

learningforlife

exploring core values



CHARACTER **and** CITIZENSHIP

Activities to help introduce citizenship and character at Key Stage 3 and 4.

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Information for teachers & facilitators

The main aim of the activities in this pack is to introduce to young people the concepts of citizenship and character. All the activities in the toolkit are aimed at Key Stage 3 and 4 students, although some maybe suitable for KS2 students. The activities have cross-curricula themes and could be delivered as part of many subjects – however they would be most suitable for Citizenship lessons. The pack has been designed so that it is possible to deliver all these activities as a whole or pick and choose the ones that fit your requirements and deliver them individually. We hope that, having experienced some or all of these activities, young people will have a better idea of what citizenship is and why being a good citizen and having good character is important.

All the activities give guidance on timings required to complete the tasks. However this is only a guide as the topics can be looked at in greater or lesser detail. We hope the activities will get the young people discussing and debating and so, depending on the group, more time could be allowed for this. Most of the activities have suggestions for making them easier or harder or about how to extend them. All the resources and activities can be adapted to accommodate the young people's specific needs.

A note about resources...

For most of the activities the resources are provided at the end of the pack. The only additional resources required are stationery and paper. The resources that have been provided have been designed so that they can be photocopied and therefore used many times with different groups.



Overview of the Activities

Activity	Suggested Timings	Aims	Resources in Toolkit	Other Resources
1 Good or Bad citizen?	20 mins	To get young people to think about what are the actions of a good and bad citizen.	Good and Bad Citizen prompt cards	None
2 The Good Citizen – a Hollywood blockbuster	1-2 hours	To get students to think about how good citizens have been represented in stories and fables in the past To get students to think about how students? are represented in current films and television programmes To get students to create their own good citizen blockbuster film.	Good Citizen stories Storyboards	Paper and pens
3 What could you do	20 mins	A warm up activity to get the students to think how far they would go to be a good citizen.	None	None
4 Individual vs. society	30 mins	To get students to think about themselves as individuals and themselves as members of a society	None	Paper and pens
5 Newspaper Sort	1 hour	To look at how citizens and values are represented in the media.	None	Local newspapers
6 The Good Citizen Factor	40 mins	To get students to debate about the value different citizens have for society.	Character cards	None
7 The Matrix	30 min.	To get the students to think about what they could do to be better citizens.	None	Post it notes , A4 Paper and pens

Activity 1: Good Citizen, Bad Citizen

Toolkit Resources:	Good Citizen, Bad Citizen prompt cards
Other Resources you need:	None
Timings:	20 mins warm up activity

Activity Aims: To get young people to think about what are the actions of a good and bad citizen.

The Activity

Ask the students to get into small groups.

Tell the students that they are going to look at what they think are the actions of a good or bad citizen.

Give each group a set of the 'good citizen, bad citizen' prompt cards.

Ask the students to place all the cards in piles using the following headings:

| [Actions of a Good Citizen](#) | [Actions of a Bad Citizen](#) | [Not Sure](#) |

After completing the task each group should feedback using the following questions:

1. Is it easy to decide who is a good and bad citizen?
2. How could you describe a good citizen in five words?
3. What are the common characteristics of the people they put in the good citizen pile and of those they put in the bad citizen pile?

The students could then try to rank the cards into from those they think are the best citizens to those they think are the worst.

Make it harder

Get the students to come up with their own actions and the group must decide if they are good or bad or don't know. The students could put the actions in a hat and these could be pulled out. The students could mime the actions and then the class have to guess what the action is and then decide if it is good or bad.

Activity 2: The Good Citizen A Hollywood Blockbuster

Toolkit Resources:	Good Samaritan story, storyboard frames
Other Resources you need:	Paper and pens
Timings:	Up to 1.5 hours

- Activity Aims:** To get students to think about how good citizens have been represented in parables, stories and fables in the past.
- To get students to think about how students are represented in current films and television programmes.
- To get students to create their own good citizen blockbuster film.

The Activity

Ask the students to think of any past parables, fables or stories that they know of that feature 'a good citizen' – for example the Good Samaritan. Ask the students to explain the story to the rest of the class and what it is about the central character that makes them a good citizen?

Now ask them to think of anybody in a current news story that could be considered 'a good citizen'. Ask them to talk about the news story and why the person in it is a good citizen. Ask the students if they think there are more news stories about good or bad citizens. If bad, why this is the case?

Show them the Good Samaritan parable in the pack. In small groups or on their own ask them to answer the following questions:

1. Where does this story come from?
2. Why do you think there were stories like this in the past?
3. Do you think people believed in these stories – how did the stories influence them?

Now ask the students if they can think of any recent films or television programmes that feature a good citizen. If so which? Ask them to explain the plot of the film and what makes the central character a good citizen.

Explain they are going to draw up their own film called 'the Good Citizen'. Using the storyboard frame that has been provided they should sketch out the plot of this new film. They should think about the characters and plot of their film before starting to fill in their story boards. Display these storyboards and get the students to talk through the plot of the films they have created.

Make it harder

The students could actually create a drama based on their storyboard.

Make it easier

Create the storyboard as a class together. You could start by getting each student to contribute one line at a time to the story.

Activity 3: What would you do?

Toolkit Resources:	None
Other Resources you need:	None
Suggested Timing:	20 mins

Activity Aims: A warm up activity to get the students to think how far they would go to be a good citizen.

The Activity

Tell the students they are going to look at how far they would go as a citizen.

Read out the following statements and in groups get them to discuss if they would or would not do that.

After 3 minutes' discussion, stop the groups and get them to hold a vote in the group to see if they would or not do that. Ask them to keep a tally of how many they would or would not do.

After all the statements have been read out ask the students to suggest scenarios themselves and put these to the rest of the group.

Statements:

- Work as a volunteer all their life for a good cause
- Climb on the roof of a power station to campaign against pollution
- Give all their winnings for the lottery to charity
- Cross over the road if they say someone hurt
- Get involved with an argument between young people
- Go back to their local school to help younger children read
- Give 10% of their wage to charity every month
- Pick up the litter they see on the road

Make it easier

Draw up the following signs: Definitely would, definitely would not, maybe and put them in different parts of the room. As you read out the sentences ask the students to stand by the sign that reflects what they would do. Ask some students to feed-back why they are standing in that position.

Activity 4: Individuals V's Society debate

Toolkit Resources: None
Other Resources you need: Paper and pens
Suggested Timing: 30 mins

Activity Aims: To get students to think about themselves as individuals and themselves as members of a society

The Activity

Introduce to the students the concept that we can either think of ourselves as individuals or as part of a society or both.

Explain that much of politics is based on whether we should have individual freedoms or all be working together as a community. Give the example of the NHS – we could either pay more taxes and have a better NHS service or pay less taxes and use this money to pay for private health care.

Get the students in smaller groups to draw up a stereotypical description of a person who believes in individual freedoms and rights and also of a person who believes in societies and people working together. They may like to draw a stereotypical picture of this person which exaggerates their character traits.

Ask them to come up with a set of 5 positive words that describes each of this person's personalities and character. The Individual might be determined, clever, and the society personification might be caring, compassionate etc.

Tell the group that they are going to have to represent one of these people in a debate.

They will be debating the question:

“The world would be a better place if we were all left to do what we wanted and there was no one organising us into society or communities.”

Ask each group to come up with an argument in response to the debate question based on the person's viewpoint they have chosen to represent.

Activity 5: Newspaper Sort

Toolkit Resources:	None
Other Resources you need:	Some local and national newspapers
Suggested Timing:	Up to 1 hour

Activity Aims: To look at how citizens and values are represented in the media.

The Activity

Split the students into groups of 4-6 people.
Give each student a selection of the newspapers.
Ask the groups to choose a few news stories about people that interest them.

Get the students to answer the following questions about the articles:

1. What do you feel about the main people in the story?
2. Do the people in the stories show positive or negative values?
3. What values do they show?

Get the students to make a presentation about one of the stories. In this presentation they need to talk about what happens in the story, how they feel when they read the article and what they think it says about people's values in society.

Make it harder

Students could then make up their own newspaper stories about someone who has shown a positive value – for example shown tolerance in their community, been an active citizen etc. These stories could then be combined into a newspaper with different sections for different values.

Make it easier

Work with a whole class just reading one story out at a time. Lead a discussion about the story and what they feel about the people in it and how they have behaved.

Activity 6: The Good Citizen Factor

Toolkit Resources:	Character cards
Other Resources you need:	None
Suggested Timing:	40 mins

Activity Aims: To get students to debate about the value different citizens have for society.

The Activity

- Ask the students to get into groups of five.
- Each student has to pick one character card. This card will tell them about the person they will be playing in the 'The good citizen factor' talent show.
- The student should spend a few minutes familiarising themselves with their character and making up a back story for them.
- The cards only give minimal information about the people so the students should be creative and make up other bits about their character.
- Tell the students they are all contestants in a television talent contest – called The Good Citizen Factor.
- One person will be voted off the show every 5 minutes.
- The winner is the person in the group who they consider the best citizen, who they think are the most benefit to society.
- Allow each student one minute to say who they are and make a case for why they are a good citizen and should be saved. During this time the only person who can speak is the person making their case.
- Then give the groups five minutes to discuss who they think they should throw out first. After five minutes stop the group and say they are going to have to vote to see who is voted off first.
- The person voted off then joins the audience, and can ask questions of the remaining contestants and can also vote.
- The remaining contestants are given another 5 minutes to debate why they should stay. After five minutes they must hold another vote and another contestant should be voted off. Keeping doing this until there is one contestant left and they are crowned the good citizen.
- Ask the students to reflect on the activity. Each group should say which character won the talent show and why.

Activity 7: What can you do Matrix

Toolkit Resources:

None

Other Resources you need:

Post it notes or small bits of paper. Paper and pens.

Timings:

30 mins

Activity Aims: To get the students to think about what they could do to be better citizens.

The Activity

1. Ask the students to think of as many ways that people can be a good citizen as possible. The students should write each idea they have on a separate post it note or piece of paper.
2. Write out the following headings on large pieces of paper and lay them on the floor or on a board to create a matrix as follows:

	Small Impact on the World	Medium Impact on the World	Big Impact on the World
Easy to do:			
Hard to do:			

3. Ask the students to sit round this matrix, then one at a time tell the rest of their group their idea for being a good citizen. They should then place their idea in the matrix where they think it should go – depending on if the area is easy for someone to do or hard for someone to do and if the idea would have a big impact or small impact on the world. Go around the group a couple of times, until the matrix has lots of ideas in it.
4. Now ask the students to stand up and place all the rest of their ideas in the matrix. Then looking at the matrix together ask them the following questions

Make it harder

Ask the students to create a poster that would encourage others to carry out a popular idea for a good citizen.

Resources Section



Resources for Activity 1:

Good Citizen, Bad Citizen prompt cards

<p>A university student who set up a charity helping people in Africa.</p>	<p>A famous footballer who allows his name to be used in campaigns in schools to help get young people reading.</p>
<p>A protester who climbed up a power station to campaign against pollution and global warming.</p>	<p>A group of school students who took part in an anti-war march.</p>
<p>A rich woman who bought a business that was failing so the staff did not have to be made redundant</p>	<p>A teacher who started an anti-bullying campaign at their school.</p>
<p>A retired man who volunteered at an orphanage.</p>	<p>A lady who won a million pounds on the lottery and gave £500 of it to charity.</p>
<p>A student who campaigned against the government to get more people recycling.</p>	<p>A car manufacturer who strikes at work to get a pay rise.</p>



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Resources for Activity 2:

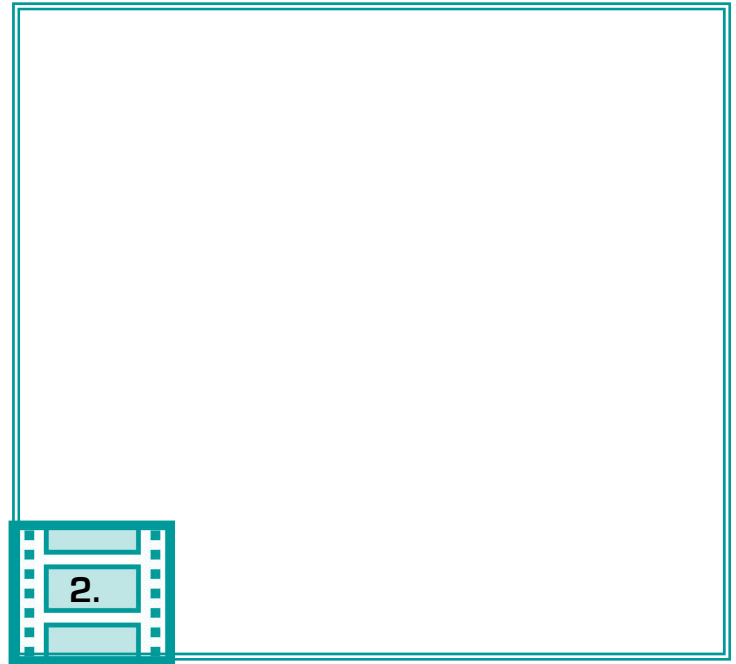
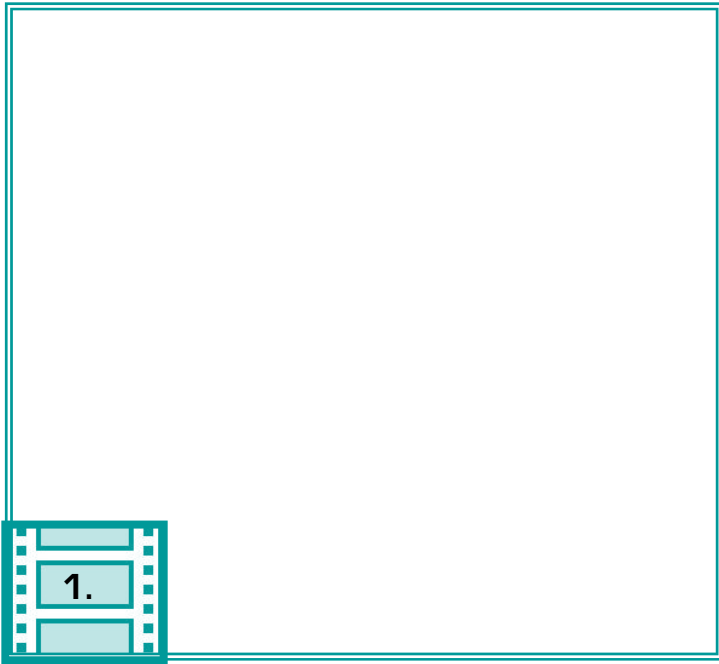
The Story of the Good Samaritan

"A man was going down from Jerusalem to Jericho, when he fell into the hands of robbers. They stripped him of his clothes, beat him and went away, leaving him half dead with no clothes. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. So too, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, took him to an inn and took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'"

Storyboard frames for activity 2 are on next page. Ideal for photocopying to A3 . . .



My Blockbuster Movie: _____

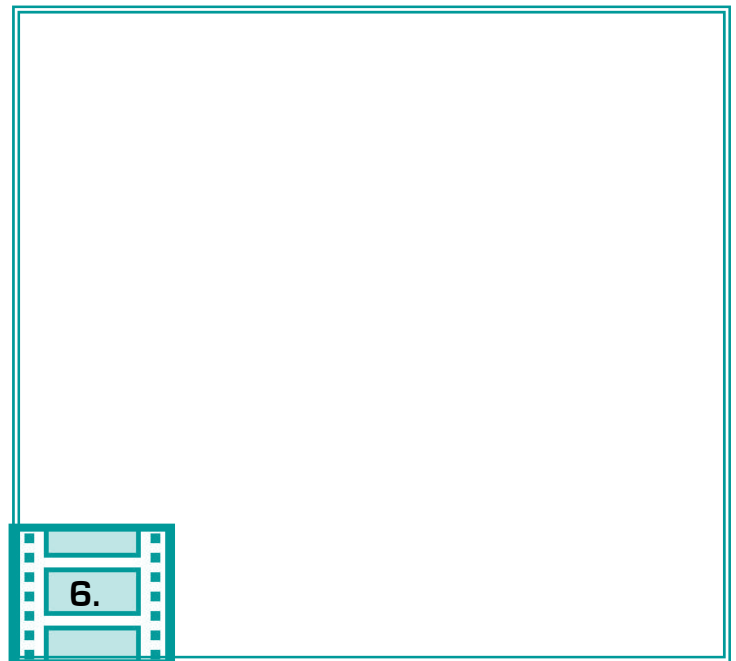
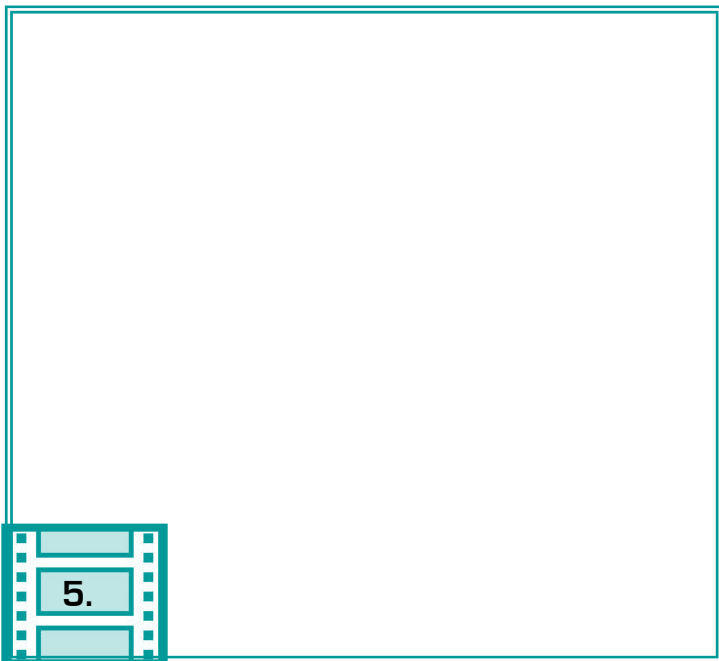


Scene 1 Description:

Scene 2 Description:

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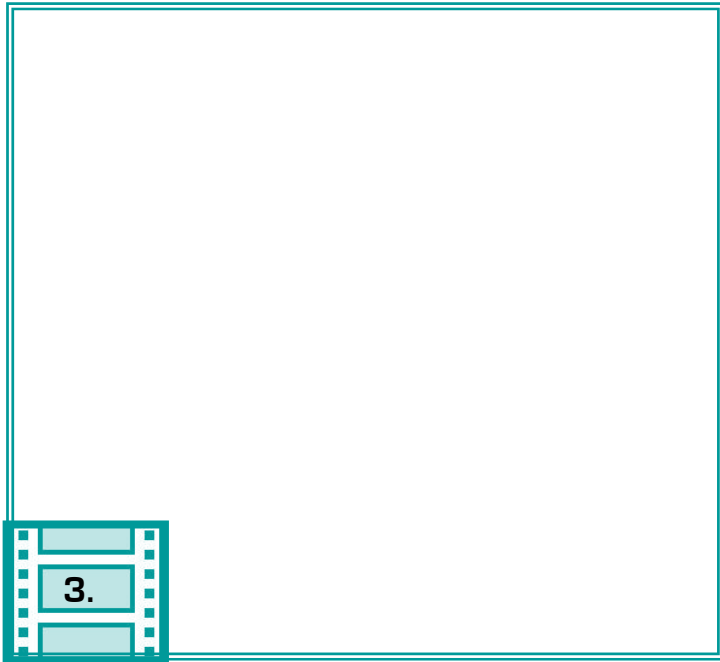
Scene 5 Description:

Scene 6 Description:

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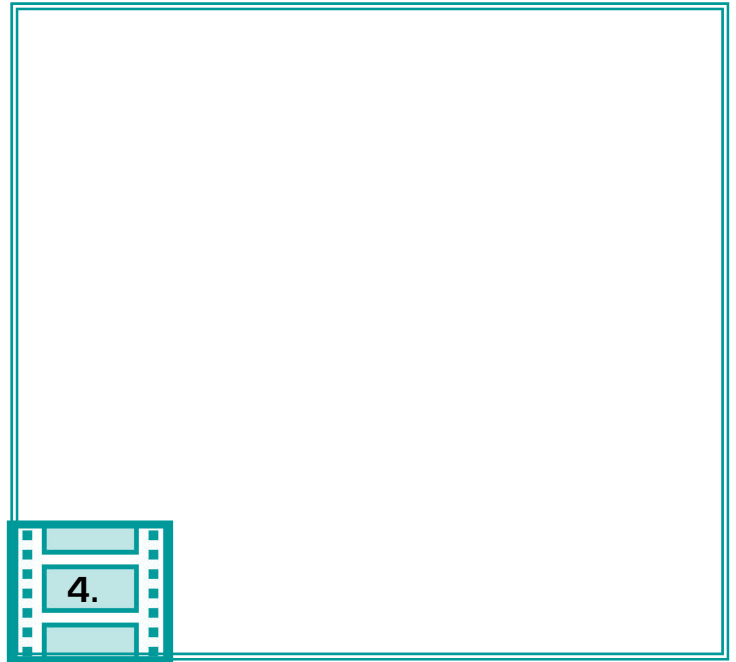
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Written and Directed by: _____



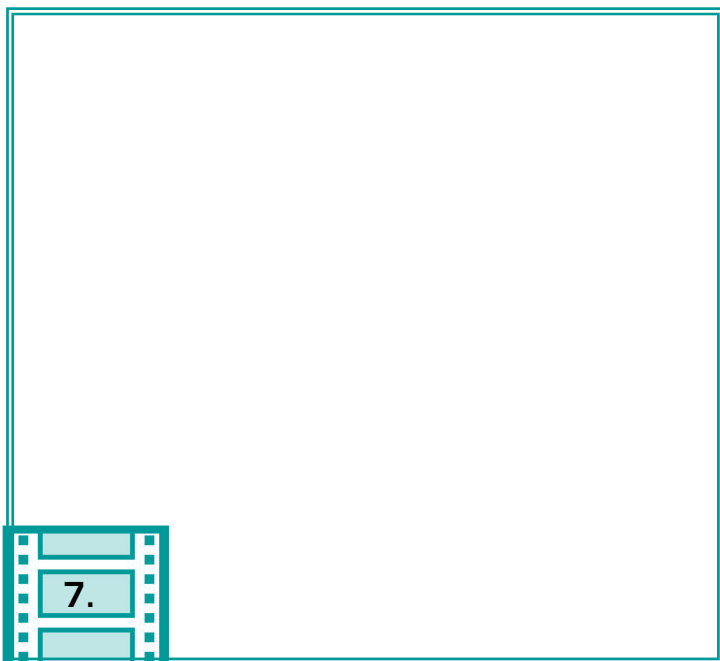
Scene 3 Description:

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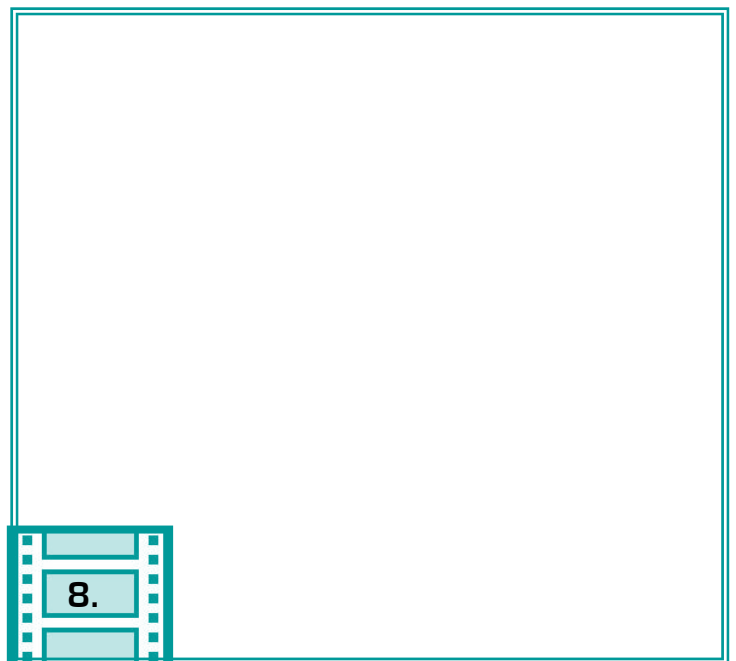
Scene 4 Description:

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Scene 7 Description:

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Scene 8 Description:

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Resources for Activity 6:

The Good Citizen Factor cards

<p>Sam works for a charity helping disabled people. He spends every day helping to make the lives of the people he works with more comfortable and happy.</p>	<p>Jane is a millionaire who made her money in the city. She has just announced she will be giving all her money to a charity helping people in Africa.</p>
<p>Susan volunteers every week at a school for children with learning difficulties. She goes to the school for an hour in her lunchtime to help two 10 year old boys read.</p>	<p>Simon is a campaigner for animal rights. His work ensures that animals in London are not treated badly.</p>
<p>Sophie is a doctor who has volunteered overseas to work with children with aids in Africa.</p>	<p>John is a politician who has created a policy that will help end child poverty.</p>



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