1 Being a Citizen

About this unit

The aim of this unit is to help students become more aware of their rights and responsibilities as citizens through an understanding of the different groups to which they belong. It covers the local, national and global dimension.

Key Curriculum Links

Citizenship KS3, Key Concepts

1.2 Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Citizenship KS3, Range & Content

a political, legal and human rights, and responsibilities of citizens
b the needs of the local community and how these are met through public services and the voluntary sector
c the UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community.

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1 Being a Citizen

Key Curriculum Links

Citizenship KS4, Key Concepts

1.2 Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Citizenship KS4, Range & Content

a a political, legal and human rights and freedoms in a range of contexts from local to global
b the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector
c the rights and responsibilities of consumers, employers and employees
d the UK's role in the world, including in Europe, the European Union, the Commonwealth and the United Nations.

Opportunities for Active Citizenship

Students take up one of the volunteering opportunities that they identified in their research as part of activity 1.4.

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1.1 Being a Citizen

What rights do citizens have?

Activity 1.1 What rights do citizens have?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least three rights that adult citizens have.	Identified some of the rights adults have in the story and from the list on the board.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the restrictions on some rights.	Completed 'How old do I need to be to...?' worksheet and participated in discussion.

Key Words

- **Citizen:** a person who lives in a country and has certain rights and responsibilities
- **Citizenship:** being a citizen
- **Right:** something you are entitled to

Resources

- 'Rights and responsibilities' story, p. 8
- 'Rights and responsibilities' cards, p. 9
- 'Limits on our rights' worksheet, p. 10
- 'Limits on our rights' answers, p. 11-12

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1.1 Being a Citizen

What rights do citizens have?

Additional Resources

Resource	Source
A BBC news clip on voter apathy.	http://news.bbc.co.uk/player/nol/newsid_4470000/newsid_4472500/4472569.stm?bw=bb&mp=wm&news=1&ms3=6&ms_javascript=true&bbcws=2
True Tube has a variety of clips on human rights that you might find useful.	www.truetube.co.uk
Detailed information about the rights of British citizens under the Human Rights Act and their restrictions.	http://www.equalityhumanrights.com/human-rights/what-are-human-rights/

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1.1 Being a Citizen

What rights do citizens have?

Activities

	Activity	Resources
Starter	On the board at the start of the lesson, write the words: ■ education ■ privacy ■ job ■ vote Ask students to identify which of these is the odd one out and why. The odd one out is 'Job'. Adults have the right to all of the things under the law apart from a job. Ask: ■ What does having these rights mean in practice?	
Main Activity 1	Give students a copy of the story 'Rights and responsibilities'. Students should read the story and identify the rights and responsibilities that the characters have. They can use the cards to help them if necessary. Feedback their answers. Not all of the cards are covered, but the main rights and responsibilities that appear in the story are the right to: ■ have an education ■ vote in elections ■ express your views ■ be treated the same ■ have a private life ■ register to vote It also covers the moral responsibilities to: ■ listen to other people's views and ideas ■ respect other people's privacy	'Rights and responsibilities' story, p. 8 'Rights and responsibilities' cards, p. 9

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1.1 Being a Citizen

What rights do citizens have?

Activities

	Activity	Resources
Main Activity 2	Ask students to look at the cards again and to pick out any rights that they think might have restrictions on them. They then fill in the 'Limits on our rights' worksheet based on the rights cards they have selected. Feedback as a class, giving students the correct answers using the answer sheet and getting them to add additional information if necessary. For each one, discuss: ■ Why don't these people have these rights? ■ Do you think they should have these rights? Why? ■ Are there other rights that you think some people shouldn't have?	Limits on our rights, p. 10 Limits on our rights answer sheet, p. 11-12
Plenary	Students complete the sentence: 'The right I think is the most important is..., this is because...'	
Further/ Additional Activities	Ask students to take the rights and responsibilities cards again and rank them according to importance. Ask: ■ Which right is the most important? Why? ■ Which right(s) are the least important? Why? ■ Who has these rights? ■ How do we make sure people have these rights? ■ Can you think of any times that people might not enjoy these rights?	

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1.1 Being a Citizen

What rights do citizens have?

Information Point

Citizens of Britain have rights under the Human Rights Act 1998, which incorporates most of the rights under the European Convention of Human Rights into our law. It covers 16 basic rights, several of which are covered by the rights cards used in the activities. For more information, see the Young Citizen's Passport, written by the Citizenship Foundation and available from Hodder Education.

Some rights are restricted to make sure that other people are treated fairly or where an age limit is necessary due to the nature of the right.

There are a variety of ways that we ensure that people receive their rights. This could be through laws or the provision of services like free education and the NHS.

The Human Rights Act can only be enforced against public bodies. In other words, it is the state's duty to protect the human rights of individuals. For example, if someone's right to privacy is breached, the issue isn't that 'you have invaded my privacy' but that 'the state hasn't protected my right to privacy'. Where someone wants to take action against an individual or private company regarding a breach of human rights, they can only do this using civil law (ie by suing someone) and not using the Human Rights Act.

Internet Research

Q1 The BBC and the government carried out a survey asking people what rights they think are really important. What did they say?
To find out the answer, go to: http://www.bbc.co.uk/schools/citizenx/ and click on 'Rights and Responsibilities – Background Information – Lowdown', then on 'Rights and Responsibilities- More Information' and on 'results'.

Q2 How can the Citizens Advice Bureau help if people think they are not getting the rights they are entitled to?
To find out the answer, go to http://www.adviceguide.org.uk and click on 'Get advice'.

Q3 Where is your nearest branch of the Citizens Advice Bureau?
To find out the answer, go to http://www.adviceguide.org.uk and click on 'Get advice' and fill out the form.

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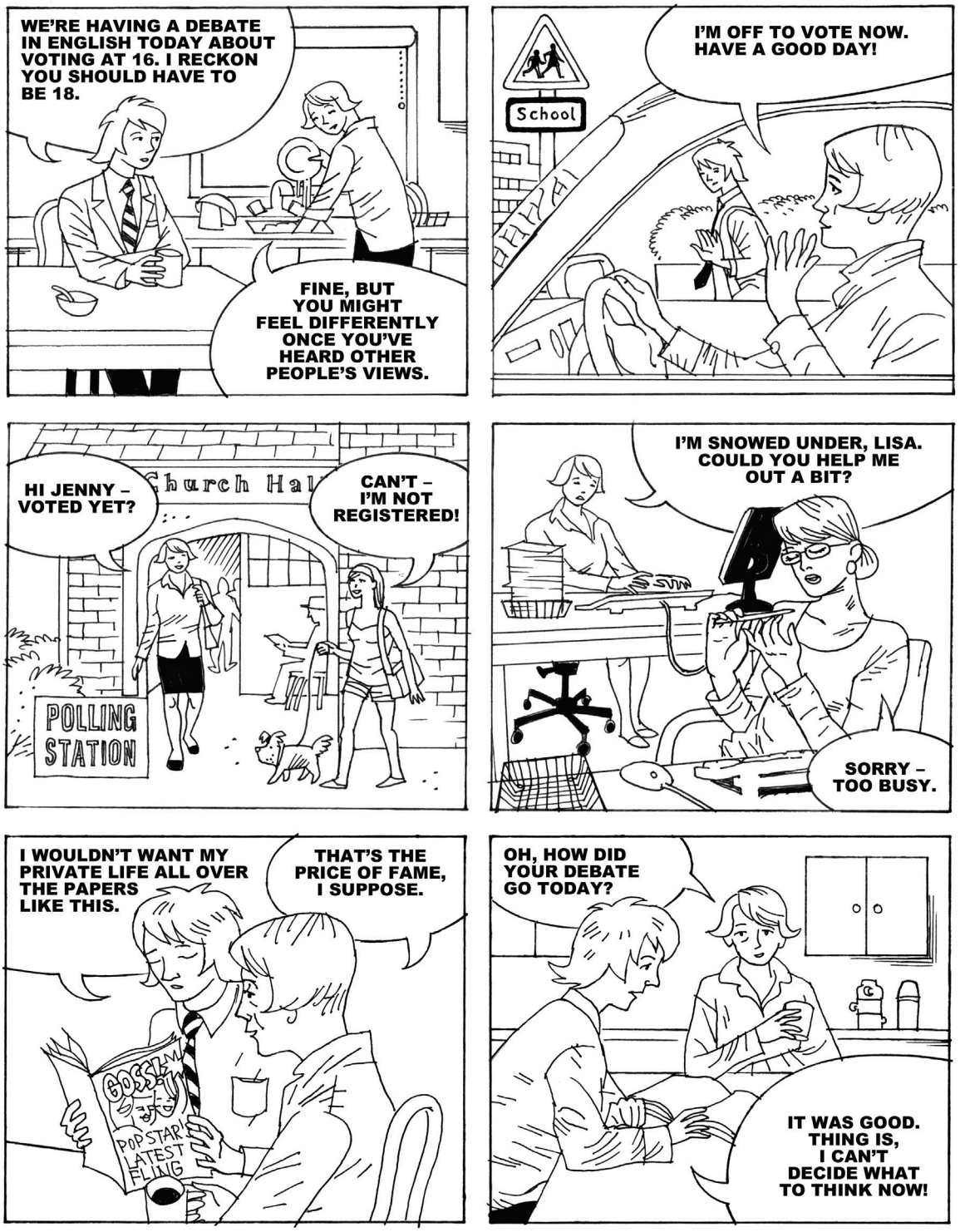
1.1 Being a Citizen

What rights do citizens have?

Rights & Responsibilities



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1.1 Being a Citizen

What rights do citizens have?

Rights & Responsibilities Cards

Belong to a religion

Get an education

Vote in elections

Express your views

Be treated the same

Have a private life

Register to vote

Treat other people as you would like to be treated

Stay within the law

Listen to other people's views and ideas

Respect other people's privacy

Respect other people's religious beliefs

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1.1 Being a Citizen

What rights do citizens have?

Limits on our rights

Name of right	Who doesn't get this right?	
	Your ideas	Answer

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1.1 Being a Citizen

What rights do citizens have?

Limits on our rights - Answer sheet

Who doesn't get this right?	
Belong to a religion	The law cannot prevent someone from belonging to a religion. However, there have been several cases relating to the expression of religious belief through the wearing of specific clothing or other items, particularly in the school setting.
Vote in elections	Under 18s – in the UK, you have to be 18 to vote.
Be treated the same	Treating someone differently can be justified when it is reasonable. For example, someone who has committed a crime will be treated differently to someone who has not because they will be given a sentence by the court. Where it can be justified, a group that has not been treated equally can be treated more favourably to overcome the imbalance. This is called positive discrimination.
Get an education	At present in the UK, an education authority has a duty to provide full-time education for children aged 5 to 16, so anyone aged under 5 or over 16 doesn't have a right to an education. It is likely that this duty will soon change to include 17-18 year olds.

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Limits on our rights - Answer sheet

Who doesn't get this right?	
Express your views	Although you have the freedom to express your views and beliefs, you have a duty to behave responsibly and to respect other people's rights. You might not be able to express your views if: ■ They threaten national security or public safety ■ They might cause disorder or crime ■ They infringe on other people's rights ■ They reveal information that is confidential. An example of this is views that encourage racial or religious hatred.
Have a private life	This right has to be balanced with freedom of information and of the press. Public figures such as MPs, other government officials don't have a complete right to a private life as these may be published in the media. A right to privacy for all people can be removed if the information needs to be made public to: ■ protect national security or public safety ■ protect the economy ■ protect people's health or morals ■ prevent crime ■ protect the rights and freedoms of others. For example, the police may need to look into someone's private life if they are suspected of committing or intending to commit a crime.

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1.2 Being a Citizen

How does someone become a British citizen?

Activity 1.2 How does someone become a British citizen?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of the process of becoming a British citizen.	Completed the flowchart and sample 'Life in the UK' test.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to participate in a discussion on illegal immigration.	Taken part in discussion about the video clip.

Key Words

- **Citizen:** a person who lives in a country and has certain rights and responsibilities
- **Citizenship:** being a citizen
- **Immigration:** when someone moves into a country from somewhere else

Resources

- Citizenship ceremony clip, see link below
- Steps to become a British Citizen, p. 18
- Sample 'Life in the UK' test questions, p. 19-20 or Unit 1 PowerPoint presentation
- 'Life in the UK' test answers, p. 21

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1.2 Being a Citizen

How does someone become a British citizen?

Additional Resources

Resource	Source
A BBC news clip on the introduction of new requirements for those seeking British citizenship.	http://news.bbc.co.uk/player/nol/newsid_7250000/newsid_7254900/7254974.stm?bw=bb&mp=wm&news=1&nol_storyid=7254974&bbcws=1
A citizenship ceremony taking place.	http://www.youtube.com/watch?v=-6-dBVZTr10
Clips from UK Border Force – a Sky 1 programme about the work of the UK Border Agency.	http://sky1.sky.com/show/uk-border-force

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1.2 Being a Citizen

How does someone become a British citizen?

Activities

	Activity	Resources
Starter	Show students the video clip of a citizenship ceremony. Ask: ■ What do you think is happening here?	Citizenship ceremony clip, see link above
Main Activity 1	Distribute the 'Steps to become a British Citizen' flowchart. Students complete the gaps from the information at the bottom. Go through the answers. You could also show them the video clip on new requirements for those seeking British citizenship.	Steps to become a British Citizen, p. 18
Main Activity 2	Give out the sample questions from the 'Life in the UK' citizenship test and ask students to have a go at answering them, individually or in groups. You could also do this as a group using the PowerPoint.	Sample 'Life in the UK' test questions, p. 19-20 or Unit 1 PowerPoint Presentation 'Life in the UK' Answers, p. 21

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1.2 Being a Citizen

How does someone become a British citizen?

Activities

	Activity	Resources
Plenary	Ask students to reflect on the citizenship test: ■ How difficult did you find the test? ■ Do you think many British people would be able to pass this test? ■ Is it fair to expect immigrants to pass a test if British people cannot do it? ■ Do you really think people need to know this information to be a British citizen? Why?	Citizenship ceremony clip, see link above
Further/ Additional Activities	Show a clip from 'UK Border Force'. Ask: ■ What methods do people use to try and enter the UK illegally? ■ Why do you think people try to enter the country illegally? ■ How could we prevent people from trying to enter illegally?	Clip from 'UK Border Force', see link above

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1.2 Being a Citizen

How does someone become a British citizen?

Information Point

The UK Border Agency is responsible for securing the United Kingdom borders and controlling migration in the United Kingdom. You can find out more about its role and how to apply for British citizenship on its website, www.ukba.homeoffice.gov.uk.

The process of gaining citizenship or a visa is a reason that people choose to take the risk of illegal entry. This is a costly, lengthy process that many cannot afford or do not understand. In addition, they may have paid an agent for illegal entry and a job, rather than go through official channels. Those who do choose to enter the country illegally will be held in detention and deported if they are caught. Anyone who employs illegal immigrants will be fined up to £10,000 for each person they employ.

The issue of illegal immigrants is a controversial one. It is estimated that there are between 310,000 and 570,000 illegal migrants in the UK. One suggested scheme to help deal with the issue is an amnesty. You can find more details of this idea at http://www.independent.co.uk/news/uk/this-britain/amnesty-on-illegal-immigrants-is-worth-1636bn-to-uk-472164.html.

Visitor Opportunity

There is an opportunity here for students to meet and question someone who has recently applied for and been granted British citizenship.

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1.2 Being a Citizen

How does someone become a British citizen?

Steps to become a British Citizen

Check that you are entitled to _____ for citizenship.

↓

Be able to speak _____ to a certain level.

↓

Pass Life in the UK _____.

↓

Complete application _____.

↓

Application _____.

↓

Citizenship _____.

↓

Application _____.

Put these words in the correct place on the diagram.

successful
form
ceremony
English
test
apply
unsuccessful

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1.2 Being a Citizen

How does someone become a British citizen?

Life in the UK – Citizenship Test

1) What percentage of the British population is under the age of 19?		
A	25%	☐
B	50%	☐
C	5%	☐
D	90%	☐
2) What year were women given the right to vote in Britain?		
A	They have always had the right to vote	☐
B	1863	☐
C	1952	☐
D	1928	☐
3) In Britain, there is a well-established link between abuse of what substance and crime?		
A	Alcohol	☐
B	Cigarettes	☐
C	Television	☐
D	Hard Drugs	☐
4) What is the total UK population (as of 2001)?		
A	11.4 million	☐
B	58.8 million	☐
C	72.6 million	☐
D	90.7 million	☐
5) What is the largest ethnic minority in Britain?		
A	Chinese	☐
B	Pakistani	☐
C	Indian	☐
D	Bangladeshi	☐

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1.2 Being a Citizen

How does someone become a British citizen?

Life in the UK – Citizenship Test

6) How often is a census taken in Britain?		
A	Every 10 years	☐
B	Every 2 years	☐
C	Every 6 months	☐
D	Every 15 years	☐
7) At its widest point, how wide is England and Wales?		
A	75 miles	☐
B	180 miles	☐
C	1000 miles	☐
D	320 miles	☐
8) What language, aside from English, is widely spoken in Scotland?		
A	Welsh	☐
B	Scotch	☐
C	Gaelic	☐
D	Spanish	☐
9) What three sports have the largest following in Britain?		
A	Volleyball, cricket and squash	☐
B	Swimming, horse back riding and tennis	☐
C	Football, rugby and cricket	☐
D	Golf, cricket and football	☐
10) How many members make up the Cabinet?		
A	10	☐
B	20	☐
C	50	☐
D	70	☐

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1.2 Being a Citizen

How does someone become a British citizen?

Life in the UK – Citizenship Test

1) What percentage of the British population is under the age of 19?	**A** – 25%
2) What year were women given the right to vote in Britain?	**D** – 1928
3) In Britain, there is a well-established link between abuse of what substance and crime?	**D** – Hard Drugs
4) What is the total UK population (as of 2001)?	**B** – 58.8 million
5) What is the largest ethnic minority in Britain?	**C** – Indian
6) How often is a census taken in Britain?	**A** – Every 10 years
7) At its widest point, how wide is England and Wales?	**D** – 320 miles
8) What language, aside from English, is widely spoken in Scotland?	**C** – Gaelic
9) What three sports have the largest following in Britain?	**C** – Football, rugby and cricket
10) How many members make up the Cabinet?	**B** – 20

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1.3 Being a Citizen

What should citizens do for their country?

Activity 1.3 What should citizens do for their country?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of the legal duties of British citizens.	Completed stick person activity and true or false quiz.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to explain what the citizen service scheme would involve.	Participated in discussion on citizen service.
Shown knowledge about the legal duties of citizens of other countries.	Participated in discussion on legal duties of citizens of other countries.

Key Words

- **Responsibility:** something you are meant to do
- **Duty:** another word for responsibility
- **Legal:** to do with the law

Resources

- Large paper for starter/plenary
- True or false, p. 26 or Unit 1 PowerPoint presentation
- True or false answers, p. 27
- 'Cameron proposes citizen service', p. 28
- Legal duties of citizens around the world, p. 29

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1.3 Being a Citizen

What should citizens do for their country?

Additional Resources

Resource	Source
Audio file of David Cameron speaking about his planned 'Citizen Service' programme. It is suggested that you listen to it first and select an excerpt as it is quite long.	http://news.bbc.co.uk/player/nol/newsid_6980000/newsid_6981800/6981829.stm?bw=bb&mp=wm&asb=1&news=1&bbcws=1
A video clip about serving as a juror.	http://moj.coionline.tv/videos/jurorvideo/video/

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1.3 Being a Citizen

What should citizens do for their country?

Activities

	Activity	Resources
Starter	Draw a picture of a stick person on the board/on a large piece of paper. Students to write around them/suggest ideas of what duties they think a British citizen has. Feedback their ideas.	
Main Activity 1	Students complete the true or false quiz either on paper or using the PowerPoint presentation to do it as a group. Go through the answers. Ask: ■ Do you think it is fair to expect citizens to do these things? ■ Why or why not? ■ Are there any other things you think citizens of this country should be expected to do? If so, what things? Why? ■ Do you think this country would be a better place if citizens were expected to do more things in return for their rights? ■ Why or why not?	True or false, p. 26 or Unit 1 PowerPoint presentation True or false answers, p. 27
Main Activity 2	Read the news story 'Cameron proposes citizen service' as a class. You can also listen to the audio clip under the additional resources. Ask: ■ Do you think that young people should have to do some form of community service, or should it be voluntary? Why? ■ What kinds of service should they do? Who would that help? ■ What benefits would it have for the young people involved?	'Cameron proposes citizen service', p. 28

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1.3 Being a Citizen

What should citizens do for their country?

Activities

	Activity	Resources
Plenary	Students revisit the stick person they annotated at the beginning of the lesson and can make amendments based on what they have learnt.	
Further/ Additional Activities	Show students the map showing the two other legal duties that citizens of some countries have and we do not. Discuss as a class whether they agree that people should have these duties and whether we should adopt them in the UK.	Legal duties of citizens around the world, p. 29

Information Point

There is an opportunity here to explain the main legal duties of citizens in UK: obeying the law, paying taxes and serving on a jury when called. You can also look at compulsory voting and national service - legal duties that apply in some other countries – and encourage students to consider whether these should apply in the UK.

Visitor Opportunity

There is an opportunity here for students to meet and question someone who has served on a jury or who is a jury manager at a court.

Internet Research

Q1 Who can serve on a jury?

Q2 Who cannot serve on a jury?

Q3 For what reasons can you delay serving on a jury?

To find the answers, go to: http://www.cjsonline.gov.uk/juror/

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1.3 Being a Citizen

What should citizens do for their country?

True or False

To be a citizen of this country you have to:	True	False
1 Obey the law	☐	☐
2 Vote in elections	☐	☐
3 Carry an identity card	☐	☐
4 Pay taxes	☐	☐
5 Serve on a jury if you are called	☐	☐
6 Learn the words of the national anthem	☐	☐
7 Serve in the armed forces	☐	☐

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1.3 Being a Citizen

What should citizens do for their country?

True or False - Answers

To be a citizen of this country you have to:

Q1 Obey the law – True
All citizens of the UK are expected to obey its laws.

Q2 Vote in elections – False
It is not compulsory to vote in elections in the UK. People over the age of 18 can choose whether or not to register and use their vote.

Q3 Carry an identity card – False
British citizens are not expected to carry identity cards. They are compulsory in many countries, including Greece, Poland, Portugal and Iran.

Q4 Pay taxes – True
All British citizens have to pay taxes on a range of things, including wages, goods and services and property.

Q5 Serve on a jury if you are called – True
British citizens aged over 18 and below 70 have to serve on a jury if they are called, except in specific circumstances such as if you are on bail, been to prison in the last 10 years or have a mental illness/handicap for which you require treatment. Jury service can also be postponed if, for example, you are due to have an operation on the date given or you are going on a holiday that has already been booked and paid for.

Q6 Learn the words of the national anthem – False
You don't need to know the words of the national anthem to be a citizen, although it is usually sung at citizenship ceremonies when people officially receive their British citizenship.

Q7 Serve in the armed forces – False
National service began in the UK during the Second World War and continued until 1960. During the war, men aged 18-51 and women aged 20-30, subject to some exceptions, were liable to be called up. In the post war period, all healthy men aged 17 to 21 were expected to serve in the Armed Forces for at least 18 months.

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1.3 Being a Citizen

What should citizens do for their country?

Cameron proposes citizen service

David Cameron is proposing a voluntary "citizen service" programme for 16-year-olds, which he sees as a 21st Century version of National Service.

The Tory leader said school leavers and those going to college should take part in a six-week programme, including charity work and physical training.

He said it would boost participants' pride in themselves and in Britain.

He said he had initially favoured a compulsory scheme, but had been persuaded against that and to make it "universal" instead by the voluntary sector.

However, he said he would consider it a failure if all 16-year-olds did not eventually take part.

"I'm absolutely determined to make this work. In my view this is something so important for the future of our society ... we can't afford not to make it work," he said.

Mr Cameron said 16 was the right age to take part, when "people are thinking about that transition from youth to adulthood".

The programme was aimed at taking youngsters out of their "comfort zones", whether they wanted to go on to further education or straight to work, he added.

The course would include one week's residential course, four weeks of community service and a week's physical challenge - like Army training or mountain climbing. It could include work with the elderly or travelling to developing countries.

(Excerpt from: 'Cameron proposes citizen service', 06/09/2007, http://news.bbc.co.uk/1/hi/uk_politics/6980830.stm).

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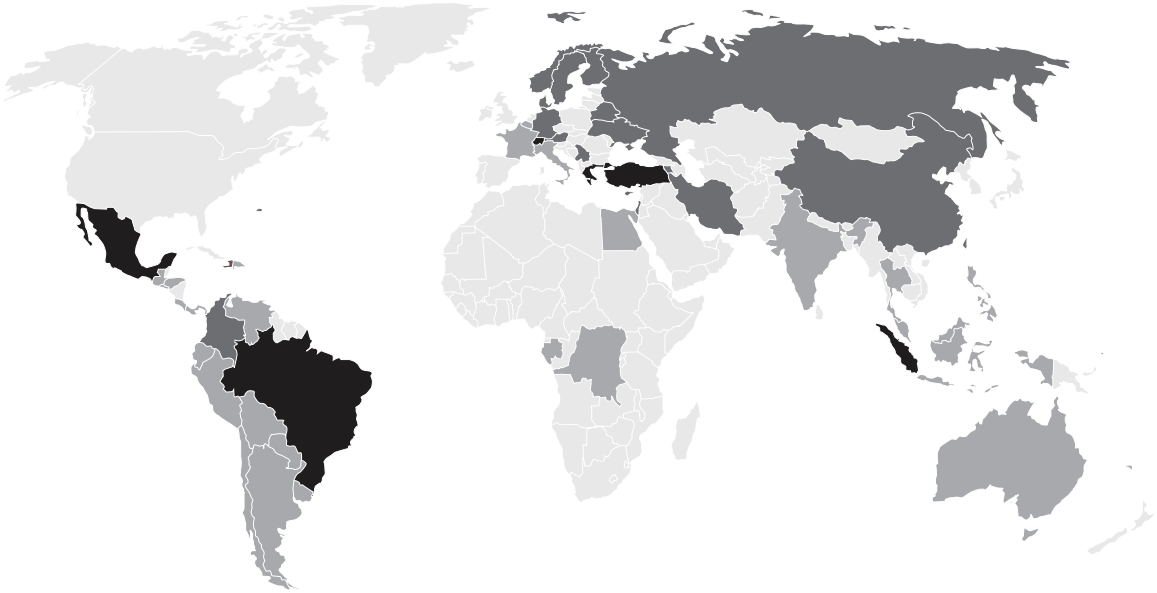
1.3 Being a Citizen

What should citizens do for their country?

Legal duties of citizens around the world



Voting in elections is compulsory
(Argentina, Australia, Chile, Democratic Republic of the Congo, Ecuador, Fiji, Liechtenstein, Nauru, Peru, Uraguay, Belgium, Bolivia, Costa Rica, Dominican Republic, Egypt, El Salvador, France, Gabon, Guatemala, Honduras, India, Indonesia, Italy, Luxembourg, Panama, Paraguay, Philippines, Thailand, Venezuela).

National service is compulsory
(Armenia, Austria, Belarus, Bermuda, China, Colombia, Cyprus, Denmark, Finland, Germany, Iran, Israel, South Korea, Norway, Russia, Serbia, Sweden, Taiwan, Ukraine).

Both voting and national service are compulsory
(Brazil, Greece, Singapore, Switzerland, Mexico, Turkey).

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1.4 Being a Citizen

Do you want to do that little bit extra?

Activity 1.4 Do you want to do that little bit extra?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify the benefits of volunteering.	Completed volunteering worksheet.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify information about local volunteering opportunities.	Completed research into volunteering

Key Words

- **Volunteer:** someone who does work or helps people for free
- **Opportunity:** a chance to do something

Resources

- Volunteering worksheet, p. 34
- Internet for research

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1.4 Being a Citizen

Do you want to do that little bit extra?

Additional Resources

Resource	Source
Clips about young people volunteering in a range of settings.	http://www.bbc.co.uk/videonation/features/youth_volunteering/index.shtml
Information on volunteering opportunities.	http://www.volunteering.org.uk/ http://www.do-it.org.uk/
Teaching materials on charitable giving and volunteering from Giving Nation, a Citizenship Foundation programme.	http://www.g-nation.co.uk/teachers/downloads/

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1.4 Being a Citizen

Do you want to do that little bit extra?

Activities

	Activity	Resources
Starter	Students to write a list of people they have helped recently and how they have helped them (these could be really small things like holding a door open, carrying something for someone or making someone a drink). Share as a group. Ask: ■ Why did you help these people? ■ How did helping them make you feel?	
Main Activity 1	Show students one of the clips about volunteering from http://www.bbc.co.uk/videonation/features/youth_volunteering/index.shtml Students complete the video clip worksheet during or after the clip. Ask: ■ What kind of volunteering does the young person in the clip do? ■ What people benefit from their volunteer work? What are these benefits? ■ Why did they decide to volunteer? ■ How did volunteering benefit them?	Volunteering worksheet, p. 34
Main Activity 2	Students should research volunteering opportunities in their local area that might be of interest to them. They can do this using the internet or you can provide them with information. They should write down/print off anything that is of interest. The links above will provide starting points. If students are interested in a particular opportunity, it would be worth looking into whether they could do this as a school activity.	

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1.4 Being a Citizen

Do you want to do that little bit extra?

Activities

	Activity	Resources
Plenary	Feedback the volunteering opportunities that they found to be of interest. You might use this as an opportunity to think about how you can follow this up.	
Further/ Additional Activities	You can find some useful additional materials about charitable giving and volunteering at http://www.g-nation.co.uk/teachers/downloads/.	

Visitor Opportunity

A visit from a representative of a group that uses volunteers would be useful. This could link to the students' research.

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1.4 Being a Citizen

Do you want to do that little bit extra?

Volunteering

1) What kind of volunteering does the young person in the clip do?

2) What people benefit from their volunteer work? What are these benefits?

3) Why did they decide to volunteer?

4) How did volunteering benefit them?

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1.5 Being a Citizen

Is it anyone else's business?

Activity 1.5 Is it anyone else's business?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to explain what a citizen's arrest is.	Participated in discussion and completed internet research
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to describe the types of dilemmas people face and how they might deal with them.	Completed the scenarios activity

Key Words

- **Dilemma:** situation where a difficult choice has to be made
- **Private:** something that is nothing to do with anyone else
- **Public:** something which is everyone's business
- **Citizen's Arrest:** where a regular citizen places someone under arrest after they have committed a crime

Resources

- Scenarios, p. 41
- Scenarios worksheet, p. 42
- News story, p. 43
- Video clips, p. 36

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1.5 Being a Citizen

Is it anyone else's business?

Additional Resources

Resource	Source
News story about a man arrested for assault after attempting a citizen's arrest.	http://news.bbc.co.uk/1/hi/england/kent/8048807.stm
News story about a man arrested for kidnapping after attempting a citizen's arrest.	http://news.bbc.co.uk/1/hi/england/7474370.stm
An article about citizen's arrest.	http://news.bbc.co.uk/1/hi/magazine/6323391.stm

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1.5 Being a Citizen

Is it anyone else's business?

Activities

	Activity	Resources
Starter	Students to share with the class a situation where they have faced a dilemma. You could give them some example to help them get started, for example: ■ Have they ever seen someone doing something they shouldn't? ■ Have they ever seen someone treating someone else badly?	
Main Activity 1	Students read the scenarios and complete the worksheet for each one. Feedback as a class and ask: ■ What is the right thing to do in a situation like this? Should you say something – or is it none of your business? If students think they should say something, follow-up by asking: ■ Why? What business is it of yours? Repeat the process with the other scenarios. Then go back over the situations which students have said are none of their business and, for each one, ask: ■ What would happen if no one ever said anything in a situation like that? ■ Would that be a good thing or a bad thing? Why?	Scenarios, p. 41 Scenarios worksheet, p. 42

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1.5 Being a Citizen

Is it anyone else's business?

Activities

	Activity	Resources
	Finally, ask students to think of some similar situations: ■ Can you think of any situations when someone didn't say something – but afterwards wished they had? ■ What stopped them from saying something? ■ How do you know when to get involved and when not to get involved?	
Main Activity 2	Read the news story with your students and discuss the following questions: ■ Do you think it was stupid of Ryan to get involved? Why or why not? ■ Why do you think he did it? ■ Whose job was it to catch the shoplifter really? (Ryan's? The shop assistant's? The police's? Someone else's?) ■ What else might Ryan have done? (eg take a photo on a phone, call the police, call Crimestoppers). ■ Do you think it would have been wrong of Ryan if he had decided not to chase the shoplifter? Why or why not? ■ Do you think Ryan should get a reward? Why or why not?	News story, p. 43

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1.5 Being a Citizen

Is it anyone else's business?

Activities

	Activity	Resources
Plenary	Revisit the dilemmas the students identified at the beginning of the lesson. What did the students do? Would they do anything differently now?	
Further/ Additional Activities	Watch a news clip about a man who was arrested when he carried out a citizen's arrest (see links above – there are two to choose from). Discuss with students: ■ Why was the man arrested? ■ Could he have handled things better when carrying out a citizen's arrest? ■ What would you have done in that situation?	Video clips, p. 36

Information Point

If someone sees a person committing a serious offence, or has reasonable grounds to believe that they have committed an offence and there is no police officer present, they can make a citizen's arrest. There is no right to make a citizen's arrest for minor crimes or if a crime has not yet been committed, even if there is a likelihood that a crime is about to take place. Someone who carries out a citizen's arrest needs to be careful not to use too much force, otherwise they may face charges such as assault or wrongful arrest. An example of a citizen's arrest would be where a shop assistant takes a shoplifter to the manager's office and detains them whilst waiting for the police.

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1.5 Being a Citizen

Is it anyone else's business?

Visitor Opportunity

There is an opportunity here for students to meet and question a police officer or a representative from a local Neighbourhood Watch scheme about the role of the ordinary citizen in solving and preventing crime.

Internet Research

Q1 If you are worried that reporting a crime might put you in danger, what can you do?

To find the answer, go to: http://www.bbc.co.uk/crime/support and click on 'Legal – Reporting crime'.

Q2 If you have been in trouble with the police, can you still serve on a jury?

To find the answer, go to http://www.adviceguide.org.uk and click on 'Legal system', then on 'Frequently asked questions about legal matters'.

Q3 Go to: http://www.bbc.co.uk/crime/law and click on 'Power of arrest' and scroll down or go to http://www.thesite.org and click on 'Home, Law & Money', then on 'Victims' and on 'Citizen's arrest' and find the answers to the following questions:

a Are you allowed to carry out a citizen's arrest on someone before they have committed the crime?

b Are you allowed to carry out a citizen's arrest on someone for committing any crime, e.g., parking on a double yellow line?

c Are you allowed to hit someone when you are carrying out a citizen's arrest on them?

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1.5 Being a Citizen

Is it anyone else's business?

Scenarios

1 You are in the supermarket and see a woman shouting at and slapping her child.

4 You are at home and through the wall you hear the man next door shouting at and hitting his girlfriend and smashing things.

2 You are in a shop and see someone taking an item and putting it under their coat.

5 You are at a friend's house and they show you a knife that they have hidden.

3 You are walking down the street and see a driver back into another car and then drive off.

6 You are on your way to the train station and see a group of people messing around very close to the tracks.

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1.5 Being a Citizen

Is it anyone else's business?

Scenarios Worksheet

Scenario	What would you do?	What might happen next?	What else could you do?	What might happen then?
1				
2				
3				
4				
5				
6				

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1.5 Being a Citizen

Is it anyone else's business?

Young have-a-go hero

FIFTEEN-YEAR-OLD Ryan Binner put his rugby playing skills to use afer he tackled a suspected shoplifter to the ground in Skipton High Street.

The teenager was helping out on the underwater stall outside HSBC when the drama unfolded on Friday.

The Aireville School pupil told the Herald: "I was at the back of my stall and a girl who works in Tog24 was running between the vans and stalls shouting 'there's a shoplifter'.

"I just saw this man running in front of her. I just set off after him because I did not think she was going to get him"

Ryan, who plays prop for Wharfdale under 16s, chased the man across the road and caught up with him outdide the Wolly Sheep pub on Sheep Street. He rugby tackled him to the floor and kept hold of him until one of the stallholders arrived. The police then took over.

Since the incident, news of Ryan's action has spread around the market. "They have been saying I'm a hero and taking the mickey" he told the Herald. His mother, Christine, said her first thought was that the man could have a weapon. But she added" "I am extremely proud. It's completely reflective of him"

Chief Inspector Chris Chelton said it was unusual to see such a public spirited attitude in someone so young.

A 34-year-old Keighley mn has been charged with the theft snf eill sppear befrore Skipton Magistrates on October 19.

(Source: Craven Herald and Pioneer – Friday October 7 2005)

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1.6 Being a Citizen

What are my rights as a European citizen?

Activity 1.6 What are my rights as a European citizen?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least three rights that they have as a European citizen.	Completed the card sort activity and participated in the discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of at least five Member States of the European Union.	Annotated map.

Key Words

- **European Union:** a group of 27 countries in Europe, bound together by treaties and international law
- **Member State:** a country that is a member of the European Union
- **Citizen:** a person who lives in a country and has certain rights and responsibilities

Resources Required

- Illustration of the European flag, p. 49
- Blank maps of Europe, pp. 50-51
- List of Member States, p. 52
- Rights cards, p. 53

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1.6 Being a Citizen

What are my rights as a European citizen?

Additional Resources

Resource	Source
Information about the European flag.	http://europa.eu/abc/symbols/emblem/index_en.htm
Europe & Me resources written by the Citizenship Foundation.	http://nefic.org/projects-data.php?id=37#docs
EU Tube – the EU's You Tube channel has a variety of videos about the EU.	http://www.youtube.com/eutube?gl=GB&hl=en-GB
A range of video and audio clips on EU business.	http://europa.eu/press_room/audiovisual/index_en.htm
A range of games and quizzes on the EU.	http://europa.eu/quick-links/eu-kids/index_en.htm

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1.6 Being a Citizen

What are my rights as a European citizen?

Activities

	Activity	Resources
Starter	Show students the illustration of the European Flag. Ask them to identify what body this flag represents (ie the European Union).	Illustration of the European flag, p. 49
Main Activity 1	Distribute the blank maps of Europe (there are ones that are completely blank and ones with the country names on for differentiation). You can either provide students with a list of Member States and an atlas if required or get them to research this themselves. Students should colour in the map to show the Member States of the European Union. More able students can colour code the Member States to show in which year they joined.	Blank maps of Europe, pp. 50-51 List of Member States, p. 52
Main Activity 1	Explain to students that as citizens of Europe, they have certain rights. Give students a set of 'rights' cards. Ask them to rank them from which they think are most important to least important (you may choose to do the ranking in any form, e.g. a straight line, pyramid, etc). Ask: ■ Which right is the most important? Why? ■ Which right(s) are the least important? Why? ■ Who has these rights? ■ How do we make sure people get these rights? ■ Can you think of any times that people might not get these rights? ■ Do you think citizens of Europe should have these rights? The 'Information Point' will help you with the key facts that will help you lead this discussion.	Rights cards, p. 53

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1.6 Being a Citizen

What are my rights as a European citizen?

Activities

	Activity	Resources
Plenary	Ask students to rearrange their rights cards if their opinion has changed following the discussion, or to justify why they are keeping the order the same.	
Further/ Additional Activities	Complete an activity from the 'Europe & Me' resource on different European issues.	

Information Point

The European Union was originally set up to ensure that there was lasting peace between countries in Europe following the Second World War. The founder countries were Belgium, France, Germany, Italy, Luxembourg and the Netherlands. The United Kingdom joined the European Union in 1973.

The presence of the EU makes it easier for people in Europe to travel, work, study and trade between countries. You can find out more about what the EU does at http://europa.eu/abc/panorama/whatdoes/index_en.htm.

The European Convention on Human Rights (ECHR) is a list of human rights and fundamental freedoms established by the Council of Europe in Strasbourg and inspired by the UN Declaration of Human Rights. It was signed in Rome in 1950 and took effect from 1953. Citizens of states that have signed up to the Convention may bring cases against their own governments in the Court of Human Rights, alleging breaches of human rights under the Convention. All the EU Member States and applicant countries are signatories, but the EU institutions are not yet bound by it, and the EU as a whole has not signed it.

The EU Charter of Fundamental Rights (2000) updates the ECHR and sets out the fundamental rights, freedoms and principles applicable at EU level. The Charter is legally binding under the Treaty of Lisbon, except for those member states who have opted out (Britain, the Czech Republic and Poland).

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1.6 Being a Citizen

What are my rights as a European citizen?

Visitor Opportunity

There is an opportunity here for students to meet one of the Members of European Parliament in their region to find out more about what they and the European Union do. You can find out your local MEPs at http://www.europarl.org.uk/section/list-county/list-meps-county.

Internet Research

Q1 What are the institutions that make up the EU and what do they do?

To find the answer, go to http://europa.eu/institutions/index_en.htm

Q2 Who are the Members of European Parliament (MEPs) that represent your region?

To find the answer, go to http://www.writetothem.com and type in your postcode.

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1.6 Being a Citizen

What are my rights as a European citizen?

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What are my rights as a European citizen?

Map of Europe

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What are my rights as a European citizen?

Map of Europe - Showing countries

1.6 Being a Citizen

What are my rights as a European citizen?

Member States of the European Union

(F) Founding Member

Austria	1995	Italy	1951 (F)
Belgium	1951 (F)	Latvia	2004
Bulgaria	2007	Lithuania	2004
Cyprus	2004	Luxembourg	1951 (F)
Czech Republic	2004	Malta	2004
Denmark	1973	Netherlands	1951 (F)
Estonia	2004	Poland	2004
Finland	1995	Portugal	1986
France	1951 (F)	Romania	2007
Germany	1951 (F)	Slovakia	2004
Greece	1981	Slovenia	2004
Hungary	2004	Spain	1986
Ireland	1973	Sweden	1995
		United Kingdom	1973

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1.6 Being a Citizen

What are my rights as a European citizen?

Rights cards

To work anywhere in the European Union
To receive free healthcare in an European Union country
To live anywhere in the European Union
To study anywhere in the European Union
To travel anywhere in the European Union
To buy goods for your own use anywhere in the European Union

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1.7 Being a Citizen

What are my rights as a global citizen?

Activity 1.7 What are my rights as a global citizen?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of at least three rights that children have under the United Nations Convention on the Rights of the Child.	Completed the rights annotation activity.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to participate in discussion on the image of young people today.	Participated in discussion on poster and values spectrum

Key Words

- United Nations: UN, an organisation made up of most of the countries in the world
- Right: something you are entitled to
- Convention: an agreement

Resources

- Poster, p. 59
- Values spectrum, p. 60 or Unit 1 PowerPoint presentation
- Poster at: http://www.rcmp-grc.gc.ca/pdfs/uncrc-crde-poster-affiche-eng.pdf

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1.7 Being a Citizen

What are my rights as a global citizen?

Additional Resources

Resource	Source
A clip about the UNCRC from Children's Rights Alliance.	http://www.youtube.com/watch?v=y_2nA49p3yw
A clip about the UNCRC, paying particular attention to the fact that the USA is one of only 2 UN countries yet to ratify it.	http://www.youtube.com/watch?v=1xossWRImr8
A clip about violations of children's rights in the UK.	http://www.truetube.co.uk/media.php?do=detail&mediaid=707

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1.7 Being a Citizen

What are my rights as a global citizen?

Activities

	Activity	Resources
Starter	Show students the poster of positive and negative words and ask them to choose the words that they think most reflect the way that adults see young people in this country today. Encourage them to give reasons for their choice. Ask: ■ Do you think that adults have a fair view of young people? ■ Why or why not?	Poster, p. 59
Main Activity 1	Then show them the values spectrum and ask: ■ How well would you say that young people are treated in this country? Give each student a card or 'post-it' note with their name on and ask them to put it on the values spectrum to show where they stand on this issue. Encourage them to give examples to illustrate and justify their choice.	Values spectrum, p. 60 or Unit 1 PowerPoint presentation
Main Activity 2	Give students one of the rights from the UNCRC (see http://www.rcmp-grc.gc.ca/pdfs/uncrc-crde-poster-affiche-eng.pdf for a full list to select from). They should write this in the centre of a piece of paper and around it, annotate it with examples of how they think young people are and are not treated in this way (preferably in different colours). You could give students different rights to do this activity with, they could then pass them round and add to each one.	Poster from website

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1.7 Being a Citizen

What are my rights as a global citizen?

Activities

	Activity	Resources
Plenary	Feedback with the group and ask students: ■ Do you think young people have these rights in our society? ■ If not, what do you think could be done to make sure young people do get these rights? ■ Whose job do you think it is to do this? Why?	
Further/ Additional Activities	Ask the students to rank the rights from the UNCRC from which they think are most important to least important (you may choose to do the ranking in any form, eg a straight line, pyramid, etc). Ask: ■ Which right is the most important? Why? ■ Which right(s) are the least important? Why? ■ Who has these rights? ■ How do we make sure children get these rights?	

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1.7 Being a Citizen

What are my rights as a global citizen?

Information Point

The UN Convention on the Rights of the Child (UNCRC) is an international convention that applies to under 18s and has been ratified by the governments of 194 countries since it's development in 1989, including the UK. A poster explaining these rights in child-friendly language can be downloaded from http://www.rcmp-grc.gc.ca/pdfs/uncrc-crde-poster-affiche-eng.pdf.

Governments that have ratified the UNCRC are obliged to ensure that children have the rights contained within it and report to the United Nations Committee on the Rights of the Child periodically regarding the implementation of the Convention and the status of child rights in their country. Countries can choose whether or not to sign up to the treaty and several have ratified it with reservations – which means they do not sign up to some sections, or interpret them in a slightly different manner.

Visitor Opportunity

There is an opportunity here for students to meet and question someone from their local authority who has responsibility for children's and young people's services.

Internet Research

Q1 What other rights does the UN Convention on the Rights of the Child say that all young people should have?

To find the answer, go to: http://www.rcmp-grc.gc.ca/pdfs/uncrc-crde-poster-affiche-eng.pdf

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1.7 Being a Citizen

What are my rights as a global citizen?

Poster

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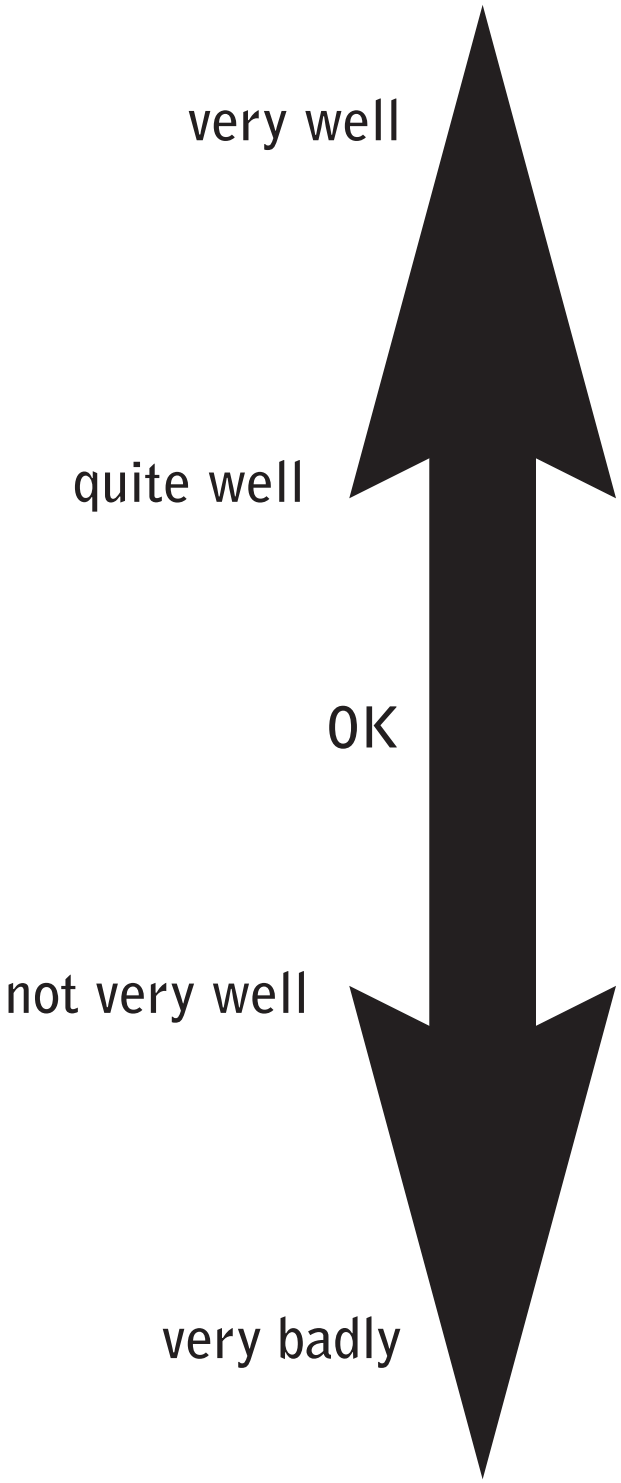
What are my rights as a global citizen?

Values Spectrum



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