acquire and apply. Post-16 providers should build on the same knowledge, skills and understanding, enabling young people to focus on particular areas of interest.
2. Engaging Young People in Active Citizenship	A PowerPoint presentation outlining some of the main issues to be addressed when introducing active citizenship into a post-16 education or training context.
3. Post-16 Citizenship – leaflet from LSDA	A short summary of the aims, benefits and possible opportunities for post-16 citizenship, produced by the LSDA for the pilot projects.
4. Opinion Finders	An example of an icebreaker for use in a staff development session. This activity could be adapted for use with young learners in other contexts.
5. Broken information	An example of an icebreaker for use in a staff development activity. The technique could also be used and adapted with young learners in other contexts.
6. A Spectrum of Involvement	A chart of different levels of involvement of young people, taken from 'Hear by Right', a pack of information from the Local Government Association and the National Youth Agency

7. The Ladder of Participation	Another way of measuring the degree of participation of young people, provided by Crime Concern. Scenarios are provided, to be matched to steps on the ladder.
8. What if...?	An activity to encourage staff to think about the implications of consulting young people.
9. Active learning	Summary of teaching and learning techniques which engage the learner in active and experiential learning.
10. Suggested programmes	Two possible programmes for staff development events, one lasting one and a half hours, and one lasting three hours.
11. Reviewing learning	A way of capturing young people's learning from an active citizenship project
12. Evaluation techniques	Some fun ways of finding out what young people thought of an activity
13. Background reading – Summary of Derry Hannam's report	The Hannam Report describes a small piece of research carried out in schools, which suggests that the more participative schools also have higher attainment.
14. Some resources that support active learning	A list of resources on active and experiential learning. Examples of games and simulations are also provided.
15. Youth Participation	Information and resources on youth participation and consultation.

Programme of study: citizenship

Key stage 4

Knowledge, skills and understanding

Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

Knowledge and understanding about becoming informed citizens

1. Pupils should be taught about:

- a. the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- b. the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- c. the work of parliament, the government and the courts in making and shaping the law
- d. the importance of playing an active part in democratic and electoral processes
- e. how the economy functions, including the role of business and financial services
- f. the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- g. the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion
- h. the rights and responsibilities of consumers, employers and employees
- i. the United Kingdom's relations with Europe, including the European Union, and relations with the Commonwealth and the United Nations
- j. the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

Developing skills of enquiry and communication

2. Pupils should be taught to:

- a. research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- b. express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- c. contribute to group and exploratory class discussions, and take part in formal debates

Developing skills of participation and responsible action

3. Pupils should be taught to:

- a. use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- b. negotiate, decide and take part responsibly in school and community-based activities
- c. reflect on the process of participating.

During key stage 4 pupils continue to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of their school, neighbourhood and wider communities, taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.

1i links to other subjects

This requirement builds on MFL/5i

Note for 1j

Local Agenda 21 gives local authorities responsibility to improve sustainable development.

1j links to other subjects

This requirement builds on Sc2/4b, 4c (single) and Sc2/5b, 5c (double)

2a links to other subjects

This requirement builds on En2/4a-4c and Ma4/5k (foundation and higher)

2b links to other subjects

This requirement builds on En1/1a-1e and En3/1i-1o

2c links to other subjects

This requirement v=builds on En1/3

ENGAGING YOUNG PEOPLE IN ACTIVE CITIZENSHIP

Crick report for 16-19 year olds - recommendations



- Citizenship development to be an entitlement for all students and trainees in post-compulsory education and training
- Participation to be a significant component
- Achievements to be recognised
- Citizenship to build on pre-16 definition of citizenship: i.e. to involve social and moral responsibility, community involvement and political literacy.

The post-16 sector

- The sector is varied: education, youth and community, training providers
- Different types of organisations will have different approaches to delivery
- ‘One size fits all’ won’t do
- But across the sector we need to ensure that there is **real participation** of young people.

Being a 'good' citizen

- A good citizen obeys the law
- A good citizen minimises offence to others (for example, is considerate in relation to noise, litter etc.)
- A good citizen recognises responsibilities and rights of him/herself and others, and helps others
- We **NEED** the majority of people to be good citizens if society is to function
- **BUT** it is possible to be a 'good citizen' in an autocratic **AND** in a democratic society

Being an 'active' citizen



- From ancient times, citizenship has meant the right to take part in public debate and shape (directly or indirectly) the laws and decisions of state.
- In a democratic society, a 'good' citizen becomes an 'active' citizen when he/she feels the need to try to change things, to make a difference, alone or with others.

Being an 'active' citizen continued



- To be active, young people need to have a voice, and use it.
- Active citizens need the skills to change laws in a peaceful, law-abiding and responsible manner - young citizens should discuss the difference between law and justice.
- Active citizens rock boats, are constructive, but sometimes critical and are prepared to whistle-blow.

‘Participation’ – what does it mean?



- Conflicting definitions in use at present
 - Participation does not mean simply volunteering in school, college or community
 - Students and trainees should be consulted and involved in decision-making on policy matters relating to their education or training
- AND
- Young people should be involved in initiating, planning and running citizenship activities.

A Spectrum of Involvement

With acknowledgements to Local Government Association and National Youth Agency



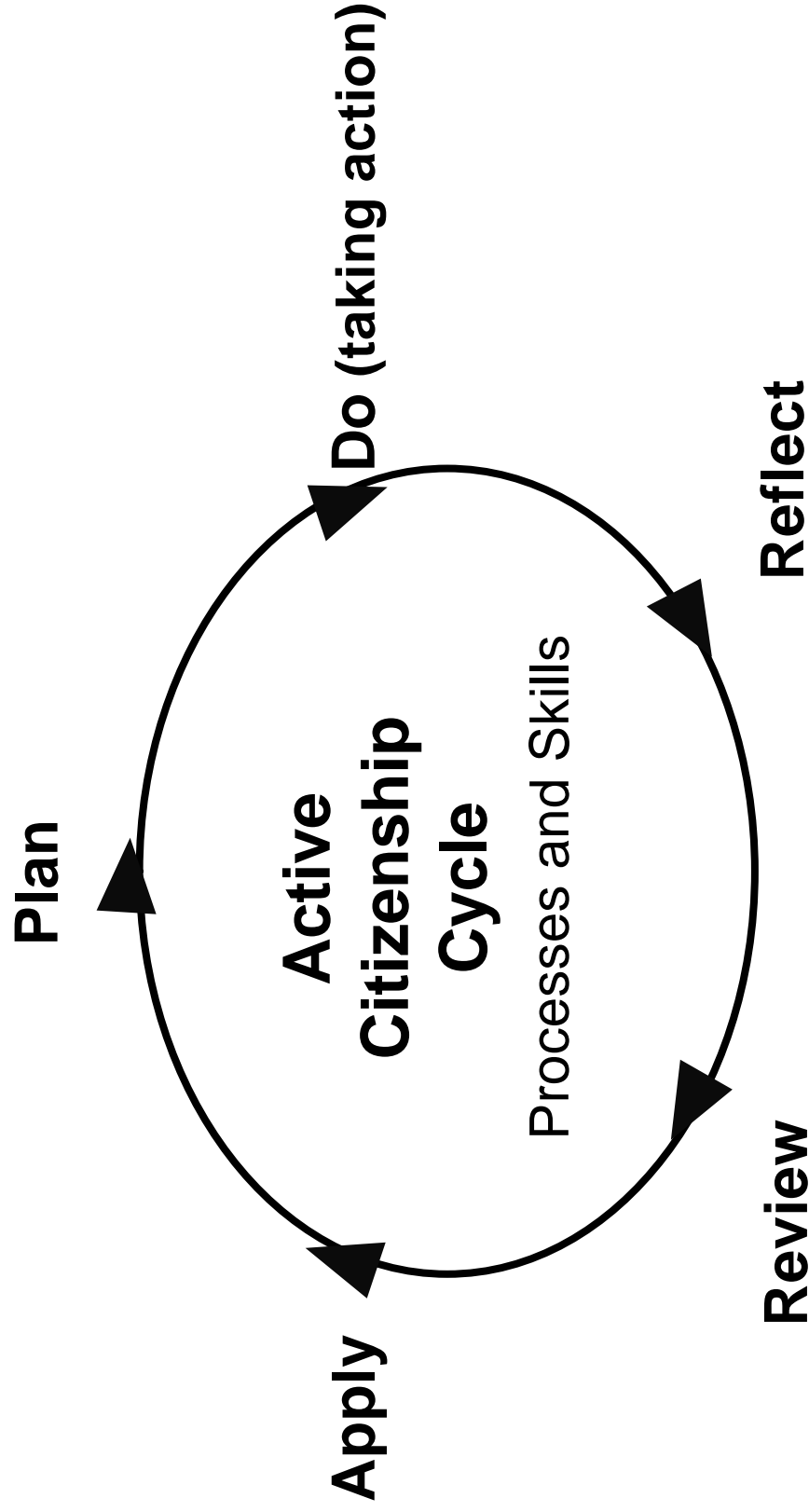
learning
and skills
development
agency

Being Consulted	Representing	Decision-sharing	Implementing	Initiating
Adults make key decisions but consult young people, taking into account their views and give feedback about their decisions.	Young people represent their peers and represent the youth view on an adult-initiated issue.	Young people share responsibility for decision-making with adults.	Young people are given responsibility for a project and the outcomes. Staff advise and monitor.	Young people generate ideas and action, making all major decisions. Adults are available for consultation, but do not take charge.

Active learning

- Young people should be involved in planning the activity and selecting the topic for investigation.
- All active learning should follow the plan, do, reflect, review, apply cycle
- Active learning should be experiential
- De-briefing should pull out the citizenship learning – staff need to ask the right questions

The active citizenship cycle



Issues for discussion

- Do we engage learners in the process of learning and consult them?
- Are just a few young people involved, or most?
- Do we provide opportunities for active learning in citizenship?
- Is some of the work young-person led?

Issues for discussion continued



- How do we know what young people have learned about citizenship?
- Do we ask them what they think of activities?
- What are the implications for our organisation of engaging young people in active citizenship?

Contacts & Websites

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Websites of useful organisations:

Post-16 Citizenship Development Programme: www.citizenshippost-16.lsda.org.uk
The National Curriculum - Citizenship: www.nc.uk.net
Department for Education and Skills: www.dfes.gov.uk/citizenship
Association for Citizenship Teaching: www.teachingcitizenship.org.uk
Qualifications and Curriculum Authority: www.qca.org.uk
Citizenship Foundation: www.citizenshipfoundation.org.uk
Community Service Volunteers: www.csv.org.uk
The Institute for Citizenship: www.citizen.org.uk
Centre for Citizenship Studies in Education: www.le.ac.uk/education/citizenship
School Councils UK: www.schoolcouncils.org
Hansard Society: www.hansard-society.org.uk
Development Education Association (DEA): www.dea.org.uk



Post-16 Citizenship



The Post-16 Citizenship Development Programme

Benefits for your organisation

The programme is funded by the DfES and managed by the Learning and Skills Development Agency. It started in 2001 and will finish in 2004. 85 separate institutions are taking part – including school sixth forms, further education and sixth form colleges, employers, training providers, youth services and community groups.

The aim of the programme is to find out what works in the provision of citizenship for 16-19 year olds in a wide range of different education and training contexts. Information about the outcomes of the programme will be important in helping the Government make decisions about the future of post-16 citizenship.

What is Citizenship post-16?

For young people aged 16 and over, citizenship development can build on what they have learned in school. It aims to encourage young people to gain the necessary knowledge, understanding and skills to help them to participate effectively in our democratic society. They should also learn the skills of enquiry and communication, participation and responsible action and are encouraged to get involved in their own organisations and communities, making a difference where they can.

It has involved:

- Carrying out investigations into issues of relevance and interest to them
- Taking part in follow-up activity on this issue in order to make a difference
- Reflecting on their activity and reviewing their learning

Experience of the programme so far suggests that effective citizenship development for post-16 learners:

- **increases motivation**
"I think because we did the citizenship programme it's given me a different perspective on college life. Rather than just what the college can do for me, it's made me think what I can do to contribute to the college community"
(Student from Richmond upon Thames College)
- **builds confidence and self-esteem**
"We've learned about how you can join up with other people – family and friends – to protest or get your views across. Having knowledge and understanding helps you do this."
(From NFER evaluation interviews with young people)
- **encourages a constructive attitude**
"Citizenship is not doing everything for yourself, taking responsibility for people around you, thinking about the consequences of your actions."
(Trainee from European College of Business and Management)
- **improves attendance and retention**
"The benefits of citizenship to our training agency have been immeasurable. I can tell you that due to the opportunities for personal development our retention levels have improved significantly."
(Chief Executive of Camden Jobtrain)
- **raises overall achievement**
"Students believed that involvement in participatory activities enhanced learning across the curriculum."
(Derry Hannam's report on Student Participation)

Opportunities

There are many ways in which your organisation can support the pilot citizenship development programme. Many organisations already have school or students' councils, workers' forums or committees. These allow young people to be consulted and to have a voice in the organisation. They tend to involve only a few enthusiastic individuals, however, and one way of involving more young people is to set up cross-organisation consultation procedures.

Where the learners already have regular sessions dealing with general topics, it is possible to include more focused citizenship issues – for example in group tutorials, in life skills courses, as part of Entry to Employment (E2E) programmes, within the modern apprenticeship framework, and through community-based youth work. Some pilot institutions have integrated citizenship within such taught programmes and within qualifications. Possible models of delivery are shown in the box.

The most successful citizenship development programmes have been set up and managed by the young people themselves, with support from staff. The activities have included visits, investigations, debates, discussions, role-play and simulations, question-time events, mock elections, development of newsletters and websites – in other words, stimulating activities, which the learners enjoy and remember.

- Taught stand-alone courses in citizenship.
- Adapted tutorial and/or life skills programmes.
- Youth councils and forums, both within institutions and across local areas.
- Programmes within taught qualifications, e.g. AMA in Business Administration, E2E, NVQ in Marine Engineering, AVCE in Travel and Tourism, AS General Studies, key skills.
- Young person led community projects and campaigns.
- Volunteering programmes, with appropriate briefing and follow-up.
- Off-programme conferences and events organised and run partly by the young adults themselves.

Examples of citizenship activity

A training provider in North London has developed a course that is a compulsory part of the training programme for all trainees. The course includes visits to places of interest, speakers from local organisations, debates, exhibitions and investigations. The trainees have also revised their training contract to make it more easily understood by them and acceptable to them.

A large suburban tertiary college has developed citizenship units as part of the group tutorial activity. Students consider their college as a community and what they would like to see changed. They have organized events to communicate their ideas to the senior management team and other students and they have learned more about the role and function of the students' union.

A secondary school in the South West has amended the AS General Studies programme for all students to incorporate citizenship issues and questions. There are also opportunities for students to participate in the life of the school through the sixth form forum, the school council and the fair trade group.

A county council employer has incorporated citizenship investigations into the Advanced Modern Apprenticeship in Business Administration for 13 young employees. The employer allocates one day per month as a formal training period for the AMA and also to explore opportunities for citizenship. Each apprentice has chosen a citizenship project to investigate, made Powerpoint presentations to communicate their findings and used the evidence collected as part of their key skills portfolios.

Young people in a youth service have set up a democracy project to promote the involvement of young people in local decision-making. They work with local schools to encourage voting for the local Member of the Youth Parliament and to extend the representation of young people on the local council. Young people chair the meetings in rotation, and there is an emphasis on group work, discussion, decision-making and planning citizenship events.

A girls' high school has developed a programme of community involvement for all students. The community groups range from a women's refuge to institutions for young people with learning support needs. The school has developed a well-planned programme of reflection and review, with members of the sixth form writing a logbook to support this process.

Support required

Like all new initiatives, citizenship development in the pilot projects has required strong support from the senior management of the organisation, whether that organisation provides education, training or opportunities for community involvement.

Ethos

The most important aspect has been a supportive organisational ethos, within which young people are already respected and listened to. Effective citizenship needs to engage young people's interest and enthusiasm. Some young people have commented unfavorably on situations where they have been consulted and then ignored. This is not to say that young people's every request can be acted upon, but in the best projects they have been included in the process and understand why things are not always possible.

Clarity of definition and purpose

There has been some confusion about what citizenship is, pre- and post-16. Some people confuse it with PSHE or with volunteering. Staff involved have found that the Crick reports have made the definition and purpose clear. These and other resources can be viewed on our programme website (www.citizenshippost-16.lscda.org.uk). Materials entitled 'What is Citizenship?' have also been produced by the LSDA.

Co-ordination

In the best projects, an enthusiastic individual has been appointed, with sufficient time and resources to give the initiative direction, but this person has needed the support of a small team. Where a co-ordinator has felt isolated, or where no-one takes responsibility, citizenship development is less effective. Some centres have involved those staff that volunteer and show a real interest and enthusiasm.

Provision for staff development

Many staff assume that they know what citizenship is, and believe that they are already involved in its delivery. Clarifying the definition and purpose of citizenship has been a vital first step in staff awareness. But there are also specific areas of training required in relation to delivery, engaging young people, teaching and learning styles, etc. Staff have needed time and funding for this development.

Manageability

Organisations have made provision for citizenship development in a variety of ways – there is no one right way. But whichever model is chosen, young people have valued the opportunity to reflect upon their learning and plan for the next stage. In large organisations, or ones with few staff, this has led to difficulties of time and resources. Deciding how to manage this process is crucial if citizenship is to be effective.

What next?

LSDA is working closely with QCA, LSC and DFES. The work of the programme will feed into future decisions. In the meantime:

- QCA has been asked by DFES to produce guidance on post-16 citizenship. This is currently being developed. The guidance will include detailed case studies of work going on in post-16 contexts.
- LSC will examine funding possibilities for post-16 organisations wishing to make provision for citizenship after the end of the development programme.
- DFES will give advice to Ministers at the end of the year about the possible future direction of post-16 citizenship.

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Opinion Finders Engaging young people in active citizenship

Background Information

This session has been designed as an 'opener' to a training event. It aims to help participants consider their views on ways of engaging young people in active citizenship, while also providing an example of an icebreaker, which could be adapted by post-16 providers for use with young people on a range of different topics.

Aims

- To enable participants to discuss their views on engaging young people in active citizenship in a non-threatening way.
- To break the ice at the beginning of a training event.
- To provide an example of an icebreaker which could be used with young people.

Organisation/ Resources

Participants are given a question to ask others, circled on the sheet provided (attached). They collect together the information on their question and summarise it in groups.

Activity

- Stage 1

Give out the question sheets with different questions circled on the sheets. Each question should be asked by no more than ten participants.

- Stage 2

Ask participants to move around the room interviewing a number of others and being interviewed by them.

- Stage 3

After about 20 minutes, stop the activity and ask all those who asked the same question to get into a group – e.g. all those who asked question 1 to get together- and to discuss what they discovered from asking their question.

- Stage 4

Ask each group to summarise the results of their interviews and note the main findings on a flip chart. They should identify the person to report back and agree two/three main points from their summary.

POST-16 CITIZENSHIP

Opinion Finders Engaging Young people in Active Citizenship

Below are six questions. One of them has been circled. You should ask at least six people the question circled. Do not ask the other questions – you will be asked them by other people.

Keep a note of people's replies to your question at the bottom of the page.

1. *Give one example to illustrate what might be meant by 'engaging young people in active citizenship'.*
2. *What arguments would you put forward for engaging young people in active citizenship?*
3. *What do you think is meant by the term 'participation'?*
4. *How, if at all, could a young person's participation be assessed?*
5. *What fears do you have about the implications of engaging young people in active citizenship in your organisation?*
6. *What changes might be necessary, in your organisation, in the relationship between adults and young people if they are to be engaged in active citizenship?*

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Broken information Engaging young people

Background information

This session has been designed as an 'opener' to a training event. It aims to help participants think about the implications of engaging young people in active citizenship, while also providing an example of an activity which could be adapted and used with young people on a range of different topics.

Aims

- To break the ice at the beginning of a training event
- To provide a mechanism to put people into groups
- To enable participants to discuss their views on the implications of engaging young people in active citizenship
- To provide an example of an activity which could be used with young people

Organisation/Resources

Each participant is given a part of a statement relating to engaging young people in active citizenship. By finding out which people have parts of the same statement, they form pairs or groups of four and discuss their views on the statement itself.

Activity

- Stage 1

Photocopy the statements and cut them up. If the group is large (more than 12), make two copies of each statement. Give out the broken statements and tell participants that there will be two (or four) people with parts of the same statement.

- Stage 2

Participants should talk to others to find out who has the same statement, and form themselves into pairs or groups of four.

- Stage 3

Allow fifteen minutes for the groups to discuss whether or not they agree with their statement and to consider what its implications on an education, training or youth organisation might be.

- Stage 4

Ask each group to read out their statement and briefly summarise their views.

[Make copies of these statements and cut them up. Give every participant one square – i.e. a half of a statement. If the group is larger than twelve, you will need to make more copies and give each statement out twice so that participants end up in groups of four. You may have to juggle with the number of statements you use to fit the number of participants. The sentences are printed here in the correct order – this is your ‘answer sheet.’]

✂	✂
Young people can become cynical....if their views are asked for but ignored
Learning activities which are experiential, fun and stimulating...	...require much more preparation than didactic teaching
An opportunity for reflection and review... is essential to ensure that young people recognize their learning
The citizenship issues for investigation....should be selected by young people themselves
A facilitative teaching style helps to ensure that young people take some ownership of citizenship activities
If young people take action on a real issue.... they are more likely to see the point of citizenship

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

A Spectrum of Involvement

Background information

There are many different ways of involving young people in active citizenship. The approach that is selected will depend upon the stage the young people have reached and the relationship between staff and learners. This session encourages participants to think about how young people are currently involved in citizenship activities and whether they could be more involved.

Aims

- To encourage participants to consider the different ways of involving young people as described on 'The Spectrum of Involvement'
- To help them identify where current practice sits.
- To raise for discussion the implications of changing young people's involvement.

Organisation/Resources

Participants work in pairs or small groups. If there are staff from different vocational areas, departments, courses or faculties present, they should work with colleagues from the same section.

Give each group a copy of The Spectrum of Involvement.

Activity

Stage 1

Put participants into groups and give out the handout. Ask groups to discuss each level of involvement and decide which of their current citizenship activities correspond with which levels.

Stage 2

Ask them to discuss the implications of the different levels for themselves, their subject or curriculum area and for the young people. Suggest that they choose one level up from where they currently are and discuss how they might go about this.

Stage 3

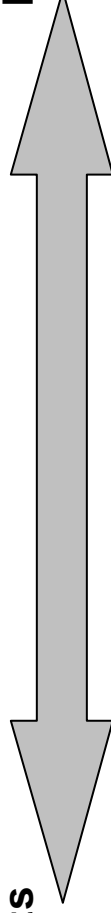
Ask for feedback in a plenary session, with each group giving one advantage and one disadvantage of allowing young people more power.

What is Young People's Involvement?

A spectrum of involvement*

Level 1 - Being Consulted	Level 2 - Representing	Level 3 – Decision Sharing	Level 4 - Implementing	Level 5 - Initiating
Adults make key decisions but consult young people, taking into account their views and give feedback about their decisions.	Young people represent their peers and represent the youth view on an adult initiated issue.	Young people share the responsibility for decision-making with adults.	Young people are given responsibility for a project and the outcomes. Staff advise and monitor.	Young people generate ideas and action, making all major decisions. Adults are available for consultation, but do not take charge.

**Power moves to adults
from young people**



**Power moves from adults
to young people**

*From *Hear by Right* Local Government Association/National Youth Agency

No. 7

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

The Ladder of Participation

Background information

Participation of young people in active citizenship can take many different forms. The Ladder of Participation was developed by Crime Concern, and it encourages staff to think about the extent of real involvement. This session provides hypothetical scenarios for participants to place on the ladder, as a way of encouraging them to think through the different ways we involve young people.

Aims

- To encourage debate about the different degrees of involvement of young people in active citizenship.
- To enable participants to consider some scenarios as a way of distinguishing between the different 'steps' on the ladder.

Organisation/Resources

Participants work in groups of four. Each group will need the 'Ladder of Participation' and the description of each step on the ladder. You could cut up the scenarios and give each group two, or you could give all the scenarios to each group, depending on the time available for discussion.

Activity

Stage 1

Put participants into groups of three/four and give out the 'Ladder of Participation' and the descriptions of the steps on the ladder. Ask them to read the sheets and to discuss the steps.

Stage 2

Either give each group all eight of the scenarios, or allocate each group two, depending on the time available. Ask the groups to decide which step on the ladder each scenario fits into.

Stage 3

Ask for very brief feedback on where each scenario fits and then facilitate a discussion on what the implication of the Ladder are for participants' own work.

THE LADDER OF YOUTH PARTICIPATION

1. Manipulation

Young people do or say what adults suggest they do, but have no real understanding of the issues OR, young people are asked what they think; adults use some of the ideas but do not tell them what influence they have had on the final decision.

1. Decoration

Young people take part in an event, e.g. by singing, dancing or wearing a t-shirt with logo's on it, but they do not really understand the issues.

2. Tokenism

Young people are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.

3. Assigned but informed

Adults decide on the project and young people volunteer for it. The young people understand the project, and know why they should be involved and why. Adults respect their views.

4. Consulted and informed

The project is designed and run by adults but young people are consulted. They have a full understanding of the process and their opinions are taken seriously.

5. Adult-initiated shared decisions with young people

Adults have the initial idea but young people are involved in every step of the planning and implementation. Not only are their views considered but they are also involved in taking the decisions.

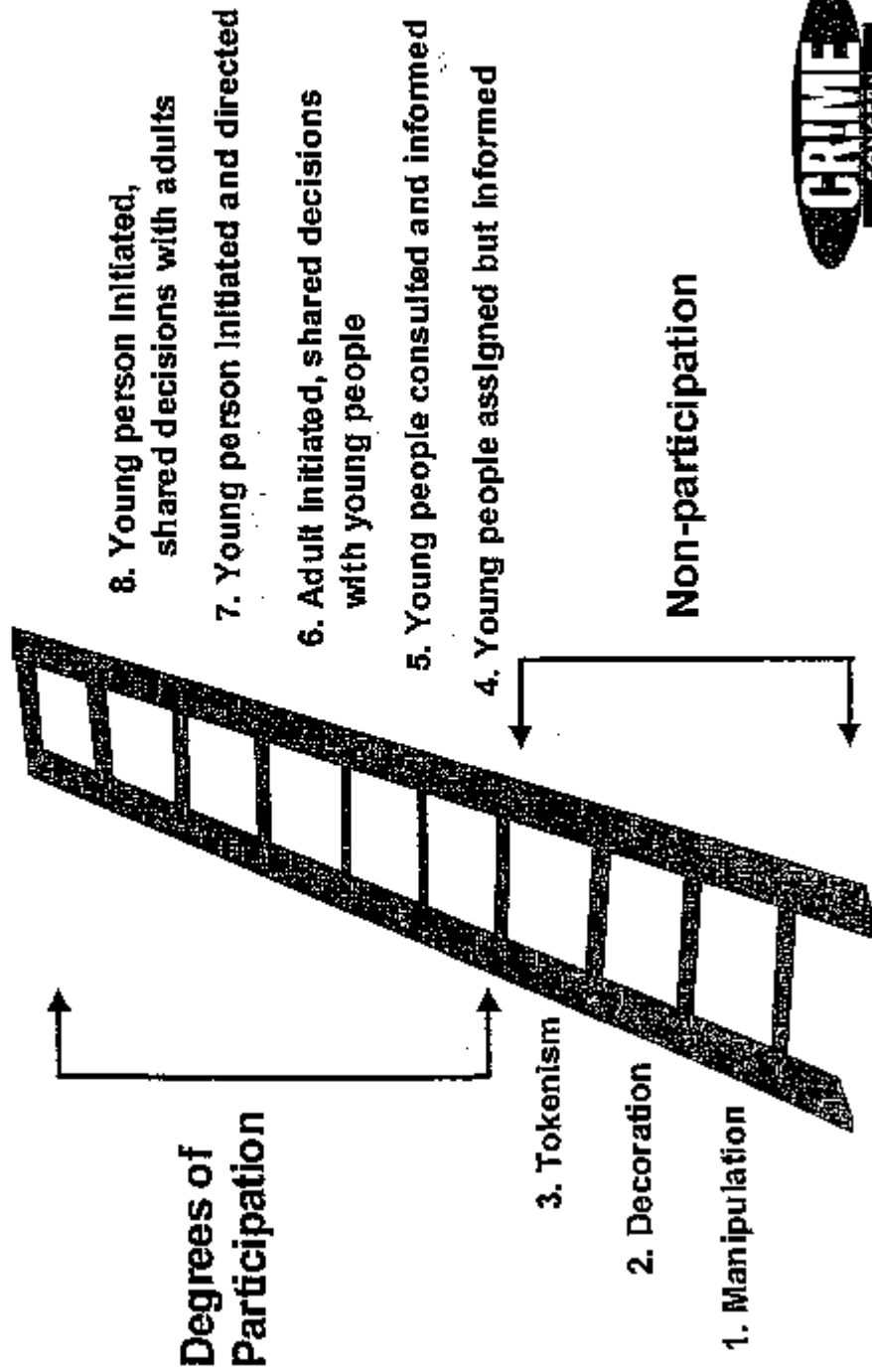
6. Young person initiated and directed

Young people have the idea and decide how the project is to be carried out. Adults are available but do not take charge.

7. Young person initiated, shared decisions with adults

Young people have the ideas, set up the project and come to adults for advice discussion and support. The adults do not direct but offer their expertise for the young people to consider.

THE LADDER OF PARTICIPATION



THE LADDER OF PARTICIPATION

SCENARIOS

1.
The members of Anytown Youth Centre decide to write and produce a piece of drama about the effects of bullying. The work is based on personal experience and will be performed to year 6 pupils in three primary schools. The group meets twice a week during the evening at the youth centre where trained youth workers are available should the young people require help.
2.
After receiving complaints by local residents about young people causing a nuisance around the bus stop on Anytown Housing Estate, an elected councillor decides to approach the group to hear their side of the story. They inform her that they want a safe, dry place to meet and ask if the council could provide a youth shelter. The councillor explains the lengthy procedure that she must follow, but continues to meet the group to hear their opinions and update them on progress. Nine months later, Anytown Construction Company moves on to the playing field and builds the youth shelter.
3.
Following the death of a close friend from a drug overdose, eight pupils from Anytown Secondary School decide to produce a drug information video for their peers. They research the issue thoroughly and seek the advice of the local drug education worker. A media company offers their expertise on film making and a teacher in the school provides a meeting room and regular guidance and support as required.
4.
Anytown Constabulary wants to support young people by holding an event where teenagers can share their Views on crime and community safety and suggest solutions to some of the issues that affect them. A group of young people work with the police, and other partners, to plan, organise and deliver an event for their peers.
5.
Anytown Crime Prevention Panel has decided to tackle car crime and have asked the headteacher at the local secondary school to select six year 7 pupils to help with the distribution of advice leaflets in a busy car park on a Saturday morning (12 year olds).
6.
Anytown Tenants and Residents Association. has organised a 'Design a Mural Competition' for local young people. The winner will receive CD vouchers and be given the opportunity to reproduce their mural on the walls of a subway linking the shops to a nearby housing estate. The mural is intended to hide offensive graffiti, which the young people themselves agree is an eyesore.

7.

The Manager of Anytown Railway Station has produced and distributed a safer travel questionnaire for young people who regularly take the train to and from school. The young people offer many ideas for improving safety, including the introduction of brighter lighting. Six months on, two young people notice that new lights have been erected and later hear that the Station Manager has won an award for (and I quote) 'the innovative way in which he has single-handedly improved safety at the station.'

8.

Anytown District Council Leisure Services Department has invited 4 local skateboarders to attend their next. team meeting at the Council Offices to describe the facilities they would like provided in the area. They have been given 5 minutes on a busy agenda and must be available at 2.30pm. The young people are all aged 14.

No. 8

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Involving young people in active citizenship, but what if...?

Background information

This activity can be used to help staff think through the implications of involving young people in active citizenship. It is called a Discussion Carousel and can be used as a fast-moving activity that can be adapted for use with young people.

Aims

- To encourage staff to think about some of the implications of involving young people
- To provide an example of an icebreaker which could be used with young people

Organisation/Resources

Participants are organised sitting on chairs in two concentric circles (if furniture cannot be moved, standing up is fine), an inner and an outer of equal numbers. The inner faces outwards and the outer faces inwards. Everyone should face a partner. If numbers are large (or there are limited questions) then two smaller discussion carousels can be run side by side.

Activity

Stage 1

Seat the participants on either the inner or outer circle until everyone is facing a partner. Give participants on the inner circle the question that they will ask their partner. Each question on the inner circle will be different.

Stage 2

The facing pairs are given a prompt and asked to have a conversation with their partner about this question, for say, five minutes.

Stage 3

When the time is up, the outer circle stands and spins round to the left until they are told to stop. The outer person now sits down facing a new partner who has a different question to discuss. Again the facilitator will give the prompt to start another five-minute conversation.

Stage 4

Once again, when this time is up, the outer circle spins and new pairs are formed. This process may be repeated as many times as is useful. It is possible to ask members of the inner circle to swap places with outer circle (handing over their question) and then spin them to right. This will ensure that those on the inner circle with questions get a chance to contribute to a conversation on a different issue.

Stage 5

At the end of the activity, have a whole group discussion around the questions discussed in the pairs with key points being recorded on a flip chart or white board.

Cut up these squares and give one each to the members of the inner circle. For each conversation, the person sitting in the inner circle should start by saying to his/her partner, 'What do I do if....'

<p>...the young people in my group decide that they want to go, during a weekday, on a demonstration against an asylum centre being built in the area'</p>	<p>... several members of the newly established youth council in my organisation come to me with complaints that their views are being ignored by senior management'</p>
<p>...my group wants to call a meeting with the Principal to make some complaints about facilities in the organisation'</p>	<p>...some young people in my group want to set up a Union in the organisation, against the wishes of senior management'</p>
<p>...I hear from a young person that the youth council intends to discuss complaints from learners about an individual member of staff'</p>	<p>...a young person has been invited to join an appointments board and hears confidential information about the person appointed'</p>
<p>...the group responsible for organising a conference cannot agree about some of the arrangements and want me to decide for them'</p>	<p>...a group of young people decide on a topic they would like to investigate and take action on – it involves lowering the age at which pornography can be bought'</p>
<p>...I overhear some young people complaining that the same people always get on the committees and the forums, and the rest feel left out'</p>	<p>...other staff say to me that involving young people in active citizenship is a waste of their time when they should be studying'</p>

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Active learning

Active citizenship requires active learning. Techniques of active learning help young people learn the skills they will need to participate in decision-making, community involvement, working with others and bringing about change. Active learning also helps to engage young people – they find it motivating, stimulating and fun. Active learning involves learners in going through each stage of the learning cycle,



When planning activities, the following should occur at each stage:

	Active learning	Learner responsibility
Do	The activities are designed for learner activity not teacher activity	Learners exercise choice and plan their approach
Review	Learners stop to notice what happened, what was important, how it felt etc.	They monitor their progress and review their plan
Learn	New knowledge, skills and understanding are made explicit	Learners themselves identify what they have learned
Apply	Future action is planned in the light of new understanding. Learners are encouraged to apply their learning to new situations	Plans are revised to take account of recent learning

(Adapted from *Effective Learning*, in National School Improvement Network Research Matters, Institute of Education, University of London, Summer 2002)

It has been widely acknowledged that people have different learning styles.* Using a range of teaching and learning styles will help everyone in the group extend their range of learning styles and gives everyone a chance to learn from activities.

There are many techniques of active learning, some of which can be used in a classroom situation, while others take place in the wider community. Whichever approach is used, it should be carefully planned and de-briefed.

* You may find it interesting to use a learning style inventory with staff to illustrate the point (see for example Honey and Mumford's full questionnaire on www.psi-press.co.uk/lss2.htm or the Dunn, Dunn and Price Inventory on www.learningstyle.com, or Colin Rose's inventory on www.chaminade.org/inspire/learnstl.htm). A hard-copy questionnaire, based on Honey and Mumford, is available in *Learning About Learning: Resources for effective learning*, Chris Watkins etc. al. Routledge Falmer, p.57). A student version and discussion of learning styles appears on pages 283 –288 of *The Teachers' Toolkit*, by Paul Ginnis, Crown House Publishing Ltd.

Active learning techniques

Icebreakers/openers

There are many icebreakers available on websites and in books. For citizenship, the best are also 'openers', that introduce the subject matter as well as encourage participants to get to know each other.

Peer teaching

Research has shown that students who are required to teach something learn concepts better than if they are taught the material in conventional ways. In other words, teaching is a more effective learning strategy than being taught, and pairing students at learning tasks is more effective than having them work alone. They could prepare a session to run on a particular topic, rather than just give an oral report on an investigation.

Co-operative learning groups

Dividing the whole group into smaller sub-groups of six or seven as 'learning teams' can increase the effectiveness of learning over a period of time. To work successfully, groups require a wide variety of viewpoints and intellectual skills. The groups get used to each other's approaches and eventually work together well to analyse information, solve problems, apply theories, make decisions, and come to final conclusions. The groups need clear instructions and can work on a regular basis for up to 20 minutes at a time.

Case studies

Case studies provide an excellent stimulus for discussion and bring realism to the topic under investigation. They should provide enough information to make learners think analytically, but not so much that the solutions are obvious.

Simulations and role-play

Simulations are based on real-life situations and they present learners with choices and constraints that reflect real-world problems. The learners take on roles within the simulation. For example, a group might simulate a council meeting to decide on the location in the area of a hostel for homeless people. The roles might include: social workers, elected councilors, members of the public, representatives of the local police force. The task facing the meeting is to decide on whether the hostel should be located in the area. Simulations are available commercially, though some staff write their own. Simulations need very careful explanation and detailed 'debriefing'.

Games

Games are activities where there are winners and losers, definite sets of rules for 'moves' and distinct stages. The games are usually stage-managed by a facilitator and may also involve 'props' such as counters or 'money'. Famous examples are The Trading Game and Starpower. The point of the game is usually to simulate some aspect of reality and to provide insights into how people may behave in different situations. It is possible to devise games yourself, although there are many available from organisations involved in education and training.

Investigations, presentations and debates

Individual learners or small groups can select a topic of interest and relevance to them and carry out their own investigation. They should ensure they address the 'citizenship questions' in relation to the topic, i.e. the public policy implications and issues. While planning and carrying out the investigation, they can collect evidence of key skills as well as furthering citizenship learning. Their findings can be presented, orally, on a website, on a tape, or as a written report for local decision-makers. Alternatively, the investigations can lead into formal debates during which a motion is debated, using proposers and seconders for those speaking for and against the motion.

Small group discussions (e.g. card sorts, problem-solving,)

Small group discussion can be triggered using a variety of stimuli – for example, cards can be put into order of importance, agree/disagree or true/false. Group discussion can also be based around 'in-tray' exercises, in which memos, letters, telephone messages have to be responded to in order of urgency. Some group discussions can take place as 'fish-bowl' exercises, which are observed by others who are not taking part.

No. 10



POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Engaging young people in active citizenship Suggested programme for a staff development event (1 hour 30 minutes)

- 00.00 Welcome
 Short introduction - aims of event
 Icebreaker (Opinion Finders or Broken Information – No. 4 or No.5)
- 00.40 Overhead/Powerpoint presentation on participation in citizenship (No. 2)
- 01.00 Activity on the Spectrum of Involvement (No. 6)
 Discuss the level of our own work. How can we move up a level?
- 01.30 End

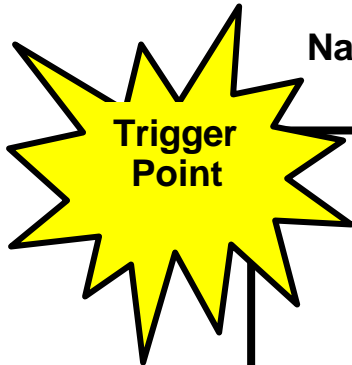
POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Engaging young people in active citizenship Suggested programme for a Staff development event (3 hours)

- 00.00 Welcome
Short introduction - aims of event
Icebreaker (Opinion Finders or Broken Information – No. 4 or No. 5)
- 00.40 Overhead/Powerpoint presentation on participation in citizenship (No. 2)
- 01.00 Examination of The Ladder of Participation and discussion of scenarios (No. 7)
Where does each scenario fit on the ladder?
- 01.30 Discussion and feedback on what the implication of this might be in our organisation.
- 02.00 Witness session involving young people
[Run as follows: recruit 3 pairs of young people (witnesses) who have been involved in different aspects of citizenship in your organisation or a neighbouring one. These could be: a council/forum, a project, a debate, a conference. Each pair makes a short presentation to the whole group for 5 minutes. Participants divide into three groups and consider what questions they would like to ask the young people about their involvement. Witnesses spend 10 minutes with each group, being interviewed.]
- 02.45 Bring all participants back for final plenary. Discuss the next steps in your organisation.
- 03.00 End

Citizenship Development

Name:.....



**Trigger
Point**

The issue/problem I feel strongly about:

Others who share my concern (e.g. friends, other individuals or groups, local/national/ international organisations):

What we know about this issue/problem and how we know (sources of information):

Opportunities to learn more about the issue/problem (e.g. events or information offered by local/national/international organisations):

Participating responsibly in society and taking action together for the common good - to make a positive difference



Taking Action

Notes on what we are doing:

Personal Reflection

What about me? What I think and feel (e.g. about what's happening, what I'm learning about the issue/problem and things I need to change):

What others are saying about our activity (how it's affecting them):

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Reviewing our activity

What we have learnt about the issue/problem and what needs to be done next:

The difference our action has made:
✓ the relevant box or boxes

Raised awareness and understanding of the issue/problem
 For example:

Influenced decisions
 For example:

Resisted unwanted change
 For example:

Made a change for the better
 For example:

The skills I have developed:

Applying what I have learnt

What I will do next to *apply* what I have learnt:

What about me?

Note on the Progress File resource to support the ‘active citizenship learning cycle’

This Progress File resource is a draft that has been developed, on a trial basis, to support work in progress on using an active learning approach to citizenship development*. It covers each stage of the cycle: plan, do, reflect, review and apply. The aim is to provide a prompt for young people to work together to do something that will make a positive difference within their communities, to think through the wider political, social, environmental and economic implications of their activities, and to encourage them to identify, reflect on and apply what they have learnt from their experiences. The sheets could be used separately or printed double-sided on to A3 as a leaflet.

*The resource had been informed by work carried out by the Post-16 Citizenship Project, Connexions West of England, the QCA and LSDA, as well as the DfES Progress File demonstration projects. Further work is being conducted by the LSDA and QCA to refine the active citizenship model. Feedback on this resource would be helpful. Please e-mail comments and/or examples of how it has been used to Trisha Fettes: p.l.fettes@warwick.ac.uk

Participating responsibly in society and taking action together for the common good - to make a positive difference

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Evaluation techniques

The following strategies ensure that participants evaluate an activity or event without having to fill in tedious forms.

- **Bullseye**

Ask participants to stand in a large circle around the room. Tell them that the centre of the circle is the centre of the bull's-eye. The bull's-eye is the place where the activity was perfect. Ask a number of questions about the event, and for each question, ask participants to move to the place in the circle that best represents their response. The questions could be:

Did the activity interest you?

How relevant was the activity to you?

Was the activity well organised?

- **Stick-its**

Write questions about the activity/event on flip-chart paper and stick these around the room. Give out brightly-coloured stick-its and ask each participants to write a sentence in answer to the question on the stick-it. Everyone can move around the room reading the collection of comments.

- **One positive, one negative**

Sit the participants in a circle and ask each in turn to say one positive and one negative thing about the event/activity. Anyone can 'pass' when it is their turn.

- **Randomiser**

Use two identical packs of cards (numbers of cards in each pack should equal the numbers of participants). Shuffle one pack of cards deal them out. Stand at the front with the other pack and ask a participants to 'cut' it. Turn the top card to reveal who should speak first giving their views about the activity/event. When the speaker has finished, turn the next card to reveal who should speak next. The next speaker should sum up what the first has said and agree or disagree, with reasons. Continue until everyone has spoken. The pack at the front can be regularly shuffled to keep people on their toes – they may be called to speak again.

- **Conch**

Seat participants in a circle and choose an object to act as the 'conch'. Explain that a person can only speak when holding the 'conch'. Give it to the first person who would like to make a comment about the activity/event. They pass it to the next person wishing to speak. It is not essential that everyone speaks.

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Executive Summary of Derry Hannam's Report for DfEE on Student Participation

The investigation set out to test the hypothesis that '...in schools that are already taking the 'participation and responsible action' elements of the Citizenship Order seriously for significant numbers of students of the full range of academic ability, an improvement in attainment would be found across the full range of GCSE results, though not necessarily mainly at the higher grades.' It further suggested that '... if the hypothesis proves to be accurate this might well be, in part at least, a consequence of higher self-esteem and a greater sense of ownership and empowerment of students leading to greater motivation to 'engage' with learning across the curriculum.'

Criteria were created by which secondary schools could be identified as being more than usually 'student participative.' A working definition of 'student participation' was developed that referred to 'learning to collaborate with others (peers and/or adults), in the identification of needs, tasks, problems within the school or the wider community, to ask appropriate questions and gather appropriate information, to discuss and negotiate possible courses of action, to share in planning and decision making, to share the responsibility for implementing the plan, to evaluate/review/reflect upon outcomes and to communicate these to others.'

From a long short list of 50 schools 16 that best met the criteria were invited to participate in the study. 12 accepted and provided data. 9 of these were visited. 15 senior managers, 38 teachers and 237 students were interviewed. The senior managers and students completed questionnaires. The selected schools offered a combination of ongoing whole-school context and ethos creating activities that impinged upon the lives of all students and a wide range of participative projects for discrete groups of students for more limited periods of time.

The study set out to explore 'associations' between 'student participation', enhanced self-esteem, motivation and willingness to 'engage' with learning, exclusion and attendance data, and overall attainment at GCSE. It did not attempt to explore or purport to demonstrate direct causal links between these phenomena. For much of the analysis the data from the 12 schools was regarded collectively.

The overwhelming view of headteachers and other senior managers was that 'student participation' impacts beneficially on self-esteem, motivation, sense of ownership and empowerment and that this in turn enhances attainment.

The teachers also believed that the participative activities were of great benefit to all students whatever their gender, academic ability or social background and that working with these students, although often adding to their workload, was a major source of their job satisfaction. They commented upon improved attendance, enhanced self-esteem, motivation to learn, engagement with learning, and attainment, though their evidence was largely anecdotal.

Many teachers were able to give examples of where such participation had had a 'transforming' impact on individual students.

It became evident that the vision and commitment of the headteacher and other key senior and middle managers was crucial to the process of developing effective student participation and that this vision was usually most effective when formulated in collectively developed policy that was consistently documented and against which progress was evaluated.

Care was taken to ensure that a balance of boys and girls from the full range of secondary age, ability and social background were interviewed. The overwhelming view of the students interviewed in all the visited schools was that the participative activities were of great benefit to them in a wide variety of ways.

The cluster of questions in the students' questionnaire that received 90% or more positive responses strongly suggested that a 'benign circle' or cycle was at work. Participative activities require students to take initiatives and decisions. This generates motivation, ownership, and a sense of being independent, trusted and responsible. This supports the learning of communication and collaboration skills. These facilitate 'quality' outcomes which both intrinsically and through recognition from others led to enhanced self-esteem. Out of this comes an overall sense of personal and social 'efficacy' - which is probably the sine qua non for the development of political 'efficacy', which is a major aim of the Citizenship Education Project.

Involvement in student participative activities brought real benefits to relationships between students and teachers. There was anecdotal evidence that this led to enhanced attainment. It was also the perception of students that the time they devoted to participatory activities did not cause any anxiety to their parents or teachers. This perception was shared by their teachers.

Students believed that involvement in participatory activities enhanced learning across the curriculum - sometimes in unexpected and unpredictable ways. In many cases students described the development of important organisational and time-management skills in order to ensure that the participatory activities had no adverse effect on their 'regular' schoolwork. Students who were missing all or parts of lessons as a result of participatory activities spoke of developing greater powers of concentration in order to squeeze the maximum benefit from the time when they were in lessons in order to avoid having to do extensive 'catching up.'

There was no gender difference in the extent to which 'participative' activities made students feel 'more independent, trusted and responsible'. However, there was a tendency for more girls to become involved in participatory activities than boys. In the 11 mixed schools in the sample the ratio was approximately 4.0-4.5 boys/5.5-6.0 girls.

School, year or house and 6th form councils provided effective opportunities for student participation in the 12 schools, but in some schools more work needed to be done to ensure that this entitlement was extended to all students through effective tutor group discussions. These schools needed to give more attention to staff development of this aspect of the role of the tutor and to allow more time for such discussions to take place.

Three schools operated successful schemes that involved large numbers in participative activities, in one case all the students in the school and in another an entire year group.

The overall rate of permanent exclusions from the 12 schools was significantly lower than for schools in similar circumstances' (using the QCA/OFSTED free school meal bands).

Attendance was slightly higher in the 12 'student participative' schools than in 'schools in similar circumstances' (using the QCA/OFSTED free school meal bands) when the schools were considered collectively. However, there was consistent variation between schools that needs further investigation. There was strong anecdotal evidence from all the schools and some systematic evidence from two of them that the attendance of less academic and potentially alienated students, particularly boys, was improved through involvement in participative activities. (In one case teacher research not available to this study, in the other research by the University of Greenwich that is in the public domain.)

When compared to similar schools, higher than expected levels of attainment at GCSE were found in the 12 'student participative' schools when viewed collectively. The author's judgement is supported by the judgement of Ofsted. The gap in attainment between the 12 sample schools when viewed collectively and 'similar schools' is tending to increase year on year. As predicted the 'gap' is most evident in the figures for 5 Grades A*-G. In 2000 only 1 of the 12 schools had results that were worse than average when compared to similar schools. (This school is known to suffer from 'unfair' comparisons due to intake anomalies which if corrected would bring it into the 'average' category or above.) The 'gap' is also to be observed at 5 Grades A*-C, 1 Grade A*-G and in the figures for Average Points Scores (APS).

Within the limitations of the study the 'associations' predicted in the initial hypothesis have thus. been confirmed in the 12 selected 'student participative schools.

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Some resources that support active learning

Effective Learning written by Chris Watkins, Eileen Carnell, Caroline Lodge, Patsy Wagner and Caroline Whalley. Research Matters (Summer 2002), the National School Improvement Network Bulletin, No 17, Institute of Education, University of London (downloadable from www.ioe.ac.uk/iseic/research.pdf). *This very readable paper sets out the key elements of effective learning and considers how it may be promoted.*

Learning about Learning enhances Performance written by Chris Watkins, with Eileen Carnell, Caroline Lodge, Patsy Wagner and Caroline Whalley. Research Matters (Spring 2001), the National School Improvement Network Bulletin, No13, Institute of Education, University of London £3.50 *This paper reviews research evidence which connects 'learning about learning' with higher levels of performance.*

Published by Network Educational Press www.networkpress.co.uk -

Accelerated Learning in the Classroom written by Alistair Smith (1996, reprinted 2001). £15.95 *Includes practical ways for applying multiple intelligences.*

Accelerated Learning in Practice, written by Alistair Smith (1998 -2nd edition), £19.95 *Includes over 100 learning tools and case studies on how to apply the 7-stage accelerating learning cycle.*

Effective Learning Activities, written by Chris Dickinson (1996, 2nd edition) £10.95. *This guide focuses on practical activities to improve learning, including approaches to differentiation (without resorting to 'death by worksheet')*

The Teacher's Toolkit: raise achievement with activities for every learner (2002), written by Paul Ginnis. Published by Crown House, ISBN: 1899836764 (www.crownhouse.co.uk) £24.99. *This book provides an overview of recent thinking about learning and contains physical and mental activities, and innovative approaches to group work, research, peer teaching and discussion. 50 learning techniques to help develop attitudes associated with citizenship, thinking skills, study and independent learning skills.*

Exploring Ethics: activity-centred teaching to develop thinking about values (2000), written by Jeremy Hayward, Gerald Jones and Marilyn Mason. Published by John Murray, ISBN: 0-7195-7181-2 (www.johnmurray.co.uk) £37.50. *This photocopiable resource pack provides an introduction to ethics, a glossary of key terms and 16 activities that each introduces one key ethical concept and enables learners to discover for themselves the issues and problems that arise from thinking about values. Stimulates discussion and can be used to develop moral decision-making skills, critical thinking skills, mental maps of moral philosophy and notions of citizenship, community and roles in society.*

So you want to work with young people? A resource handbook for training and supporting volunteers written by Vanessa Rogers. Published by the National Youth Agency, ISBN 0861552598 (www.nya.org.uk) £12.95. *50 practical activities to encourage volunteers to reflect on their own experiences, consider their motivation, explore anti-discriminatory practice and develop effective youth work skills.*

Also see by the same author/publisher - **Have you ever? A handbook of resource activities for detached youth workers, with ice-breakers, activities and games, projects and evaluation** ISBN: 0-86155-236-9 £10.95

Model United Nations General Assembly www.munga-una-uk.org Photocopiable resource pack including information for facilitators and young people. Post-16 version available. £10

Insight into Industry: building the curriculum www.crac.org.uk (then go to education development, followed by publications)
Twelve photocopiable, business-related, problem-solving activities that provide an insight into industry in action. £15 + VAT

A Better Way to Work (2001) www.tuc.org.uk

A set of activities in a ring binder covering four topics: Trade Unions at Work; Rights and Responsibilities at Work; Equal Opportunities at Work; Health and Safety; the Future of Work.

Progress File (www.dfes.gov.uk/progfile) A set of freely available materials to support the development and recording of skills in active learning, and reflection on learning and achievements. Supplement on using Progress File for 'managing own learning' included on CDROM. Links to the key skill of improving own learning and performance (www.qca.org.uk/keyskills)

Some examples of games/simulations

President for a Day (2000) CDROM (£58.75 full game; £1 demo)

www.presidentforaday.org An interactive educational computer game for 14-18 year olds, about Third World debt that invites players to act as president of a fictional, independent African country called Mobesi. Advice and information are given, but players have to make all the crucial decisions, taking it from independence up to the present day. At various stages, players are offered a number of discussion or essay questions. Voted by BETT as one of top 5 educational software products for secondary schools, January 2002.

Just Business – www.jusbiz.org A DFID funded project. The website describes a number of role-playing games and other resources, such as quizzes, notes for staff and reports that could be used in a variety of subjects, available to download free or to buy at low cost, including those relating to fair trade, third world debt and global tourism. Examples of coffee resources include **The Coffee Game** (downloadable in pdf format). Suitable for groups of between 18 and 50 players aged 11 years to adult. Takes 60-90 minutes to run.

Trade Rules! Published by CAFOD/Christian Aid www.cafod.org.uk

Simulation game for young adults aged 16+, with video based on the systems, institutions and national agendas that drive international trade.

Growing Bananas Fair Trade Foundation www.fairtrade.org.uk/resources1.htm

Free downloadable session plan and resources for a 60-minute simulation. Designed to develop young people's awareness and understanding of Fair Trade, make informed choices about what they buy and take action to support Fair Trade. Other resources are available from this site.

The Real Game Series www.realgame.com

A simulated society that challenges participants' life/work roles and develops decision-making skills. The Be Real Game (although designed for 14-16 year olds) has been adapted by citizenship projects for use with a variety of young people including sixth form students and NVQ trainees. The Real Game in the UK is a partnership led by DfES..

POST-16 CITIZENSHIP DEVELOPMENT PROGRAMME

Information on Youth Participation

Standard! Organisational Standards in Young People's Participation in Public Decision Making by David Cutler, Carnegie Young People Initiative, 2003

Taking the Initiative – promoting the involvement of young people in public decision making in the UK by David Cutler and Roger Frost, Carnegie Young people Initiative, 2001

Learning to Listen – core principles for the involvement of children and young people, Children and Young People's Unit, DfES, 2001

Hear by right - setting standards for the active involvement of young people in democracy, Harry Wade, Anthony Lawton and Mark Stevenson, NYA and Local Government Association, 2001

Local Action Series

A range of handbooks from the British Youth Council designed to help local youth councils and those who work with them.

Local Action 1: A guide to setting up a local youth council

Local Action 2: A guide to fundraising

Local Action 3: A guide to campaigning

Local Action 4: A guide to using the media

Available from: British Youth Council, 2 Plough Yard, Shoreditch High Street, London EC2A 3LP

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