

## 6. ESTABLISHING A CITIZENSHIP CURRICULUM

### 6.1 Identifying Target Groups

We are hoping that this document could be useful to:

- Head teachers and school project managers wishing to develop active citizenship in their structures
- Teachers and other staff members who will be in charge of implementing citizenship in their classrooms
- Trainees

### 6.2 Methodology

#### *i) Conducting a Needs Analysis*

The needs analysis stage involves a collection of data about students, their characteristics, their “ present-situation “ skills and the skills they will have in the future at the end of the educating to citizenship course.

Methods of collecting data are numerous; we recommend questionnaires, interviews, discussions, and class observations.

Data collection would involve identifying which skills, attitudes or knowledge students currently have and matching these against the desired skills, knowledge and attitudes. This would identify the learner needs and thus inform the curriculum.

Desired Skills:

- Enquiry
- Communication skills
  - Listening skills
  - Negotiation, problem-solving skills
  - Conflict management
- Research skills
- Ability to work in a team and to co-operate
- Critical thinking skills
- Ability to make informed choices

As regards values, the following attitudes are encouraged:

- Self-esteem
- Respect of others
- Value of teamwork
- Commitment to altruist causes

As regards knowledge:

- Political literacy
- Basic knowledge of national and international legal systems

Understanding of the Human Rights Convention  
Rights and responsibilities as a consumer, an employee, an employer  
Informed citizens  
Voluntary work

ii) *Establishing Aims and objectives*

In order to specify our aims and objectives for developing a Citizenship Curriculum we'll start with a definition of citizenship, as we understand it:

*A citizen is aware of one's rights and duties, sharing the values of which human's rights are based, and showing by his/her behaviour and actions, that these values are integrated.*

Our objectives for a Citizenship Curriculum are practical and illustrate our definition of citizenship:

- Being aware of ones' rights –human rights- and the other's rights
- Adhering to the values on which human rights are built (respect, dignity...)
- Being in agreement with human rights on a practical, daily basis: learning about human rights while applying them.

At a pragmatic level, our objectives can be summarized as follows:  
Planting the seeds of citizenship in order for the individual to be able, if he/she decides so, to have "citizen like" behaviour now and in the future. Encouraging trainees to become active citizens, taking part in democratic life and defending its values.

iii) *Skills, Values, Knowledge: identifying Indicators*

a) Indicators of skills:

Skills such as enquiry, research, critical thinking, communication skills, can be set up in a transversal way through all disciplines. For instance, they can all be measured in topics such as literature or geography where information has to be gathered (research), opinions have to be given and "argued" (critical thinking) orally or in a written way.

Negotiation or conflict management skills, reflect an awareness and a change of values; they share the same indicators as the ones used to measure values changes

b) Indicators of knowledge:

Knowledge may be the easiest to evaluate; it can be done through test "acquired, or not" for instance as regards national and international legal system. Understanding of human rights convention may be harder to evaluate, sometimes because of the language barrier. However, some specific article could be selected and explained to the class by a trainee (for instance, Article 4). Checking how informed as a citizen a young person can

be, could be achieved while putting this young person in a situation of knowledge transfer. For instance, an individual or a group of trainees could inform younger pupils of the rights and duties of an informed citizen/consumer....

c) Indicators of values:

Values translate themselves in behaviours and actions. Teamwork, respect of others and self-esteem can be observed during classes and during break times. For instance, a change in vocabulary and tone of voice (no insults, less shouting, no racist or sexist words), solving conflicts while listening, instead of fighting indicate more respect for others and for oneself. Participation in classroom activities shows increased self-esteem. Commitment in local political life and development also indicates a change of values or at least an awareness of values beyond the individual.

i) *Drawing up a syllabus*

#### SYLLABUS/CONTENTS

Once a need analysis has been completed, an appropriate syllabus can be drawn up.

Our syllabus is a mixture of a skill-based syllabus and content-based syllabus. It is made up of various themes or modules, each module aiming at developing some of the skills and attitudes listed in the previous chapter.

The following scheme of modules is not statutory; you can use as much or as little as you wish. There may be other areas teachers may wish to explore.

- Citizenship definition
- The institutions, the law, Europe and the European constitution
- Human rights
- Notion of secularity
- Fighting discriminations
- Peace and conflicts
- Domestic violence
- Ecology, the environment
- Humanitarian organizations
- Why get involved? Active Citizenship--- helping children with learning difficulties with their home work, getting involved with the homeless

### 6.3 Developing a “Toolbox: ready to use lesson plans

Trainers or other staff members willing to work with trainees on the topic of citizenship will have access to “ a tool box “ made up of several documents.. Each document is set up in the following way:

- a. Theme
- b. Scientific data or life experiences
- c. Proposal of possible exploitations during classes (debates, quizzes...)
- d. Filmography, bibliography

You will find some examples of “ ready to use “ documents, suitable for young adults aged 18 to 25 in the Annexes.

### 6.4 Training the Trainers: Trainers’ induction course in order to deliver the subject adequately

#### 6.4.1 *Why such a unit?*

Citizenship education has been regarded in many countries as a minor aspect of school education. Nowadays the notion of citizenship is fashionable and encompasses all types of topics from consumer education to environment care. It is wider than a single subject, is relevant to all areas of the curriculum and encompasses the whole school. Untrained teachers are challenged with the task of gaining knowledge on a global theme, and of which people even wonder if it can be taught.

Because of this complexity, citizenship education is often restricted to civic education.

Citizenship is also a difficult topic to teach as some of the points it deals with, may raise conflicts; for instance, is “la lutte armée” a citizen like action? It is therefore essential for the teacher to be aware of his/her own positions and attitudes as regards some areas of citizenship that may raise conflicts. We also want to highlight other difficulties inherent to the theme of citizenship education:

- Pupils are not always motivated by it; it is impossible to share motivation if you are not motivated yourself. Teachers need to be the external motivators to help create more motivating learning environment.
- Active citizenship needs areas of practice, outside the classrooms
- One of its aims is autonomy:

The conclusion is that what is needed is activity that requires creative thinking as well as understanding of interrelationships occurring in the classroom

#### *6.4.2 Unit aims*

The aims of training teachers to deliver a Citizenship curriculum are varied, but uppermost in importance is the fact that too often teachers of History, Humanities, Politics, Social Science or Health Education have been given the task of introducing Citizenship into the curriculum, without any training. Naturally teachers with such subject specialisms teach Citizenship with a bias towards their particular subject area. As it is a relatively new subject in the school curriculum and in most countries remains a non-statutory subject, despite its importance to social cohesion, teachers who are trained to teach Citizenship are few and far between. It remains the responsibility of organisations to develop their own curriculum and to train their own staff. Within the SOCCER project we identified the need to train teachers and trainers to deliver a cohesive, coherent and relevant curriculum. We recommend that any training the trainer programme has the following aims:

- Stimulate discussion amongst teachers about Education for Citizenship
- Help teachers clarify what they are teaching in conjunction with the school and society in general.
- Encourage a self-evaluation of one's own openness to the diversity of views on moral issues
- Encourage a self-evaluation of one's own critical approach to systems of ethics
- Agree on a common definition of "citizenship" which encompasses both individual and collective responsibilities.
- Implement a community of practice
- Encourage the learning of a variety of religious and cultural traditions

#### *6.4.3 Unit contents*

These are suggested topics to be included in an induction programme for teachers of citizenship:

1. Defining citizenship
2. What are the characteristics of a citizen? (Citizen's profile)
3. Which skills and values do we want to promote?
4. Which knowledge skills are required to educate to citizenship?

5. Which attitudes are needed from teachers in order to help young people become active citizens?
6. Appropriate teaching and learning strategies/educational approach
7. Some issues and questions to consider:
  - Is it ever acceptable to break the law?
  - Is it acceptable for elected politicians to reduce citizens' civil liberties at times of a terrorist threat?
8. Presentation of pedagogical materials/resources

#### Methodology

The course methodology should include:

- Citizenship terminology
- Brain storming sessions
- Use of case studies and discussions among participants and trainers of their interpretations of citizenship. Participants will learn from their peers.