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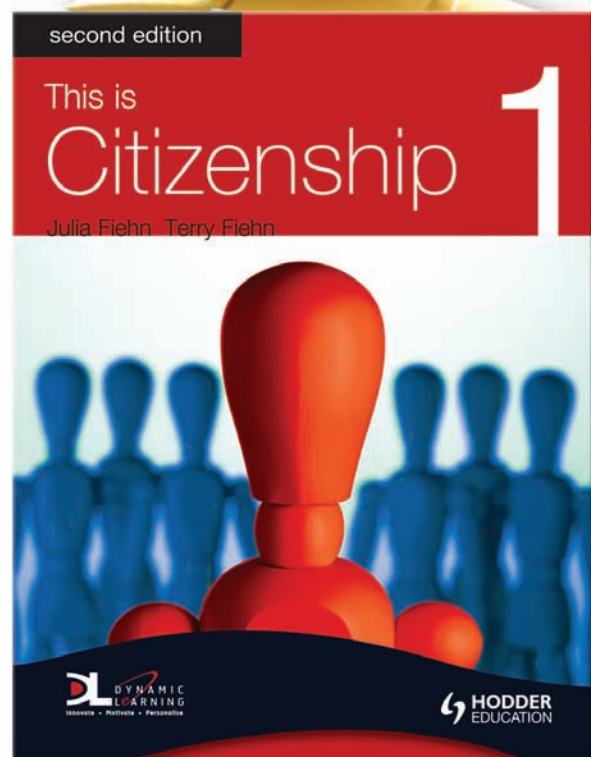
Take your school's
Key Stage 3 Citizenship delivery
up to the next level with...

This is
Citizenship

second edition

*The bestselling
Citizenship
course – now with
assessment, ICT
and skills
development*

Authors:
Julia Fiehn and Terry Fiehn



This is

Citizenship

second edition

Are you looking for a flexible and active learning approach to Citizenship?

Do you want to integrate ICT into your school's Citizenship delivery?

Even if you are satisfied with the way your school currently delivers Citizenship, are you fully prepared for the revised Programme of Study?



This is

Citizenship

second edition

is a new edition of our bestselling course, revised and updated to cover all the key concepts and processes, and the range and content requirements of the revised Programme of Study. It is packed full of well-trialled, purposeful activities which are easy to use in the classroom, and it enriches Citizenship lessons with interactive, digital activities built in our Dynamic Learning environment.



**HODDER
EDUCATION**

Hodder Education provides innovative resources to support teachers through the new Programmes of Study. Our resources put the aims of the revised curriculum at their core, making them equally appropriate for teachers who wish to follow our clear and considered routes through the new curriculum, and those who want a more flexible approach. At the heart of our offer is a commitment to personalisation of content and learning through brand-new electronic resources built in our Dynamic Learning environment.



Why choose **This is Citizenship Second Edition?**

■ Meet the requirements of the revised Programme of Study

The course has been fully updated to cover all the key concepts and processes, and the range and content requirements of the revised Programme of Study, so you can be sure that your lesson content is up to scratch.

Termly assessment opportunities help you to monitor pupils' progress, whilst the course as a whole builds towards a summative assessment. This means that you can actually measure the value of the course in terms of your pupils' progression and skills development.

Julia Fiehn and Terry Fiehn are experienced authors and advisors in Citizenship education, so you can trust the content to be authoritative.

■ Fully support pupils of all abilities with an active learning and flexible approach

Classroom-friendly activities are carefully designed to be flexible for use on their own or as part of your own school-designed scheme of work. They are accessible to all abilities and easy to prepare and use. An active learning approach promotes knowledge and understanding and develops essential skills and processes.

■ Enrich your lessons with interactive digital activities that bring Citizenship to life

Dynamic Learning Network Edition CD-ROMs enrich and broaden the learning experience for pupils and help to vary learning styles. They feature resources for every topic such as voting exercises, PowerPoint® presentations and web links including carefully selected links to online video archives. This instant bank of digital resources helps to bring Citizenship to life and allows non-specialists to enhance their lessons with confidence and ease.

■ Give extra support to non-specialists so that they have the confidence to deliver great Citizenship lessons

Teacher's Resource Books offer detailed notes on the activities in the Pupil's Books. They include CD-ROMs which provide all the worksheets and assessment activities as editable Word files. Combined with authoritative content and a bank of digital resources, non-specialists have all the tools they need to deliver in-depth, fascinating Citizenship lessons, whatever their level of experience.



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see for yourself!**

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Lively illustrations at the start of each chapter set the scene

Formative and summative assessment opportunities are provided throughout

Activities encourage pupils to work together and think about real-life situations

Section 1

Rules and fairness, rights and responsibilities

In a fair society, all people should expect to have basic rights and to be treated equally. Having rights does not mean that you can behave just as you like. You have to consider how your actions affect other people if our society is to be a pleasant place to live. Groups develop rules to ensure that people can get on together. However, it can be difficult to apply rules and make decisions so that everybody feels they have been treated fairly.

KEY WORDS

- rules
- fairness
- rights
- responsibility

Assessing your progress
 In this section you will be assessing how well you can:

- express opinions
- give reasons for or justify your opinions
- listen to and take account of other people's views
- understand the issues.

Key Words draw pupils' attention to the important terms used in each chapter

Rules and fairness, rights and responsibilities

If you were the teacher ...

It is not quite so easy applying rules as it might appear. It can be difficult to be fair to everyone. Look at Jenny Bennett's day as a teacher and all the things she has to deal with. Could you do better?

Jenny Bennett arrived just on time for school as she had been up part of the night with her 5-year-old daughter. But she had still got in time for registration. However, John Drake in her tutor group had not arrived on time again. She knew he had a difficult journey by bus, but the headteacher had recently stressed that there could be no excuses for being late.

Decision 1
She gave John a late detention.

At registration Susan told her that she had forgotten to bring her money for the trip to the rap music session that all the pupils had been looking forward to.

Decision 2
She said that Susan could not go. Susan was upset and said she would bring the money the next day, but Mrs Bennett said she would stick to her decision.

After registration Jenny went off to teach her first lesson, an English GCSE class. As she was talking to the class, she spotted Jason sending a text message on his mobile phone.

Decision 3
She took Jason's phone away and said she would give it to his head of year. One of his parents would have to come to the school to collect it. It was a strict rule of the school that mobile phones should not be used in lessons.

Activity

Work in pairs. Read what Mrs Bennett did through the day. Whenever she made a decision, you have to decide whether she was right, partly right, or wrong. Be prepared to say why and what you would have done.

In the lesson before lunch, her Year 7 class kept on being noisy. Some of the pupils were making noises when her back was turned, but she could not pin down who the troublemakers were. After one warning ...

Decision 5
She told them she would keep them in for ten minutes at lunch and add on five minutes if the disturbance happened again. It did, so she kept them for fifteen minutes, even though the pupils complained that they would lose their place in the dinner rota and there would not be much food left.

Jenny grabbed a quick lunch and got her lesson materials ready for the afternoon. Afternoon registration was quick and easy. But the first lesson with her Year 9 English class did not go so smoothly. In the middle of the lesson Nissa Ahmed suddenly jumped up and threw her schoolbag at John Jenks, cutting his face. She said that he had made a racist statement about her family and religious beliefs.

Decision 6
Mrs Bennett hauled John out of the class and sent him to the deputy headteacher who deals with racist incidents. John was sent home with a letter to his parents at the end of the afternoon.

However, the rest of the class was unsettled. Some pupils told Mrs Bennett that John did not make the remarks and that Nissa was angry with him because he had dumped her best friend and she wanted to get him into trouble.

Decision 7
Mrs Bennett ignored their comments.

The final school lesson pipe sounded. It had been a long day.

Fortunately the next lesson passed without incident and Jenny went off to get a cup of tea at break time. As she came round the corner she saw an older boy pinning a younger one against the wall. The younger one appeared to be crying. She questioned them about what they were doing, but they said they were just mucking around.

Decision 4
She decided to do nothing and went off to have her cup of tea.

It was the last lesson of the day. Jenny was relaxed because she was teaching her Year 12 class. But two of them had not handed in their essays. This had been a continual problem with these two pupils over several weeks.

Decision 8
She told them that if their essays were not on her desk first thing in the morning, she would recommend that they were dropped from the course.

DISCUSS

- 1 How far did you agree with Mrs Bennett's decisions?
- 2 What decisions did you find difficult?
- 3 Why do you think it is difficult to apply rules so that they are fair to everybody?

Updated and revised page design is lively and modern

Interesting and stimulating full-colour visuals on every page

Discussion points spark group debate



New topics are up to date and match the revised Programme of Study

Active learning tasks can be flexibly integrated into any scheme of work

17 Having a say

How much say should pupils have in what happens in school?
Some people think that you learn useful skills and feel that you belong if you are allowed to voice your views and be listened to. Others believe that children do not have enough experience of life to be able to influence important decisions.

Situations

The school is to have a new headteacher. The job has been advertised and people have applied.
Should pupils be involved in choosing the headteacher? If so, how?

- shortlisting
- meeting applicants
- interviewing

The school grounds are very scruffy, with litter blowing around, graffiti on the walls and nowhere to sit. Some money has been made available for improvements – new bins, a clean-up and some seating.
Should pupils be consulted about how the grounds can be kept in good condition?

Dinner time at the school is very chaotic. Too many people are trying to pass through the dining hall in too short a time. Some Year 7 pupils have worked out a plan that might improve things.
Should the headteacher listen and be persuaded to try out the plan?

There has always been a debate in the school about uniform. No one likes the existing one – the colours are drab and the styles old-fashioned. Some people think there should be no uniform at all; others think the uniform should be redesigned.
Should pupils be involved in making the decision by debating and voting?

Rules and fairness, rights and responsibilities

All schools have a board of governors who oversee the running of the school. Some of the governors are parents or teachers who have been elected.
Should pupils be able to elect a pupil governor? They would probably only be able to listen and report back on meetings rather than make decisions.

The school is to be rebuilt on a new site and the new buildings will be opened in four years' time. There are some choices that have to be made about the improved facilities.
Should there be a pupil committee working with staff and the architect?

Skills

- Listening to different points of view
- Expressing a point of view and explaining it
- Asking sensible questions and following up things you don't understand
- Being able to say briefly what was said (summarising) and reporting back to others
- Finding out what other people think, and deciding what the majority view is
- Arguing a case
- Speaking on behalf of others and putting their views even if you don't agree with them yourself
- Negotiating – accepting compromises if reasonable

Ways of being involved in how the school is run

There are a number of different ways in which pupils can regularly make their views known and offer suggestions to change things:

- school councils (see pages 24–25)
- suggestion boxes
- notice boards
- chatrooms and blogs on the school website
- focus groups (where small groups of pupils are consulted on specific issues)
- whole school votes, through a show of hands in assembly, or a referendum with votes being put in a ballot box
- discussing what is going to be learned in subjects.

What do you think of each of these? Do they happen in your school? If not, which of these would you like to see in your school?

Skills and concepts are progressively developed over the 3 years

Contemporary references make the content relevant to pupils

Photos illustrate positive behaviour and active Citizenship

21 Belonging to a community

People have different ideas about what a community is, and for many it is about belonging. Everyone needs to feel that he or she belongs.
Most people really feel they belong to the communities of people with whom they have something in common, such as their age, language, particular interests and hobbies, the job they do, or the religious beliefs they all share. Many people are part of, and feel they belong to, several communities that overlap – for example, school, friends, family and neighbours, clubs, ethnic group, place of worship.
Wei, Michael and Grace belong to several communities.

Activity

- Draw a diagram to show the different communities you feel you belong to.
- Are these all with people your own age, or do you share communities with people of different ages?
- Create a list of all the different types of communities you can think of and then make a class list.

Communities and identities

The Scouts

The Scouts are an interesting example of a community that works at different levels:

- Local** – the Scout troop, where they train to do badges, learn skills like map reading and take part in organised events and adventurous activities. Every year most Scout troops go camping.
- National** – the Scout Association of the United Kingdom organises national events and runs activity centres.
- Global** – a world organisation promoting world friendship and peace. There are a number of international events where Scouts from different countries meet and learn from each other.

The year 2007 marked 100 years of Scouting. From just a handful of Scouts in 1907, membership has grown to over 28 million worldwide – girls and boys. There are more than 400,000 in the United Kingdom alone. A Jamboree was held in Chelmsford to mark the 100th birthday. Scouts from all over the world came and shared their different cultures, traditions and religions through their common interest in Scouting. The Jamboree also focused on climate change and recycling. Nearly 95 per cent of people who voted on the Jamboree website believed that Scouting contributed to world peace.

Scouts get involved
Last year there was a group of Scouts in Romania who were about to set off for a regional camp. They heard about the terrible flooding that was going on in a different part of the country and decided to go there instead. They used the money, food and shelter that were supposed to be for the camp and gave it all to the people who had lost their homes. They ended up staying for two weeks, doing whatever they could.
Ramu, Romania
(from Scout Association official website: www.scouts.org.uk)

Quotes provide insight into different communities and cultures

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Screens from Year 7 Dynamic Learning Network Edition CD-ROM

Hover over an element of the textbook to see what digital resources are available. Or slide out the Resources Menu to instantly access...

... activities in Word format so that you can tailor them for your individual classes and pupils

The screenshot displays the software interface for a citizenship lesson. The main window shows a page titled '1.7 Having a say' with text, an 'Activity' box, and 'Situations' and 'Skills' sections. A sidebar on the right, titled 'Resources from the pages', lists various resources: 'Activities: page 22', 'Situation 1' through 'Situation 6', 'Skills', 'Useful weblinks' (including 'Schools Councils UK website'), and 'Worksheets' (including 'Worksheet 21'). The interface includes a top navigation bar with 'DL Tutorials', 'Teaching Tips', and 'Help?', and a bottom toolbar with navigation and search icons.

... relevant and carefully selected websites that support the lesson content

... all-new editable Worksheets to use however you wish



... and artwork from the textbook which you can zoom into, annotate and save

The screenshot shows the 'Citizenship 1' software interface. The main window displays a lesson titled '21 Belonging to a community' under the heading 'Communities and identities'. The text explains that people have different ideas about what a community is and that everyone needs to feel they belong. A central illustration shows a girl named Wei in a purple top and blue skirt, surrounded by various community settings: a neighbourhood, school, football, church, sports centre, friends, and a dance club. A zoomed-in window titled 'Wei belongs to several communities' shows a closer view of Wei and her interactions with these communities. The interface includes a toolbar at the bottom with icons for navigation and search, and a search bar on the right side.

You can even search for resources across the entire CD-ROM by resource type, file type or key word

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Activity sheets from Year 7 Teacher's Resource Book

Activity sheet 3

If you were the teacher ...

Use this sheet with 'If you were the teacher ...' on pages 6–7.

Jenny Bennett's decisions	Right/wrong/ partly right	What you would have done and why
Decision 1 Gave John late detention		
Decision 2 Susan could not go on trip		
Decision 3 Took Jason's phone away		
Decision 4 Do nothing		
Decision 5 Whole class kept in 15 minutes at lunchtime		
Decision 6 John to deputy headteacher who sent him home		
Decision 7 Ignored comments		
Decision 8 Essays in or dropped from course		

© HODDER EDUCATION This is Citizenship 1 Teacher's Resource Book

Activity sheets in the Teacher's Resource Book support the Pupil's Book, adopt an active learning approach and help pupils to develop a range of skills

Activity sheet 15

Identity interviews

Work in pairs and interview each other about your identity. You could choose from the following questions and keep a note of what your interviewee says in the boxes.

What would you say are the most important influences on your own cultural identity?

Have you always lived in this area? If not, where else have you lived? What influence does this area have on you?

What sporting teams do you support and why?

What traditions do you and your family always follow?

How important are friends to your identity? What interests do you share with them?

2

This is Citizenship 1 Teacher's Resource Book © HODDER EDUCATION



How does the course work?

Unlike the first edition, **This is Citizenship Second Edition** is organised into 3 volumes, one for each of the years in Key Stage 3. For each year, the course comprises:

- Pupil's Book
- Teacher's Resource Book
- Dynamic Learning Network Edition CD-ROM



The **Pupil's Books** adopt an active learning approach to fully support the content and skills of the revised National Curriculum. They use different learning styles with a large variety of activities and a wealth of stimulus material.

The **Teacher's Resource Books** give extra support to non-specialists by offering detailed notes on the activities in the Pupil's Books. They include CD-ROMs which provide all the worksheets and assessment activities as editable Word files.

The **Dynamic Learning Network Edition CD-ROMs** can be used on an interactive whiteboard or a data projector. They provide every element of the Pupil's Books in digital format – clickable and usable as you wish.

- Detailed teacher's notes give guidance on how to use the bank of digital resources
- The easy-to-use Lesson Builder allows you to edit, adapt, organise, blend and export the resources to create lessons tailor-made to your own needs

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Julie Fiehn and Terry Fiehn, authors of *This is Citizenship Second Edition*

“We have been really pleased that *This is Citizenship* has been so successful, and we have enjoyed meeting teachers who are using it and finding out how they use it. That is what has driven the improvements for this second edition. We have kept everything that worked best; refined anything that needed improving; and added new materials in line with developments in Citizenship, in particular issues of identity and diversity. We hope you like it!”

**Year 7
contents ...**

Section 1: Rules and fairness, rights and responsibilities

- 1.1 Would you like to go to school on Hoff?
 - 1.2 Are school rules fair?
 - 1.3 It's not fair!
 - 1.4 What rights should all children have?
 - 1.5 No man is an island
 - 1.6 Whose responsibility?
 - 1.7 Having a say
 - 1.8 Taking part in a debate
- Developing your debating skills*
Reflection

Section 2: Communities and identities

- 2.1 Belonging to a community
 - 2.2 Identities
 - 2.3 Living together in communities
 - 2.4 How would you change your local town centre?
- Developing your research skills*
- 2.5 Are you a good or an active citizen?
 - 2.6 Can you change anything?
 - 2.7 How can we make our communities sustainable?
 - 2.8 Bringing communities together
- Reflection*

Section 3: Being a global citizen

- 3.1 What do you know about other countries?
 - 3.2 How are you connected to the world?
 - 3.3 Hard labour!
 - 3.4 Fair trade
 - 3.5 How can charities help?
- Developing your campaigning skills*
- 3.6 How does tourism affect people?
- Reflection*

Key words

Index



Remember,

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If you are also responsible for PSHE in your school, you should evaluate our new resource **PSHE Education** – visit www.hoddereducation.co.uk or e-mail somik.halder@hodder.co.uk for more information.

- **Meets the requirements of the revised Programme of Study** – this edition is completely revised and reorganised to cover all the content requirements
- **Adopts an active learning and flexible approach** – engaging and varied activities support pupils of all abilities, and offer you the flexibility to use them on their own or as part of your own school-designed scheme of work
- **Enriches your lessons with interactive digital activities** – the resources contained in the Dynamic Learning Network Edition CD-ROMs have been specifically created for this subject and represent real value-for-money
- **Gives extra support to non-specialists** – using the expert guidance in both the Teacher's Resource Books and the Dynamic Learning Network Edition CD-ROMs, even the most inexperienced non-specialist should feel confident about delivering Citizenship
- **Treats Citizenship as a discrete subject** – evidence shows that Key Stage 3 courses which attempt to combine Citizenship with PSHE do not do justice to the specific requirements of either subject

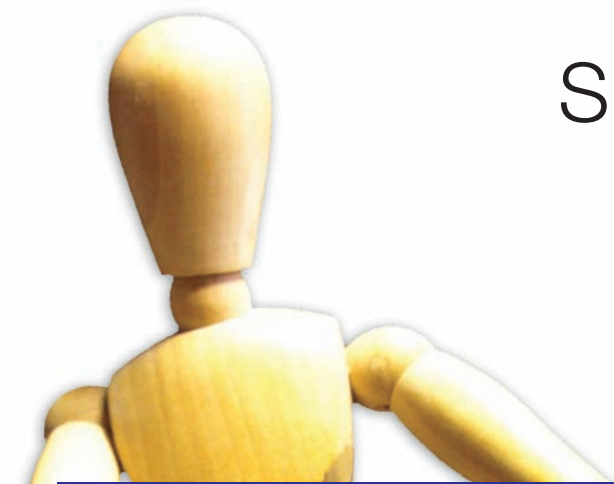
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