

Autumn 2004



# Primary Focus on Citizenship

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# Introduction to Citizenship with Personal, Social and Health Education

Mary Lou Thornbury

The stated aims of the 1988 Education Act propounded a 'balanced and broadly based curriculum' which 'promotes the spiritual, moral, cultural, mental and physical development of pupils' and also 'prepares such pupils for the opportunities, responsibilities and experiences of adult life'.

Underlying civic anxieties about the dissociation of learning from the personal and social led to the Crick Report on Citizenship Education (1998). From it was developed, for primary schools, a new curriculum area, Personal, Social and Health Education with Citizenship. The curriculum aims to make sense of the purpose of engaging with education and addresses the question of what sort of citizens should be emerging from our schools. As the Report says:

*We aim at no less than a change in the political culture of this country both nationally and locally – for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting. (We also aim) to build on and to extend...to young people the best in existing traditions of community involvement and public service'.*

ICT has become one of the tools of democracy, its purpose to enable people to have the widest access to information about how they are governed and what part they can play in shaping society. The government has established points of access to the web in every town or community. This access should be one of the means of participating in the democratic process. Learning how best to use such access will inform the citizenship curriculum.

Children are already accessing a vast treasury of information, using the Internet. Several of the authors in this issue show how to focus browsing into a probing, critical search. They describe searching through large databases and examining information on global issues of rights and environmental safety.

Moira Monteith has developed a programme of lessons on the Rights of the Child which includes a search of the Human Development Index. We are not able to include the whole programme of lessons in this edition so have included two lessons and placed the rest on the primary website. The same applies to the set of lessons around Wateraid devised by Rhona Dick. Human Rights and access to water will dominate the global politics of the 21st century and these two programmes of work are a powerful introduction. Harriet Martin also looks at life expectancy and literacy rates through the National Geographic website. One starting point for databases with younger school children is the personal and social; a database on Feelings by Barry Wake links ICT, Maths and PSHE.

Heather Govier presents the pebbles game which promotes understanding of Sustainable Development. A global pressure group is the link for Rachel Murrell in her stories about the dangers of landmines. Nearer home, 'the structures that shape our lives in school' is the chief concern of Rob Humphries, writing about the School Council and Film-Making. Influencing that same school community Mary Welsh has suggestions for senior

management using ICT to deliver Citizenship in whole school gatherings.

Discussion is at the heart of the Citizenship curriculum and 'exploratory talk' underlies teaching practice. The discussion around Rules and Laws with a Year 4 class is described by Mary Lou Thornbury and the idea of narrative stimulus, implicit also in Rachel Murrell's 'Landmines', is developed in the Review. Exercising their right to be heard, the children who composed school newspapers in Roy Honeybone's school also learnt to develop their 'critical capacities' in relation to the media. And 'Luke's News' shows how young that can start.

*Besides understanding, citizenship education should foster respect for law... at the same time as encouraging independence of thought. It should develop skills of reflection, enquiry and debate.'*

One strand of PSHE and Citizenship is 'Making Choices'. A program which demonstrates choice and thinking skills is 'Kate's Choice', used by Roy Topping in a contrasting study of Year 1 and Year 5 children. A content-free branching choice program is 'Quandary' described by Rhona Dick. These programs are designed to encourage talk and the shared decision-making that results from considering the views of others. For as the Crick Report says:

*'Talk' or discourse is obviously fundamental to active citizens.*

Discussion tends to require some sort of representation and the tools of ICT can make that representation complex in a way not possible with earlier media. Children editing film, or using a hypertext to present information and ideas, now have a possible way of reaching a wider readership. The website [www.timeforcitizenship.com](http://www.timeforcitizenship.com) is described by Liam McGurrin.

Active Citizenship and participation is the subject of Angella Streluk's review of the British Legion CD and especially of Roger Keeling's description of MAPE's involvement in a school in the Philippines.

In 1998 Crick wrote:

*Overall a strong case can be made for the use of ICT as an integral part of education for citizenship. However, at present, there are few signs that schools and colleges are realising...the full potential of this important link within the curriculum.*

Citizenship is not a new subject: it draws on the heritage of Socrates as well as the early forms of parliament like the Viking Thing (possibly a precursor of today's School Councils!). We trust that in now realising the potential of ICT, children and teachers will also realise their own potential as active citizens.

<sup>1</sup> The 'Crick Report' [Education for Citizenship and the Teaching of Democracy in Schools](#). Final report of the Advisory Group on Citizenship, 1998

<sup>2</sup> Wegerif, R & Dawes, L (2002) [Talking solutions: the role of oracy in the effective use of ICT in Teaching primary Literacy with ICT](#) ed by Moira Monteith, Open University Press

# Creating a Forum for Debate

Mary Lou Thornbury

Social and moral responsibility, which the Crick Report regards as 'near the heart of the matter' of Citizenship was the study of our Year 4 class of 8-9 year olds. We made a link with the current RE theme, the study of rules and laws.

We began by looking at the CD-ROM, Coping with Citizenship (see Review). The CD offered considerable teacher guidance on this new curriculum and also included activities and stories. The class read the tale of the Prince and the Donkey which is about a young king who comes to power after the death of his autocratic father and rescinds all the country's laws. The resulting injustices are discussed through the experiences of a young girl and her brother who take their goods to market and have them stolen. Questions for discussion are interspersed through the story.

As children articulated their ideas about rules that they knew about, we focussed on the rules or laws that affect them and discussed who the makers of these rules or laws were. The question of why we have rules came up and the story of the Prince and the Donkey helped to clarify that issue. However, because their recent history studies had been about Henry VIII they thought that the task of kings was lawmaking and some in the class thought that the Queen should make laws to set things to rights. So we began to clarify who were the different law-makers at different levels, for example in schools, local councils, and the government.

The children rather liked the fairy-tale aspect of the story because of the comfort of familiarity. The story-telling genre prompted empathy. The discussion made clear that the children saw the need to make rules to ensure that justice is carried out for the benefit of everybody. It helped them realise they had to think twice rather than make a snap decision and blame or accuse. I liked the way this group of children, through the story, moved from egocentricity to becoming more aware of the needs of others.

The story structured the discussion about what happened when there were no laws. Should the baker be allowed to charge more for a loaf of bread or charge different prices to people he liked or disliked? So the question of 'fairness' arose.

Whole class debate at first proved difficult and rather intensive so we set up the next session as role play to allow for as many accounts as possible. In pairs the children made up little plays around the theme of 'It's not fair'. The resulting playlets were acted out to the class; they revolved round situations in the playground and situations at home. After each performance the audience offered possible solutions and gave advice to the protagonists. There was a natural search for resolution, although some of the actors thought their problems insoluble and resisted suggestions of compromise. The audience however desired a pattern or structure, rules that would make for personal security.

One boy whose play, 'It's not fair' described a situation in which all his belongings kept getting lost and misplaced, received lots of advice on how to keep things in one place or out of the way of other members of the family who tidied him up.

Literacy lessons ended with the on-going reading (on the whiteboard) from the story, The Prince and the Donkey. The story gave the issues a perspective. One small group which discussing stealing obviously empathised with the poor man who had no food so stole the children's donkey and provisions. Empathy and pity for the poor took precedence over concerns about property but then they had to consider the plight of the children whose property had been stolen. This meant that they had to think very hard about justice. At this point we asked for ideas to be written down and children in pairs began to make pages for Powerpoint. One pair wrote:

*What would people do without rules?*

*Most people would get a job and buy things with their money.*

*Some people would steal things and hurt people.*

After formulating these first statements one said, 'It's like the angel on one side telling you to do the right thing and the devil on the other saying the opposite'. The teacher introduced the word 'conscience' and they then wrote:

*The way we know what is right or wrong is called our conscience.*

*But the people who don't have a very good conscience need help from rules.*

This is their illustration:



The function of ICT in this context is to structure the response to the debate. The children's ideas, once on the screen, are the subject of further discussion as public statements.

*This group of children, through the story, moved from egocentricity to becoming more aware of the needs of others.*

# Creating a Forum for Debate

This takes the discussion on another step so the debate does not remain at the level of half-formulated personal opinion owned separately by each child and written down to be seen only by the teacher.

Children made frames on Powerpoint on whatever aspect of the debate interested them. The first group defined rules and then others wrote about the play they had performed. One example was the story of the playground game of 'It'. Three girls acted out a situation in which one girl did not want to play the game by the rules; she did not want to be 'It' when she was touched. They began with the statement:

*There are other rules that children make, like the rules in a game.*

But they were unable to decide how those rules worked so they wrote about the game:

*One day three girls were playing 'It'. They decided fairly who would be 'It'. Jessica was first and 'Itted' Hannah. Then Hannah caught Chloe. Chloe said she wasn't playing so Hannah was back to being 'It'. Chloe wanted to join in again. This happened three times and on the third time Hannah and Jessica had to explain the rules to Chloe. She realised that if she was playing she had to follow the rules.*

Having written the story of the game and how it went wrong they were able to move into the language and concepts of rule-making and wrote:

*The rules have to be fair and have to be agreed.  
You can't have two different sets of rules in the same game.*

They spoke about how, within the general understanding of the game, they sometimes changed the rules, depending on who was playing or on a desire to make it more complicated. The rules had to be agreed by all players when the game started. They suggested that rules were grounded in the situation and could be changed. They moved on from that to suggest that laws could also be changed; they talked about the recent countryside debate and rules that impinged on personal freedom. Thus, once they had applied theory to one of their own ideas they were able to extend their thinking to wider issues. On the Powerpoint presentation we included stills from one of the role plays and drawings.

The next frames were on laws made by adults (School Rules and Rules made by Parents). These statements automatically included a reason for those laws:

*Don't disturb other children when they are learning or if the teacher is teaching because the children won't know anything.*

*Adults make rules so when you grow up you are well-behaved.*

The first 12 frames of the Rules and Laws presentation on Powerpoint were composed by pairs of children and were then shown to the class. The children in the class were disinclined to change what had been written but discussed what had yet to be considered; in other words, they moved the argument on.

Everyone wrote their suggestions for the next frames which were then organised by the teacher under various heads. These formed the second part of the presentation.

One included a modification of what had been written by others:

Two children had written:

*Who makes the laws?  
Parliament  
The queen  
The mayor*

*Another added:*

*In Great Britain the Prime Minister makes the laws and the Queen signs them.*

Serendipitously, the subject was related back to the original RE context. The class was to go to a Hindu temple and the rules for behaviour and dress had been communicated to them. The next class discussion included the applicability of religious laws to people not of that religion:

*Going to a Hindu Temple  
In Hindu temples there are certain rules on what you have to wear.  
You can't wear short skirts above the knee or short sleeves.  
You have to take off your shoes, to show respect.  
When in the temple there must be silence.*

The pupils' ideas were beginning to draw on a wider context. We had begun by establishing how rules and rule-making are part of everyday life. Many of them knew that other countries have different laws and a Montenegrin girl wrote:

*In Montenegro you are only allowed to drive cars in some places, so that children can play next to their houses.  
Also you are not allowed to have cows or pigs in the forests.*

They were prompted to think about what laws could make life better for people:

*I think it would be a good idea if kids could get experience of the job they want to be in when they grow up, so they can know what it's like. Then they can decide what they want to be.*

Some wanted to make a statement out of the cosmic anxiety that they were aware of:

*I think that Tony Blair should make a rule for himself to not get involved in war. Children over the age of 8 should make a decision about war and whether we should have it or not.*

The enhancement of this project came from the initial impetus of the CD-ROM and the potential of ICT to allow children a voice (the presentation is in the children's words) not coloured by their age or ability, a voice that makes them part of a forum of debate that is wider than the usual relationship between teacher and taught. This is the beginning of citizenship.

For their enthusiasm and commitment to this project I have to thank 4C and their teachers, Jan Hunt and Matthew Cornish of Bousfield School in the Royal Borough of Kensington and Chelsea.

<sup>1</sup> The 'Crick Report' Education for Citizenship and the Teaching of Democracy in Schools. Final report of the Advisory Group on Citizenship, 1998

## Studying the Rights of the Child

Moira Monteith

### ■ Introductory Comments:

Class work on citizenship and, in this instance, the *Rights of the Child*, implies increasing the children's ability to discuss difficult ideas where disagreements might arise. Therefore this scheme of work hinges on the application of the aims and procedures used in developing 'Exploratory Talk', where the class agrees ground rules for group discussion.

Please view the website: [www.thinkingtogether.org.uk](http://www.thinkingtogether.org.uk) which is organised around class work using discussion. It is also a very useful website in its own right. By developing this kind of talk, we can help involve every person in the class and improve their levels of listening and discussing.

Obtain the poster *Rights of the Child* from Amnesty International and display it in the classroom for some days before you begin this scheme of work.

The two lessons which are published below are part of a series which will be posted on the Naace website. Click the 'Curriculum Resources' tab on [www.naace.org](http://www.naace.org) and follow the links to 'Primary Classroom Activities'

Lesson One: Needs and Wants

Lesson Two: At what age are you a child and what can you do at different ages?

Lesson Three (below): All Children have the right to a name

Lesson Four: The right to life and to be healthy

Lesson Five (below): The availability of food

Lesson Six: The quality of information

For the Scottish Curriculum the levels equivalent to those featured below for the English curriculum will be:

Language	Level D/E	Talking – Talking in groups
Education for Citizenship in Scotland Paper	Suggested Level D/E	Consultation Paper only available
Health Education	Level D/E	Social health
Environmental Studies	Level D/E	People in Society – Rules rights and responsibilities in society

**Lesson Three: using Article 7 of the Rights of the Child Convention: All children have the right to a legally registered name...**

This lesson considers the importance of naming, discovers aspects about our names and looks at birth certificates.

Title: Names: their history and registration	Suggested ages 9–11
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<b>Organisation</b> Whole Class, group and individual work	<b>Context</b> Lesson 3 in a series of six
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<b>Curriculum references</b> Citizenship 2a Research and discuss topical issues, problems and events English En1 Speaking and listening 3	<b>Learning Objectives</b> Children will • learn about everyone's need of legal papers • research their own names or those of a friend • design a birth certificate
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### ■ Previous experience

Children should

- understand the status of registration papers, if only to realise their importance
- (if using ICT) be able to use the software available

### ■ Resources

- examples of birth certificates, both longer and shorter.
- computers with software for creating certificates
- or materials for making certificates by hand
- Dictionaries of names

### ■ Activity

Suggest the children ask their families beforehand, if possible, how their names were chosen. Show the children examples of birth certificates. Explain that now we all need to have one, to indicate our name, our age and where we were born. However, in days gone by people did not need to register their children's names or date of birth. How do we get our names? In the past we had a first name, and then to distinguish between people with the same first name, a second was added. The second usually related either to a parent (son of, daughter of), where a person came from (names of towns and counties, plenty of examples exist: you may know some local to your school area) or someone's occupation, e.g. miller, baker etc.

How do we choose names? Sometimes people are named after an aunt or grandfather. Sometimes names were forbidden: e.g. Irish names during certain historic periods, Breton names in France in the 1950s, 1960s. Sometimes people didn't bother with actual names, for example in China sometimes girls were just called second daughter etc. Children have often been called after important people, generals, kings and queens, actors etc.

# Studying the Rights of the Child



Children design a birth certificate. Explain the design features. It has to have some official phrasing, similar to that of a real certificate, and has to have space for information and for a signature. You may suggest they design it for a new member of their family or an imaginary character, whichever you consider appropriate. Discuss which facts they will need: date of birth, place of birth, name, possibly the parents' names, possibly the parents' occupations. The children either print out or draw their certificate.

## ■ Plenary

Go over the importance of certain papers that everyone has, such as a birth certificate or nearly everyone, such as a driving licence or passport. What are identity cards?

## ■ Assessment

Do the children understand that nowadays everyone needs certain official papers? Are they clear about the nature of the information needed?

## ■ Extension activities

Design other documents such as passports, identity cards to get into a particular venue, marriage, birth or death certificates of historical characters.

**Lesson Five: Articles 13 and 27 of the Rights of the Child Convention:**

*13 Children have the right to get and share information as long as that information is not damaging to them or to others.*

*27 Children have a right to a standard of living that is good enough to meet their physical and mental needs.*

*The Government should help families who cannot afford to provide this.*

Title: Availability of Food	Suggested ages 9–11
<b>Organisation</b> Class and group and individual work	<b>Context</b> Lesson 5 in a series of six
<b>Curriculum references</b> Citizenship 2a research and discuss topical issues, problems and events 4f think about the lives of people living in other places English En 1 Speaking and Listening 3	<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• children will learn how food is distributed in the world</li> <li>• they will design two pie charts, one denoting population, the other distribution of food</li> </ul>
<b>Previous experience</b> Children should <ul style="list-style-type: none"> <li>• have some knowledge of pie charts</li> <li>• be able to use relevant software if this is used</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• computer with software: spreadsheets with illustrative charts</li> <li>• or paper on which their own pie charts can be drawn</li> </ul>

## ■ Plenary

Compare the two charts and consider the following information: each year the world produces one and a half times the amount of food needed to feed everybody. The difficulty seems to be in how we distribute it. Display the charts

## ■ Assessment

Are the children able to compare the information in the two charts?

Can they see the relationship between the figures and the pictorial representation?

## ■ Extension activities

Children use other graphs to present the information, to combine the information on one graph and to consider the present availability and distribution of food in the world.

Discuss ideas about growing and distributing food, and Fair Trade.

## ■ References

A poster of *The Convention of the Rights of the Child* can be obtained from Amnesty International, if you request it for a school. They also have a leaflet: *Some Exercises and Activities for Introducing The Rights of the Child to the Classroom.*

Amnesty International UK, 89–119 Rosebery Avenue, London. EC1R 4RE

Phone: 020 7814 6200

Website: [www.amnesty.org.uk](http://www.amnesty.org.uk)

Oxfam has produced a leaflet: *A Curriculum for Global Citizenship* but this is being updated currently. They also produce a book: *Global Citizenship: The Handbook for Primary Teaching*, £25 plus p&p

Oxfam Development Education, 232–242 Vauxhall Bridge Road, London. SW1V 1AU

Phone: 020 7931 7660

Website: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

**For further information:**

United Nations Development Programme Website: [www.undp.org/](http://www.undp.org/)

Development Education: [www.dea.org.uk](http://www.dea.org.uk)

Exploratory Talk: Publications by Lyn Dawes, Neil Mercer and Rupert Wegerif

A useful one to begin with: Wegerif R. and Dawes L. Talking Solutions: the role of oracy in the effective use of ICT. In *Teaching Primary Literacy with ICT*, (ed) Moira Monteith, Open University Press, 2002.

Website: [www.thinkingtogether.org.uk](http://www.thinkingtogether.org.uk)

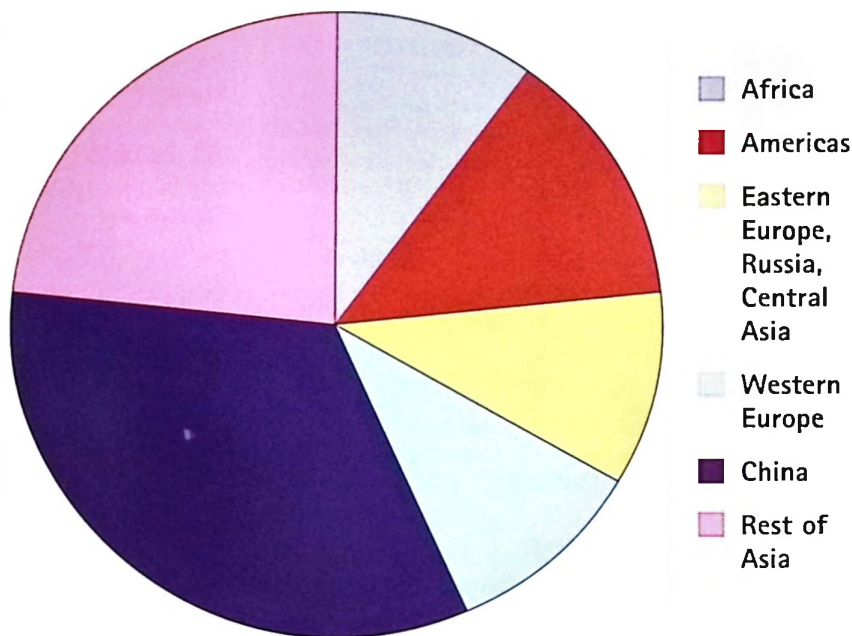
## Activity

Have the available information ready for the class so that they can set up the data and pie charts:

### First set:

The world's population is spread in the following blocks:

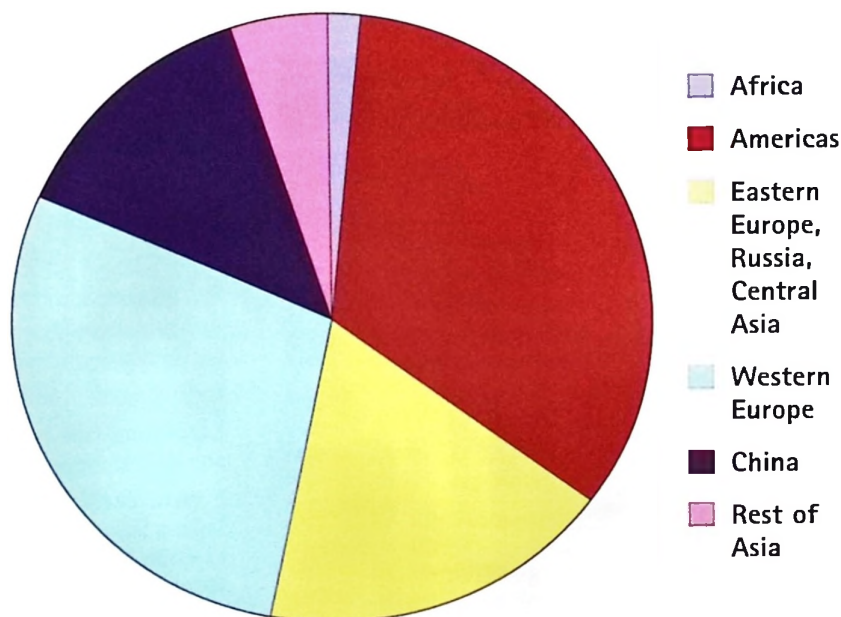
- Africa 3
- Americas 4
- Eastern Europe, Russia and Central Asia 3
- Western Europe 3
- China 10
- Rest of Asia 7



### The second set of information:

The world's food is distributed in the following blocks:

- Africa 1
- Americas 20
- Eastern Europe, Russia and Central Asia 11
- Western Europe 17
- China 8
- Rest of Asia 3







# Wateraid

“Water, water, everywhere, Nor any drop to drink”<sup>1</sup>

Rhona Dick

Approximately 70% of the Earth's surface is covered in water, but of that only 1% is fresh water, and 97% of that is frozen at the polar ice caps or in other glaciers. Put another way, if you had one thousand litres of water only ten would be fresh water, the remainder would be salt water. Of those ten litres of fresh water only 100ml would be available in the water cycle.

In Britain we are accustomed to having a more than adequate supply of pure water to cater for all our needs, but this situation does not pertain in much of the world where clean water is a luxury that many people cannot take for granted.

The Universal Declaration of Human Rights declares, “All human beings have the right to life”; this includes the right to water. This statement was reaffirmed by the United Nations Committee on Economic, Social and Cultural Rights in November 2002, noting that “the human right to water is indispensable for leading a life in human dignity. It is a prerequisite for the realization of other human rights.”<sup>2</sup>

The following lessons, which are linked to QCA scheme of Work for Citizenship, Unit 7 Children's rights – human rights, are designed to raise children's awareness of the scarcity of water and the enormous problems that the lack thereof brings to people's lives globally.

Not all of these lessons involve children using computers.

The summary and lesson which are published below are part of a series on the Naace Primary website. Click the 'Curriculum Resources' tab on [www.naace.org](http://www.naace.org) and follow the links to the 'Primary Classroom Activities'.

## Lesson summaries

Lesson one introduces children to the idea of essential and non-essential use of water and asks them to prioritise their uses of water with justification.

In Lesson two the children play the water game (WaterAid) in which they must identify strategies that communities can adopt to provide themselves with clean water. This is followed by some writing about the different problems and their respective solutions that exist in different parts of the world.

Lesson three encourages children to consider the wider implications of water shortage by providing them with some shocking statistics relating to illness and death resulting from lack of clean water. The children are encouraged to consider their responsibilities to people in developing countries and use persuasive writing techniques to put pressure on government departments to do more to provide the developing world with clean water.

In lesson four children are provided with a more positive look at the additional benefits that a regular supply of clean water can bring to people's lives. They create posters to illustrate these benefits.

## Lesson Two: The Water Game

Title: The Water Game		Suggested ages 9–11	
<b>Organisation</b> Pairs	<b>Context</b> Lesson 2 in a series of four	<b>Curriculum references</b> Citizenship NSG KS2 2d, 2e, 3b, 4b, 5e Science Sc2 Life processes and living things 5f English En2 3c,d En3 1a,b 2f QCA SoW Citizenship Units 5 & 7 Scottish Curriculum Levels D/E Language– talking in groups, Envir Study – the Human Environment Citizenship	<b>Learning Objectives</b> Children will learn <ul style="list-style-type: none"> <li>• that many parts of the world have severe water shortages</li> <li>• how this affects communities</li> <li>• that communities can help themselves</li> <li>• that charitable organisations exist that can help</li> </ul>
<b>Previous experience</b> Children should <ul style="list-style-type: none"> <li>• know about basic human rights</li> <li>• know that some micro-organisms are harmful, and ways to combat these.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• Computers with internet access</li> <li>• Word processors</li> <li>• Projector and whiteboard are useful but not essential.</li> </ul>		

## Activity

In advance bookmark the site <http://www.wateraid.org.uk/other/external/qgame/>  
Discuss differences between our water supply and that in many developing countries and problems that arise.

Give children brief information about Ethiopia and Nepal: climate, terrain etc and ask the children to explain how these might affect the supply of clean water.

Divide the class into two groups, one to play the Ethiopia Game and one to play the Nepal Game.

Explain that they are going to play a game that will show them something about the lives of people in two different countries.

Tell the children to open the WaterAid site.

Read through the instructions with the children and check that they understand.

Remind them to discuss their ideas with their partner.

Explain that they should read the text on each page carefully as they will be asked to write a short report afterwards.

When the children have played the game ask them to open their word processing program and to write a brief report giving information about:

- The country
- The environment including natural resources
- The family situation
- The decisions the community makes and the reasons for that
- The role of WaterAid

The children should save their work.

You may wish to provide a writing frame for pupils.

## ■ Plenary

Play the Ghana game as a class. If you do not have access to a projector and whiteboard you could use a large screen monitor.

Ask the children to discuss decisions with their partners.

What did the communities do to help themselves?

What was the role of WaterAid?

## ■ Assessment

Do children take into account the information they have been given in the text?

Do children understand that lack of clean water has many implications including health and education?

Do children understand that many people in developing countries cannot afford to pay for many services?

Can children transfer their learning from the games they have played to the slightly different Ghana game?

Do children understand that communities can effect change?

Do children understand that charitable organisations exist to support communities in the developing world?

## ■ Extension Activities

Try to arrange for a visit from a WaterAid speaker details on [http://www.wateraid.org/uk/get\\_involved/volunteering/wateraid-speakers/5926.asp](http://www.wateraid.org/uk/get_involved/volunteering/wateraid-speakers/5926.asp)

Make further comparisons between the many areas supported by WaterAid

[http://www.wateraid.org.uk/site/learn\\_zone/under\\_11/](http://www.wateraid.org.uk/site/learn_zone/under_11/)

To adapt this lesson for younger children.

Play the game as a whole class so that you can read the text.

Create writing frames with word banks for children to help them write about life in these rural communities.

## ■ Links and Resources

<http://www.wateraid.org.uk/>

WaterAid – a charitable organisation

<http://www.globalwater.org/>

Global Water – a charitable organisation

<http://www.utilityknowledge.org/resources/calc.htm>

Online water calculator

<http://www.globaldimension.org.uk/res/results.asp>

The Department for International Development has a list of resources. This includes a video about safe clean water seen through the eyes of children from Ghana and Britain. *Buckets of Water* can be borrowed, free of charge, for one month from Water Aid.

<sup>1</sup> The Rime of the Ancient Mariner by Samuel Taylor Coleridge

<sup>2</sup> General Comment No. 15 (2002) The right to water (arts. 11 and 12 of the International Covenant on Economic, Social and Cultural Rights)

The children are encouraged to consider their responsibilities to people in developing countries and use persuasive writing techniques to put pressure on government departments to do more to provide the developing world with clean water.



## A programme for Senior Managers – Citizenship and ICT

Mary Welsh

### ■ Personal and Social Development and Citizenship Education in Scotland

In 1993, the Scottish Education Department published curriculum guidelines for "Personal and Social Development 5-14". Within the guidelines, there are strands devoted to "Self Awareness", "Self Esteem", "Inter-Personal Relationships" and "Independence and Inter-dependence".

In December 2000, the Scottish Executive Education Department (SEED) outlined new priorities in education:

- Achievement and Attainment
- Framework for Learning
- Inclusion and Equality
- Values and Citizenship
- Learning for Life.

In June 2002, LTS published "Education for Citizenship ~ A Paper for Discussion and Development" in which it outlined targets to be met in teaching citizenship to pupils aged three to eighteen.

From August 2001 until June 2003 I was seconded to Learning and Teaching Scotland (LTSScotland). LTSScotland is a national public body which provides support, resources and staff development for early years and school education, and promotes learning throughout life. Its role is to advise the Scottish Executive and to support development in learning and education, including the use of information and communications technology (ICT).

### ■ Introduction

I was a member of a team offering support to teachers participating in NOF. During my travels throughout Scotland members of school management teams (SMTs) complained that they were finding it difficult to complete NOF Training because they did not work regularly with a particular group of children and therefore the final tasks of the programme were difficult for them to complete. This last stage asked teachers to plan, teach and implement a series of at least three lessons using ICT, either as an integral part of the lessons, or as a stimulus for them. I was asked to devise a set of lessons which would allow management teams to complete the programme.

Bearing in mind that one of the main ways that SMTs interact with pupils is by means of whole school assemblies during which they often promote values and citizenship, I decided to create a set of lessons based on three assemblies. Members of the SMTs and class teachers would take these assemblies and pupils would complete the follow-up activities. The underlying aim was to create a programme in which the whole school would participate.

### ■ Topic – "Using Our Talents to Help Others"

#### Aims and Objectives –

By the end of the sessions the pupils will be able to

- Identify personal talents
- Recognise that talents must be nurtured
- Understand that individuals can use their talents to help others.

#### ICT Resources Used –

- The Internet,
- A computer with Microsoft PowerPoint,
- A digital projector and screen,
- Digital still and video cameras,
- Software about Global Citizenship/Development.

### ■ Assembly Outline and Classroom Activities

#### Assembly 1:

1. In advance, research websites related to Assemblies and to Development Issues. Create and use PowerPoint presentation, "Our Talents".
2. Prepare materials for staff information. It is helpful for SMTs to brief staff in advance or to provide teaching materials. I have visited schools where SMTs did offer support materials, (especially during Lent or for a new topic like this) but many SMTs leave staff to "get on with it". Either approach would be acceptable.
3. During a whole school assembly invite children to think about their personal talents.

#### Assembly 2:

In the interim between the first and second assemblies, gather examples of pupils' work on their own talents. Use the materials gathered to create a display for the assembly and invite children from each stage to demonstrate their talents during the second assembly.

#### Assembly 3:

Deliver an assembly based on the PowerPoint presentation, "Using Our Talents to Help Others". Prepare activities related to the presentation and invite pupils to participate. Elicit a way of helping, e.g. fund-raising using our talents.

## ■ Classroom Activities

Classroom activities were differentiated according to stage and level of understanding. The learning outcomes were:

- To help children know themselves
- To help children identify their own aptitudes and abilities.
- To help children express positive thoughts about themselves and their abilities.

During circle time, in Primaries 1 and 2 (Reception and Year 1), the children were asked to pass a smile around the group, to identify something they felt they were good at and to draw a picture of themselves doing this activity.

Primary 4/5 pupils (Years 3 and 4) were asked to produce a piece of artwork or a piece of personal writing about their special talent.

Children in Primaries 6 and 7 (Years 5 and 6) were asked to produce a piece of creative writing, a PowerPoint Presentation or a short video film about an occasion when "I saved the day" by using my personal talent.

The lesson plans were well received and were published originally in "The Teacher's Cupboard" Section of The Learning Schools Programme Website, hosted by RM and by Learning and Teaching Scotland

<http://www.lsp.open.ac.uk/teachcupbrd/index.htm>

I believe they could also be used effectively in class teaching.

Mary Welsh's list of websites is included with others on the last page of this magazine. (ed)

**The underlying aim was to create a programme in which the whole school would participate.**



A picture from 'Heartmines' from Croatia by Martin Olsson. See 'Living with Landmines'

## Read all about it!

### Roy Honeybone

The advent of the digital camera, coupled with an increasing range of computer software and hardware has made the production of a newspaper a much more realistic proposition than it once was. The key skills in ICT, communication and working with others are well developed through any form of newspaper production. Encouraging the use of the newspaper in the classroom will promote pupil motivation, community involvement and, hopefully, a new age of well-informed and participative readers.

#### ■ Use newspapers as a resource

Begin by looking at different newspapers; observe techniques of layout and style and newspaper conventions of writing and reporting, recently much changed by the advent of technology. Representatives of the local press may well be willing to visit your school and discuss their job. Or arrange a visit to the offices of your local newspaper to view the process of newspaper production in action. (See meet and talk with people) Many regional newspapers employ staff linked to Newspapers in Education (NIE) projects.

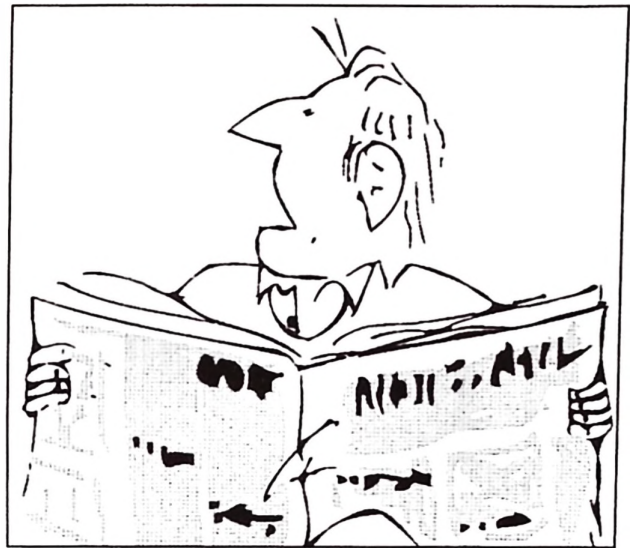
#### ■ Reflect the children's interests

The growth of a child's experience is reflected in their 'news'. Infant pupils talk about their family news, but by the time they reach year six they have moved through to an interest in the local community, or in regional and national issues until they consider matters of global concern (especially issues around major disasters – flood, famine, earthquake, war etc.) By the time they reach the upper juniors they will expect to be able to react and in some way 'make a difference'. To make this difference they must practice communicating their ideas so as to convince others.

#### ■ Who will be involved?

Ideally, everyone will be involved in some way or another. If it is a class production then all members of the class should be invited to contribute. If it is a school production then each class could contribute a number of pages. Responsibilities for particular tasks need to be allocated, but as far as possible as many pupils as possible should be involved in as many different aspects as possible, as reporters, graphic designers (photographers, artists), feature writers, editors or headline writers. Class teachers and subject co-coordinators/managers could be asked to ensure that their pupils and subjects are fairly represented, so that the process is democratic as well as the product. This is where your editorial committee comes in.

The editing needs to be sensitive. One of the main aims of this activity is to raise self-esteem and it can be disappointing to look for your name or your contribution in the finished product only to discover that it has been



edited out! Pupils and adults acting in a supervisory capacity need to bear in mind that contributors, either by way of articles or volunteer labour, want to feel valued. It is likely that an adult will be expected to oversee production, but as much responsibility as possible should be devolved to the pupils themselves in the true spirit of citizenship education.

#### ■ What software will be used?

One consideration is whether to produce the newspaper as hard copy or as an online publication or both. The only restrictions may be the copyright laws and the amount of memory used up by a large number of detailed images. The use of scanners and digital cameras allows the pupils to incorporate almost any image into their newspaper, so it should be possible to avoid copyright by using mostly original material.

Ensure access with programs that are easy for young children to use and which can be incorporated easily into your publishing program. Word-processing, for example, may be undertaken by any or all of the pupils. The very youngest children in the school may be encouraged to sit beside the computer and tell their news to an adult (teacher/ parent/ classroom assistant) or to an older pupil who can type in the text for them.

An internet search should provide online examples. One such site is The Children's Express website, a valuable link to citizenship based reports written by pupils:

<http://www.childrens-express.org/teachers/>

**Do the newspapers agree on what constitutes the most important news of the day?**



Using ICT to produce a newspaper – just like a real journalist

## ■ Funding?

The newspaper needs to be funded. The school could bear the cost of production if it only entails photocopying a few pages for distribution to a class. However, if a more ambitious whole school production is undertaken then you may need to consider sponsorship, advertising and charging a realistic fee. 'Real' newspapers can only keep their costs down by including a large number of advertisements (an interesting maths project).

If you finish up with a mammoth production please do not underestimate the time taken in photocopying, collation and distribution. It is best to be thoroughly prepared before embarking on such a task.

## ■ Activities Involving Newspapers

The key statements relating to newspapers in the programmes of study for Citizenship are under *Preparing to play an active role as citizens*:

Here are some activities that can be adapted to all age groups.

### 1 The Treasure Hunt

*2k to explore how the media present information*

Have a 'Treasure Hunt' of items/articles/information found within a newspaper. This can vary according to age and ability and the newspaper provided. Younger pupils may look for photographs and headings where older pupils may be asked to research more deeply and read beyond the headlines.

**The story.** Having looked at newspaper articles and seen how the news is reported children could be asked to report themselves the substance of a short story as it might appear in a newspaper article. They should debate the essential components of a news story (When, Who, What,

Where, Why, How) and compare the resulting news item with the original story. Information in a news item decreases in importance as the report continues; the headline gives the basic story. In a traditional narrative the process is reversed with the story gradually building up to the final climax.

**Bias.** Children should be encouraged to look for balanced argument and/or evidence of bias. There may well be possible links to the National Literacy Strategy through discussion of persuasive language and the classification of sentences into fact or opinion. Children could be posed a variety of questions related to information/advice contained within a particular edition. Younger pupils may be given a section of the newspaper in which the answers may be found. Older pupils may be expected to scan the entire paper. A natural development of this activity would be for the pupils themselves to pose questions for their peers.

**Headline writing.** Following on from the Treasure Hunt children might be presented with a variety of headlines separated from the stories and see if they can match them. Another activity would be to give the children short stories for which they have to create a headline (working in pairs).

### 2. Hold the Front Page!

*(PoS KS2 2a – to research, discuss and debate topical issues, problems and events, 2f – to resolve differences by looking at alternatives, making decisions and explaining choices)*

Children should study the front page of a variety of newspapers of the same date. They should identify similarities and differences and begin to identify features of style e.g.; masthead, headline (including size), photographs (including size and captions), news in brief relating to articles elsewhere in the paper etc. Do the newspapers agree on what constitutes the most important news of the day?

A follow-on from the above activity is for the pupils to create their own front page. Working in groups they need to brainstorm recent events that they consider newsworthy from the various communities to which they belong (home, class, school, neighbourhood, the local, regional, national, or international community). They then need to decide which items will be represented on their front page (the number of articles may relate to the number in the group). What will their paper be called? How much space will be assigned to each article? Writing tasks, together with responsibilities for illustrations, masthead etc should be allocated and deadlines set. This part of the decision-making may initially be completed as a 'cut and paste' activity, and will be developed further as an ICT activity.



Pupils from Swaythling School, Southampton study the front pages of different newspapers

### 3. Interviews

*5e – meet and talk with people*

*KS1 2b – take part in a simple debate about topical issues.*

This may be introduced initially as a role play activity with the pupils selecting a newspaper story and role-playing interviews between a reporter and various people who may have been involved in the story. (cf links with the literacy hour and looking at different viewpoints). Pupils should also collect examples of interview questions and debate what makes a good question. Open and closed questions should be discussed and their value in interview situations considered. Pupils may then wish to interview people within their community with a view to publication. If there are any topical newsworthy issues pupils may wish to interview a number of people in order to get a variety of viewpoints (cf literacy hour and issues of fact and opinion/ balanced argument).

### 4. Taking Action

*2a – to research, discuss and debate topical issues, problems and events*

*2h – to recognise the role of voluntary, community and pressure groups*

*5g – find out where individuals, families and groups can get help and support*

Scan a selection of current newspapers for headline news with implications for action. Sort and classify them into national or global issues. Could they be sorted/ classified in

any other way? (e.g. natural disaster, man-made disaster, human conflict) Can the pupils prioritise the articles according to most pressing need? Whose responsibility is it to help these people? Can we do anything to help, if so, what? Is there anything within our own community which might be considered a small-scale parallel, e.g. playground conflict – rival groups, lack of concern for our environment?

Select one issue from the above activity and research it as thoroughly as possible using all available resources; newspapers, television and radio reports, library information, internet resources, contact with agencies involved (by letter, telephone or e-mail). Debate the problem and consider possible solutions. Create a multi-media display and/or a school newspaper article, to inform other members of the school/ wider community of the issue. Discuss possible action and take it.

Invite a representative from an international aid agency to visit the school to discuss a current situation with the pupils (natural disaster, poverty, famine, child labour, refugees, children at war etc.). The pupils should engage in some background research on both the situation and the agency in order to help them to formulate appropriate questions for their visitor. Once again create a multi-media display and/or a school newspaper article, to inform other members of the school/ wider community of the issue. Discuss possible action and take it.

### 5. Now Let's Make Our Own Class/School Newspaper!

*5a take responsibility*

*5c participate*

*5d make real choices and decisions*

Make all necessary decisions, fix deadlines, allocate responsibilities and produce edition number one!

The author of this article was involved with QCA in creating the exemplar unit (11) in the scheme of work and also produced advice for teachers in Hampshire when seconded to Hampshire Inspection and Advisory Service (HIAS) as a teacher adviser for PSHE and Citizenship.

This article is adapted from one which appeared in the ACT (Association for Citizenship Teaching) journal Issue 4 Autumn 2002.



The first edition of the school newspaper goes on sale

## Education for Sustainable Development

Heather Govier

One aspect of Citizenship is the understanding that we are all citizens of the whole world and that we have a duty to each other and to future generations to take care of the world's resources.

Education is an essential tool for achieving sustainability. People around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are key to moving society toward sustainability. It is easy to identify what is unsustainable in our societies – inefficient use of energy, lack of water conservation, increased pollution, abuses of human rights, overuse of personal transportation, consumerism, etc. The difficult part is putting this right.

Children need to know about the above issues but they also need to have some understanding of the types of decisions that must be made and the need for everyone to work together unselfishly. The following game could be used to introduce children to the concept of sustainable development and to help them understand some of the dilemmas it poses. It would be suitable for children aged 9-11.

**Group size:** an ideal whole class activity.

**Time Needed:** 30 minutes

### Materials

- A large number of small pebbles (or wrapped sweets – see note below).
- Paper and pencils for keeping score.

### Directions

1. Divide the class into communities of four.
2. Place 16 pebbles in a communal pile for each community.
3. Explain the rules of the game:
  - The pebble pile represents a valuable renewable resource (for example, food). The resource is replenished after each round of play.
  - Each community member may take freely from the resource pile each round.
  - Each community member must take at least one pebble in each round to survive.
4. One person in each community must record the number of pieces taken by each community member in each round.
5. After each round, count how many pebbles each community has remaining in the pile, and add the same number of pebbles to the pile.
6. Play three or four rounds, pausing after each round to find out if any community members did not survive.

7. Play one final round, then have community members share what happened in their communities:
  - In which communities did everyone survive?
  - Which community had the most pebbles in the resource pile at the end of the game?
  - Which communities are confident they will always have enough pebbles for everyone as long as the pile is renewed? How did these communities arrive at that point? What strategies were used?
  - Was there a leader in these communities? If so, why did the community listen to that person?
  - Could these communities have reached "pebble sustainability" without communication?
8. Compare per capita pebble ownership around the room.
  - Out of the whole room, who had amassed the most pebbles? How did he or she accomplish this?
  - Did this keep others from surviving?
  - Where do we see this type of greed in the real world?
9. Start a discussion of the following:
  - What information is necessary to know how to manage a resource sustainably (e.g., community size, resource renewal rate, environmental carrying capacity, etc.)?
  - What is needed to actually put information into practice (e.g., leadership, communication, trust, legislation, understanding of consequences, examples of failure, etc.)?

### Note

The pebbles represent a valuable renewable resource. In the United States, this game is often played with individually wrapped sweets. The participants are told they can keep and eat the sweets they have at the end of the game. Using sweets or coins rather than pebbles helps participants understand the temptation and greed associated with this game and how it applies to the real world. The authors realize that playing with food is not culturally acceptable in many societies.

This activity is taken from the Education for Sustainable Development Toolkit <http://www.esdtoolkit.org> an easy-to-use manual for individuals and organizations from both the education and community sectors. The ESD Toolkit has been prepared to support agencies preparing for the United Nations Decade of Education for Sustainable Development 2005-2015.

*Out of the whole room, who had amassed the most pebbles?  
How did he or she accomplish this? Did this keep others from surviving?*





## School Councils! Film-making!

### What has that got to do with ICT?

#### Rob Humphries

My generation is generally pretty apathetic towards politics. One of the reasons why we are so uninterested is that in our formative years politics wasn't very important. Music was important, and I remain fascinated by it more than twenty years later.

At university I was asked to work on a promotional film being made by some students, about life at our college. They chose me not for some latent filmmaking talent they identified in me but because I was the only person they knew who had a four track tape recorder, with which I used to write and produce music. The film took about a year to make and was great fun. I 'did' the sound. Because of my love of music I was invited to direct the scene in our college bar where a band played. The finished scene does bear more than a passing resemblance to TOTP and the Tube, my favourite programmes at the time!

I have never worked on a film since. But the experience was great. The thrill of watching people's reactions at the premiere (sounds grand but it was in our TV room at college) will live with me for ever. My copy of the video comes out every few years to howls of derision from everyone who has ever watched it.

Last year I asked our School Council what we should spend our Tesco Tokens on. They came up with an interesting list. Item number one was a movie camera. I 'bought' one of those carelessly named Digital Blue cameras and then reported back to Council about that and the other things they had asked for. Then I heard that the Naace Primary Community were doing a publication about PSHE and I thought that it would be great if a group of children at my school got the same opportunity that I had had, except they would have to make a documentary about school councils.

A small group of Year 6s were chosen to make the film and they have been working on it ever since. My role was to be like that of an executive producer, I offered to do what I could to help and gave them some deadlines, but really it is all down to them. Apparently my experiences as executive producer are just like those of a real Hollywood moviemaker: they never tell me what they are actually doing, although they keep telling me the film is coming on well, deadlines keep slipping and if we had any budget at all, they would definitely have overspent!

The children have finally shown me some of the footage they have shot. They have clearly taught themselves a lot about film-making. Their pictures are now steady and they don't jerk around like a really bad episode of NYPD Blue or This Life! The children don't need to use a clapperboard because the camera records both sound and pictures but they were struggling to manage all the clips they had taken. So now they film a title for the first shot in a sequence. They write on a whiteboard, film it and then take the footage they want. When you look in the clips editor in the software you see all these named sequences. What a logical way to organise the hundreds of files they have created.

The quality of the talking (and arguing) they are doing is high. So the thinking involved must be at a good level. I hope that when the film is finished it will be seen by a wide audience. This to me is an example of ICT providing an opportunity that wasn't previously available.

## School Councils! Film-making!

Not many people have made films because it used to cost so much and yet here we have a group of ten and eleven year olds who look like they are going to produce an interesting film with a sound and picture quality which will just about be okay using a camera that costs about £85. Thankfully the camera has been renamed as well, it is now called a Digital Movie Creator.

And as for School Council, many of the things they put on their list of wants addressed particular shortages we have with the computer equipment at our school. After I talked at the council meeting about them spending the Tesco tokens, each class councillor went back to their class and discussed what they thought were priorities and everyone was invited to look in the catalogue. The lists that came back to School Council were apparently very good and the Council merged them into one list that they presented to me. The list included still and movie cameras, drum machine, DVD player, projector and several software titles. It was a well thought-out list and we were able to order almost everything they wanted apart from some software that wouldn't work with our systems. Council were very pleased with the outcome. **This is democracy in action.**

The children at our school are used to class council meetings. They are used to a process that takes time but does deliver noticeable improvements to our school. Each council at our school runs for half an academic year. The first couple of councils talked endlessly about the pupils' toilets. They made the adults at school realise things we had never given a second thought to. A lot of changes have been made in these areas since. The children organised a rota to keep opening and closing the windows and they ran a poster competition to encourage flushing. This is not the stuff that inspires revolutions but it comes close to the principles of life, liberty and the pursuit of happiness: political ideas that have been championed for over 200 years.

My class voted a couple of years ago under A.O.B. to abolish homework and were devastated the next Friday when I gave out the homework sheets as if nothing had changed. They learnt in the next few minutes that just because 3H wanted something to happen did not mean that it automatically would! Having said that, the school council has achieved a lot: they have asked for, and been given, money to buy playground equipment. They wanted a pumped up football to use at breaktimes, so they agreed times with the PE co-ordinator when they are allowed to go and pump up their football. They have organised some very successful charity events.

Some of their ideas are hilarious. How many times have we had to sit through discussions about putting a roof on the playground? One child even got his dad, who was a builder, to cost it out! The quality of debate in the class does vary but it improves as the year goes on. The quality of debate in the fortnightly School Council meeting, especially amongst the older children who have two or three years experience, is outstanding.

What has this got to do with ICT? Well one girl in my class couldn't be at school on the day of the election so she made some flyers using a DTP package on her dad's Apple Mac and got her friends to distribute them. She won the election by a landslide. Last year a candidate in Year 5 did their election address using PowerPoint. Their class were very impressed. Now multimedia presentations by the older children are commonplace. It can only be a matter of time before Jeremy Paxman, or whoever, comes in to chair Question Time from our council chamber!

What is good about this is that the children are getting used to political activity. They are being involved in the political process in a way that my generation never were. Yes, children's attitudes have changed dramatically in the last twenty years or so. But if they get used to using the political arena at a young age, then they may well continue to use that arena when they get older. Given enough time, and the continuation of school councils, you would expect national voting levels to rise because this generation might believe that there is some point in bothering to vote. If Burke is right that 'it is necessary only for the good man to do nothing for evil to triumph' then you will agree that the politicisation of our school children is a good thing.

Getting back to my real interest, music, what is funny is that the Fairlight synthesiser I dreamed of owning when I was young cost about £60,000 at the time. Fairlights revolutionised music, they were the first machine to use digital means of recording. Yet the PC that I have just typed this article on cost about £1000. I've spent about £400 on a decent soundcard and some music creation software. On this machine now I have a full digital recording studio and a host of other features which the Fairlight could only dream of having. But I think it was more fun when I was young, when the music was real, not virtual, and when I used my four track tape recorder and spent hours programming drum machines and synths that by today's standards were a joke. Ironically I can't really be bothered to produce music now. I must belong to a very apathetic generation?

Rob Humphries ICT Manager and AST, Four Lanes Community Junior School, Chineham, Hants, RG24 8XL  
[rob@2eastgate.freeserve.co.uk](mailto:rob@2eastgate.freeserve.co.uk)

**...one girl in my class couldn't be at school on the day of the election so she made some flyers using a DTP package on her dad's Apple Mac and got her friends to distribute them.**

With just a little bit of support children can use **Quandary** to set up ethical dilemmas

## In a bit of a QUANDARY?

Rhona Dick

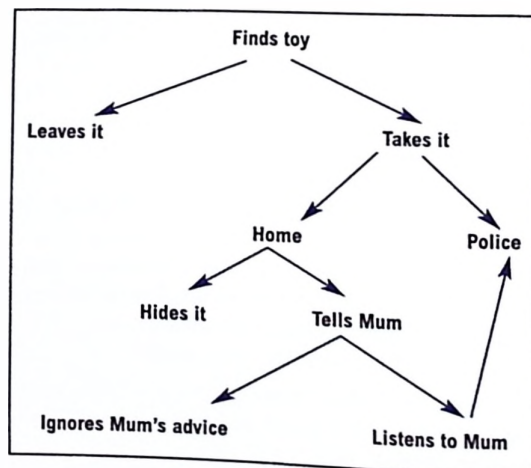
*Quandary* is one of those great little programs from the Half Baked Software team at Victoria University, Canada. You've probably come across *Hot Potatoes*, and perhaps even used the program to create little quizzes for your class.

With just a little bit of support children can use *Quandary* to set up ethical dilemmas (or other branching stories). Here's one, adapted from the children's story *Jamaica's Find*. To summarise the story Jamaica is playing in the park and finds a toy dog. She takes it home. Her mother asks her to consider whether this is the right thing to do. Jamaica then takes the toy to the Park Keeper. The original owner gets her toy back and becomes Jamaica's friend.

The moral dilemma is obvious. If you use a branching program you can allow children to explore the implications of their actions at each stage. With younger children you may wish to create the program yourself; in its basic form it is quick to do. However, you might want to add a few sophistications, pictures, video clips, sound... Older children could be encouraged to devise their own dilemmas and create the *Quandary* file. Children could then work through different stories in pairs or small groups, discussing the issues and trying to reach a group decision.

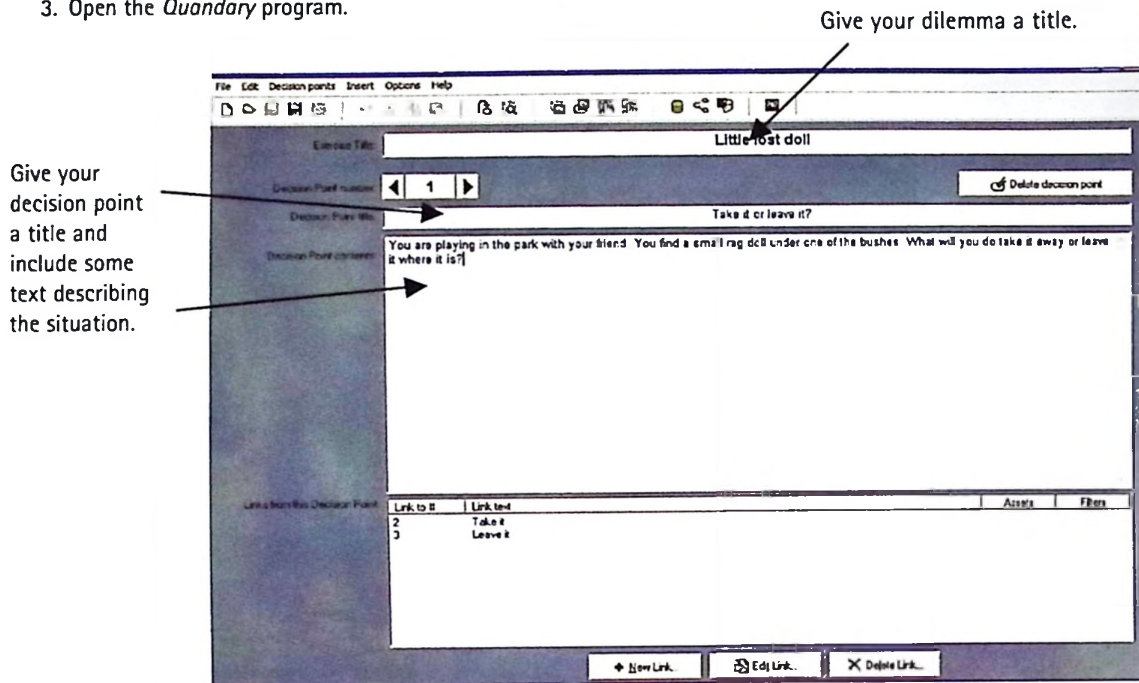
### ■ Here's how to do it

1. You need to download the free version of *Quandary*, for PC or Mac, from <http://www.halfbakedsoftware.com/quandary.php>. Follow the instructions to install the software.
2. Devise your quandary. This is best done on paper, just planning the simple decision points.



# In a bit of a QUANDARY?

3. Open the *Quandary* program.

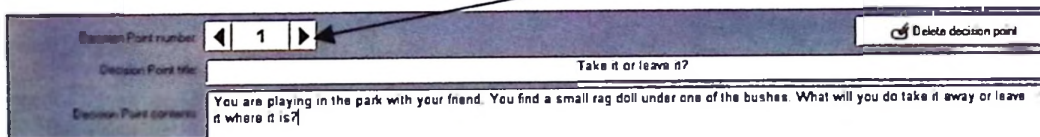


Give your dilemma a title.

Give your decision point a title and include some text describing the situation.

Click on New Link to make the decisions.

Use the arrows at the top to move between decision points.



When you have finished save your file. You now need to export it as an HTML file to allow pupils to use it. It really is that simple!

## Where does this fit into the curriculum?

In England if you prepared an activity such as this and used it with groups of children you would be addressing the non-statutory guidelines for PSHE and Citizenship at Key Stage 1: **Preparing to play an active role as citizens**

**2 Pupils should be taught:**

c) to recognise choices they can make and recognise the difference between right and wrong.

At Key Stage 2 this work could relate to several aspects of **Preparing to play an active role as citizens** as well as section a) of **Developing good relationships and respecting the differences between people**

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.

There are obvious links to QCA Unit 2 Choices.

If pupils create their own quandaries they would be using the following ICT skills; Developing ideas and making things happen, and Exchanging and sharing information, especially if sound or pictures were added. With different levels of sophistication this work could form part of QCA Units 4a - Writing for different audiences or 6a - Multimedia presentation.

### Notes

There is a helpful tutorial, as well as a comprehensive help section.

Text can be formatted. The free version of the program limits the number of decision points you can have.



## Planning for Citizenship with ICT

Harriet Martin

### ■ Introduction

#### Motivation

Now that I am retired from teaching I find I need to be very committed to a subject before I can fire enough enthusiasm to plan lessons in it. Therefore, when I was asked to submit some lesson plans to the Teachers' Resource Exchange (<http://tre.ngfl.gov.uk/>) I decided to work on Citizenship lessons. Citizenship does cover a number of areas where I feel strongly that children's education must improve if our world is to thrive in future generations.

### ■ Resources

At the BETT show in January we were given some interesting resources for teaching citizenship, the year 1 and year 5 pupil and teacher fascicles in SMART LEARNING's *Telling Tales: Teaching PSHE and Citizenship through Literacy* series (published 2002). I started my quest for ideas here. This series gives lesson plans and work sheets using stories and the literacy hour as a springboard into Citizenship. Both the year 1 and the year 5 books outline close to 50 lessons based on a huge range of stories, poems, information texts and Internet sites. I used some of their ideas as a foundation for my TRE lessons.

### ■ Telling Tales, a resource for Citizenship Education

Skimming through the year 1 and 5 books I found that a number of lessons included suggestions for extending the learning using ICT, which was pleasing and I found some of these ideas exciting.

### ■ Year 1

In the Year 1 books it is suggested that:

- (In Families) children take digital pictures of each other to compare with pictures of themselves as babies. Let children help in creating a display of these
- (In Bullying) it is suggested the teacher take photographs of children making different faces (kind and unkind) for a display
- (In Bullying) the teacher takes photographs of children playing or working well together.
- With these and other displays children can make labels, using a word processor with a wordbank.

### ■ Year 5: lessons based on using the Internet

In the year 5 book several lessons were built around using specific websites. While it is pleasing to see educators looking to the Internet for materials, teachers must remember that websites can change or vanish completely. Always check them out before planning a lesson-and ideally cache them to work off-line during the lesson.

The second lesson in *Telling Tales* Year 5 Unit 2 "Staying Healthy" is built around using [www.galaxy-h.gov.uk](http://www.galaxy-h.gov.uk), a website which is part of the government's "Wired for Health" series. This is laid out as a series of interactive activities based around the activities of a group of five children who live on a space station. The site is designed for teaching health issues to KS2 and potentially very useful for this.

The "Arrivals Zone" gives details of a number of common health problems (from head lice to impetigo) in the context of checking the health of new arrivals to the space station. The "Transportation Zone" includes a game preparing one of the children for a visit to "Planet Clean". This is a simple activity that emphasizes the importance of activities like hand washing. Beware – the instructions for the game on the website do not actually match what you need to do in level 2!

A lesson on Safety considers Stranger Danger. <http://www.lacenterwa.com/police/StrangerDanger.html> is a very helpful page of suggestions for children, e.g. "Talk to your parents and come up with a secret code word. Never go with anyone unless they know the secret code word." This is a good example of a site which gives information which a teacher might want to print off for use in a class discussion.

<http://www.epa.gov/recyclecity/> is an American site designed to encourage recycling activities. It is interactive in that clicking on various buildings in the town brings up information about the activities in the building.

The activity sheet included in the site is helpful (and probably necessary) in giving children a purpose in exploring the site and reading its various text pages which are relatively dense and not very child-friendly.

Six lessons altogether suggest that children research a topic on the Internet. *Telling Tales* tries to help the process in a few instances by suggesting websites for use, but not all of these are relevant or child friendly.

# Planning for Citizenship with ICT

Searching for information on the entire web is even more problematical. I would strongly recommend that teachers always do a bit of searching themselves first so they know what words will bring up helpful sites in their chosen search engine.

## ■ Make and question a database

Data handling needs careful planning in any year group.

The Year 5 Multicultural understanding unit suggests (as a follow up activity) that children "Find information on other countries on the Internet. Enter it in a database and do complex searches." If this is a suitable activity for your class, look carefully for suitable sites ahead of time. Decide first what the purpose of the database is to be; this will save endless hours finding and entering data unnecessarily.

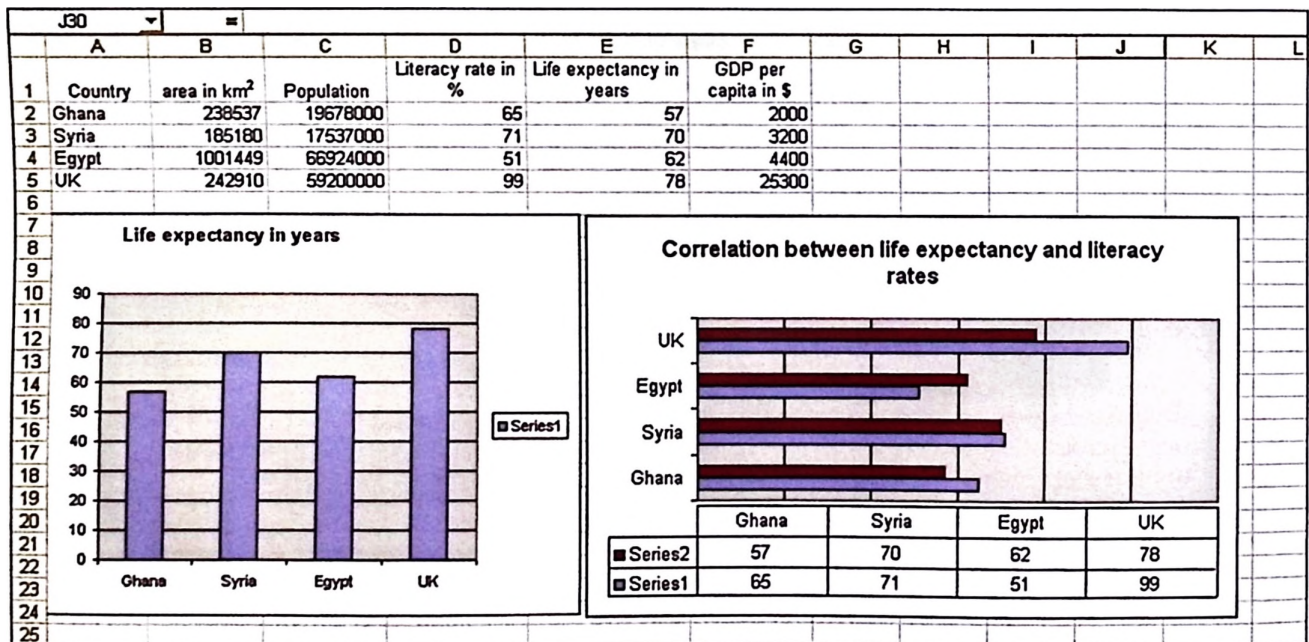
<http://plasma.nationalgeographic.com/mapmachine/countryprofiles.html> is part of the National Geographic's website which gives basic facts about all the world's countries. Entering some of these into a database might well enable some interesting investigations, for example is there a relationship between GDP and average life expectancy? This may be a good use for the neglected single classroom computer, but it does require children to take turns entering the information and can be very time consuming. An alternative solution might be to set up and

save an Excel spreadsheet with appropriate column headings. Subsequently in a computer room session pairs of children can be given lists of countries (perhaps a mix of developed and third world). If fifteen pairs of children add an average of four countries to their Excel sheet, the class will have entered data for 60 countries in total. If these files are shared in a common area, the teacher (or an able child) can access them, copy the data and paste it all into one common database in a relatively short time. In a second lesson children can be encouraged to answer questions about the data by sorting, searching and making graphs.

For other examples of Citizenship lessons go to the Teachers' Resource Exchange: <http://tre.nqfl.gov.uk/> and search on Citizenship. You can narrow the search down by specifying age ranges.

Details of SMART LEARNING's Telling Tales: Teaching PSHE and Citizenship through Literacy series can be found at <http://www.smart-learning.co.uk/pshe/index.html>

By clicking on the Catalogue link you will find product information and downloadable sample packs.



Experimentally, I tried this for Ghana, Syria, Egypt and the UK using the National Geographic's website noted above. I then sorted the data by GDP and made various graphs including a clustered bar chart comparing literacy rates and life expectancy. This certainly shows a relationship between life expectancy and literacy. The class could then go on to discuss the nature of this relationship and its causes.

# Start 'em young!

## Roy Honeybone



In my role as a Citizenship Education Consultant I am always advocating the benefits of using and creating newspapers with pupils of all ages. I sometimes encounter resistance with arguments about time constraints and the difficulty of settling to the computer with very young children.

With that in mind I sat at the computer one day with my grandson, (then aged 4!) and we set about the task of creating a 'Front page' of news from his perspective. Luke's News Edition 1 is the result and from start to finish it took no more than half an hour with Luke selecting events and deciding on words and pictures.

*My Grandad said that he would take me to London on a train. It went very fast. Grandma came too. We went on a boat on the river. We saw a big ship called the 'Cutty Sark'. I thought it was like a pirate ship.*

The resulting front page was something that Luke was proud of despite the fact that the ICT skills were Grandad's. Citizenship issues arose in discussion about the various articles. The visit to the Cutty Sark prompted Luke to comment on the space allocated to the various crew members. Issues of fairness and justice, power and authority were raised. The visit to the football ground (since replaced by housing) raised the question of whether or not any children living in the new houses would be allowed to play football – a strange irony if they are not since it was the home of Southampton Football Club for more than 100 years! The feature about his rabbit raised issues of rules, responsibilities and even finance.

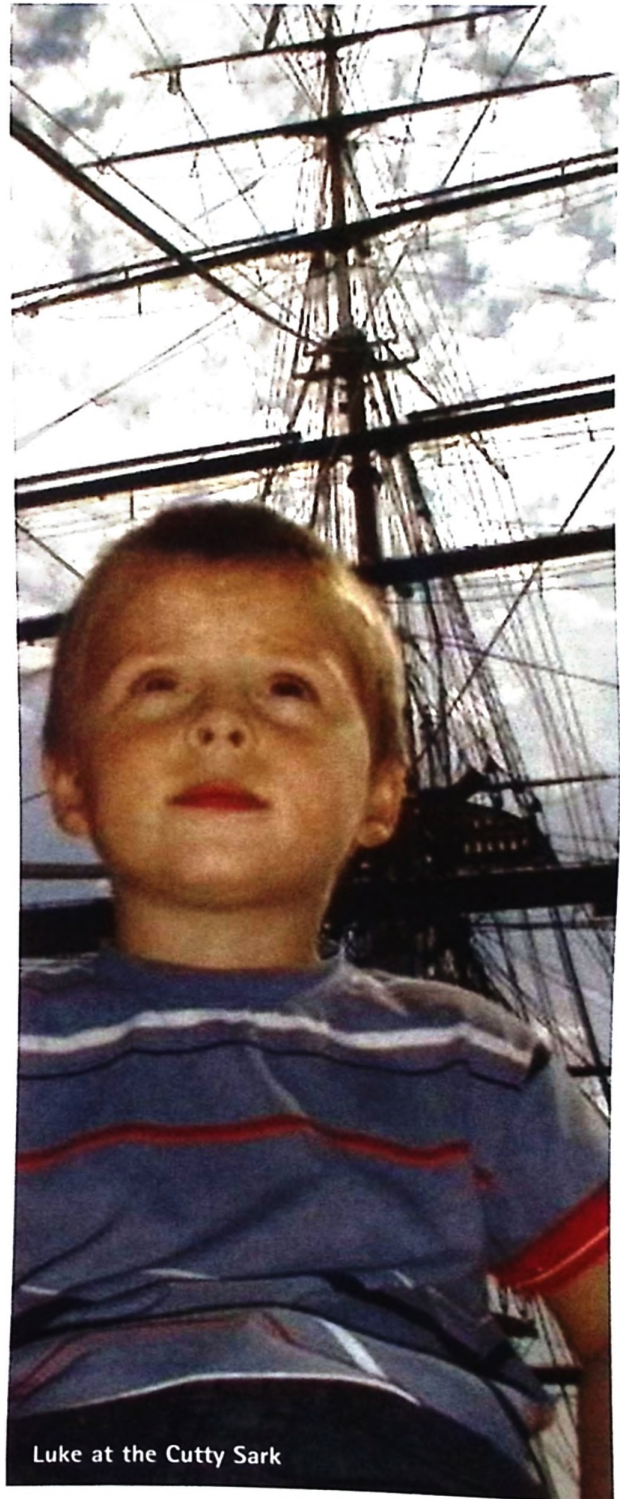
Edition 2 appeared in March 2003 with Luke now 5 and Grandad with another training course on the horizon! This coincided with a new citizenship award being introduced in Southampton for Key Stage 1 pupils (Y2). Southampton already has an award at KS2 (since 1985) intended as a preliminary to the Duke of Edinburgh's Award. Part of the Award involves service to others and for the KS1 pupils it involves helping at home (very popular with the parents!) hence Luke helping his young sister.

*My baby sister is nearly one year old now. I like playing with her and making her laugh. When she chuckles we all laugh. In the picture I am showing her how to put shapes in the box. She smiles when she pushes them in.*

The article about the soccer coaching school prompted more debate about making friends than about football. The third article 'Questions' showed what an impact the war in Iraq had on our pupils even those as young as five:

*Will Uncle Neal have to go to the war, Grandad?*

The ICT skills were still Grandad's, but with Luke taking an increasing interest in what was going on and wanting to type the occasional word.



Luke at the Cutty Sark

## Start 'em young!

In the third edition Luke had a little more involvement in selecting and importing graphics, sizing them and moving them around the page. Textease was used for these front pages and the sound/ speech facility was a definite bonus.

Luke's school are working towards the Healthy Schools Award and describing fruit salad was a wonderful opportunity for Luke to encourage his Grandad to eat more healthily. It was also a natural introduction to the atlas where we attempted to find out just where in the world all the food had come from. The other articles led to discussions about perseverance, teamwork and responsible ownership of pets.

### On teamwork

*Jake is one of my best friends and we play football together. I like to try to save the goals and Jake likes to score them. Our team are called the Magpies and we are doing quite well.*

*It doesn't matter if we lose sometimes because at least we're getting exercise and having fun!*

Teachers may justifiably complain that they don't have the time to spend on individual tuition with pupils. How can this problem be overcome? Classroom assistants, parent helpers or older pupils could all help the very young to create a similar front page. Just imagine what a wonderful record of their early years could be created.

Luke's news is concerned with his life outside school, but imagine what a comprehensive report of a term's work could be offered if, throughout the course of the term, different pupils each week sat at the computer with a helpful adult to review the past week at school.

The motivation for the pupils is high and they can take increasing responsibility for the word-processing and graphics involved. Citizenship inevitably arises, as it did with Luke. A review of real newspapers and newspaper headlines will ensure that the pupils are increasingly discussing issues that feature in the citizenship curriculum. By the time they reach year 6 they should be able to demonstrate a high level of ICT skill combined with a good level of citizenship understanding.

Do you have a school newspaper? If not, what's stopping you? I was privileged to be involved with a termly school newspaper for twelve years and the smile on the face of a statemented child who spotted the article that she had word-processed will remain with me for ever. Just try it and wait for the smiles to appear!

### Roy Honeybone

*Independent Citizenship Education Consultant*

Anyone interested in Southampton's Civic Award Schemes (intended as Duke of Edinburgh Award preliminaries) for KS1 and or KS2 is welcome to contact me at:

[roy.honeybone@boltblue.com](mailto:roy.honeybone@boltblue.com)







## The Aeta Community of Maporac, Zimbales, Philippines

Roger Keeling

In 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Article 26 states that *"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory."* In 2004, fifty six years on, this is universally not the case. MAPE decided to make a small contribution to correcting the inequality. We chose to build a school where one didn't previously exist and to provide a basic education to children who would not otherwise be receiving any formal education at all.

This article provides some background information to the MAPE/Philippines Project. It looks at some of the typical issues that might be raised, through the medium of FAQs and then looks at how this project might support the teaching of Unit 05 of the Citizenship element of the National Curriculum, but...

More importantly we are keen to develop the project further. If you have any ideas for material or information that you would like to see available then please let us know - we will do our best to gather it.

However the project is not about putting IT into this school (esp. as there is no electricity!). The resources we are compiling about the project may be used to teach aspects of Geography (unit 9, village settlers) or Citizenship and hence this article.

### ■ Background

In one respect this story began thousands of years ago. The Aeta community is an indigenous people who have worked fertile farmland in the Zimbales region, north west of Manila. On the other hand this story began in June 1991. Mount Pinatubo erupted, destroying the homes, livelihood and way of life of thousands of the Aeta tribe. It was the most violent volcanic eruption the world had witnessed in the whole of the 1900s (and the last time it had erupted was 450 yrs ago). Molten ash and rock was hurled 40 kms in the air and the mountain itself lost the top 300 metres. Up to 1000 lives were lost and the vaporised material destroyed acres of prime farmland. EVA (Entrepreneur Volunteer Assistance) was set up in 1991 to organise livelihood projects for displaced persons living in extreme conditions; with the aim of keeping an indigenous community intact. One of the needs was to educate the community, both children and adults. EVA adopted, as one of its aims, the building of low-cost, local schools to provide free education to one and all.



MAPE has provided the funding to build a 3 classroom school and the result is shown overleaf.

In October 2003, after the end of the rainy season, the school was officially opened - we didn't want all the invited guests getting bogged down in some swollen river en route to the school. The Dept of Education have provided a school teacher for formal education lessons and MAPE has funded an extra teacher to work with the community to teach literacy and numeracy to the parents so that they can help their children at home.

You can follow the development of the school on the Primary Naace website:

<http://www.naace.org> and click on curriculum resources follow the links to the primary community website.

Other useful links are:

[http://www.adb.org/Documents/Periodicals/ADB\\_Review/2001/vol33\\_4/pottery.asp](http://www.adb.org/Documents/Periodicals/ADB_Review/2001/vol33_4/pottery.asp)

<http://www.evacf.org>

<http://wrgis.wr.usgs.gov/fact-sheet/fs113-97/>

### ■ Frequently asked questions

**Q. Who is the school for?**

**A.** The young people of a village called Maporac. The pupils are from 6 years old to 13 or 14 years. They are from the Aeta tribe and are easily identified by their physical characteristics. They are small, dark skinned and tend to have curly hair. A tall man is only 150 cms, although they do have large hands and feet for their stature.

Their basic diet is yams (sweet potatoes). They are hunter-gatherers and agriculture is small scale (they cultivate peanuts) because they lost their fertile land to the volcano.

# The Aeta Community of Maporac, Zimbales, Philippines

## Q. What is the school built of?

A. The bricks at the lower level are made from lahar – a combination of pumice, ash, sand, silicon, iron – all thrown up by the eruption of Mount Pinatubo. This still needs mixing with cement to give it strength.

There are no glass windows – they use shutters instead.

The upper walls are woven by the women of the village – usually from coconut leaves or from cogon grass.

In most cases the roof will be made of cogon grass too. This is like a thatch with a life span of about 5 years, but is easily repairable.

If the engineer adds guttering and a downpipe plus a collecting barrel then it is possible to collect the water – now that may be obvious to us, but only when you have got into the habit of it. Think about how long we have been collecting old newspapers, glass bottles etc – not that long. Why not?

## Q. Does the school have electricity?

A. No, it doesn't. Have you thought where electricity is produced and how it gets to remote locations? Moreover, if electricity was available the villagers might go out and buy televisions. Perhaps they should be buying fridges so as to keep food and medicines fresh!

## Q. Does the school have running water?

A. No, water is collected from a well – which could be a couple of miles away from the school.

## Q. Does the school have toilets?

A. Yes, but this is a problem. The schools should have squat toilets.

Instead the only toilets that can be bought are the western style toilets with a u-bend. But, we have water and sewers. They have a hole in the ground and are reluctant to use water (a valuable resource) to throw down a hole. Also toilet seats can spread disease. Hence some users actually stand on the toilet seat and continue to use it as a squat toilet.

We take running water, toilets and electricity for granted (but we are the minority!)

## Q. Do the pupils get holidays?

A. The longest holiday is during our Easter period (the Aeta people have their own religion). The coolest month is December and June and July are hot and sticky.

## Q. What do the pupils learn?

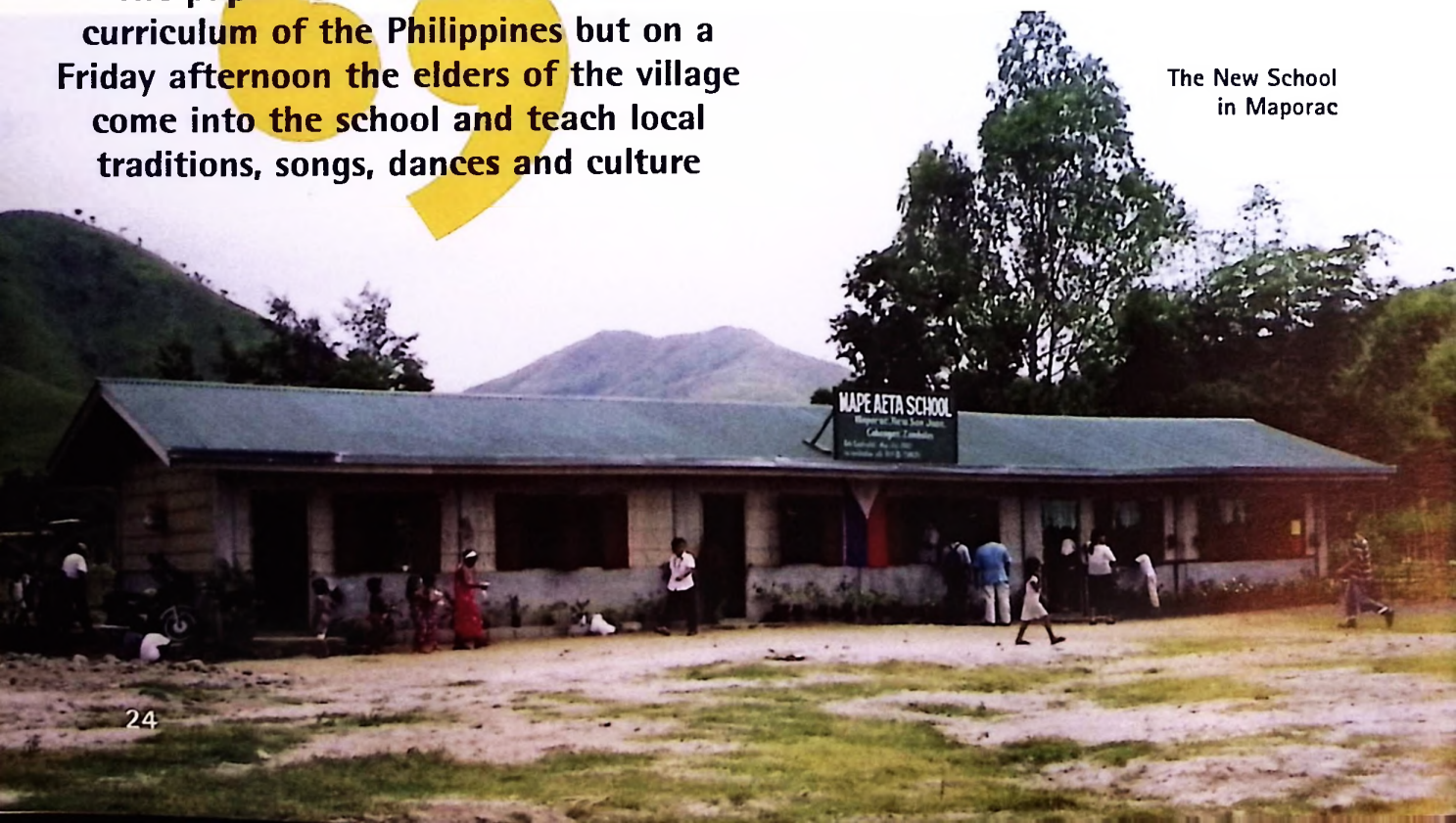
A. The pupils still follow the national curriculum of the Philippines, but on a Friday afternoon the elders of the village come into the school and teach local traditions, songs, dances and culture. However the pupils will still end up being able to speak 3 languages. Zambales is the local language, Tagalog is the Philippine language and they also learn English.

## Q. Do the parents learn too?

A. Yes, they are taught by a different teacher. Children might lose respect for their parents if they are not educated too and the parents also need to be shown the value of education. Hence they learn about the skills of trading, weights and measures, book keeping skills etc.

**The pupils still follow the national curriculum of the Philippines but on a Friday afternoon the elders of the village come into the school and teach local traditions, songs, dances and culture**

The New School  
in Maporac



# The Aeta Community of Maporac, Zimbales, Philippines



## Where now?

The question that faces the Naace Primary community is how to develop the project. In particular can the project help to deliver the Citizenship standards at KS1/2. The project fits in particularly well to Unit 05 (Living in a Diverse World). Think of the answers to these questions in the context of the previous information:

- How are we the same and how are we different?
- What are communities like?
- What are different places like?

## Citizenship – Unit 05





One idea might be to develop an "issues" page. It might look something like the table shown below.

### Preparation needed:

Take half a dozen pictures from the website and copy them to a Word document, Powerpoint presentation or web page. The teacher would compile the first two columns, similar to those shown below, and the pupils, either individually or in groups, complete columns 3 and 4.

There are many photographs on the site that could be used to stimulate discussion. The general idea is:

- Identify an issue or raise a question
- Is there photographic or textual evidence to support the case?
- What are the pupils' intuitive responses?
- On reflection what might they do differently if they were a pupil at this school?

Question	Evidence	Pupil response to the question: "How would I feel?"	Pupil response to the question: "What would I do if I was a pupil in Maporac?"
The school does not have access to electricity. Why do you think that is?		Lost, everything I like doing (watching TV, playing computer games) depends upon electricity	I would probably learn more playground games, learn to hunt, learn to dance and go to bed early!
Do you think that the pupils dress differently to us? Why would they dress differently?		If I was a girl I would like the colourful dresses – if I was a boy I guess I would be cold; I am used to wearing a shirt	If I lived in Maporac I might dress the same if the weather is hot and sticky. I like the bright colours but I might still dress in the colours of Manchester United!
These are the upper walls before being put in place. What do you think the walls are made from?		I don't think they would be very strong or safe and I am not certain they would keep the rain out	I'd look to see if they leak on wet days. Do they keep the rooms cool on hot days? Can they take the walls down on a hot day to make an open classroom?
These are the school toilets, The doors are missing but what else is missing?		I would be embarrassed if there were no doors or if I couldn't flush the toilets	I would have to ask the pupils how to use the toilet. They would probably laugh at the thought of having to explain this to me.

After the children have completed the remaining columns ask them to share their ideas with the rest of the class. Draw out the similarities and differences between their surroundings and those of the children in Maporac. How would children from both communities feel if they could exchange places for a short time? Supposing the children in Maporac had to complete a similar exercise to the one here, what would they write?

If you have used the materials on this site differently, then we would be delighted to hear from you. Please email me on R. Keeling@newman.ac.uk"



## Living with Landmines

By Rachel Murrell

In the aftermath of the war in Croatia, a young boy can't play football with his friends because the football pitch has been mined. At first he blames the hated Serbs for the landmines that plague his town. But then he discovers that not all of them were laid by enemy soldiers: some were laid by Croatians, including his own father. Suddenly everything he thought he knew about right and wrong has to be reconsidered.

This story – *Heartmines*, by Croatian writer Sabina Horvat – is part of *Living with Landmines*, an anthology of children's stories I recently edited as a resource for KS2 Citizenship teachers.

Like its three companion stories, *Heartmines* tries to illustrate the landmines issue in ways that would engage Year 5 and 6 children – using fiction, illustrations and ICT. And alongside the story are teachers' notes outlining the issues and suggesting classroom activities to aid understanding.

"The stories are designed to help young people become aware of international issues, such as conflict and the legacy of war," says ffinlo Costain, Campaign Co-ordinator of Adopt-A-Minefield (UK), who helped devise the stories, and hosted them on his organisation's website, [www.landmines.org.uk](http://www.landmines.org.uk)

"Landmines stay in the ground for many decades, threatening to kill and injure innocent children and their families, denying access to farmland and water sources, and preventing refugees from returning home," explains ffinlo. "In order to convey this situation to children in British schools, we need to personalise the facts and relate them to their own experiences."

In producing *Living with Landmines*, ffinlo and I set out to combine the web storytelling skills of my small publishing company, Storycircus, with the expertise of his organisation, Adopt-A-Minefield (UK), a body that raises awareness and funds to support de-mining.

The five stories in the anthology are drawn from some of the countries where Adopt-A-Minefield works: Bosnia, Cambodia, Croatia, and Vietnam. I tracked down a professional writer from each country, and commissioned them to write a story that conveyed a flavour of their communities, as well as the dangers that landmines pose to children every day.

Contributors include Sabina K. Horvat (Croatia), Adna Sabljic (Bosnia and Herzegovina), Maja Stanic (Bosnia and Herzegovina), Krisna Uk (Cambodia), Nga Pham (Vietnam), Martin Olsson (Sweden), Nick Brooks (UK) and Tim Grant (Australia).

We tried to deal with difficult issues in sensitive ways. We didn't feel it necessary to 'dumb down'. Instead, we asked writers to create stories that looked at the problem from a child's perspective. That meant creating characters, and using drama and sometimes humour to convey the impact of landmines on children in other countries.

For 'No More Landmines' Day 2004, we took a different approach. To relate the issues more directly to the intended readers, we created a story about fundraising and set it in a British classroom.

Often the stories pose a dilemma, and the accompanying teachers' notes suggest role-plays based on the stories to help get children thinking about situations in their own lives where they face choices.

*...to convey this situation to children in British schools, we need to personalise the facts and relate them to their own experiences.*

We tried to get away from the dry, staid look of some publications and use modern design and sometimes even photography. We wanted to make the stories look as distinctive as possible, so we commissioned a different illustrator for each one. For example, a glass-painter called Maja Stanic created some very contemporary pictures for the Bosnian story by Adna Sabljic, and the Australian anti-landmine campaigner Tim Grant let us use his photographs for the Cambodian story.

We produced the stories as PDFs, and drafted teachers' notes, maps and classroom exercises that link the topics into the National Curriculum. These were checked by teachers before finally posted them on the Adopt-A-Minefield website at <http://www.landmines.org.uk/177>. 13,500 page impressions have been made from the download page on landmines.org.uk since they were posted and feedback from teachers has been very positive.

Adopt-A-Minefield also used the stories as a key part of their No More Landmines campaign, run in UK schools with the National Union of Teachers. *Heartmines* from Croatia is the basis of an NUT approved lesson plan and is one of the most popular downloads. Steve Sinnott, General Secretary of the NUT, said, "This work has helped to encourage young people to understand the horrors caused by landmines and get them to raise money to clear them away, which is active citizenship. Getting young people in Britain to help other young people across the world is good for us all."

For me, *Living With Landmines* is exciting not just because of its reception, but because it is a truly global project on a global issue. Writers and illustrators from all over the world are contributing stories, and the stories are available free to anyone anywhere with an Internet connection.

## ■ For further information, contact:

Adopt-A-Minefield (UK) [www.landmines.org.uk](http://www.landmines.org.uk)

## ■ Links to the Citizenship Curriculum

Although these stories can be accessed by children working alone the most desirable use is with the whole class as big books or in pairs or groups so that the dilemmas involved can be discussed.

In the context of this discussion the children would be covering Unit 5 – Living in a Diverse World, in which they would:

Learn about different places and enquire into another type of community, finding similarities and differences, and find evidence that they live in an interdependent world.

The need for reconciliation is explored in the story *Heartmines*.

The stories, *A Decision for Igor*, (in which two friends argue about whether to venture onto a mined site) and *Sambaur's Story*, a story from Cambodia, come under Unit 2 – Choices, in which children:

Examine the difference between right and wrong, as well as consider rights and responsibilities when making decisions

In *Nella's Choice* the children in the story learn to 'resolve differences and make decisions'.

Under the heading of People Who Help Us (Unit 6) children would consider the difficult role of the deminers in making safe the communities in which they work. *The De-miner's Daughter*, a story from Vietnam deals with this.

Rachel Murrell is the founder of Storycircus Ltd., [www.storycircus.com](http://www.storycircus.com)

Tel. 020 7275 7000



'From 'A Decision for Igor', pictures by Maja Stanic'

# www.timeforcitizenship.com

by Liam McGurrin

Time For Citizenship, as the name implies, supports the newly created curriculum area of Citizenship, often seen as an offshoot of PSHE. It aims to cover a wide range of citizenship topics, including rights, rules, keeping safe, bullying and responsibility to the community. The site also hosts an online forum where schools can communicate. It gives advice on setting up and running a school council, and showcases work done in Citizenship by schools around the country. The site is visually appealing and easy to navigate. It doesn't require any specialist knowledge to access, and would be useful for teachers, parents and children alike.

The above is an extract from the TEEM Evaluation of [www.timeforcitizenship.com](http://www.timeforcitizenship.com), and it is great to report that there are now 1680 schools in the UK and Ireland who have registered with the site, It is a free resource for Primary schools, as it is sponsored by the HSBC bank, the Access Partnership and Microsoft.

The essential aims of the site are to enable children

- to learn to respect themselves. A child who "likes" her/himself and has high self-esteem will perform better in school than the child who has poor self-esteem.
- learn to respect others, their values and beliefs. Children have to live with other children and adults and should learn to value their differences

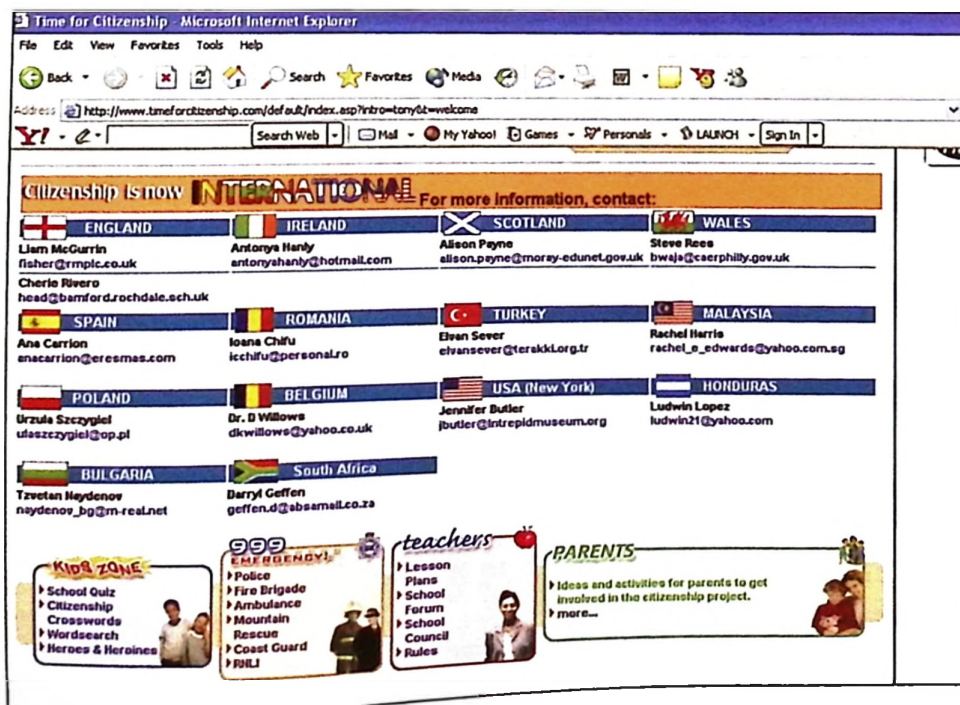
- learn to respect the environment. Children live in villages, towns and cities and should learn to look after their environment.
- learn to respect the law of the land. Laws regulate us all, so children should be aware of the responsibilities and rights they have under the law.

There are relevant sections to cover Kids, Parents, Teachers, the Emergency services, and a resource area for staff. 1,000 schools now contribute to the site.

Schools are invited to send in artwork on a termly basis and prizes of £50, £30, and £20 are awarded to the winning entries. Schools can also win digital cameras and copies of Encarta 2004 and Microsoft Office by sending in lesson plans or details of projects they have run successfully. The site exists to share best practice, prevents schools having to "re-invent the wheel", and is thoroughly practical. It also has useful links to other sites with material suitable for Citizenship teaching.

It is a free resource and all we ask, in return, is that schools send in their examples of best practice for all to share.

Register at [www.timeforcitizenship.com](http://www.timeforcitizenship.com) and enjoy yourself!



# Feelings

By Barry Wake

there's nothing like success to  
make you feel positive

## How are you feeling today?

This is a large group activity with early years children. It draws on the language of feeling and responds to the PSHE & Citizenship statement (1c) that 'children should name and deal with their feelings in a positive way'. They could also (1d) 'think about themselves, and recognise what they are good at', because there's nothing like success to make you feel positive.

In terms of ICT they will also be undertaking most of the KS1 tasks of data-collecting, graphical representation and questioning of data.

## Previous experience

Pupils should already have some experience of collecting data and using a graphing program. They should have an understanding of simple graphs on a topic such as transport (for example, showing how they come to school). Also, it would be useful if they had already talked about their likes and dislikes, and their feelings towards various experiences or at certain times of the day.

## Resources

- For whole-class or large-group teaching, a projector and interactive whiteboard or a large-screen monitor would be useful
- Some large pictures or printouts of faces – happy, sad, tearful, ill etc (such as those in '2Count' from 2Simple software)
- Graphing software – ideally, a program (such as 2Count) that uses prepared picture sets of feelings
- Colour printer to print the results for display, and possibly to print a copy for an ICT portfolio

## Activity

You could start the activity by asking the pupils what they think the 'happy' face picture means, then what makes them feel happy. Go on to present the other faces, asking the children for their interpretation of them. When they agree on the meanings of the pictures, ask the children when they might use one to describe their feelings at a particular time, such as being tired late at night, or tearful because they have fallen over.

At this point, tell the children that together you will make a graph of how they are all feeling right now. The computer screen is displayed and the pictogram icons identified to the children. Ask the children to sit still for a moment, look at all the choices, and choose one pictogram that best fits how they feel at that particular moment. They need to think about themselves and how they feel individually, and not simply copy others in the room.

If the group is small enough, the children could take turns to go up to the computer or interactive whiteboard and click on the icon that represents how they feel at the time. With larger groups, it's easier if the whole class put up

their hands for a particular feeling and together count up the total. The teacher or a child could click on the icon the appropriate number of times.

The children may need reminding that they are allowed only one selection, which best matches how they feel at that moment. Count the class and the number of icons to check. If there are children away ill, they could be included in the data if considered appropriate.

When all the data has been entered, ask the children questions about the graph, ensuring that they understand that one icon or unit stands for one child's feelings. Then ask questions about what the graph actually shows. Most graphing programs have the option of presenting the results in different formats (such as horizontally or vertically). Ask the children which one is most useful, and why. Could they have made the graph in another way? Did they think ICT (or the computer) made it easier or more difficult?

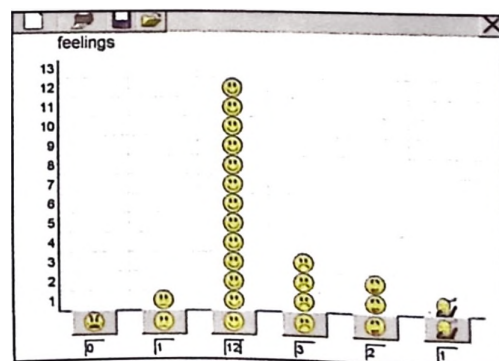
## Observation, intervention and questions to ask

- At each stage of entering the data, ask the children how many units there are in each column. How do they know?
- When the data entries reach a certain level, the software reformats the size of the graph. Why does that happen?
- When all the data has been entered, results are questioned and interpreted. How many children are happy/sad/tired? Which column has most/least? Are more children happy than sad? How many more? Are there any that feel ill?

## Extension activities

Repeat the activity a week later or after a particular event such as a playtime, PE or a party. Compare the results and think about the reasons that may lie behind any differences in the graphs. Do they think their feelings stay the same? How might their feelings change during the day, or on different days? Would a graph look the same?

2simple Infant Video Toolkit, 2Simple Software, 3-4 Sentinel Square, Brent Street, Hendon, LONDON 2EL [www.2simplesoftware.com](http://www.2simplesoftware.com)



## 'A Secret is a Secret'

A Review of Thinking Together, Kate's Choice from [www.thinkingtogether.org.uk](http://www.thinkingtogether.org.uk)

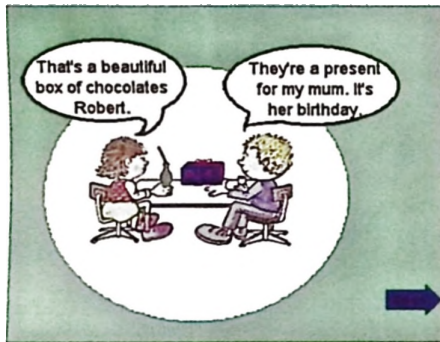
Roy Topping

'Thinking Together, Kate's Choice' is a piece of computer software designed to;

1. raise children's achievement through developing thinking skills
2. make the most of computers
3. develop and support good citizenship

I used 'Kate's Choice' to successfully promote good citizenship with a Year 1 class and then repeated the experience with a Year 5 class. The Year 1 class viewed Kate's Choice as a whole class using an Interactive Smartboard while the Year 5 class undertook the activity in groups of four around six computers.

The first few slides introduce Kate and Robbie who are obviously friends. Robbie is showing Kate a box of chocolates, which he has acquired for his mother who is sick in hospital. During the conversation Robbie takes Kate into his confidence and asks her to make a promise, she does so (as children often do) without realising what the promise entails. Robbie then informs Kate that he has stolen the chocolates and her dilemma is revealed.



Kate knows that stealing is wrong but she has made a promise to Robbie not to tell anyone about how he got the chocolates for his sick mother. The children

now have to determine through a series of actions and repercussions what Kate should do. Up to this point, before Robbie revealed his secret, the reactions of both classes had been the same in that Robbie was a caring boy who was being kind to his sick mother.

In the Year 1 session the revelation that Robbie had stolen the chocolates was greeted by a sharp intake of breath, and a look of shock swept across the classroom. I was immediately informed that 'robbing' was naughty and the class thought that Kate should 'tell on' Robbie. When the program reminded the children that Robbie had stolen the chocolates for his sick mother or that the shop wouldn't miss a box of chocolates the children were still adamant that Kate should inform an adult about the theft. When the various repercussions were revealed the class accepted them without question often endorsing the actions of the characters. As one child stated 'Robbie was naughty so he has to go to jail'; the rest of the class nodded their approval.

'Kate's Choice' produced a totally different reaction with the Year 5 children producing a lot more discussion and debate, expressing some surprising reactions and points of view.

The question of whether Kate should keep the secret produced heated debate throughout the class. In all the groups a prevailing point of view was arrived at and once Kate's course of action had been determined then the children were unwilling to change their minds.

To my surprise all the groups decided that Kate should keep Robbie's secret, even if it was made without prior knowledge of what the secret entailed. There was a definite gender split as to why Kate should keep the secret with the majority of girls stating that 'a secret is a secret and shouldn't be broken'. Taken individually to a separate part of the classroom and with a video camera directly on them the girls maintained that they wouldn't divulge a secret even if it meant lying to their own mother. The boys, though, were more concerned about been considered a 'grass' by their peers and the repercussions that that would involve both within the classroom and beyond.

Originally the class had been divided into six groups of four (all mixed ability, some gender based, others gender mixed) but now the children were working as a class without direction from myself.

Kate's dilemma had now become theirs as the class debated how they would react to a range of hypothetical situations. Throughout the discussions the children were focused, listening to and replying to the various points of view. After prolonged debate the class eventually decided that Kate should break her confidence, as she didn't know what the promise entailed when making it.

As with Year 1, the children decided to let Robbie's Mum know what he had been up to but this time the class questioned the repercussions suggested by the various characters, as they were considered far too harsh for stealing a box of chocolates. Many children then wanted to reverse their decision but as one child pointed out they were just opinions, and that the policeman had done the right thing in giving Robbie a warning.

I found 'Kate's Choice' an extremely useful piece of software for use when covering aspects of PHSE or Citizenship with children from both Key Stages. It aroused debate providing children with the opportunity to deliver their own point of view whilst reflecting on the views of others. It not only demonstrated the possible repercussions of the theft but also allowed the children to contemplate their own actions if placed in a similar situation.

I was particularly pleased that the children who had stated that 'a secret was a secret' modified their point of view to consider when a secret actually was a secret. Another aspect was that 'Kate's Choice' revealed a side to my class that I hadn't seen before. I am now wording questions regarding PHSE and citizenship far more carefully these days because if the children are willing to lie to their mothers, what chance do I have!



## Review and Discussion of the Coping with Citizenship CD<sup>i</sup>

Mary Lou Thornbury

This CD for schools was written by members of the DFEE working group on Citizenship. Our use of it in class concentrated on the section, Political Literacy. We had chosen to study the subject 'Rules and Laws' over the period of a term with one lesson per week.

The guidance is particularly helpful in this area. There are activities which introduce children to the language, the need for rules and laws, the people who set them up and the reasons for making them. The first exercises make clear that everyone, even the child, is a rule-maker, and that reasons can be sought and given.

Another activity tested the children on what age they had to be for certain activities. The age for buying fireworks was well known but the others about baby-sitting, setting up a savings account, and criminal responsibility produced a lot of discussion and argument before the answers were sought. Owning a pet occasioned lively argument, while some of the class were more sure than others about their right to have a passport. This discussion meant that the class began to have a common language for talking about the ideas, their knowledge of the world was revealed and some pupils who were normally uninvolved and quiet revealed an awareness of world issues and found a platform to voice their opinions.

In a curriculum which, however carefully blended, may be treated on a once a week basis the best vehicle is a story which engages the emotions and intellect and is therefore more easily remembered and reflected upon in the interval. The 'Story' section includes *The King and the Donkey* about a young prince who rescinds all his father's oppressive laws; it is an account of the discovery of the need for laws. The characters are children, and though the presentation is not spectacular and includes none of the pyrotechnics of a modern video story, it held the class's interest on the white board. As far as they were concerned the questions did not interrupt the flow of the story but added to the involvement. They discussed nearly every issue that came up and appreciated the complexity implicit in the screen answers.

One example especially made for thoughtful replies. The children in the story have had their donkey and all their market goods stolen. The thief is discovered by the fact that his child is playing with one of the wooden toys. He is poor, his wife has died and he has had no food to feed his little child or himself so he took advantage of the absence of laws to take the donkey, eat the children's food and sell most of their goods for more food; he then released the donkey because he could not afford to keep it.

The question within the story is:

*Was it all right for Alfred Lightfoot to take the donkey?*

The answers that came up were:

*Yes, because the baby is starving*

*No, because he knew it must belong to somebody*

*Yes, because he had no money*

*No, because he should have known that it would upset somebody*

The resulting discussion revolved around notions of justice and empathy which are central to all civil rights.

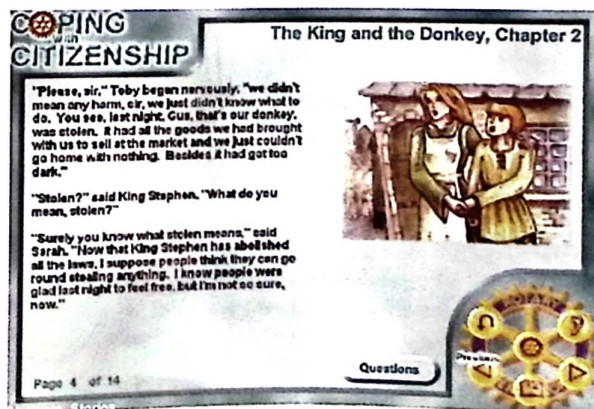
There are three audiences, parents, students and teachers and in each section an explanation of the purposes of the curriculum and examples from community work and work in schools. The section for teachers has an explanation of the structure of the curriculum and gives advice and references.

The thematic structure of this CD is simpler and more straightforward than the National Curriculum or the QCA Units. The main themes are:

1. Political Literacy
2. Community Involvement and
3. Social and Moral Responsibility

But it contains all the elements of the Citizenship Curriculum and is particularly strong on choice and responsibility. It provides a sound foundation for class discussion. This is a CD which is a support to the teacher in the primary school and provides interesting exemplification for use in class.

<sup>i</sup>CD in the Rotary Series, *Coping with Life*, Published by SMS Multimedia PO Box 40, Ashington, NE63 8YR [www.coping-with-life.org.uk](http://www.coping-with-life.org.uk) e-mail: [colin@sawyer.demon.co.uk](mailto:colin@sawyer.demon.co.uk)



## The Royal British Legion

Angella Streluk

Amington Heath Community School

The Royal British Legion School's CD-ROMs 2002/3 and 2003/4 are a goldmine of useful material for Citizenship. The Royal British Legion has made full use of the multimedia qualities made possible by publishing on a CD-ROM. There are images, maps, video clips, sound files as well as text. The user can work through the menus to get to sections of particular interest. When the children access these resources they can be made aware of the significance of using resources in this form as opposed to paper form. This will fulfil several ICT objectives. They can also use the resources to produce their own presentations. (There are instructions on the disc about how to copy images.) It is easy to run without installing, and has much that would be very effectively shared using an Interactive Whiteboard.

The materials could easily be used as a solely citizenship resource but they also could be used to bring in a citizenship element to other curriculum areas. Obvious links are:

- History Unit 17 for Key Stage 1 pupils (year 2)  
'What are we remembering on Remembrance Day?'
- History Unit 9: 'What was it like for children in the Second World War?'
- History Unit 13: 'How has life changed in Britain since 1938?'
- History Unit 20: 'What can we learn about recent history from studying the life of a famous person?'
- Any history study of 'Britain Since 1930'
- Literacy – poetry – particularly 'In Flanders Field' by Colonel John McCrae

Of particular relevance to citizenship is the section on the 'Two Minutes Silence'. This includes a video which could be shown either in class or in assembly. It is very carefully presented and accompanied by moving music. The video can be paused and the various images discussed. Questions could include:

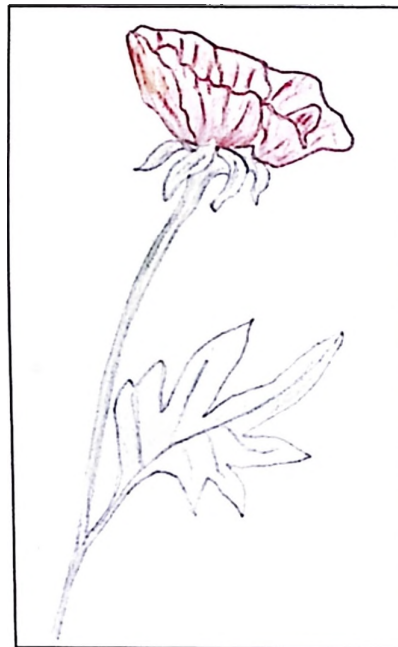
Q: What has this image been chosen to show?

Q: What countries are mentioned or do you see evidence of?

Q: What emotions do you see in the video?

The poem 'In Flanders Field' by Colonel John McCrae could also be used in a similar way. It is put in context, included as it is in the section about the significance of the poppy on the first CD and in the literacy section on the second. If included in a literacy lesson a study of the way the poem is written and the effects achieved could only help to enhance the poignancy of the poem. It would be hard to avoid the relevance to citizenship.

Alternatively, if used in an assembly, it would answer many questions about why poppies are worn and why wars were fought. My class used the Lawrence Binyon poem, *For the Fallen*, in their assembly, to explain how we came to use those memorable words 'They shall grow not old, as we that are left grow old:..'



The other poems are really more suitable for KS3 pupils, as they are very complex and aimed at a higher reading age.

Sections on World War II include information presented as text, images, maps, videos and sounds. They would be very suitable for sharing as a group. The Home Front Picture gallery is of particular significance, bringing home the effect on civilians.

There is also a section on the role of women in wartime and ethnic minorities. Although much of this is aimed at a study of history it is thought-provoking material which would make it hard to avoid questions about the impact of war. This naturally leads to questions about dealing with conflict and roles in the community.

Activities aimed at the various key stages are included on the CD-ROMs. There are word searches, quizzes and jig-saw puzzles. All of these would assist work on citizenship if completed as a group including discussion. The ideas given for activities are all thoughtful and useful, but do not necessarily relate to ICT.

Both CDs run uninstalled. The material is supported by other resources on the British Legion Website at <http://www.britishlegion.org.uk/index.asp>. Here there is more up-to-date information, extra images and links to other relevant sites. A copy of the CD-ROM can also be obtained via this link.

If any children show a special interest and find the names of relatives who died in a war there is a website which contains a database of many of those who died in wars. It includes civilian dead as well as military. A certificate can be printed out for anybody on the database. These certificates bring home the respect we should have for those who made this sacrifice for others. The Commonwealth War Graves Commission website is at

<http://www.cwgc.org/cwgcinternet/search.aspx>

## Sites for Citizenship

[http://www.qca.org.uk/ca/subjects/citizenship/crick\\_report\\_1998.pdf](http://www.qca.org.uk/ca/subjects/citizenship/crick_report_1998.pdf) The Crick Report is the first site for teachers for the theory and philosophy of Citizenship and the rationale for primary of including it in PSHE.

The National Curriculum site is:

<http://www.nc.uk.net>

Click on the Citizenship buttons to go to that section.

The QCA Programmes of Study are at:

<http://www.standards.dfes.gov.uk/schemes2/ks1-2/citizenship/?view=get>

Promoting and evaluating pupils' spiritual, moral, social and cultural development is the title of a document which shows how the Inspectorate sees the outcomes of this curriculum. It can be found at:

<http://www.ofsted.gov.uk/publications/> and there are Cameos from inspections.

To access citizenship sites go to the NGFL or to a generic site like: [www.timeforcitizenship.com](http://www.timeforcitizenship.com) which has links to other useful sites.

### Citizenship Websites – Primary

Mary Welsh's list of sites emphasises political literacy and some global comparisons:

[http://www.channel4.com/learning/microsites/C/citizenpower/base\\_home.htm](http://www.channel4.com/learning/microsites/C/citizenpower/base_home.htm) – Website aimed at junior children

<http://www.citfou.org.uk/> – Citizens Foundation Website aimed at people of all ages, friendly to older students with advice for teachers

<http://www.edemocracy.gov.uk/> – explanation of the Westminster Government's Plans.

<http://www.explore.parliament.uk/teachers/> – Portal to useful teachers' resources.

<http://www.explore.parliament.uk/> – Children's online guide to parliament.

<http://www.explore.parliament.uk/junior/> – Explore Parliament for under 12s.

<http://www.hansardsociety.org.uk/citizenEduc.htm> – Education page of the Hansard Society.

<http://ypp.trilby.co.uk/site/index1.html> – This website offers opportunities for young people to participate in democratic discussions.

<http://curriculum.becta.org.uk/docserver.php?temid=470> – BECTA Portal Site with links to all sorts of organisations.

<http://www.channel4.com/learning/microsites/C/citizenship/> – Channel 4 Website links for primary school children.

<http://www.dfes.gov.uk/citizenship/> – Government's Citizenship Website for all ages.

<http://www.pbs.org/wnet/newyork/laic/index.html> – American site with fun activities to promote learning about citizenship.

### Waste and Recycling

Active citizens should be concerned with rubbish! If you wish to follow up this theme go first to the website of your local council to find out what action is being taken in your local area as a result of recent government landfill taxes and recent EU edicts. After that here are some child-friendly or educational sites you can visit:

[http://www.recyclezone.org.uk/tz\\_publications.aspx](http://www.recyclezone.org.uk/tz_publications.aspx)

has case studies of action that schools have taken

<http://www.wasteonline.org.uk/resources/Education/DPackTeachers.htm> has publications including 12 lesson plans with background information, NC references and practical class activities, like making paper.

<http://www.wickedwaste.com/> is a BBC and Open University site where you can sample and order the teaching pack and CD for the KS2 programme Wicked Waste

<http://www.thegreenhouseplymouth.org.uk/> a useful beginning for accessing a selection of other sites UK and world-wide, the greenhouse is an exhibition and information centre.

<http://www.oilierecycles.com/uk/index.html> a prize-winning site which provides a lot of information in a form that would be accessible to quite young children.

A private firm which has an informative website and education materials is:

<http://shanks.co.uk> They also have useful downloadable information leaflets.

<http://www.epa.gov/recyclecity/index.htm> is the children's section of the website of the USA Environmental Protection Agency. The tour of Recycle City carries basic information about recycling and the EPA site itself has news about environmental protection in the States and elsewhere.

<http://www.yptenc.org.uk/> – the website of the Young People's Trust for the Environment has a wide brief and includes information on rainforests and how to make nestboxes as well as acid rain and recycling.

[www.bbc.co.uk/schools/barnabybear/games/recycle.shtml](http://www.bbc.co.uk/schools/barnabybear/games/recycle.shtml) has a Barnaby Bear game suitable for the very Early Years

The NGFL has links to more sites which include competitions for schools and environmental information, among them:

<http://www.recycle-more.co.uk/>



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[www.naace.org](http://www.naace.org)

