Department for Constitutional Affairs
Justice, rights and democracy

DCA – Connecting with Citizenship Education – A Mapping Study

A Mapping study to establish the links between citizenship education and the DCA's priorities under the DCA 5-Year Strategy

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Executive summary

Background

The Department for Constitutional Affairs (DCA) has a five year strategy entitled *Delivering Justice, Rights and Democracy* (DCA, 2004), which includes a commitment to making: *'better use of education, information and advice' (p.6)* so as to counter the perceived public lack of knowledge of areas covered by the DCA policies and services. To this end, an *Education, Information and Advice Strategy* has been developed in order to address the five key priorities of the DCA, as outlined in the five year strategy:

- **Reducing crime and anti-social behaviour** by improving delivery of the criminal justice system

- **Speeding up the asylum and immigration appeals system** as part of delivering a fair, effective and efficient overall migration process

- **Protecting the vulnerable** especially children at risk

- Enabling people to resolve their problems better by promoting and delivering **faster, effective and proportionate dispute resolution;** and

- **Strengthening democracy and rights** to renew the relationship between citizens and the state.

The DCA is particularly keen to ascertain the extent to which the new curriculum subject of citizenship education can help young people to become more fully informed about the areas covered by the DCA policies and services. Accordingly, the DCA contracted the NFER to undertake a research study with five specific aims:

- map the main body of resources[1] available for key stages 2-4 and post-16 education (age range 7 to 19) (and in other non-school settings) in the citizenship field that are relevant to the DCA's priorities

- list key resource providers and developing a stakeholder map

- ascertain the resources that practitioners and young people find or would find, useful

- identify examples of good practice, both in terms of resource provision and resource use

- make recommendations to the DCA as to how to disseminate and respond to the outcomes of the research study and mapping.

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[1] Resources were defined broadly to include paper-based, interactive web-based, audio and visual as well as people-led resources. The resources listed in the database include: textbooks (both teacher and student books), worksheets, CD-ROMs, films and videos, speakers, external visits and visitors and websites, among others.

Data was collected from a range of sources, during the period March to September 2005, in order to meet these objectives. These sources included individual and focus group interviews, returned proformas from stakeholders and practitioners[2] and internet searches.

Outcomes and Key Findings

The NFER team has produced a detailed report outlining the results of the NFER's research study in response to these aims, and an accompanying resource database. The key findings in the report are:

Mapping the main body of resources

- Numerous resources (310 were identified during the study) are available to support the citizenship curriculum in primary, secondary and post-16 education and training that also correspond to the five DCA priority areas.

- Many resources are cross-phase, but over two-thirds are targeted for use in the secondary curriculum (252 out of 310 resources), with over one-third aimed at the primary curriculum (116) and a limited number at post-16 education and training (47).

- Resource provision for the five DCA priority areas is not uniform with some priority areas better resourced than others. The priority area *strengthening democracy and rights* is the best resourced (143 resources) followed some way behind by *promoting and delivering faster and more effective dispute resolution* (40 resources), *reducing crime and anti-social behaviour* (31), *speeding up the asylum and immigration appeals system* (30) and *protecting the vulnerable* (30).

- There are a number of gaps in the provision of resources in each of the five DCA priority areas. These include:

  Ø large gaps in resource provision (i.e. few available resources) in the priority areas *speeding up the asylum and immigration appeals system* and *protecting the vulnerable*

  Ø uneven resource provision relating to *crime and anti-social behaviour* where there are more resources that address the topic of *crime* than those that cover *anti-social behaviour*

  Ø ample resource provision in the priority area *strengthening democracy and rights* where there is a surplus of material but little that engages students' and captures their enthusiasm and interest.

  Ø lack of resources: that relate to everyday life and to 'real experiences'; that can be used to address local, topical issues; that are active and

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[2] Stakeholders are defined as those organisations that DCA considers to be useful partners in helping to deliver the DCA priority areas. They include, among others, other government departments, government associations, NGOs and charities, publishers, the media and the public. Practitioners are defined as those who are involved in the delivery and support of education and training, particularly citizenship education. They include head teachers, senior school managers, co-ordinators, teachers, lecturers, children and young people, teacher trainers, local authority advisors, governors and parents. Clearly, the two groupings are not exclusive and some practitioners are also stakeholders.

practical and encourage 'real' student engagement; and that are age specific in relation to their use with particular age groups.

Listing resource providers and stakeholders

There are a wide range of providers of citizenship education resources. The majority of the resources in the database were produced by publishing companies (159 resources), though a considerable number were produced by non-governmental organisations and charities (111), followed by government bodies and associations (50), teacher consortia and networks (25) and the media (12).

The stakeholders that have an interest in the DCA priority areas include: other government departments (e.g. DfES, Home Office); government associations: non-governmental organisations; publishers; media; teacher and training consortia; practitioners, local authority advisors and staff; general public, and children and young people.

Good practice in resource provision and resource use

In terms of resource provision it was reported that:

- resources that supported active citizenship were the most useful for citizenship education
- ICT or web-based resources that were visual and interactive were equally valuable
- textbooks and worksheets were seen as limiting as they did not adequately promote active learning.
- class discussion was widely used in citizenship education and resources that could be used to support and stimulate discussion were felt to be helpful.
- External visits and speakers also provided valuable and enjoyable learning experiences.

In relation to resource development it was felt that

- consultation with key stakeholders was essential
- flexibility and accessibility, to enable resources to be used by a variety of practitioners working within different educational settings, was also key.
- more resources that promoted the integration of citizenship education across curriculum would be useful
- increased training and support for teachers responsible for citizenship education was a crucial area for development
- raised awareness of the resources that are available was also a high priority.

Respondents also identified a number of barriers to good practice in resource use including, having a limited budget for resources, lack of time, resources getting out of date quickly, curriculum constraints, and a lack of quality control.

Key recommendations to the DCA

The outcomes and findings from the NFER research and mapping study highlight a number of areas and actions where the DCA could move forward in promoting its five priorities through citizenship education. These translate into a **ten point action plan.**

1. Raise awareness of the DCA, of its five priority areas and of its five year strategy

This recommendation requires four specific, and linked, actions

- **Raise awareness about the DCA and its core remit, particularly with stakeholders.** There is little or no understanding, at present, particularly among stakeholders, either that the DCA's core remit concerns delivering *Justice, Rights* and *Democracy* or of its five year strategy.

- **Raise awareness about the five priority areas and the approach to these priorities in the five year strategy.** The DCA's five priority areas remain little known or understood by those involved in education.

- **Raise awareness of the role that the DCA perceives for education and citizenship education in delivering *Justice, Rights* and *Democracy*.** There is an urgent need for the DCA to explain how and why its remit dovetails with citizenship education.

- **Provide greater clarity about the nature, scope and vision for the five priorities.** There is an urgent need for greater clarity about the DCA vision for what its effective delivery will mean over time in each priority area, particularly concerning understanding of what the terms *protecting the vulnerable*, *dispute resolution* and *democracy, rights and responsibilities* mean in practice.

2. Build from what already exists in citizenship education that supports the five priority areas

The importance of any follow-up DCA action taking into account the current context in citizenship in relation to the five priority areas. This context reveals that:

- There are strong existing links between the majority of the five priority areas and their delivery through the citizenship curriculum across the 7 to 19 age range. However, the citizenship curriculum was introduced in advance of the DCA priority areas and resources are produced that meet the citizenship curriculum rather than the DCA priority areas.

- Once stakeholders and practitioners understand the five priority areas, and the DCA vision and expected outcomes for each area, they are able to recognise how these priority areas can be delivered through the citizenship curriculum in ways that enhance young people's knowledge, understanding, skills development, confidence and awareness.

- There already exists a strong base of resources in citizenship education that can contribute to the delivery of the five priority areas. However, it should be recognised that this base is uneven in its relationship to and coverage of the five priority areas, as defined by the DCA.

Publication of the mapping study and broader discussion of its outcomes by the DCA and its stakeholders will assist this contextualising process.

3.   Focus on plugging resource gaps in relation to the five priority areas

There are particular resource gaps in relation to *anti-social behaviour, speeding up asylum and immigration appeals, protecting the vulnerable* and *delivering faster and more effective dispute resolution*. In the short term, immediate consideration should be given as to how to plug the resource gaps in relation to *anti-social behaviour* and *speeding up asylum and immigration appeals*. These are priority areas which stakeholders and practitioners report as 'hot' topics in the citizenship curriculum and where there is a dearth of good quality resources. In the medium term, attention should be given to providing greater clarity and understanding about what is meant by terms *Protecting the vulnerable* and *Delivering faster and more effective dispute resolution.* Once this clarity has been achieved then appropriate resources should be produced that support these priority areas.

4.   Focus on improving awareness and more effective use of existing resources

It is recommended that, using the outcomes of the mapping study, the DCA produce a clear route map of what is currently available so as to guide practitioners. The DCA should explore, in partnership with stakeholders and practitioners, how such a map should be produced so that it assists practitioners by reviewing the resources and kite or benchmarking those that are seen as promoting 'best practice'. There is support for the setting up of a web portal that brings together the best websites and resources that support the priority area *strengthening democracy rights and responsibilities.* It is recommended that the DCA explore the potential of a web portal.

5. Decide on scale of approach

The results of the mapping study present a considerable number of recommendations and a sizeable agenda for action. However, it is crucial for the DCA to decide on the appropriate scale of approach. It is recommended that whatever actions are taken that:

- a clear timeframe for action is drawn up that includes short, medium and long term targets and goals that fit with the DCA five year strategy

- actions are planned over time so that they are manageable and achievable

- any actions fit the resources that are available to the DCA for such activities.

6. Decide on approach to stakeholders, practitioners and young people

It is recommended that the DCA consider the nature of its relationship with these groups, and, more particularly, with stakeholders. The stakeholders are and will continue to be a key audience in raising awareness of and helping to deliver the DCA's five year strategy. It is clear that the DCA already envisage future actions based on forms of partnership with stakeholders and, to a lesser extent, with practitioners. It is recommended that the DCA consider the nature of its partnership with different groups of stakeholders. For example, the partnership with other government departments and agencies, such as DfES and the Home Office under the *Togetherwecan* joint government initiative, may be of a different nature than the partnership with leading NGOs in the citizenship field, or that with practitioners. There is a need to explore how such partnerships can be constructed so that they are mutually beneficial to the DCA and partners. One suggestion is for a joint seminar involving DCA, DfES, Home Office and other government departments to explore areas of overlap between the agendas of different government departments and citizenship education. Careful consideration should also be given to the nature of any partnerships involving young people.

7. Set up an advisory/steering group

It is recommended that the DCA explore the most appropriate way of tapping into the interest and enthusiasm of stakeholders and practitioners. A number of stakeholders suggested the need for the establishment of an advisory/steering group to assist the DCA in taking forward the findings from the mapping study. The DCA will need to decide whether this suggestion is acceptable and if so what the remit, membership and time frame of the group should be.

8. Decide on resource formats, audiences and starting-points

This report contains considerable advice and guidance as to the types of resource formats that are preferred and wanted by practitioners, stakeholders and young people at different key stages, or age ranges. It is recommended that the DCA take time to consider among other things: which of the many resource formats suggested are acceptable and achievable; for which audiences resources will be produced; and the starting-points for the production of any resources in terms of location and range of partners involved.

9. Explore a wide variety of points of access to training and development in the production and use of resources

One of the core principles that stakeholders and practitioners emphasised strongly in the study was the need for training and development to be at the heart of any actions taken by the DCA. The issue is not just about producing quality resources but also ensuring that practitioners and young people receive training so that they have sufficient knowledge, understanding and confidence to select and make the best use of any resources that are produced. It is recommended that the DCA explore a wide variety of points of access to training and development so as to ensure it is built in as an integral part of any future plan of action. It is recommended that the DCA, in partnership with stakeholders, explore in particular, training and development in relation to:

- Initial teacher education and the one-year Citizenship PGCE courses.
- Continuing professional development (CPD) for existing teachers through the Training and Development Agency (formerly TTA).
- Professional associations, particularly the new Association for Citizenship Teaching (ACT).
- Local authorities and the LA advisors network.
- Media, notably the potential to link up with Teachers' TV and other interactive training media.
- Advanced Skills Teachers (ASTs).
- Middle and senior managers, through links to the National College for School Leadership (NCSL).

10. Continue to monitor, review and evaluate future actions

It is recommended that the DCA build in review and evaluation from the start of any programme of action following the mapping study. This will provide important evidence for the DCA and its partners in deciding on future priorities.

1. Introduction and context

1.1 Introduction to the project

The National Foundation for Educational Research (NFER) has been contracted by the Department for Constitutional Affairs (DCA) to contribute towards its five year strategy entitled *Delivering Justice, Rights and Democracy* (DCA, 2004). As part of this overall strategy the DCA is committed to making: *'better use of **education, information and advice'** (p.6)* in order to address the perceived public lack of knowledge of areas covered by the DCA policies and services. To this end, an *Education, Information and Advice Strategy* has been developed in order to address the five key priorities of the DCA, as outlined in the five year strategy:

- **Reducing crime and anti-social behaviour** by improving delivery of the criminal justice system

- **Speeding up the asylum and immigration appeals system** as part of delivering a fair, effective and efficient overall migration process

- **Protecting the vulnerable** especially children at risk

- Enabling people to resolve their problems better by promoting and delivering **faster, effective and proportionate dispute resolution;** and

- **Strengthening democracy and rights** to renew the relationship between citizens and the state.

These five areas have been chosen as it is believed that they will have the biggest impact on the public; enabling them to understand their rights and responsibilities, ensure they are better informed about the way we are governed and make it easier for them to manage problems earlier and more effectively

One key way of helping young people to become more fully informed is through the new curriculum subject of citizenship education[3]. Early investigation has hinted at specific areas of weak coverage in resources relating to the citizenship curriculum and the five priority areas, namely (Kerr *et al.,* 2000; Dartnall and Kerr, 2001):

- key stages 1 and 2 (pupils age 5 to 11): democracy and democratic institutions

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[3] Provision for 11-16 year olds (key stages 3-4) has been statutory in England since September 2002; provision for 5-11 year olds (key stages 1-2) is non-statutory. Citizenship is additionally not compulsory in the post-16 sector. The numbers of young people involved in post-16 citizenship vary widely from one institution to another and citizenship courses are often not curriculum-based.

- key stages 3 and 4 (students age 11 to 16): democracy, local government and political literacy.

Notwithstanding these initial findings, further research is necessary in order effectively to target any funding aimed at improving young people's knowledge and understanding and skills base. Moreover, the DCA is interested in targeting young people both within and outside the formal education sector; the latter group often difficult to locate and engage with.

Accordingly, the DCA has contracted the NFER to undertake research with five specific aims:

- mapping the main body of resources[4] available for key stages 2-4 and post-16 education (age range 7 to 19) (and in other non-school settings) in the citizenship field that are relevant to the DCA's priorities

- listing key resource providers and developing a stakeholder map

- ascertaining the resources that practitioners and young people find, or would find, useful

- identifying examples of good practice, both in terms of resource provision and resource use

- making recommendations to the DCA as to how to disseminate and respond to the outcomes of the research and mapping.

The following report outlines the results of the NFER's research in response to these aims. However, before the detail of the results is presented, it is necessary briefly to set the context within which this research was carried out. The context comprises three related aspects. First, how citizenship education is defined and delivered in the curriculum, in post-16 education and in communities in England. Second, the progress that has been made in the delivery of the citizenship curriculum in schools and colleges and third, the ways in which the citizenship curriculum resonates with the five DCA priorities. It is important to understand this context for it has a bearing on the results of the NFER research and the key recommendations for how the DCA could proceed.

1.2 Citizenship in the curriculum at key stages 2 to 4 (young people aged 7 to 16)

Citizenship in the curriculum and in post-16 education in England has it roots in the report of the government appointed Advisory Group on Education for

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[4] Resources were defined broadly to include paper-based, interactive web-based, audio and visual as well as people-led resources. The resources listed in the database include: textbooks (both teacher and student books), worksheets, CD-ROMs, films and videos, speakers, external visits and visitors and websites, among others.

Citizenship and the Teaching of Democracy in Schools, which was set up in 1997 and chaired by Professor (now Sir) Bernard Crick (Kerr, 1999a and b; Crick, 2000). The Citizenship Advisory Group was tasked with strengthening citizenship education and, in so doing, defined 'effective education for citizenship' as comprising three separate but interrelated strands. These are to be developed progressively through a young person's education and training experiences, from pre-school to adulthood (Crick, 1998, pp. 11-13) namely:

- **social and moral responsibility**: *'...children learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, both towards those in authority and towards each other'*. This strand acts as an essential pre-condition for the other two strands.

- **community involvement**: *'...learning about and becoming helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community'*. This, of course, like the other two strands, is by no means limited to children's time in school.

- **political literacy**: *'...pupils learning about, and how to make themselves effective in, public life through knowledge, skills and values'*. Here the term *'public life'* is used in its broadest sense to encompass realistic knowledge of, and preparation for, conflict resolution and decision-making, whether involving issues at local, national, European or global level.

The Citizenship Advisory Group's report was well received and, following the revision of the National Curriculum in 2000, citizenship education was incorporated for the first time in the school curriculum between the ages 5 and 16 (QCA, 1999). Citizenship is now part of a **non-statutory framework** for personal, social and health education (PSHE) and citizenship at key stages 1 and 2 (pupils age 5 to 11) and a new **statutory foundation subject** at key stages 3 and 4 (students age 11 to 16). Schools have therefore been legally required to deliver citizenship education for all 11 to 16 year olds from September 2002.

The new Citizenship Order at key stages 3 and 4 has programmes of study for citizenship and an attainment target based on three elements:

- knowledge and understanding about becoming informed citizens
- developing skills of enquiry and approach
- developing skills of participation and responsible action.

One of the intended goals of the formal introduction of citizenship as a new foundation subject in England is to give:

...pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights...It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. Citizenship key stages 3-4 p.12

However, policy has moved on considerably since 2000 in relation to citizenship education. It has been marked by an increasing emphasis on influencing and informing the actions of individuals, including those of children and young people, in the institutions (such as schools) and communities in which they live. There has been a particular push to strengthen and link local communities, including schools, to the wider community.

1.3 Citizenship in post-16 education and in communities

Policy for citizenship education, since the Citizenship Advisory Group reported in 1998, has broadened beyond schools to encompass other education and training phases and the wider community. For example, following the second Crick report on citizenship for 16 to 19 year olds (FEFC, 2000) a series of pilot development projects was started in 2001 to explore what an entitlement to citizenship education might look like for all young people involved in 16-19 education and training. Meanwhile, the government, through the auspices of the Home Office working in partnership with a number of government departments including the DCA and Department for Education and Skills (DfES), has launched a major policy initiative around the concept of civil renewal, entitled *Togetherwecan* (Blunkett, 2003a and b; Civil Renewal Unit, 2005).

Civil renewal is at the heart of the government's vision of life in 21st century communities. It takes place where people become actively engaged in the well-being of their communities and are able to define the problems they face and tackle them together with help from the government and public bodies. The government, through the Home Office, defines civil renewal as comprising three essential ingredients:

- **active citizenship** – people who take responsibility for tackling the problems they can see in their own communities

- **strengthened communities** – communities who can form and sustain their own organisations, bringing people together to deal with their common concerns

- **partnerships in meeting public needs** – public bodies who involve local people in improving the planning and delivery of public services.

There is a clear sense in this policy drive of the citizenship curriculum in schools and colleges laying the foundations for civil renewal. These foundations are built through: increasing young people's knowledge and understanding of their rights and responsibilities; providing them with practical experiences of active citizenship through involvement in the running of their schools, in partnership with local communities; and, encouraging the development of attitudes and behaviours designed to make them active, informed and responsible citizens in future life.

1.4 What we know to date about the delivery of the citizenship curriculum

Despite the frantic policy activity concerning citizenship in the curriculum and in other education and training sectors, there is a common acceptance that citizenship education in England is still in its infancy in terms of the development of effective practices in schools and colleges. It is, therefore, not surprising that the evidence base concerning citizenship education prior to 2000 was weak. However, it has been strengthened considerably since 2002 (Kerr and Cleaver, 2004). The Department for Education and Skills (DfES)-funded *Citizenship Education Longitudinal Study* (Cleaver *et al*, 2005) has played a central role in this, alongside the monitoring activities of OFSTED (2003: 2005a and b) and the Qualifications and Curriculum Authority (QCA) (2003; 2004).

Briefly, there is a consensus emerging from this evidence base that provides answers to questions about definition, approaches and challenges to citizenship at key stages 3 and 4. This consensus is important to understand for it defines the context in schools and colleges within which the DCA's priorities will operate. The research and evidence base for citizenship education in schools, colleges and communities is being strengthened all the time and many of the previous gaps in knowledge are rapidly being filled in (Cleaver *et al*., 2005; Whiteley, 2005; Craig *et al*., 2005; Kerr and Cleaver, 2004; Kerr *et al*., 2004). The consensus from this evidence base includes:

- **Implementation gap** – a recognition that there is a gap between the vision of the policy makers, as laid out by the Citizenship Advisory Group and in various curriculum frameworks for citizenship education, and the ability of those in schools and colleges to understand, act upon and own that vision in practice. It will take time to close this gap

- **Definition** – a redefinition of citizenship education away from the three strands in the Citizenship Advisory Group report to a growing conceptualisation of citizenship in schools as comprising three interrelated aspects – the three citizenship 'Cs': citizenship in the curriculum; active citizenship in the school culture; and active citizenship through links with

the wider community. Practitioners find that the three 'Cs' of citizenship fit better with the reality of daily practice in schools and colleges.

- **Approaches** – acceptance that provision is uneven, patchy and evolving but that type of school and college approach to citizenship education appear to be emerging. Figure 1 below outlines these types (Kerr *et al*. 2004).

- **Factors** – the identification of and agreement about key school and college level and learning-context level factors that work together to support, promote and champion citizenship education. For example, at school and college level these include the power of a supportive culture and ethos, and the need for senior management support and real resources. Meanwhile, at learning-context level it is helpful to identify a 'citizenship champion' to promote and lead the area and to encourage active approaches which involves students in their own learning (Kerr *et al*., 2004; Craig *et al*, 2005).

- **Challenges** – recognition of a number of key issues and challenges that need to be tackled in order for citizenship education provision to become more visible, coherent and effective. These include addressing the challenges of definition, ownership, training and development, assessment, inspection and self-evaluation among others (Kerr *et al*., 2004).

Figure 1.   Four approaches to citizenship education in schools
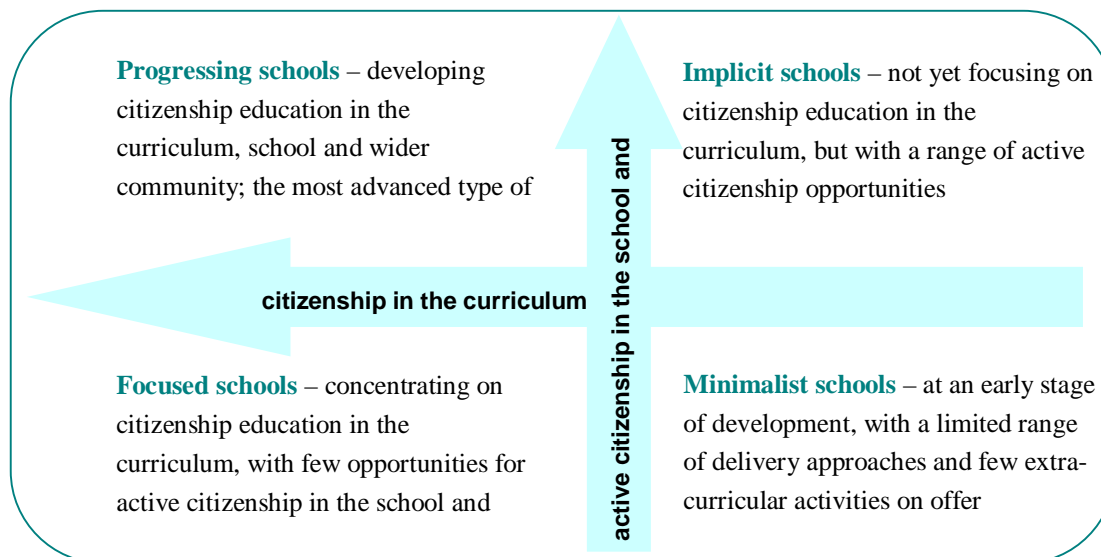
The latest report from the Citizenship Education Study (Cleaver *et al.,* 2005) also highlighted a number of findings of relevance for the five DCA priority areas:

- Students in all year groups associate citizenship more with rights and responsibilities and issues of identity and equality than with formal political processes. This may be influenced by the nature of the teaching of citizenship they receive in schools and the topics that are and are not

covered. It is perhaps no coincidence that the topics least taught – voting, elections, government and the EU – are those that students least associate with the concept of citizenship and the groups and institutions that students trust the least.

- Students in all year groups also report that citizenship is more noticeable to them in schools than in 2002, with just over two-thirds (68 per cent) saying that they had experienced it. This is perhaps a recognition of the growing use and acceptance of the term in the curriculum and by teachers, co-ordinators and school leaders in their interactions with students.

- When compared to the results of the first cross-sectional survey (2002), there has been an apparent drop in students' citizenship knowledge scores; particularly for students in Year 10. However, this may be more a reflection of the nature of what is, and is not, taught in schools than on the ability of students to comprehend citizenship topics and issues. The knowledge items in the survey tested knowledge about political and legal processes and institutions, including those concerning voting, political representation and legal rights. These are precisely the citizenship topics that students report they are taught least about.

- The apparent reduction in students' knowledge scores may suggest that schools and teachers lack the expertise and confidence to teach the core knowledge component of citizenship (focusing on the legal and political system, government, political parties and voting processes) and/or that they do not recognise that this core component is distinctive from anything else in the curriculum, therefore needing to be focused on directly. Thus, the fact that citizenship is currently taught by a range of teachers from different subject backgrounds, and through a number of different subjects and areas, most notably PSHE, rather than through discrete citizenship lessons may exacerbate this situation in schools.

- The possible impact of the media on students' citizenship knowledge, understanding, skills and attitudes. Students clearly get their knowledge and understanding of civic and political society from somewhere. The media may therefore play a key role in influencing students' views, particularly given low reported levels of coverage of certain topics in the school-taught citizenship curriculum. Students report more and increasingly sophisticated use of old and new media as they get older. This may, in turn, explain the increased interest in politics among Year 12 students and the fact that students show a lack of support for political parties.

The emerging findings from the research and evidence base are already being scrutinized and acted upon by policy-makers, support agencies and practitioners.

Equally, the evidence base around post-16 citizenship provision is growing, and particularly highlights the focus of this sector on developing active citizenship opportunities for young people (Nelson *et al.,* 2004; Craig *et al.,* 2005). However, of particular interest to this report, Nelson *et al* (2004)

conclude that in order to move post-16 citizenship forward there is need for '*a re-enforcement of the definition of citizenship (in particular the **political literacy strand***) linked, where possible, to real, practical case studies'* (p.vi).

1.5 Linking the DCA priorities and the citizenship curriculum

Having now briefly considered the evolving nature of citizenship education in England in the primary, secondary and post-16 sectors, in terms of both policy and practice, this section of the report moves on to map the topics covered in the citizenship curriculum in relation to each of the five DCA priorities. As the post-16 curriculum is currently not formalised in a curriculum framework a separate analysis of post-16 topics is not included. However, the post-16 framework for citizenship is sufficiently flexible to address all five DCA priorities, building from the citizenship learning that has taken place at pre-16 in schools.

Reducing of crime and anti-social behaviour

The following aspects of the non-statutory (primary) and statutory (secondary) frameworks for citizenship are directly related to this priority area:

Primary	Secondary
Recognising the difference between right and wrong	Understanding the role and operation of the criminal and civil justice systems
Understanding why and how rules are made and enforced	Learning about the legal and human rights and responsibilities underpinning society
Realise the consequences of anti-social and aggressive behaviours	Understanding the work of parliament, the government and the courts in making and shaping law

Speeding up the asylum and immigration appeals system

While this particular priority is not represented directly within the primary and secondary citizenship curricula, a number of topic areas are relevant to informing students about immigration and asylum issues in England *per se*.

Primary	Secondary
Appreciating the range of national, regional, religious and ethnic identities in the UK	Recognising the origins and implications of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.
Reflecting on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.	Using imagination to consider other people's experiences.
Exploring how the media present information	The media's role in society in providing information and affecting opinion.

Protecting the vulnerable[5]

Again, this particular priority is not reflected directly in the topics covered by citizenship education either at the primary or secondary level. However, the following areas of study provide vital background information to any work in this area.

Primary	Secondary
Realising that people, and other living things have needs, and that students have responsibilities to meet them	Using imagination to consider other people's experiences.
Recognising the role of voluntary, community and pressure groups.	Understanding the work of community-based national and international voluntary groups.
Realising the consequences of anti-social and aggressive behaviours such as bullying and racism.	

Promoting and delivering faster and more effective dispute resolution

The following aspects of the non-statutory (primary) and statutory (secondary) frameworks for citizenship are directly related to this priority area:

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[5] For the purpose of this research we have used the definition of vulnerable children provided by Kendall *et al* (2005) which includes: looked after children; pupils with medical needs; gypsies and travellers, asylum seekers, young carers and school refusers. There is therefore an overlap between the two DCA key priorities of *speeding up the asylum and immigration appeal system* and *protecting the vulnerable*.

Primary	Secondary
Resolving differences by looking at alternatives, making decisions and explaining choices.	Knowledge and understanding of the importance of resolving conflict fairly

Strengthening democracy, rights and responsibilities.

This is the DCA priority which most closely relates to the curriculum for citizenship education.

Primary	Secondary
Understanding that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other	Recognising the legal and human rights and responsibilities underpinning society and how these relate to young people
Learning what democracy is, and about the basic institutions that support it locally and nationally	Understanding the roles of central and local government, the public services they offer, how they are financed and opportunities to contribute
	Recognising the importance of playing an active part in democratic and electoral processes
	Understanding about opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.
	Understanding the UK's relations with the European Union.
	Understanding the key characteristics of parliamentary and other forms of government
	Understanding the electoral system and the importance of voting
	Understanding the work of community-based, national and international voluntary groups

This review reveals the unevenness of the relationship between the citizenship curriculum and the five key DCA priority areas. Only two of the priority areas *reducing of crime and anti-social behaviour* and *strengthening democracy, rights and responsibilities* relate directly to specific topics in the designated citizenship curriculum in schools and colleges. The other three priority areas have less direct links to the citizenship topic areas laid down at primary and secondary level but are still relevant to more general topic areas. This raises the issue of how to convince stakeholders and practitioners of the relevance of each of the five DCA priority areas to coverage of the citizenship curriculum.

1.6   Report structure

Following this introduction, **Section 2** of the report briefly presents a *resource and stakeholder map* which draws on data from individual and focus group interviews, a resource mapping exercise and internet searches to identify the types and range of citizenship resources which engage with the priorities of the DCA. **Section 3** focuses on the availability and use of current citizenship resources in relation to the five DCA priority areas. This review enables the identification of those priority areas where resources are most needed, the likely users and the most appropriate producers of these resources. Recognising the role that stakeholders, practitioners and young people can play in detailing best practice in resource production, **Section 4** moves on to address the particular aspects of resources that are deemed most useful and ideas for best practice in resource development, marketing, training and facilitation.

Section 5 completes the report by translating the conclusions from the preceding sections into a series of key recommendations. These aim to:

- direct the DCA towards the areas in which further resource development work would be most profitably undertaken; to highlight the types of resources most welcomed by practitioners and young people

- ensure that any resources developed clearly relate to the citizenship curriculum

- consider how this development work should be taken forward and

- guarantee that any resources developed are closely linked to the DCA's strategic priority areas and add value.

Details of the methodology used in the research and a full record of the resources located by the research team as part of the resource mapping study are included in appendices to the main report. An **executive summary** of the main conclusions and key recommendations from the research is also provided. It is suggested that the executive summary and the main report are read in tandem.

2. Resource and stakeholder map

This chapter draws on the data from individual and focus group interviews; the returned proformas from stakeholders and practitioners[6]; and internet searches which were undertaken by the NFER research team (for further information on the methods used see Appendices 1 and 2). Data was collected in order to gain information on the range of resources available within the five DCA priority areas and to enable the development of a resource map (see Appendix 5). The resource map identifies the different types and range of resources which engage with these five priority areas and other curriculum subjects across a range of age phases, as well as identifying the key resource developers and users of these resources.

2.1 The resource database

The NFER research team compiled a database providing examples of resources currently available that address the five DCA priority areas. The database includes material that has been published both in traditional form and on-line. The database is not exhaustive but provides a comprehensive review of resources identified as most commonly available and used in each priority area during the timeframe of the study (i.e. March to September 2005). It is worth noting that there are other citizenship resources available, but these were not readily accessible to the research team and time constraints prevented a more exhaustive search.

The database was largely compiled as a result of the feedback from returned proformas which had been completed by stakeholders and practitioners. Proformas (see Appendix 3) requesting information on the resources used to address each of the five priority areas were e-mailed to 65 organisations and individuals ranging from non-governmental (NGOs), publishers, and government departments and to Government Associations, Local Authority advisors and Advanced Skills Teachers (ASTs), each of which was likely to have played some role in the commissioning or development of citizenship

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[6] Stakeholders are defined as those organisations that DCA considers to be useful partners in helping to deliver the DCA priority areas. They include, among others, other government departments, government associations, NGOs and charities, publishers, the media and the public. Practitioners are defined as those who are involved in the delivery and support of education and training, particularly citizenship education. They include head teachers, senior school managers, co-ordinators, teachers, lecturers, children and young people, teacher trainers, Local Authority advisors, governors and parents. Clearly, the two groups are not mutually exclusive and some practitioners are also stakeholders.

resources in areas covered by the DCA priorities (for further information on the sample characteristics see Appendix 1).

Resources that were mentioned by stakeholders and practitioners during the focus group and individual interviews were also included within the database, where possible[7]. In addition, web searches were conducted by NFER librarians and information about relevant resources that were identified was also entered into the database.

Information about each of the relevant resources was entered into the database for each of the five priority areas. The information entered included:

- title of the resource
- author or producer
- year of publication (if known)
- phase to be used with (either primary, secondary or Post-16)
- specific key stage the resource was suitable for (KS2, KS3, KS4 and Post-16)
- format (e.g. website, book, video)
- topics covered (which of the five DCA priority areas it related to or whether the resource was a general citizenship resource)
- price (if applicable)
- audience (e.g. teachers or students)
- description – detailing information about the resource and what it was designed to cover.

The full database divided into resources relating to each DCA priority as well as a general citizenship category is contained in Appendix 5.

2.2 Mapping resources

A total of 310 resources are recorded in the database. Many resources were cross-phase resources and so could be used with more than one key stage. The resources related to each school phase are as follows:

- Primary   116
- Secondary   252

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7   Where interviews were conducted by telephone it was not always possible to collect adequate information about specific resources, usually because interviewees did not have this information readily to hand. For this reason, in some cases, resources were not included in the database because there was not sufficient information available when the research team attempted to follow up the resource after the interview.

- Post-16   47

- Phase unknown   3

The number of resources relating to each of the five priority areas is not uniform, (see table below) suggesting that some priority areas are better resourced than others.

Table 1   Number of resources included in the database relating to each of the five DCA priority

Priority Area	No. of Resources in Database
• Reducing crime and anti-social behaviour	31
• Speeding up the asylum and immigration appeals system	30
• Protecting the vulnerable	30
• Promoting and delivering faster and more effective dispute resolution	40
• Strengthening democracy and rights	143
• General citizenship[8]	87

In addition to specific resources, a number of general websites were highlighted by respondents as providing useful reference points for a variety of the DCA priority areas. These included websites such as:

- **www.teachernet.gov.uk** – A resource produced by the Department for Education and Skills to support teaching practice in schools.

- **www.citized.info** – A website funded by the Training and Development Agency (formerly the TTA), through a collaborative project involving all providers of citizenship initial teacher education in England.

- **www.qca.org.uk** – The website of the Qualifications and Curriculum Authority (QCA), the government body that maintains and develops the national curriculum and associated assessments, tests and examinations and accredits and monitors qualifications in colleges and at work.

- **www.bbc.co.uk/cbbcnews** – A resource site for young people covering topical issues and current affairs and produced by the BBC.

- **http://www.bbc.co.uk/schools/citizenx/** – A resource site for young people covering what it means to be a citizen locally, nationally and internationally and produced by the BBC.

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[8]   A number of respondents referred to general citizenship resources that covered a variety of citizenship topic areas (including one or more of the five priority areas).

- **http://www.teachingcitizenship.org.uk/** – A resource site for practitioners, produced by the Association for Citizenship Teaching (ACT), providing information and resources for citizenship education and a forum for sharing practical ideas.

Furthermore, rather than mentioning specific tangible resources several respondents highlighted community or other organisations that they contacted for information or expertise in relation to a particular priority area. For example, a number of respondents mentioned contacting their local police force, the fire service, health professionals, their local citizen's advice bureau, and local theatre companies for information and/or advice. Further information about how these resources were used by practitioners and researched by young people can be found in Chapters 3 and 4.

2.3 Resource producers

The producers of the resources included in the database range considerably. Details of the different types of producers and the number of resources they each produce are given in Table 2 below.

Table 2   Producers of resources for each priority area

DCA Priority area / Producer	Reducing crime and anti-social behaviour	Speeding up the asylum and immigration appeals system	Protecting the vulnerable	Promoting and delivering faster and more effective dispute resolution	Strengthening democracy and rights	General citizenship	Total
Government associations	3	-	-	-	42	5	**50**
Publishers	13	10	13	16	49	58	**159**
Media	1	3	1	1	4	2	**12**
Non-government organisations/ Charities	12	16	14	16	43	10	**111**
Teacher consortia/ networks	1	1	1	6	4	12	**25**
Unknown	1	-	1	1	1	-	**4**
Number of resources recorded for each priority area	**31**	**30**	**30**	**40**	**143**	**87**	

Some resources were categorised under more than one priority area and therefore, total number of resources across the five areas is greater than 310.

Not surprisingly, the textbooks that were identified during the mapping exercise tended to be produced by publishing companies, although some were published by NGOs and charitable organisations, many of whom have their

own publications departments. The main publishing companies producing citizenship resources included: Folens, Team video, Pearson Publishing, Hopscotch books, The Watts Publishing Group, Routledge Farmer, Nelson Thornes and Collins.

As stated above, citizenship resources were also produced by a number of NGOs and charitable organisations. These included: the Minority Rights Group International, Save the Children, The Citizenship Foundation, Institute for Citizenship, Amnesty International, UNICEF, Charity Partnership, The No Way Trust Ltd, the Refugee Council, the Disability Rights Commission, Leap Confronting Conflict, The Holocaust Education Trust, and Schools Councils UK. These organisations produced a range of different types of resources including books, leaflets, videos and resource packs for teachers.

A number of the resources that were identified were produced by teacher consortia/networks. These included CitizED, Teachers in Development Education (TIDE), The Grid, Mundi (Centre for Global Education), English Secondary Students Association, and ASDAN. The resources included teacher resource packs and lesson plans as well as information that could be accessed on the web.

Several resources (of varying types) were produced by Government funded organisations, such as, the Parliamentary Education Unit, The British Youth Council, the Ministry of Defence Schools Advisor Team, the Commission for Racial Equality (CRE) and the Home Office.

Television/media organisations such as, Channel 4 and the BBC also produced resources (usually but not exclusively these resources were videos).

Further details about the different resources included in the database (and their producers) for each of the five priority areas in turn are outlined in what follows.

Reducing crime and anti-social behaviour

A total of 31 resources were recorded in the database for this priority area. However, analysis of the different resources suggests a considerable imbalance of materials available in this area. The resources tended to address issues relating to *crime* and the consequences, with less evidence to the availability of materials specifically focussing on *anti-social behaviour*.

The resources on this priority area in the database are mostly produced by publishing companies such as, Team Video, Pearson Publishing and Hopscotch Books. However, there are some resources which are produced by Government agencies, such as, The Commission for Racial Equality and the National Centre for Citizenship and the Law. Resources were also produced

by NGOs and charitable organisations such as, the Citizenship Foundation, UNICEF, the Charity Partnership and The No Way Trust Limited. Further resources were also produced by television companies such as Channel 4.

The resources recorded in the database were mainly available in paper or video format. The majority of resources were aimed at the secondary sector with a minority specifically targeting the delivery of citizenship at primary level.

Speeding up the asylum and immigration appeals system

There are a total of 30 resources included within the database relating specifically to *asylum and immigration*. The main producers of these resources were NGOs and charities such as Amnesty International, Minority Rights Group International, Oxfam and Save the Children, although some resources were produced by publishers including, The Watts Publishing Group, Team Video and Pearson Publishing. The resources were mainly available in various paper formats, although information was sometimes accessible via the organisations' websites.

The majority of these resources are aimed specifically at the secondary education sector, with only three resources designed specifically for primary school pupils (key stages 1-2). However, it is worth noting that many of the recorded resources were said to target both the primary and secondary sectors.

Protecting the vulnerable

A total of 30 resources are detailed in the database addressing the issues within the topic area *protecting the vulnerable.* Once again, NGOs and charities such as Disability Rights Commission, Save the Children and UNICEF, as well as publishing companies such as Folens and Routledge Farmer appear to be the main producers of these resources. However, resources are also produced by teacher consortia/networks such as, ASDAN and television companies such as Channel 4. The majority are targeted at both primary and secondary sector (although, overall, there appear to be more resources to support the secondary sector). The majority of the resources recorded in the database are available in paper format, typically as teacher's packs that include lessons plans, a CD-ROM and/or a supporting video.

Promoting and delivering faster and more effective dispute resolution

Overall, 40 resources that address *promoting and delivering faster and more effective dispute resolution* are included in the database. The majority were produced by publishing companies such as, Nelson Thornes and Collins and

NGOs/charitable organisations such as Save the Children, and Leap Confronting Conflict. On the whole, these resources were targeted at the delivery of the priority area to key stage 3 or key stage 4 students. Only seven resources were specifically designed to be used in primary schools (though a number were said to be 'cross-phase' resources, adaptable for use within both primary and secondary sectors). There were some general citizenship materials that were also identified by practitioners as resources that could be used to address this area.

Strengthening democracy and rights

In total, 143 resources were recorded for *strengthening democracy and rights,* the largest number in any of the DCA priority areas and close to half of all the recorded resources. The main producers of these resources were organisations with strong links to government, such as, The Electoral Commission and the Parliamentary Education Unit who produce a broad range of materials, the majority of which are accessible via the latter organisations at website www.explore.parliament.uk. Publishing companies such as, Collins and Folens also appear to produce resources which encompass democratic processes as well as materials to help support the running of school and student councils. Other producers included NGOs such as the Citizenship Foundation, Schools' Council UK, UNICEF and CSV (Community Service Volunteers), teacher consortia/networks such as, Mundi (Centre for Global Education) and CitizED and television companies such as the BBC and Channel 4.

A number of respondents reported that they interpreted *'rights'* to encompass issues such as 'human rights' and childrens' rather than more narrow 'political rights'. For this reason some returned proformas included resources produced by charities such as Amnesty International and The Holocaust Educational Trust, under this particular priority area.

General citizenship

A number of respondents referred to general citizenship resources which did not focus exclusively on any one of the priority areas and instead provided guidance or materials which could be used to deliver some or all of the areas to young people. In total, 87 resources were recorded in the database as relevant general resources. These were mainly textbooks produced by publishers (such as, Nelson Thornes, Collins and Pearson Publishing) which had chapters on a number of different topics. Resources were also produced by Government and associations with close links to government such as, Home Office, The British Youth Council and the Ministry of Defence Schools Adviser Team. Some of these resources were said to address all of the priority areas, while other resources (particularly websites) were considered a useful

starting point of reference. For example, a number of respondents referred to the Citizenship Foundation website www.citizenshipfoundation.org.uk as a useful source of up-to-date information on a range of citizenship topic areas.

Information about the specific resources that practitioners reported using and the perceived gaps where respondents thought more resources were needed are explored in detail in the next chapter.

2.4 Stakeholder map

The data from individual and focus group interviews, returned proformas and internet searches provides groupings of institutions, organisations and individuals that have an interest in the DCA priority areas. Taken together these comprise the broad parameters of a stakeholder map for DCA. The main stakeholder groupings include:

- Other government departments (e.g. DfES, Home Office)
- Government associations
- Non-governmental organisations (NGOs)/charities – these are many and varied and cover
    - Ø Those concerned with citizenship education (e.g. the Citizenship Foundation, CSV, Institute for Citizenship)
    - Ø Those concerned with broader human and childrens' rights (e.g. Amnesty, UNICEF)
    - Ø Those concerned with specific issues/campaigns (e.g. School Councils UK)
- Publishers
- Media
- Teacher and training consortia (e.g. CitizED, ACT))
- Practitioners (e.g. school leaders, teachers, ASTs)
- Local authority advisors and staff
- General public (including parents)
- Children and young people.

The research highlights that it is these groupings, and the organisations and individuals within them, with whom DCA should work most closely, in partnership, in the future in helping to deliver the key DCA priority areas. It is suggested that DCA review these initial groupings, and the organisations and individuals within them, in order to create a more detailed and extensive stakeholder map.

3. The use of resources: availability, use and identifiable gaps

This chapter focuses on the DCA's five key priority areas (*reducing crime and anti-social behaviour; speeding up the asylum and immigration appeals system; protecting the vulnerable; promoting effective dispute resolution;* and *strengthening democracy and rights*) and reports on the perceived quantity, range and quality of resources currently available for each priority area. The chapter subsequently reflects on where further resources are required in terms of both improved and new resources for each of the priority areas.

3.1 Reducing crime and anti-social behaviour

A total of 31 resources were recorded in the database for this topic area. However, reference to the database suggests a considerable imbalance of materials with more that address issues of '*reducing crime*', and less materials on '*anti-social behaviour*'.

Overall, there was evidence from interviews with stakeholders, tutors, Advanced Skills Teachers (ASTs) and Local Authority advisors to confirm that a significant number of resources are available to address this priority area.[9] Interviewees remarked on the wide range of resources that were used to support teaching including, videos, textbooks, the internet and the printed and broadcast media. Furthermore, respondents reported that the priority area was a key part of their citizenship programmes, commenting that crime and anti-social behaviour was often addressed as a topic within the more general citizenship resources and, that resources therefore, were readily accessible.

One of the resources that advisors and teachers commented on and had found useful, was the textbook *Crime and Legal Awareness* from the PfP series. For those interviewees who mentioned this resource, it was said to be *'meaty'* with a large amount of information for teachers in the pack. However, it was not considered suitable for lower ability students.

The Folens series was mentioned by a number of respondents and was considered to be a useful resource for this priority area. A key stage 3 teacher for example, remarked that, 'a*s a core this is as good as any of the others as it covers everything we need. If we stuck to that we could cover the basics...I*

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[9] Resources mentioned by practitioners within the case-study visits were not always recorded on the database. If was often difficult to find more detailed information about particular resources, particularly where interviewees were unsure of the full title of a resource or the publisher.

think it's the enrichment we need to build on now'. Interviewees commonly stated that textbooks alone were insufficient and accompanying materials or stimuli were used to enrich students' experience. A few teachers described their links with local theatre groups who had performed plays on gun crime, for example and the accompanying teacher resource packs and teacher training offered alongside such theatre workshops were thought to be helpful.

Other interviews commented that they intended to build in participatory activities and visits to local magistrate courts or police stations to enrich student experience. For example, the character-based soap opera video series *Watch Over Me,* commissioned by Milly's Fund was considered a good way of engaging students as it was produced in a similar way to a television soap opera. One tutor remarked that, *'because it's a series, they're really interested and look forward to the next episode. It's like talking about what happened in Eastenders'*. Similarly, key stage 4 students remarked that they had enjoyed watching the video and had looked forward to the next part of the 'soap'.

Several of the advisors interviewed reported that school staff often worked closely with local agencies and community organisations, as well as national agencies in order to draw on relevant experience and expertise. For example, many teachers explained that they had organised speakers to visit the school to talk to pupils and/or run practical workshops in order to introduce the issues of crime and its consequences. An example of this approach is described in the vignette below. Many interviewees commented on the usefulness of the popular resource *Prison Me, No Way* produced by the No Way Trust Ltd for use at key stage 3.

KS3 Resource example for *crime and anti-social behaviour*

***Prison Me No Way* – The No Way Trust Ltd - www.pmnw.co.uk**

The core aims of this project are to raise awareness amongst young people about the causes, consequences and penalties of crime. Programmes and resources provided help to redress the exaggerated and often incorrect images of prison life portrayed through television and the media and any myths or misconceptions young people may have. Typically, a prison warden visits a school to talk to a year group about prison life through the use of video clips, floor plans and examples of prisoner clothing. The resource is aimed at mainly KS3 students and available in audio-cassette, information pack, video and CD Rom. There is also a supporting website (www.pmnw.co.uk) which provides additional resources for teachers and activities for students and parents. There are three follow-up resources available, including the *Ryan's Choice* video.

Those advisors and citizenship teachers interviewed who referred to this resource, considered it to be *'thought provoking'* and informative. Similarly, some of the students commented on how much they had enjoyed the visit by the prison warden and who had *'brought the issue alive'*. For example, one student commented that, *'if we asked him a question...he'd answer it really well. It was better than watching a video about it as he showed us things and answered questions. You can't ask a video questions'*. However, students were less enthused by the supporting video, 'Ryan's Choice': *'It didn't mean anything to me'*.

Despite the perceived broad range of resources available, advisors and teachers perceived there to be gaps in the provision of resources and several interviewees commented on the need for more up-to-date resources in the area. They welcomed more stimulus material and more practical activities *'to make it more active'*. Many practitioners commented on the frequent use of the internet to gather information and ideas for the delivery of this priority area. However, whilst it was stated that the internet was a very useful resource, it was also considered *'a huge resource'* with implications on teachers' time; the time involved in *'trawling the internet'* had meant that sometimes teachers felt that they were unable to cover the area in an appropriate way.

The database (see Appendix 5) provides some examples of websites which provide information on crime and anti-social behaviour as mentioned by interviewees and detailed within the returned proformas. The following websites provide a few examples that interviewees regarded as useful sources of information:

www.explore.parliament.uk

The UK Parliament's education website produced by the Parliamentary Education Unit. This was said to be an *'excellent'* website for all key stages where teachers can download materials. Although it was mainly used to address the topic area *Strengthening Democracy and Rights,* practitioners referred to this website as a useful resource, to explore various laws and how they were made.

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www.dilemmas.co.uk

A locally produced resource for one London Borough. This was perceived as an *'excellent resource for key stage 3 lesson plans'*. The resource is based on dramatised events acted out in digital photographs exploring issues facing young people today. Students respond to questions and dilemmas raised by the stories.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL

www.britkid.org

A website exploring racism and cultural diversity. This was said to be *'a good resource to use in class on the whiteboard'*. The website details the lives of nine characters and the challenges they face.

3.2   Speeding up the asylum and immigration appeals system

This priority is not well represented within the primary and secondary citizenship curricula and therefore, it is not surprising that there are limited resources in the area of asylum and immigration. On compiling examples for the database (Appendix 5), it was difficult to find resources that specifically related to the *speeding up of the asylum and immigration appeals system*, rather resources tended to address general issues surrounding asylum. However, these were also thought to be limited as well.

A total of 30 resources were recorded within the database which addressed issues on asylum, refugees and human rights issues surrounding minority groups. The majority of these resources (13) were aimed specifically at the secondary sector, whilst only three resources were designed specifically for primary school pupils (key stage 1-2). Many of the recorded resources were said to target both the primary and secondary sectors.

Practitioners interviewed reported that a combination of videos and talks from experts in the topic area were thought to be the most appropriate way in which to cascade information on the priority area to students. Interviewees described this area as being a *'hot topic'* and some ASTs working within the secondary education sector reported using tabloid journalism as a stimulus for discussion, whilst other teachers described their links with local community groups, as well as the army and local MPs who are willing to work with the school to disseminate information about local asylum issues. Real-life stories and

locally developed resources were often perceived as being most effective. For example one advisor said, *'I think we need resources that tell a story from a young person's point of view, almost as an applied case-*study'. There was a perceived need for more locally produced materials to help communicate the issues effectively to young people through contexts with which they were familiar. Key stage 4 students interviewed, for example, explained that they had enjoyed watching a locally produced video about asylum seekers. One of the women featured in the video had visited the class to talk about some of the issues the video raised which the students had found stimulating. One student for example remarked that:

> *I've heard so many times that asylum seekers have come to take out money, but that's not really what happens. She told us that she hasn't come to take out money; she's come because her life was in danger in her country.*

Another student reiterated such sentiments and commented that, *'the media make out that asylum seekers are monsters, but they're not; they're actually coming to help us out too'.*

Key stage 1 to 2 resource example for *speeding up the asylum and immigration process*

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Refugees- A resource book for 5 to 11 year olds
The Refugee Council 1998

A popular resource book for 5 - 11 year olds containing activities, personal testimonies and background information. The book addresses refugee issues as part of English, History, Geography, Religious Education and other subjects and includes a 'journey to safety' game.

Evidently, there appeared to be considerable gaps in the provision of quality resources for this priority area. Furthermore, it was evident that legislation surrounding the area of asylum was likely to date quickly. Therefore, it may be that textbook resources are not the most appropriate format for resources in this area. Further it may be that more up-to-date information available via the internet or via local community groups who are able to provide personal anecdotal experience and up-to-date information on asylum issues, is more appropriate. Whilst it is evident from the examples detailed in the database (see Appendix 5) that there are a number of websites that provide information on asylum issues, it may be that the availability of these websites needs to be better communicated to practitioners.

It was evident that advisors and tutors interviewed found the issues surrounding asylum and immigration difficult to tackle due to their sensitive and emotive nature. One advisor for example, commented that, *'I think schools find this a difficult area to teach'*. Therefore, specialist information and training could help ASTs and teachers present a balanced view of the issues to students. Another respondent described the need for more specialist information on the area for teachers. She remarked that,

> *pupils need to get more of a balanced view about asylum seekers. It should be related to the economy and include photo-packs and real-life stories. This would help pupils to develop empathy and more of an understanding of the issues.*

3.3 Protecting the vulnerable

A total of 30 examples of resources are detailed in the database that address the issues within the priority area *protecting the vulnerable.* The majority of these resources are at secondary schools or are produced for cross-phase delivery for both primary and secondary practitioners. An example of a teacher's pack produced by Save the Children and UNICEF is detailed in the vignette below.

Key stage 2-3 resource example for *protecting the vulnerable*
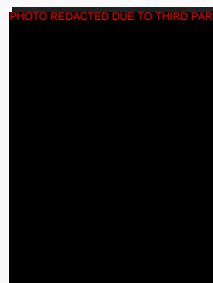
***Time for Rights* Pam Fenney and Heather Jarvis**

Save the Children and UNICEF, 2002

Priced at £10.99 this resource pack attempts to provide a useful handbook for teachers providing active learning opportunities to develop a wide range of knowledge, attitudes and skills which can be matched to several subject areas. Through role play, cartoons, stories, poems and a variety of activities, A Time for Rights looks at what rights mean to an individual child, in the family and in the community. The activities are applicable to a wide range of ability levels so it is usable by teachers of upper primary, lower secondary and middle school pupils.

Some respondents interviewed found it difficult to define what this priority area encompassed. This is not surprising because this priority is not reflected directly in the topics covered by the citizenship curriculum at primary or secondary level. Many respondents asked the question, *'what does **protecting the vulnerable** actually mean?'* Hence, when asked to describe the resources they use for this topic area, interviewees referred to a range of 'vulnerable groups' and described the overlap with other topics including, asylum seekers,

children and rights and responsibilities. On the whole, resources in this area appeared to be limited with, as one respondent noted '*still a need to do more*' this is despite the perception that the area was growing as a result of recent legislation regarding the *Every Child Matters* agenda and agencies becoming increasingly aware of vulnerable groups in society.

In the absence of resources, some Local Authority advisers had developed their own resource packs for schools. A number of respondents reported using resources produced by non-government organisations to support teaching in this area and in some cases schools had arranged for speakers to talk to groups of students.

It was not only the lack of resources within the priority area that made it difficult for teachers to deliver this citizenship topic but also, that it was often perceived as a sensitive area to deliver as there may be vulnerable children within the school or local community. Whilst there was evidence to suggest that further clarification is required to define in more detail what the priority area encompasses, there was also a need for further training in the delivery of this sensitive area.

3.4 Promoting and delivering faster and more effective dispute resolution

Overall, 40 resources that addressed this topic area are included in the database, mainly produced by publishing companies and charitable organisations such as Save the Children, Leap Confronting Conflict and The British Youth Council. On the whole, these resources were targeted to the delivery of the priority area to key stage 3 or key stage 4 students. Only six resources were specifically targeted at primary schools, although a number were said to be 'cross-phase' resources, adaptable for use within both primary and secondary sectors. A number of general citizenship materials were also recorded by practitioners as resources used to address this area.

Strategies are often in place in most schools to encourage effective dispute resolution as part of a whole-school approach to managing and promoting positive behaviour. One advisor for example, remarked that, '*schools use solution focused methods all the time*', while another primary school respondent reiterated such sentiments and explained that, '*we focus a lot on strategies and use circle time to explore issues*'. Such overlap often means that resources to deliver this area are accessible to staff in schools and it appears that the area is resourced well. Two particularly useful resources recommended by one practitioner included, the LCP Citizenship Resource Files for key stages 1 and 2 as well as the website www.behaviouruk.com. The latter was said to be a useful interactive resource detailing various approaches to dispute resolution. Videos were also considered a useful way to engage

students. An example of a teacher resource pack to help deliver this priority area to key stage 3 and 4 students is outlined in the vignette below.

Key stage 3 and 4 resource example for *promoting and delivering faster and more effective dispute resolution*

TEAM VIDEO

***Resolving Conflict* produced by Team Video**

Using a series of real-life case studies, this pack examines how conflict is caused and how it is resolved. It looks at issues such as road rage, bullying at school, domestic violence, communities at war, using mediation and restorative justice. A 55-page workbook suggests activities that enable students to test out and evaluate the different ways of responding to conflict.

The video was considered an effective way of engaging young people in how to deal with confrontation and the ramifications of aggressive reactions to particular situations. It was also said to be sometimes used to address the issues encompassing anti-social behaviour.

There was a perception from a minority of interviewees that more age-appropriate resources are needed to support teaching at different key stages. Furthermore, several ASTs commented that commercially produced resources tended to focus on war or global issues in relation to dispute resolution and that more locally produced resources tackling issues that are closer to the daily lives of young people would be useful in helping translate the challenge of effective dispute resolution more effectively.

3.5   Strengthening democracy and rights

There was the perception amongst practitioners and advisors that this area was *'very well resourced'* and indeed, the database shows that there were more resources recorded for this priority area than for any of the DCA priority areas. This is not surprising considering that this is the DCA priority area which most closely relates to the curriculum for citizenship education.

In total, 143 resources were recorded for *strengthening democracy and rights*. The main producers of these resources were government departments, and organisations with close associations to government for example, the Parliamentary Education Unit which produces a broad range of materials to support the delivery of this area. These are accessible via their website www.explore.parliament.uk, details of which are outlined in the vignette below.

Once again, it was considered important to make the area as active as possible for students. Practitioners were keen to include practical elements to the delivery of the topic area to allow students the opportunity to experience democracy first-hand and better understand the processes involved.

At the time of the interviews, the 2005 General Election was taking place; therefore activities were current and topical. Typically, respondents referred to mock school elections and the formation of student councils to heighten student voice. Although, the majority of resources were of a practical nature, such activities were often supplemented with the use of video recordings of the news and politicians' speeches and supported by textbooks such the PfP textbook on Government and Democracy. However, internet-based resources were considered by advisors to be more up-to-date and informative. The vignette below provides an example of one such website that was considered to provide useful information for this priority area.

Key stage 3 and 4 resource example for *strengthening democracy and rights*

 www.explore.parliament.co.uk

The UK parliament's education website explains why and how laws are set, explores the role of parliament and its history, and contains teachers resources for the various key stages. This resource was also said to be useful for the topic area s*trengthening democracy and rights*.

The website was said to be informative and was considered a useful supplement to more practical activities such as student councils, mock elections and visits to the Houses of Parliament. The website was said to provide up-to-date information which staff found useful in delivering the priority area. The website was easy to access and navigate in finding information on current democratic procedures and practices.

Despite the broad range of resources within the area of democracy and rights, it appears that the sheer volume of resources available can create a situation whereby practitioners can experience difficulty sifting through what is available in order to find good quality resources. Furthermore, whilst there appeared to be resources accessible that provided information on the democratic processes and systems within the UK, there appeared to be a need for better quality resources that helped engage students in the topic area. The most useful new work in this area may therefore, involve mapping and evaluating the available resources to enable teachers to assess and access good quality resources quickly and easily.

Interviewees often commented that students appeared to be less enthused by the priority area compared with other citizenship topics. Discussions with students confirmed this point. The younger students (typically key stage 3 students) interviewed were less enthused compared to students in key stage 4. For example one key stage 3 student remarked that, *'why should we be interested when we can't vote. By the time we're allowed to vote all of the policies will have changed'*, while another commented, *'I don't think they should be teaching us a couple of years before we can actually vote'*.

Evidently, there is a level of apathy and lack of interest amongst young people towards the subject which means that the way it is taught in schools is important. The majority of interviewees who deliver citizenship felt that resources that promoted active learning in relation to democracy were *'quite hard to come by'*. It was often felt that young people needed to experience democracy in order to understand the processes and, therefore, more examples of proactive activities and more access to practical stimuli may make the priority area more active and engaging. For example, one citizenship teacher explained that, *'it can be difficult to teach because you need practical ideas for the classroom...you need to enthuse them* [the students] *and resources that could help you do that would be helpful'*.

Once again, further training may be required in the delivery of this priority area in order to try and engage students in democratic processes in the most appropriate way. For example, an advisor commented that, *'it doesn't really matter about the quality of the resources because it is about the way it is delivered and the quality of that...if you have a non-specialist teaching it then it goes nowhere and it doesn't engage the young people'*. Further training may build teachers' confidence in delivering the topic area, as well as increasing their political literacy and knowledge of human rights legislation. Moreover, teachers could benefit from the support of, and collaboration with, outside agencies to help communicate the importance of the priority area to young people and contextualise issues for young people in a manner that helps them relate to their own lives.

There was also some perception that current resources available on democracy and rights are too general and need to be adapted to suit different age groups in order to enable progression: *'it tends to be the same topics for both key stages* [3 and 4] *and there is no progression'*.

3.6 Assessment

In addition to the perceived gaps in resources in each of the five priority areas, there was also evidence of a lack of assessment materials to accompany the delivery of these areas. Where assessment materials were acknowledged, interviewees often commented on their poor quality; teachers often had to

adapt assessments or produce their own forms of assessment for citizenship as a whole.

As citizenship is not statutory within the primary sector, primary school respondents appeared to have less need for more formal assessment and therefore, were less likely to identify it as a gap in provision compared to secondary school practitioners. Secondary staff respondents felt that there was a large gap in the citizenship field for assessment resources and were generally not keen on those that already existed. They were considered to be poorly designed and *'failed to successfully assess the extent to which students had grasped a topic area'*. Many explained that they had adapted assessments found in books and resources to suit the issues they had specifically covered and to fit the need of the curriculum and/or the schoo1, whilst others preferred to have discussions in class to ascertain the extent to which students had engaged with the topic rather than using paper-based assessments. Post-16 tutors also tended to make use of portfolios as a means of assessing the extent to which students had grasped a topic. This was also seen as a useful way in which to document evidence and was said to be very much *'learner-led'* which in turn, created a more personalised learning approach to citizenship.

3.7 Summary

This chapter has found that there are numerous resources available to support citizenship. These are presented in a range of formats and available through a wide variety of providers. However, although numerous, these resources do not necessarily correspond to the five priority areas identified by the DCA. Rather the resources have been produced in response to the content of the citizenship curriculum in primary and secondary education phases rather than as a consequence of the DCA priorities. This means, therefore, that there are a number of gaps in the provision of resources in each of the five priority areas. These gaps are of differing type and extent and suggest different solutions to help address them.

First, there are large gaps in resource provision (i.e. few available resources) in relation to particular priority areas, most notably, *speeding up the asylum and immigration appeals system* and *protecting the vulnerable*. There are few resources that support these priority areas and enable practitioners and young people to understand and get to grips with the underlying issues. Second, there is uneven resource provision in some priority areas, particularly in relation to *crime and anti-social behaviour* where there are more resources that address the topic of *crime* than those that cover *anti-social behaviour*. Third, there is ample resource provision in some priority areas but that provision is not necessarily in the form and/or format that makes it appealing to practitioners and young people. This is particularly the case in relation to the priority area

strengthening democracy and rights where there is a surplus of material but little that engages students and captures their enthusiasm and interest.

Fourth, there is a dearth of certain types of resources in relation to the five priority areas. There is a particular lack of resources that relate to everyday life and to 'real experiences'; that can be used to address local, topical issues; that are active and practical and encourage 'real' student engagement; and that are age specific in relation to their use with particular age groups. Fifth, there are issues concerning access to and use of these resources by practitioners. Comments by practitioners suggest both a lack of time to sift through resources in order to choose the most appropriate and a lack of confidence in understanding about some of the priority areas and in using resources which emphasise a more practical, interactive approach with young people. This is particularly pertinent to certain DCA priority areas that are deemed sensitive and/or controversial, most notably, *protection of the vulnerable, asylum* and *immigration*. There is also a concern from practitioners that current resources do not provide sufficiently rigorous assessment opportunities particularly for students in the secondary school age range.

These gaps, in turn, suggest a range of solutions to help address them. These include:

- Investigating ways of mapping, summarising and reviewing resources in priority areas where there is a surplus of resources. This would include both written and internet resources. It would help practitioners in selecting the most appropriate resources for their needs

- Emphasising resources that meet the requirements of practitioners and young people i.e. resources that:
    Ø Address topical, sensitive and controversial issues
    Ø Provide access to local angles on national, European and international topics
    Ø Relate to the everyday lives, concerns and citizenship experiences of young people and engage them in topics and issues

- Providing resources which are deliberately targeted at specific age groups and are suitable for those age groups

- Ensuring that resource formats encourage practical and interactive approaches by practitioners and young people and provide realistic assessment opportunities

- Producing new resources that plug the largest gaps in resource provision, particularly resources that address the priority areas of *anti-social behaviour, asylum and immigration appeals system* and *protecting the vulnerable*

- Addressing the need for training of practitioners in order to improve their understanding of and confidence about particular priority areas and to

ensure they make the best of practical, active and interactive resources in engaging and working with young people.

This chapter has addressed the perceived gaps in resource provision and examined the extent to which further resources within the five priority areas may benefit the delivery of citizenship. The next chapter builds on these findings and examines practitioners' opinions on good practice in terms of resource development and provides further guidance on what appears to have been effective when delivering citizenship and the aspects of such resources that have helped support successful delivery.

4. Good practice in resource development and use

This chapter draws on data from stakeholder, practitioner and student interviews in order to identify good practice in resource development and use. The chapter is divided into three related sections. The first section presents information on the particular aspects of resources that practitioners and students reported finding useful and summarises views on good practice in resource use. The second section explores practitioners' views on good practice in resource development and the final section examines views on good practice in resource marketing and training.

The data used is drawn from individual and focus group interview that were conduced with 14 stakeholders, 22 practitioners and 25 students aged 10-18 years old, between May and July 2005. The practitioner group included, teachers, citizenship coordinators, Local Authority (LA) advisors, Advanced Skills Teachers (ASTs) for citizenship, a tutor of English for Speakers of Other Languages (ESOL) and a Post-16 training provider (for further information on the sample characteristics and methods used see Appendix 1). The interviews aimed to map the resources that practitioners and students find useful in relation to the five DCA priority areas and to identify examples of good practice both in terms of resource development and resource use. More detailed information on the specific resources interviewees reported using in relation to the five key priority areas is found in Chapter 3 and in the resource database (Appendix 5).

4.1 Good practice in resource use

During the interviews practitioners, advisors and students talked a great deal about the approaches that were adopted to teach citizenship education as well as the resources that were used to support teaching. Before examining the evidence in relation to resource use it is perhaps worth noting that citizenship education was reported to be taught in a variety of different ways across the sample of educational settings. Differences were often dependent on the culture and size of the institution, the requirements of the curriculum for different ages, the ability range of students, and the different training backgrounds of practitioners deployed to teach citizenship education.

Citizenship education was reportedly taught by staff with a variety of different backgrounds (both specialists and non-specialists). In primary schools, class teachers were usually responsible for teaching citizenship education, often through active citizenship projects which took place throughout the year. In

secondary schools and Post-16 establishments, tutors (usually non-specialists) were often responsible for teaching citizenship education as a discrete subject or in conjunction with Personal Social Health Education (PSHE). In a number of schools citizenship education was reportedly integrated across the curriculum and taught within subjects, such as history or English. A number of schools reported to be using a combination of these different approaches.

Overall, the practitioners and advisors reported using a wide variety of different resources to support the teaching of citizenship education. The different formats reportedly used by practitioners included:

- textbooks (both teacher books and student books)
- structured lesson plans
- worksheets
- CD-ROMs
- film/video
- speakers
- external visits
- websites.

However, most interviewees felt that teaching approaches that supported active learning were most appropriate for citizenship education. Advisors reported that they saw citizenship very much as a practical subject and, as such, citizenship education needed to be taught through a variety of experiences, including class discussion. Resources that could support active learning were thought to be particularly useful although other types of resources were also used to support teaching.

Interactive resources

Both practitioners and students reported that they valued resources that enabled interactive learning. ICT or web-based resources were highlighted as being particularly useful as they were usually up to date and could be used with a whole class on an interactive whiteboard. Several students said they particularly liked resources that had a visual element such as videos or CD-ROMs, as these helped bring topics to life and aided learning. For example, a key stage 3 student said: '*in a textbook you don't get to watch what's happening you're just told what's happening. In a video you might get to see it*'. A key stage 2 pupil made a similar observation about videos: '*you can see actually what would happen instead of trying to imagine it yourself*'. Several students mentioned the importance of videos being up to date. Some videos were said to be '*dated*' and this often leads to a loss of interest. Students commented that it was important that videos were set in a modern day context

so that the relevance was clear. They said also actors needed to be of a similar age so that students could relate to the characters and the messages coming through.

Textbooks and worksheets

Textbooks were used by some practitioners, often because they provided specific information on a variety of different topics and this was considered useful (particularly for non-specialists). In most cases, textbooks were used by teachers as a source of information, although in some cases they were used with students. Some of the practitioners and most of the stakeholders felt the negative aspect of using textbooks was that they got out of date quite quickly. Furthermore, general books were not able to relate situations to a local context which could help students see the relevance of what they were learning about. A university lecturer explained:

> *The problem is they try to do five or six topics in a book and they get outdated very quickly. With an area like citizenship it needs to be up to date and problems will vary from place to place so you need the local context.*

Most of the advisors and ASTs were quite critical about the use of textbooks and other paper based resources such as worksheets with students. Generally, these resources were not felt to encourage or support active learning. For example, an AST working in a secondary school said:

> *We don't use textbooks in citizenship here. I have some books that I use to write the programme but we don't use textbooks with students. I don't want it to be worksheet based and I don't want it to be textbook based. I want it to be active learning, discussion, games and role play.*

The younger students interviewed also felt that worksheets and books were not the most useful resources for learning in citizenship education. They often described these kinds of activities as '*boring*' and preferred more interactive learning opportunities that involved discussion and group work.

However, it is worth noting that some of the older students found the textbooks a useful source of information. However, too much text on a page was thought to be off-putting and made them switch off, but the use of colour, photographs, bulleted boxes and summaries were reported to be useful. Students commented that it was important that any photographs were up to date as: '*dated photos make you feel that the issues are not relevant to us*'. The ESOL students interviewed found worksheets useful as they were used to build up a portfolio that acted as a useful reference point. The portfolio was also helpful when it came to revising for exams.

Some of the secondary students reported being given leaflets or booklets on certain topics. Some of these students had read these and had found them helpful as they could refer to the information after class in their own time. They reported that they liked having small leaflets/booklets (A6, pocket size) to keep: '*it looks more modern, like a magazine almost so you won't feel stupid reading it on the bus or out in public*'.

Class discussion

Practitioners and students talked about the value of class discussions in relation to citizenship education. The majority of advisors interviewed felt discussion was an extremely important part of citizenship education. An LA advisor said that citizenship education '*should be based on the discussion of ideas*'. As a result, teacher resources that gave ideas for discussion points or videos that could be used as a stimulus for class discussion were reported to be particularly useful. Students said that they had more opportunities to debate and talk about things in citizenship compared to other subjects: '*citizenship is a talking lesson; you get to talk about things and communicate*'. Often circle time activities were used and students had opportunities to express opinions and to talk about issues. Some of the younger students, in particular, reported that they enjoyed activities that enabled them to come up with their own ideas and be involved in learning through discussion. They disliked more passive activities that involved listening to the teacher for long periods.

External visits and speakers

Having speakers visit schools to talk to students or to run practical workshops on various issues were highlighted as effective practices by practitioners and advisors alike. These experiential teaching approaches were often described as a good way of addressing issues in a way that engaged students. A Year 6 teacher working in a primary school explained: '*I think the visits work well because they are more memorable and having people come in and talk to the children about different topics makes it more interesting for them*'.

Students reported that they really enjoyed external visits and speakers and were often able to remember these experiences much more so than classroom activities. Students valued the experiential learning opportunities that these experiences often provided and enjoyed being able to ask direct questions to an expert.

Stakeholder view

The stakeholders interviewed said resources needed to encompass a wide range of teaching and learning approaches (including, the use of story, images,

the internet, visits, visitors, media, and creative arts). Like the advisors and practitioners, they suggested that resources should encourage active learning and that they should provide opportunities for reflection by students. They felt this might encourage students to consider what they have learned, how they have learned it and what they need to go back to.

4.2 Good practice in resource development

In order for resources to support good practice in the teaching of citizenship education, several key issues were highlighted in terms of resource development.

Need for resources to promote active citizenship

As discussed in Section 4.1 above, the majority of interviewees said there was a need for resources to be interactive. Interviewees felt it was important for pupils to be actively involved in citizenship education and paper based resources such as textbooks and worksheets were felt to be limiting. An LA advisor explained:

> *If you look at the National Curriculum Parts 2 and 3* [enquiry and community participation and responsible action] *it is supposed to be interactive, based on discussion with a lot of interaction and with community involvement. If they* [students] *sit in front of a textbook it becomes pretty drab and that is not a very good message to send out.*

Need for consultation

In terms of resource development and trialling, stakeholders felt it was important to involve young people and practitioners at all stages and to consult with the Department for Education and Skills (DfES), the Qualifications and Curriculum Authority (QCA) and members of the Association for Citizenship Teaching (ACT) at the development stage. Furthermore, stakeholders felt it was important for resource producers to know their audience and that staff training on the use of resources was built in.

Flexibility and accessibility important

Practitioners and advisors said it was important that resources were flexible and accessible so that they could be picked up easily and used by non-specialists. Respondents pointed out that some teachers were confident to teach citizenship using a variety of different formats, whereas others were perhaps less secure. The citizenship coordinator at a secondary school said that

for this reason she tried to make sure the scheme of work and accompanying resources were '*accessible to all teachers whatever their strengths or weakness*'.

The stakeholders also stated that citizenship education resources needed to be flexible and adaptable so they would be suitable for different needs and settings. The ESOL tutor interviewed commented that there were very few resources specifically designed to be used with this group of students. As a result, she was spending a great deal of time searching for resources or producing her own. She said she would like to be able to draw on resources that were targeted at this group. Any such resources needed to be accessible and to take into consideration the students' specific needs in terms of the language that was used and quantity of text. The training providers interviewed said that they were often required to adapt resources to make them more accessible for challenging students that needed intensive support. These interviewees said they would benefit from additional training and support in this area and more practical resources that were aimed specifically at this group of young people.

Relevance needs to be clear

The stakeholders interviewed said they thought it was important that resources were clearly focused. Several interviewees pointed out that it was important that resources were relevant to both young people's lives and the curriculum (relating to QCA programmes of study). Furthermore, stakeholders felt it was important that resources related to both national/global issues and to personal/local issues. In other words, resources needed to be accessible for students so that they could relate to the issues but also topical and interesting.

Integration across curriculum

An issue mentioned by several advisers in relation to good practice was the integration of citizenship within and across the curriculum. This was felt to be the way forward by many of the interviewees. Consequently many felt that resources that could both link and integrate citizenship topics within other curriculum subjects such as history, modern foreign languages (MFL) or English literature would be useful. For example, one advisor commented: '*Having resources that teachers can readily pick up that fit in with assessment in history and also citizenship as well, that would be really useful for teachers*'. Stakeholders commented that there was often a lack of joined up thinking from practitioners in the use of resources.

Clear links to learning outcomes

In terms of resource design, stakeholders said that it was important that clear connections were made between the resource's learning aims, objectives and outcomes, so that clear links could be made between the skills, knowledge and understanding that a resource aimed to develop. Stakeholders, who were interviewed, also said that it was important to make sure that stand alone resources were situated within their wider curricular context in order to stop issues being forgotten as lessons moved on. Several respondents reported that many of the resources currently available did not contain information on assessing learning outcomes and that this was definitely an area where additional work was needed.

Local resource development

Several of the LA advisors who were interviewed had developed resources in partnership with other local agencies for teachers to use. These advisors reported that resource development tended to be based primarily on local need. However, on occasion, resources had been developed to specifically fit in with the programme of study for citizenship or a particular scheme of work. For example, an advisor explained: '*we made a resource about local government because it is very varied here with tiers of different government. We produced a video made by young people and a teacher's pack with lesson plans in it*'.

4.3   Good practice in resource marketing and training

The evidence from the interviews suggested that there are issues related to training and support and the marketing of resources that need to be considered in any future development.

Need for training and support

Training was highlighted as being key for development by a number of interviewees. Several respondents felt that training was perhaps more of a necessity than resources, particularly for non-specialists who were responsible for delivering citizenship education. Furthermore, it was felt that training could help teachers to develop their own resources using the Internet and other sources of information. An LA advisor explained: '*I honestly don't think there is a dearth of materials* [for citizenship education]*; it is more that teachers are not aware of how to use what it available. I think training is the highest priority just to make teachers more aware and informed*'.

Most of the LA advisors and ASTs were involved in providing training for teachers and some provided inductions for Newly Qualified Teachers (NQTs) as well. This training often included looking at resources particularly in

relation to good practice in citizenship education. Some interviewees encouraged teachers to develop their own resources using the internet and other sources for information. For example, one interviewee commented:

> *I have done a lot of training for teachers but I always stress that you don't want to just go for manufactured resources because it is still the case that in an awful lot of schools teachers think that doing citizenship is giving the children a few worksheets. I am dead against that and want people to see the wider aspects of the subject - you don't need special resources, you can look in the newspaper and on the internet and things.*

Generally, it was felt that more training was needed in two particular respects, first on good practice in terms of effective teaching and learning approaches in citizenship education and second, training that helped practitioners identify and develop high quality resources that could support good practice. One interviewee said that teachers did not have the time to develop their pedagogy and practices for citizenship education. Subsequently many teachers (particularly non-specialists) were simply applying the pedagogy they used to deliver teaching in other curriculum areas and this was preventing the development of citizenship education as a distinct subject. The stakeholders emphasised that often teachers could not find the time and support (particularly financial) to attend training.

Need to raise awareness

The majority of advisors/ASTs reported that they provided teachers, and in some cases trainees, with advice on the availability and usefulness of resources. Several advisors organised network meetings for citizenship coordinators where resources would be shared and discussed. In some cases, a newsletter was produced that had a section on resources and this was sent out to schools. Some local authorities and both of the universities in our sample had a central bank of resources that teachers/trainees could browse and borrow from: '*I advise student* [teachers] *about resources and they can borrow them to use when on teaching practice…one of the things student* [teachers] *like is to be able to borrow things and try them out in school*'.

However, most interviewees felt they would benefit from more information and advice on resources. The interview evidence suggests that there are clear differences in the levels of awareness of resources. The stakeholders acknowledged that teachers often did not have the time to be discriminating in their choice of resources. Many interviewees also pointed out that teachers needed more time to identify suitable resources that could support the teaching of citizenship education.

4.4 Challenges to good practice

The data from the interviews enabled the identification of several key issues related to good practice in resource use and development. However, the interviews also highlighted several challenges to good practice that could potentially hinder progress in this area.

Limited budget

Several of the ASTs and advisors talked about the cost implications of resource development and many felt teachers were constrained when buying new resources by budget restrictions. Schools tended to allocate a relatively small annual budget for citizenship resources and this was used to pay for speakers and external visits in addition to paper based resources and books. One interviewee explained that one of the key things for teachers to consider in terms of resources was whether they were free or not because there were huge cost implications: '*very few citizenship coordinators get much of a budget. It is very poorly funded in schools*'. Some of those interviewed expressed regret at not being able to afford resources which they felt would benefit students. Examples included, specific resources such as booklets for every pupil and theatre productions and workshops both of which were quite expensive for schools to host with a limited budget.

Lack of time

Another issue related to funding was the lack of time teachers reported that they had to identify resources for citizenship education and to develop their practice. Some practitioners talked about the multitude of resources that were out there of varying quality. They felt they did not have the time to go through and pick those that were most suitable. Several advisors and ASTs felt that teachers needed to be given more development time to source high quality resources and to develop citizenship education as a curriculum area.

Resources getting out of date

One of the issues highlighted by the interviews was the need for resources to be up to date. Practitioners stressed the importance of the content of resources being up to date, as often textbooks were found to date quickly, as legislation and issues changed. Students, on the other hand, stressed the importance of film and photographs needing to be contemporary and modern. Visual images clearly impacted greatly on the students' perceptions of a resource and materials that contained dated pictures were often dismissed as not being relevant to today's context. The Internet was frequently mentioned as a suitable source for any future resources and materials because such resources

could be '*updated more easily and there is not the expenditure for teachers who have a limited budget for buying resources*'.

Curriculum constraints

Within the primary context, some of the practitioners interviewed mentioned the lack of time available for citizenship education in key stage 2, particularly in Year 6 where there was a focus on revision for statutory assessments. Practitioners felt that because citizenship education was not statutory for key stages 1 and 2 it was not always a priority and received less attention as a result. The Year 6 teacher interviewed expressed frustration at feeling pressured because of curriculum constraints and said she would like to spend more time on citizenship:

> *I think there are a lot of resources out there but time is quite pressured and because citizenship is not statutory it tends to get squeezed...it is a shame because I think it is important but as a teacher you have other pressures, particularly in Year 6 because of SATs.*

The issue of curriculum constraints was less pressing at key stages 3 and 4, though teachers still expressed concern at the amount of topics they had to cover in the compulsory programmes of study in limited curriculum time slots.

Lack of quality control

The stakeholders expressed concerns about the lack of quality control mechanisms in the resource production process. Several respondents said that many of the authors writing about citizenship had little knowledge and experience of the subject area and either merely updated old resources or focussed on PSHE alongside citizenship.

4.5   Summary

The evidence from the interviews suggests that citizenship education is taught in a variety of ways by both specialists and non-specialists across the educational sectors.

Generally, interviewees felt that resources that supported active citizenship were the most useful for citizenship education. ICT or web-based resources that were visual and interactive were also reported to be valuable, whereas textbooks and worksheets were reported to be limiting as they did not adequately promote active learning. Both practitioners and students reported that class discussion was widely used in citizenship education and resources that could be used to support and stimulate discussion were felt to be helpful.

External visits and speakers were also reported to be valuable and enjoyable learning experiences by both practitioners and students alike. Interviewees felt that these experiences were engaging and provided memorable learning experiences.

In relation to resource development, interviewees felt that consultation with key stakeholders was essential, as was flexibility and accessibility, to enable resources to be used by a variety of practitioners working within different educational settings.

Interviewees felt that more resources that promoted the integration of citizenship education across the curriculum would be useful. However, respondents pointed out that all resources needed to have clear links to learning outcomes.

Increased training and support for teachers responsible for citizenship education was mentioned as an area for development, as was the need to raise awareness of the resources that are available. The barriers to good practice that were identified included, having a limited budget for resources, lack of time, resources getting out of date quickly, curriculum constraints, and a lack of quality control.

5. Key recommendations

This final chapter of the report uses the summaries and conclusions from the preceding chapters to draw out a series of key recommendations for the Department of Constitutional Affairs (DCA). These recommendations aim to:

- Direct the DCA towards the areas in which further resource development work would be most profitably undertaken.

- Highlight the types of resources most welcomed by practitioners and young people.

- Ensure that any resources developed clearly relate to the citizenship curriculum.

- Consider how this development work should be taken forward.

- Guarantee that any resources developed are closely linked to the DCA's strategic priority areas and add value.

The chapter is deliberately short and focused on a number of key recommendations that can be translated into clear actions. The chapter is divided into two related sections. The first section presents the overarching themes and core principles that emerge from the study. These are important because they establish the frame within which the key recommendations are drawn and should be viewed. The second section sets out the key recommendations for the DCA based on the outcomes of the study.

5.1 Overarching themes and core principles

The findings from the study, based on the evidence collected from proformas, interviews with practitioners, advisors and students and stakeholder focus groups, present a detailed picture of the extent to which the citizenship curriculum matches the DCA's five key priority areas. Reviewing the detail of the findings suggests that there are a number of overarching themes behind what stakeholders, resource providers, practitioners and young people report is happening in practice, in relation to the DCA priority areas. The DCA need to take account of these themes when planning how to move forward. Alongside these themes are a set of core principles that emerge from what those involved in the study report, particularly in relation to resource production and use. These core principles should also guide subsequent DCA actions. There are five overarching themes:

- **Recognition of resource gaps** – the need for the DCA to recognise and take account of the current underlying driver for the production of

resources in citizenship education. The majority of citizenship education resources have been produced in response to the specific detail of the new citizenship curriculum in schools and the post-16 citizenship framework in colleges and other settings. Citizenship education resources have not been produced directly in response to the five DCA priority areas. This means that, in practice, there are resources that support certain DCA priority areas, but largely where these areas are addressed directly through the citizenship curriculum and framework. Conversely, where DCA priority areas are not specifically mentioned in citizenship curricula and frameworks there are gaps in the range of resources currently available to support these areas.

- **Awareness raising** – the need for the DCA to raise awareness: of itself, as a government department with a core result of responsibility for justice, rights and democracy; and of the role it perceives that education, information and advice has in improving public knowledge, including that of young people, about these issues. It should also raise awareness of the existence of the five DCA priority areas and their relationship to education and the citizenship curriculum.

- **Greater clarification of priorities** – by the DCA of the scope and nature of the five key priority areas and of the terminology used in relation to these areas. The areas are mixed in their scope and ambition.

- **Recognition of contexts and constraints/barriers to good practice** – the importance of the DCA taking into account the reality of current educational contexts in terms of citizenship delivery practices in schools and colleges (e.g. that there is no one accepted delivery mechanism) and the constraints/barriers in terms of available resources (time, people and money), lack of quality assurance mechanisms, curriculum space, competing priorities, and lack of specialist citizenship teachers, among others.

- **Deciding about audience** – the urgency of the DCA deciding where and to whom its efforts are to be directed in relation to the five priority areas. Is the intention to target all groups in society or just particular ones such as young people? Is the intention to focus on all education and training phases, or just the statutory secondary education phase from 11 to 16 years old? Is the target group stakeholders and/or practitioners? Is it intended to reach all teachers or just those who teach citizenship?

- **Agreeing on a vehicle for approach** – the importance of the DCA deciding as to whether the main focus of its activities is to be on citizenship in schools and colleges helping to deliver the five key priority areas, or whether other subjects, particularly those most closely related to citizenship, such as English, history, geography, ICT (information and communications technologies) and science, have a role to play in that delivery.

The core principles, that also underpin the key recommendations, and help to guide any subsequent actions by the DCA include the need for future actions to:

- Bring 'added value' not 'added complexity'.

- Square with both the DCA priorities and the priorities of citizenship education.

- Seek to improve knowledge and understanding and the skills development of young people and practitioners.

- Enhance opportunities for active citizenship and active teaching and learning approaches.

- Be based on clear learning objectives and include the opportunity to contribute to pupil/student assessment.

- Relate the global, national, local and personal dimensions of topics and issues.

- Be relevant and up-to-date and to have as long a shelf life as possible.

- Appeal to young people and their interests, everyday experiences and how they access information through media and new technologies.

- Have training and development built in, in order to make the most of the resources that are produced.

- Be accessible to as many as possible, in terms of cost, availability, pitch and access.

These overarching themes and core principles are woven into the key recommendations that follow.

5.2   Key recommendations

Reviewing the outcomes of the study and the conclusions in the other sections of this report highlights a number of areas and actions where the DCA could move forward in promoting its five priority areas through citizenship education. These have been translated into **ten key recommendations**. They are:

1. **Raise awareness of the DCA, of its five priority areas and of its five year strategy**

2. **Build from what already exists in citizenship education that supports the five priority areas**

3. **Focus on plugging resource gaps in relation to the five priority areas**

4. **Focus on improving awareness and encouraging quality control and more effective use of existing resources**

5. **Establish an advisory or steering group to guide further action**

6. **Decide on the scale of approach that will be taken**

7. **Decide on the approach to stakeholders, practitioners and young people**

8. **Decide on resource formats, audiences and starting-points**

9. **Explore a wide variety of points of access to training and development in the production and use of resources**

10. **Monitor, review and evaluate future actions.**

These ten key recommendations are set out in a sequential order that presents a ready made action plan for taking them forward. Each of the recommendations, and, where appropriate, associated actions, is explored, briefly, in turn.

1. Raise awareness of the DCA, of its five priority areas and of its five year strategy

This recommendation requires four specific, and linked, actions

- **Raise awareness about the DCA and its core remit, particularly with stakeholders.** The Department for Constitutional Affairs (DCA) is perceived by those involved in education, both stakeholders and practitioners, as a new, largely unknown government department. There is little or no understanding, at present, particularly among stakeholders, either that the DCA's core remit concerns delivering *Justice, Rights* and *Democracy* and of its five year strategy. Little is understood about the five priority areas and the DCA's vision, approach and expected outcomes concerning these five areas by 2008/9. A campaign of action is required to improve this situation and provide a strong foundation for further action.

- **Raise awareness about the five priority areas and the approach to these priorities in the five year strategy.** The DCA's five priority areas remain little known or understood by those involved in education. There is a lack of knowledge, in particular, about the DCA's interest in the priority area *strengthening democracy, rights and responsibilities* and the significant overlap between this priority area and the citizenship curriculum. There is also limited understanding of what each of these priorities means in practice in relation to vision, approach and expected major outcomes. Such understanding is vital if stakeholders and practitioners are to assist in delivering these priority areas.

- **Raise awareness of the role that the DCA perceives for education and citizenship education in delivering *Justice, Rights* and *Democracy*.** The DCA is clear about how education and citizenship education, in particular, can contribute to delivering *Justice, Rights* and *Democracy* in its five year strategy. This is particularly through raising knowledge and understanding among young people about the vision and outcomes for the five DCA priority areas. The DCA is also clear about the need for this contribution to be made effective through active partnership with stakeholders, practitioners and young people. However, this thinking is not yet shared or understood by the very groups that the DCA wishes to work with i.e. stakeholders, practitioners and young people. Many stakeholders are unaware of the nature and scope of the DCA's five year strategy and were

pleasantly surprised that the DCA had an active interest in citizenship education. There is an urgent need for the DCA to explain how, why and where its remit dovetails with citizenship education.

- **Provide greater clarity about the nature, scope and vision for the five priorities.** Reviewing the five DCA priorities against the citizenship curriculum and explaining them to stakeholders and practitioners during the study demonstrated how different they are in nature and scope and how little is understood about the DCA vision for and major outcomes of each priority area. Some of the priorities are much smaller in scope and focus than others. There is an urgent need, in any future action, to ensure that information is presented not only about each priority area in turn, but also about the DCA vision for what effective delivery of these areas will mean over time.

- Particular gaps were raised by stakeholders and practitioners concerning understanding of what the terms *protecting the vulnerable*, *dispute resolution* and *democracy, rights and responsibilities* mean in practice. It was also felt that the priority area *reducing crime and anti-social behaviour* is actually, in practice two related areas. There is currently a clear disjuncture between the DCA vision for these priority areas and how they are currently understood by stakeholders and practitioners. For example, there is no clear understanding of the term *protecting the vulnerable*, while *dispute resolution* is viewed as something that happens at an international/global level in other countries rather than in everyday situations in the UK. Meanwhile, *democracy, rights and responsibilities* is interpreted as containing a range of competing rights fought over by a plethora of interest groups, including those supporting childrens' rights, human rights, moral and values education, global citizenship, sustainable and environmental development among others, who all produce resources that promote their interests.

2.   Build from what already exists in citizenship education that supports the five priority areas

The study and resource database highlight the importance of any follow-up DCA action taking into account the current context in citizenship in relation to the five priority areas. This context reveals that:

- There are strong existing links between the majority of the five priority areas and their delivery through the citizenship curriculum across the 7 to 19 age range. However, the citizenship curriculum was introduced in advance of the DCA priority areas and resources are produced that meet the citizenship curriculum rather than the DCA priority areas.

- Once stakeholders and practitioners understand the five priority areas, and the DCA vision and expected outcomes for each area, they are able to recognise how these priority areas can be delivered through the citizenship curriculum in ways that enhance young people's knowledge, understanding, skills development, confidence and awareness.

- There already exists a strong base of resources in citizenship education that can contribute to the delivery of the five priority areas. However, it should be recognised that this base is uneven in its relationship to and coverage of the five priority areas, as defined by the DCA.

Publication of the mapping study and broader discussion of its outcomes by the DCA and its stakeholders will assist this process of contextualisation.

3. Focus on plugging resource gaps in relation to the five priority areas

The study reveals a number of gaps in the current resources available to support and deliver the five DCA priority areas. There are particular resource gaps in relation to *anti-social behaviour, speeding up asylum and immigration appeals, protecting the vulnerable* and *delivering faster and more effective dispute resolution*. The gaps in relation to the first two of these priorities are related to the nature of the priority area. The gaps in relation to the latter two priorities are related to definition and vision i.e. the lack of clarity as to what is meant by the term *protecting the vulnerable* and a mismatch between the DCA vision of *dispute resolution* and how this area is addressed in current resources and practices in schools.

It is recommended that the DCA adopt a twin track approach to plugging these gaps, dependent on available resources. This twin track approach encompasses both **short term** and **medium term** action. In the **short term**, immediate consideration should be given as to how to plug the resource gaps in relation to *anti-social behaviour* and *speeding up asylum and immigration appeals*. These are the priority areas which stakeholders and practitioners report as 'hot' topics in the citizenship curriculum and where there is a dearth of good quality resources. They are also more manageable in terms of size of focus and scale of coverage of the priority areas compared to five of the other areas. In the **medium term**, attention should be given to providing greater clarity and understanding about what is meant by terms *protecting the vulnerable* and *delivering faster and more effective dispute resolution.* Once this clarity has been achieved then appropriate resources should be produced that support these priority areas.

4. Focus on improving awareness and more effective use of existing resources

The mapping study reveals the large quantity of resources currently available to support the citizenship curriculum that have relevance to the delivery of the five priority areas. There is a considerable body of existing resources that support the priority areas *strengthening democracy, rights and responsibilities* and *reducing crime*. However, the study also highlights the current lack of awareness of these resources among practitioners and stakeholders, and the

difficulties for practitioners in finding time to search for, evaluate and decide how best to use the resources with young people.

It is recommended that, using the outcomes of the mapping study, the DCA produce a clear route map of what is currently available so as to guide practitioners. The DCA should explore, in partnership with stakeholders and practitioners, how such a map should be produced so that it assists practitioners by reviewing the resources and kite or benchmarking those that are seen as promoting 'best practice'. There is support for the setting up of a web portal that brings together the best websites and resources that support the priority area *strengthening democracy rights and responsibilities.* It is recommended that the DCA explore the potential of such a web portal.

5.   Decide on scale of approach

The results of the mapping study present a considerable number of recommendations and a sizeable agenda for action should these recommendations be accepted and taken forward. However, it is crucial the DCA decide on the appropriate scale of approach. It is recommended that whatever actions are taken that:

- a clear timeframe for action is drawn up that includes short, medium and long term targets and goals that fit with the DCA five year strategy

- actions are planned over time so that they are manageable and achievable

- any actions fit the resources that are available to the DCA for such activities.

6.   Decide on approach to stakeholders, practitioners and young people

This study could not have been completed without the assistance, experiences and expertise of stakeholders, practitioners and young people. They are an invaluable source of advice, guidance and support. It is recommended that the DCA consider the nature of its relationship with these groups, and, more particularly, with stakeholders. The stakeholders are, and will continue to be, a key audience in raising awareness of and helping to deliver the DCA's five year strategy. It is clear that the DCA already envisages future actions based on forms of partnership with stakeholders and, to a lesser extent, with practitioners. It is recommended that the DCA consider the nature of its partnership with different groups of stakeholders. For example, the partnership with other government departments and agencies, such as the DfES and the Home Office under the *Togetherwecan* joint government initiative, may be of a different nature than the partnership with leading NGOs in the citizenship field, or that with practitioners. There is a need to explore how such partnerships can be constructed so that they are mutually beneficial to the

DCA and partners. One suggestion is for a joint seminar involving the DCA, the DfES, the Home Office and other government departments to explore areas of overlap between the agendas of different government departments and citizenship education. Careful consideration should also be given to the nature of any partnerships involving young people.

7. Set up an advisory/steering group

The study has shown the keen interest among stakeholders and practitioners to find out more about the DCA and its five priority areas, and to work more closely with the DCA in the future. It is recommended that the DCA explore the most appropriate way of tapping into this interest and enthusiasm. A number of stakeholders suggested the need for the establishment of an advisory/steering group to assist the DCA in taking forward the findings from the mapping study. The DCA will need to decide whether this suggestion is acceptable and if so what the remit, membership and time frame of the group should be.

8. Decide on resource formats, audiences and starting-points

This report contains considerable advice and guidance as to the types of resource formats that are preferred and wanted by practitioners, stakeholders and young people at different key stages, or age ranges. Much of this advice and guidance is distilled in the core principles listed in Section 5.1. It is recommended that the DCA take time to consider among other things: which of the many resource formats suggested are acceptable and achievable; for which audiences resources will be produced; and the starting-points for the production of any resources in terms of location and range of partners involved. Some of the questions that require more detailed consideration include:

Resource formats

- What range of resource formats is required?
- What is the role of web and digital information and communications technologies (ICT) based resources?
- What is the potential for use of visual resources, including theatre groups, music and photography?
- What is the place and role of leaflets as stimulus materials?
- What is the scope for pooling media sources and repackaging them for schools and colleges?
- How useful are 'soap opera' and 'real life dilemma' formats in enabling young people to reflect on their everyday experiences?

- How useful are 'real life' case studies and should they focus on personal, local, national, and global experiences or a mixture of these?

Resource audiences

- What is the main audience in terms of age and ability range?

- Is the main audience secondary school students (age 11 to 16) given the statutory nature of citizenship curriculum?

- What can be provided for primary school pupils (age 7 to 11)?

- What can be provided for post-16 students (age 16 to 19) in a range of education, training and work-based routes, including those young people beyond formal education who are the hardest to reach?

- Is the information to cater for all pupils/students across the ability range or to focus on particular groups of pupils/students?

- Is the focus on working with the citizenship curriculum or does it also include resources that can be used in other curriculum subjects, such as English, history, geography and ICT?

Resource starting-points

- What is the most appropriate starting point for producing resources?

- Is it best to begin with local pilots in a number of communities across the country and to develop a grass roots approach?

- How can local pilots be networked so that the outcomes can be showcased and disseminated to wider audiences?

- Is it best to work directly with young people and give them the opportunity to develop and design resources?

- Is it best to work directly with resource producers?

9. Explore a wide variety of points of access to training and development in the production and use of resources

One of the core principles that stakeholders and practitioners emphasised strongly in the study was the need for training and development to be at the heart of any actions taken by the DCA. The issue is not just about producing quality resources but also ensuring that practitioners and young people receive training so that they have sufficient knowledge, understanding and confidence to select and make the best use of any resources that are produced. There was a particular concern about the need for training and support for practitioners in selecting and adapting materials for different audiences, including for practitioners who are non-specialists, as well as for the full ability and age range. It is recommended that the DCA explore a wide variety of points of access to training and development so as to ensure it is built in as an integral

part of any future plan of action. It is recommended that the DCA, in partnership with stakeholders, explore in particular, training and development in relation to:

- Initial teacher education and the one-year Citizenship PGCE courses.
- Continuing professional development (CPD) for existing teachers through the Training and Development Agency (formerly TTA).
- Professional associations, particularly the new Association for Citizenship Teaching (ACT).
- Local authorities and the LA advisors network.
- Media, notably the potential to link up with Teachers' TV and other interactive training media.
- Advanced Skills Teachers (ASTs).
- Middle and senior managers, through links to the National College for School Leadership (NCSL).

Such exploration will ensure training and development is at the heart of further action

10. Continue to monitor, review and evaluate future actions

It will be important for the DCA to ascertain the degree of success of any future action plan and to establish clear targets and goals in relation to the major outcomes for each of the priority areas in the five year strategy. It is recommended that the DCA continue to monitor developments in citizenship education, not only in the UK but also in Europe and internationally in order to keep abreast of new developments and debates. It is further recommended that the DCA build in review and evaluation from the start of any programme of action following the mapping study. This will provide important evidence for the DCA and its partners in deciding on future priorities.

5.3 Final comment

This mapping study highlights that connecting with citizenship education to help deliver the five DCA priority areas is not just a matter of producing more resources. It is fundamentally about ensuring quality in the process of resource production, selection and use. It is about ensuing that any resources that are produced are wanted by practitioners and young people and can be identified, selected and used effectively in schools, colleges and other education and training settings. Getting this process right involves careful reflection, consideration, partnership, training, development, review and publicity. These sentiments are encapsulated in the following three comments from people interviewed in the course of the study.

'It [Citizenship] *is supposed to be interactive, based on discussion with a lot of interaction and with community involvement. If they* [students] *sit in front of a textbook it becomes pretty drab and that is not a very good message to send out.'*

'It [Citizenship] *is about the way it is delivered and the quality of that... if you have a non-specialist teaching it then it goes nowhere and it doesn't engage young people.'*

'Teachers are not aware of how to use what [citizenship education resources] *is available. I think training is the highest priority just to make teachers more aware and informed.'*

Taken together for the DCA they provide considerable food for thought concerning future actions and activities in linking citizenship and the five priority areas.

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Appendix 1   Methodology and sample

Aims and Objectives

The overall aim of the research was to produce a map of the main body of resources available for key stages 2 to 5 (ages 7 to 19) in the citizenship field that are relevant to the Department for Constitutional Affairs' (DCA) priorities as outlined in the DCA five year strategy (2004-2009).[10]

More specifically the, the key objectives were to:

- produce a map of the main body of available resources in the citizenship field
- list key resource providers and develop a stakeholder map
- ascertain the resources that practitioners and young people find, or would find, useful
- identify examples of good practice both in terms of resource provision and resource use.

Methodology

In order to map both the available resources and the providers of resources and to gather the views of stakeholders, practitioners and young people, a mapping exercise was undertaken and interviews were conducted by telephone and face-to-face. The mapping exercise drew on data collected using a resource proforma, web searches and data collected during interviews (both focus group interviews and individual interviews).

Resource proforma

The NFER research team developed a **resource proforma** (see Appendix 3) to establish stakeholders' and practitioners' views on resource availability and gaps in resource provision, in areas which resonate with the DCA's priorities.

It is worth noting that resources have been defined in the widest sense to include, speaker visits to schools, school visits to organisations, and information areas on websites, as well as physical publications in any format,

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[10]   These include *the reduction of crime and anti-social behaviour; the speeding up of the asylum and immigration appeals system; the protection of the vulnerable; promoting and delivering faster and more effective dispute resolution* and *strengthening democracy, rights and responsibilities.*

whether intended for use by pupils or teachers (academic textbooks were excluded).

The resource proforma was sent to a sample of 65 organisations, 10 local authority (LA) citizenship advisers and five Advanced Skills Teachers (ASTs) in citizenship. An email database of organisations ranging from publishers to non-governmental organisations (NGOs) was collated by NFER in March 2005. The organisations included were those that were likely to have played some role in the commissioning or development of citizenship education resources in areas covered by the priorities of the DCA. The proforma was sent out via email to all 65 organisations. The most appropriate individuals in these organisations were asked to complete the proforma, supplying information on any resources they knew were available, any in preparation of which they were aware and any significant gaps in provision. A reminder was sent to those organisations/individuals that had not replied after a month had passed.

In response we received the following:

Organisation/Group	Total proformas sent	Total completed proformas received	%
NGOs	33	10	30
Publishers	23	8	35
Government departments	9	2	22
LA Advisers	10	3	30
ASTs	5	0	0

Web searches

A search for resources was performed by the NFER library in July 2005 to explore the links provided by interviewees and to locate any further key resources on websites (further information on the search parameters used by the library staff is given in Appendix 2).

Interview data

Focus groups and individual interviews were conducted with a sample of stakeholders, practitioners and students to explore in more depth the resources that individuals use in this area and which resources interviewees find most useful. The resources mentioned by practitioners and advisors in telephone and focus group interviews were added to the resource map.

Individual interviews

Semi-structured individual telephone interviews were conducted during May and June 2005 with:

- two university tutors responsible for the new one year PGCE course in citizenship
- one PGCE student who had specialised in citizenship
- six citizenship ASTs
- six LA citizenship advisors.

In addition, interviews were conducted with practitioners face to face at five institutions in which student focus groups were taking place. These interviews were conducted in advance of the student focus groups in order that the information gained could be used to inform the student interviews.

Institutions	Practitioners interviewed	Geographical Location
Primary school	• Year 6 class teacher • Deputy headteacher (citizenship coordinator)	Greater London
Secondary school	• Citizenship coordinator	Northumberland
Secondary school	• AST citizenship coordinator	Greater London
Post-16 training provider (E2E)	• E2E manager • Training provider managing director	Humberside
Further Education college (ESOL)	• ESOL coordinator	Surrey

Focus group interviews

Focus group interviews with the following student groups were completed in the following geographical locations:

Student Group	Gender of group members	Geographical Location
Key stage 2 students	Boy (2) Girl (4)	Greater London
Key stage 3 students	Boy (2) Girl (2)	Northumberland
Key stage 4 students	Boy (0) Girl (6)	Greater London
Post-16 students (E2E)	Boy (2) Girls (3)	Humberside
Post-16 students (ESOL)	Boy (3) Girl (1)	Surrey

Stakeholder interviews

Two interviews with participants from leading NGOs, research and government departments in the field of citizenship, human rights and education took place in London in May 2005. All organisations that were contacted sent representatives to the interviews and participants commented that consultation at this stage of the resource development process was both welcome and necessary.

Focus Group Attendees 11th May
Hilary Claire (London Metropolitan University)
Chris Waller (Association for Citizenship Teaching – ACT)
John Lloyd (DfES)
Maggie Turner (National Programme Director for Citizenship at ContinYou)
Bernadette Joslin (Learning and Skills Development Agency – LSDA)
Liz Craft (Qualifications and Curriculum Authority – QCA)
Harry Wade (National Youth Agency – NYA)

Focus Group Attendees 12th May
Fiona Booth (Hansard)
Raji Hunjan (Carnegie Young People Initiative (CYPI)
Tony Breslin (Citizenship Foundation)
Alex Markam (The Electoral Commission)
Zandria Pauncefort (Institute for Citizenship)
Kathryn Tyler (Children's Rights Alliance for England)
Robert Newman (Youth Justice Board)

Analysis

The information about available resources was collated and entered into an Access database. The resources were divided into five categories according to the priority areas as outlined in the DCA five year strategy.

Each of the **focus groups and individual interviews** were recorded (with permission) and transcribed for analysis. Interview data was analysed thematically to identify common categories and themes. Computer-aided qualitative data analysis software (MAXQDA) was used for analysis. This software assists researchers in undertaking more systematic coding of data and enhances quality assurance procedures.

Appendix 2   Producing the resource map

The resource map

The NFER team compiled a database providing examples of resources currently available that address the five DCA priority areas as outlined in the DCA five year strategy (2004-2009)[11]. This has included material published both in traditional form and on-line. The database is by no means considered exhaustive but provides examples of the availability and range of resources in each priority area. We note that there may be other resources available, but these were not readily accessible to the research team and time constraints prevented a more exhaustive search.

This database was largely compiled as a result of the feedback from the following:

- A total of 23 completed proformas completed by stakeholders and practitioners from non-governmental organisations, publishers, government departments, LA advisers and ASTs.

- Resources mentioned by practitioners and stakeholders during individual and focus group interviews. It should be noted that resources identified within the interviews and subsequently recorded on the database, are based on the interviewees' interpretation of each priority area and the issues each area addresses.

- Web searches conduced by NFER librarians, details of which are outlined below.

NFER library web search parameters

- NFER librarians searched the internet and publishing companies for key resources within each of the five priority areas not previously identified on proforma returns or during interviews.

- Chiefly, librarians concentrated on searching websites to retrieve resources that addressed either one or more of the DCA priority areas. A list of the websites searched is detailed in Table 1 below.

- There was no specific date range to search; resources that are currently available and covered a range of primary, secondary and post-16 phases.

- Resources were included if they conformed to these search parameters and were deemed relevant to at least one of the five priority areas.

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[11]   These include *the reduction of crime and anti-social behaviour; the speeding up of the asylum and immigration appeals system; the protection of the vulnerable; promoting and delivering faster and more effective dispute resolution* and *strengthening democracy, rights and responsibilities.*

Table 1   NFER website searches for citizenship resources across the five priority areas

Citizenship resources/information searched for on the following websites:	
BBC Children's Learning	www.bbcschoolshop.com
Cavendish Publishing	www.cavendishpublishing.com
Chalkface Project	www.chalkface.com
Channel 4 Learning	www.channel4.com/learning
Charter 88	www.charter88.org.uk
Children's Legal Centre	www.childrenslegalcentre.com
Children's Society	www.childrenssociety.org.uk
Citizenship Foundation	www.citizenshipfoundation.org.uk
Commission for Racial Equality	www.cre.gov.uk
Common Purpose UK	www.commonpurpose.org.uk
Council of Europe	www.coe.int
David Fulton Publishers	www.fultonpublishers.co.uk
Development Education Association	www.dea.org.uk
European Parliament	www.europarl.eu.int
Franklin Watts	www.wattspub.co.uk
Galleries of Justice	www.galleriesofjustice.org.uk
Granada Learning	www.granada-learning.com
Historical Association	www.history.org.uk
Howard League for Penal Reform	www.howardleague.org
Incentive Plus	www.incentiveplus.co.uk
Independence Educational Publishers	www.independence.co.uk
Leap Confronting Conflict Project	www.leaplinx.com
Minority Rights Group International	www.minorityrights.org
National Association for Youth Justice	www.nayj.org.uk
Nelson Thornes	www.nelsonthornes.com
Office of the Deputy Prime Minister	www.odpm.gov.uk
Oxfam	www.oxfam.org.uk
Parliamentary Education Unit	www.parliament.uk/directories/educationunit.cfm
Polity Press	www.polity.co.uk
Qualifications, Curriculum and Assessment Authority for Wales	www.accac.org.uk
SAPERE (Society for the Advancement of Philosophical Enquiry and Reflection in Education)	www.sapere.org.uk
Trentham Books	www.trentham-books.co.uk
tutor2u	www.tutor2u.net
United Nations	www.un.org
Equal Opportunities Commission	www.eoc.org.uk
Funky Dragon	www.funkydragon.org
National Youth Advocacy Service	www.nyas.net
Scottish Youth Parliament	www.scottishyouthparliament.org.uk
UK Youth Parliament	www.ukyouthparliament.org.uk

Appendix 3 Resource proforma

MAPPING EXERCISE –
CITIZENSHIP EDUCATION RESOURCES

PROFORMA

Contact name:

Organisation:

Telephone: Fax:

E-mail address:

Website address:

The form that follows contains details of some of the topics, knowledge and skills covered by the Citizenship framework for key stage 2, the programmes of study for Citizenship at key stages 3 and 4 and citizenship in post-16 settings. In particular we have listed, and are interested in, those which relate to the key priorities of the Department for Constitutional Affairs (DCA):

Reducing crime and anti-social behaviour by improving the delivery of the criminal justice system.

Speeding up the asylum and immigration appeal system as part of delivering a fair, effective and efficient overall migration process

Protecting the vulnerable, especially children at risk

Enabling people to resolve their problems better by promoting and delivering faster, effective and proportionate dispute resolution

Strengthening democracy and rights to renew the relation between citizens and the state

We are interested in finding out about the resources that you know of that support schools and colleges to deliver citizenship education in these areas. This includes those currently available as well as those under preparation.

1. To your knowledge, what resources exist to support the delivery of citizenship education in the National Curriculum (key stages 2-4) and post-16 settings relating to the areas listed below (taken from a range of topics taught across primary, secondary and post-16 citizenship).

   For each resource we would be grateful if you could fill in a copy of the template presented on the final page of this document. Please photocopy this template as many times as necessary.

Primary
Topics
The making and enforcement of rules and laws
The role of rules and laws
The consequences of anti-social and aggressive behaviours
The importance of understanding other people's experiences
Different responsibilities, rights and duties in different settings
The resolving of differences by looking at alternatives, making decisions and explaining choices
The meaning of democracy
Local and national democratic institutions
The role of voluntary, community and pressure groups
The range of national, regional, religious and ethnic identities in the UK
The outcome of actions (that they affect others besides oneself)
Forms of diversity, including cultural, racial, religious, gender
Skills
Researching, discussing and debating topical issues
Reflecting on social, moral and cultural issues.
Sharing opinions and explaining views
Collecting information and making responsible choices

Secondary and Post-16
Topics
Legal and human rights and responsibilities
Aspects and operations of the criminal justice system
Aspects and operations of the civil justice system
The diversity of national, regional, religious and ethnic identities in the UK
Central & local government public services
The electoral system and democratic processes
The work of parliament, the government and the courts in making the law
The UK's relations in Europe and the EU Constitution
The role of voluntary and pressure groups
Conflict resolution
The rights and responsibilities of consumers, employers and employees
Skills of enquiry and communication
Researching and analysing information from a range of resources
Justifying orally and in writing a personal opinion
Skills of participation and responsible action
Reflecting on and considering other people's experiences
Thinking about, expressing and explaining views of others
Taking part responsibly in school and community-based activities
Reflecting on process of participation

2. In your view, what gaps exist in terms of the resources currently available to support the delivery of Citizenship in the National Curriculum and in post-16 settings in the areas listed above?

3.   Resource Template

Title:	
Format: (E.g. teacher pack, video)	
Audience: (E.g. pupils, parents, teachers)	
Phase: (E.g. primary, secondary, post-16)	

Key Stage:	Age Range:	Price:
Date of Publication:	Publisher: ISBN No. (if known)	

Topics and skills covered:

Brief Description:

Please return to: Dr. Elizabeth Cleaver
                      Senior Research Officer
                      The National Foundation for Educational Research
                      The Mere, Upton Park
                      Slough, SL1 2DQ

If you have any immediate queries, please contact me by phone on 01753 637194 or by email at e.cleaver@nfer.ac.uk.

THANK YOU FOR YOUR HELP

Appendix 4   NFER biographies

David Kerr is Principal Research Officer in the Department for Evaluation and Policy Studies at NFER. He was seconded to QCA as Professional Officer to the *Citizenship Advisory Group* chaired by Professor (now Sir) Bernard Crick. The group's final report led to the introduction of citizenship in schools in England in 2002.

David is currently directing the DFES funded nine year Citizenship Education Longitudinal Study which began in 2001 and aims to assess the short and long-term effects of the new citizenship courses in schools on young people. Previously, at NFER he has directed an evaluation of a series of pilot projects on citizenship education for 16-19 year olds.   He was also the national research coordinator (England) for the 28 country IEA Civic Education Study, which investigated the attitudes and approaches of 14 year olds, their teachers and schools to citizenship education.

David is also the UK National Co-ordinator and on the CAHCIT Steering Group of the Council of Europe's Education for Democratic Citizenship (EDC) project. The Council of Europe has designated 2005 as the *European Year of Citizenship through Education.* He has led a number of international seminars for the British Council on citizenship and human rights education and published widely.

Elizabeth Cleaver joined the NFER in September 2001 as a Senior Research Officer. She is currently leading the DfES funded 9 year Citizenship Education longitudinal study. Prior to this she worked at Portsmouth University as a Senior Lecturer in Sociology, and at Southampton University as a Research Fellow. Her professional connections with Southampton University have continued through a Visiting Fellowship in the Department of Sociology and Social Policy.

Liz holds a degree in Social and Political Studies (Sheffield University), a Doctorate in Sociology (Lancaster University), and a Postgraduate Certificate in Learning and Teaching in Higher Education (Portsmouth University). Her background in Sociology and, at first degree level, in Politics affords her a useful grounding in the area of citizenship. Her doctorate (on the constitution and formation of undergraduate student communities) and a later publication focus particularly on the meaning and experience of home, community and neighbourhood.

Gabrielle White is a Research Officer working within the Department of Evaluation and Policy Studies at NFER. Gabrielle has extensive experience of working with early years and primary age children in both educational and social care settings. For her MA in Early Childhood Studies, Gabrielle conducted a study focusing on the impact of policy development on classroom practice.

Since joining NFER in 2003, Gabrielle has worked on a wide variety of projects, including an evaluation of the BT Citizenship and Communication Programme, the evaluation of the School Fruit and Vegetable Scheme for the Big Lottery Fund and a study of the transition from the Foundation Stage to Key Stage 1 for the Department for Education and Skills (DfES). Gabrielle has gained extensive experience of conducting face-to-face interviews with education professionals, children and young people and has been involved in research activities that have encompassed both qualitative and quantitative research methodologies.

Michelle Judkins is a Research Officer in the Department of Evaluation and Policy Studies and has been working for the NFER for just over two years. Prior to joining NFER, she had worked as a researcher at Southampton University and as a manager of an ICT training centre for adult learners. She has experience of using qualitative and quantitative research methods in addition to a range of analytical techniques. Michelle is a key member of the teams working on the evaluation of the New Relationship with Schools (NRwS) and a review of the use of educational statistics across the UK for the Statistics Commission. She is also a central member of the team evaluating Aimhigher: Excellence Challenge and has played a significant role in conducting interviews with key stakeholders over the past two years and has contributed to a number of subsequent reports for the DfES. She was the lead author for the most recent Aimhigher: Excellence Challenge Area Study report for the DfES in January 2005.

Appendix 5   Resource Database

**Department for
Constitutional Affairs**
Justice, rights and democracy

DCA – Connecting with Citizenship Education – A Mapping Study

Mapping Citizenship Resources
against the Five DCA Priority Areas

Reducing crime and anti-social behaviour – (Total of 31 resources)

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
100 PSHE and Citizenship Activities for Key Stage 1	Hopscotch – www.hopscotch books.com	2005	Primary	KS1	Reducing crime and anti-social behaviour	Pack	£15.00	Teachers	Various citizenship topics including the consequences of anti-social and aggressive behaviours.
All Children Have Rights	UNICEF United Nations Children Fund – www.unicef.org. uk/education	2000	Secondary	KS3 – KS4	Strengthening democracy and rights Reducing crime and anti-social behaviour Asylum and immigration	Comic	Free	Students	One story written to address issues of racial prejudice in the UK.
Amethyst Centre for Alcohol Concern	Amethyst Centre for Alcohol Concern	N/A	Primary and secondary	KS2 and KS3	Reducing crime and anti-social behaviour	Theatre production and workshop	not known	Teachers and students	Theatre company based in Reading who put on productions aimed at building self-esteem, developing life skills which incorporates an interactive drugs education approach. They also offer INSET sessions for staff and publish resources for schools.
C2CIT	Pearson Publishing - Author: David Barrs	2003	Secondary	KS3	Strengthening democracy and rights Crime and anti-social behaviour	CD-ROM	£30.00	Students and Teachers	Computerised assessment and certification system helping students develop essential life skills. ISBN: 1 84070 225 7

Reducing crime and anti-social behaviour continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship in Action Book 1	Peter Norton, Sarah Edwards, Andy Griffith, Will Ord, Clare Ricketts, Anne Riley - www.heinemann.co.uk/secondary/printbook/	2003	Secondary	KS3	Reducing crime and anti-social behaviour	Book	£9.25	Teachers	Citizenship in Action is written to match the Key Stage 3 Scheme of Work. This series has a unit-led structure, for teaching Citizenship as a separate subject, or within a cross-curricular approach. The Student Books contains topical material to engage students' interest immediately; clear learning objectives at the start of each unit helps students understand what is expected of them; stepped activities to develop students' understanding.
Citizenship in Focus: Teacher's Resources	Culshaw, C., Foster, J. & Foster,S	2003	Secondary	KS4	Strengthening democracy and rights, Reducing crime and anti social behaviour	Teacher's pack	Unknown	Teachers	Provides teachers with ideas on how to develop the activities and information given in the students' books and shows how the materials can be used to deliver statutory and examination requirements for Key Stage 4.
Citizenship: Political Literacy Citizen Power	Channel 4 www.channel4.com/citizenpower	Unknown	Secondary	KS2-KS4	Strengthening democracy and rights Reducing crime and anti-social behaviour	website and videos	Videos £14.00 each (4 in the series)	Students and Teachers	Citizen Power is an integrated, multimedia resource designed to deliver citizenship to 10-14 year olds. It combines television programmes with an integrated website to complement existing citizenship provision, supporting work both within the school environment and the wider community. The magazine format television programmes and online facility enables contributors to share their views on citizenship issues with others, and to review content that is constantly updated between transmissions. School, community groups and individuals can participate from within and outside the UK so that views from the wider world will shape online debate. Teachers can download programme content from the website in advance in order to integrate it into their lesson planning.
CRE Fact sheets	Commission for Racial Equality	Revised 1999	Secondary	KS3-KS4	Reducing crime and anti-social behaviour	Fact sheets	Free download	Students and Teachers	Statistics and information on Criminal Justice in England and Wales.

Reducing crime and anti-social behaviour continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Crime and Legal Awareness PfP series	Unknown	2002	Secondary	KS3	Reducing crime and anti-social behaviour	Book	Unknown	Students	Know your rights - what is a crime? What is the law? - The courts system. Includes information about assessment.
Crime and Punishment	Team Video Pacific - www.teamvideo.net/human.htm	Unknown	Secondary and Post-16	KS4	Reducing crime and anti-social behaviour	Interactive video kit	$90-$96.75 New Zealand and Australia	Students and Teachers	The Interactive video kit contains 44 pages of notes, activities. The notes contain up to date statistics relating to crime, criminal demographics and punishment in New Zealand and Australia. This video was made in Britain, and consists mainly of interviews with ex-prisoners convicted of crimes ranging from assault, theft and business crime. The opinions of a politician, a prison reformer, a populist newspaper, and a prison officer are also represented.
Crime in the Community	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS4	Reducing crime and anti-social behaviour	Book Series - In the News	£12.99	Students and Teachers	A topical series giving background information about the issues of today. ISBN 0749644397
Dads Inside and Out	Leeds Animation Workshop www.tsa.uk.com/acatlog/Online_Catalogue_Younty_Justice_12.html	Unknown	Primary Secondary and Post-16	KS2-KS4	Reducing crime and anti-social behaviour	Booklet and Video	£34.04 + VAT	Groups/Persons/Families External	The short animated video is 13 minutes long and looks at the difficulties facing father and stepfathers who are in prison, and their children. Many prisoners have low self-esteem and lack confidence in themselves as parents. The video shows how various fathers handle visits, negotiate with partners at home, learn communication skills and adjust to release. It is designed for prisoners and their families, in groups or at home. It also provides a resource for professionals and volunteers, and a way of raising awareness and starting discussion in education, training or at conferences.
Dealing with Crime	Craig Donnellan - Publisher Independence Educational Publishers www.indpendence.co.uk/publicationlist/89refugees.html	2004	Secondary	KS3-KS4	Reducing crime and anti-social behaviour	Paperback	£6.95	Students and Teachers	Includes government reports and statistics, newspaper reports, features, magazine articles and surveys, literature from lobby groups and charitable organisations. ISBN 1-86168-278-6

Reducing crime and anti-social behaviour continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Dilemmas www.dilemmas.co.uk	CARE partnership	2001	Secondary	KS3-4	Reducing crime and anti-social behaviour	Website	Free access although password required to access the website	Students and teachers	Dilemmas is part of the CARE Partnership's new initiative, Changing Times, which seeks to use the arts and new technologies to challenge racist attitudes and behaviour and to promote social inclusion amongst young people living and studying in the South Greenwich area.
Drama and Citizenship	Pearson Publishing ISBN: 1 85749 689 2	2001	Secondary	KS3 - KS4	Reducing crime and anti-social behaviour	Printed A4 Loose-leaf	£26.00	Students and Teachers	Using drama activities to cover the Citizenship curriculum. Contains three specially-devised drama based projects on the themes of bullying, rights and responsibilities and truancy.
Epack: Drama and Citizenship	Pearson Publishing ISBN: 1 84070 470 5	2001	Secondary	KS3 - KS4	Reducing crime and anti-social behaviour	CD-ROM	£26.00 +VAT	Students and Teachers	Using drama activities to cover the Citizenship curriculum. Contains three specially-devised drama based projects on the themes of bullying, rights and responsibilities and truancy.
Facilitating Young Person Led Community Action: The Young Facilitators Guide	Changemakers - www.changemakers.org.uk	2001	Secondary	KS3 - KS5	Promoting effective and proportionate dispute resolution Reducing crime and Anti-social behaviour	Ring binder	£15.00 + p&p	Teachers and other staff	Guide and Toolkit for facilitators in supporting young people in setting up and running their own community projects to address issues and needs in their communities.
Learning to Participate	Birmingham DEC www.oxfam.org.uk/coolplanet/catalogue	1996	Secondary and Post-16	KS3 – KS5	Strengthening democracy and rights Crime and anti-social behaviour Protection of the vulnerable	Teachers pack	£5.50	Students and Teachers	Learning to Participate focuses on a case study of Handsworth, Birmingham. It examines the issues facing this community, such as racism, unemployment, poverty and policing and includes callable statistics, case studies, media reports and diagrams.

Reducing crime and anti-social behaviour continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Look at it this way	Alpha Films - www.tsa.uk.com /acatlog/Online_ Catalogue_Youn ty_Justice_12.ht ml	Unknown	Secondary	KS3-KS4	Reducing crime and anti-social behaviour	Video	£15.32 + VAT	Teachers	This video has been developed to support crime prevention campaigns targeting youngsters from age 10. By concentrating on the social and moral responsibilities, the programme also provides material to support School Citizenship sessions. It concentrates on 3 main areas: Section1 - Financial costs of crime, including graffiti, vandalism and shop lifting Section 2 - Victims of crime, burglary, violence and vandalism Section 3 - The culprits, apart from fine, probation or imprisonment, it looks at the implications of having a criminal record. The video is 14 minutes long and is supported by notes.
National Centre for Citizenship and the Law & Galleries of Justice website: www.citizensp ortal.com	National Centre for Citizenship and the Law & Galleries of Justice	Webpage updated 2005	Primary and Secondary	KS2-KS4	Reducing crime and anti-social behaviour	Online resource with links to recommen ded texts	Free access to the website	Teachers and support staff	The citizens' portal is a central resource for Citizenship support and services in East Midlands. The organisation supports the citizenship curriculum through experience, participation and reflection. Students take part in mock trials, investigate Nottinghamshire's old court and prison. Accompanying visits to Nottinghamshire courts and prison and webpage links to relevant organisations and supporting resources packs for teachers for each visit are available
National Centre for Citizenship and the Law website: http://www.ncc l.org.uk/index. asp?getpage= true&sid=5&ss id=61&sssid= 46	National Centre for Citizenship and the Law	Webpage accessed 2005	Primary	KS2	Reducing crime and anti-social behaviour	Online resource	Free access to the website	Teachers	On-line resource outlining the scenario for a KS2 mock trial, with an option of purchasing a resource pack

Reducing crime and anti-social behaviour continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Prison ME No-way!!!	The No Way Trust Ltd - www.pmnw.co.uk	Unknown	Secondary	KS3	Reducing crime and anti-social behaviour	Audio Cassette, Information Pack, Video, CDRom, Website	Prices range from £5.00 to £50.00	Teachers	The core aims of the project are to raise awareness amongst young people about the causes, consequences and penalties of crime. Programmes and resources provided help to provide images of prison life portrayed through television and the media and any myths or misconceptions young people may have.
Promoting Racial Equality	Pearson Publishing

Author: Bethan Rees

ISBN: 1 85749 789 9 | 2002 | Primary and Secondary | N/A | Asylum and immigration

Reducing crime and anti-social behaviour | A4 Loose-leaf | £30.00 | Teachers and Students | This pack provides heads and governors with the information, practical guidance and framework documentation to prepare, implement and then monitor their policy and practice in terms of promoting racial equality and cultural diversity. |
| PSHE Matters - Citizenship Key Stage 3 | Hopscotch - wwwhopscotchbooks.com

ISBN: 1904307485 | 2004 | Secondary | KS3 | Strengthening democracy and rights

Promoting effective and proportionate dispute resolution

Reducing crime and anti-social behaviour | Book | £17.99 | Teachers | Topics: Legal and human rights and responsibilities; Aspects and operations of the criminal justice system; The work of parliament, the government and the courts in making the law; Conflict resolution; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation.

Description: Lesson plans and photocopiable pages on A Sense of Community and Diversity; Respect and Tolerance; Rights and Responsibilities. |

Reducing crime and anti-social behaviour continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Take Action	The British Youth Council - www.byc.org.uk	2004	Secondary and Post-16	KS3 - KS5	Strengthening democracy and rights Reducing crime and Anti-social behaviour	Handbook	£10.00 (free online)	Young People	BYC's Take Action has been developed to help young people take on issues of local concern to them. From knowing how to effectively plan your action, to ensure you promote it to as many people as possible. The pack consists of two definitive publications - information and resource handbooks and an A3 event planner.
The Citizen and the Law - Second Edition	Keith West and John Foster	2003	Secondary and Post-16	KS3 - Post-16	Reducing crime and anti-social behaviour	Paperback - one of a series of 5	£6.99	Students and Teachers	The series has been revised and expanded to cover the whole range of topics required by the Programme of Study and new GCSE Short course requirements. The five students' books (including the new Media Matters) are accompanied by Teachers Resources which feature photocopiable activities, teaching notes and sources of further information. The Citizen and the Law presents students with up-to-date information on Britain's laws and on how the courts, police and prison services operate. This second edition has been updated to include coverage of important issues such as the new UK Human Rights Act and how laws are made at European level. ISBN 0 00 71479 4
The Criminal Justice System	Tony Thorpe - Citizenship Foundation Produced by: citizED (a project of the Teacher Training Agency) – www citized.info	2005	Secondary	KS3 - KS4	Reducing crime and anti-social behaviour	PDF File - Briefing Paper for Trainee Teachers of Citizenship Education	Free download	Teachers	A reference to the criminal justice system in England and Wales. Provides teachers with a number of ways of looking at questions of crime, law and order within the classroom.

Reducing crime and anti-social behaviour continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
The Younger Generation	The No Way Trust Limited	Unknown	Primary and Secondary	KS2-KS4	Reducing crime and anti-social behaviour	Worksheets and video	Unknown	Teachers and students	The pack investigates the cycle of crime from the consequences of anti-social behaviour through to the reality of being sent to prison. Topics explore the nature of crime and its causes and effects on the lives of individuals and communities. Includes supporting exercises and 'Ryan's Choice' video.
Understanding Citizenship	HODDER MURRAY - www.hoddereducation.co.uk Book 1: 0340 780 770 Book 2: 0340 780 789 Book 3: 0340 780 797	Book 1: Feb 01 - Book 2: Nov 01 - Book 3: Jan 05	Secondary	KS3	Strengthening democracy and rights Reducing crime and Anti-social behaviour Protecting the vulnerable	A series consisting of 3 pupil books	£6.99 per book	Pupils	Topics covered: Skills: Critical thinking, Discussion and enquiry. Book 1 Topics: Learning, Growing up, Keeping safe, Taking care Book 2 Topics: Looking after yourself, Crime, Helping others, Looking after the environment, Animals Book 3 Topics: Health, race, Transport, Mass media, Politics and government, Human rights. Description: Written by the Citizenship Foundation this series is a 3-book course that helps meet the National Curriculum requirements for Citizenship at Key stage 3. The books feature contemporary case studies, themes and issues.
Watch over me	Miss Dorothy.com	2003	Secondary	KS3/KS4	Reducing crime and anti-social behaviour and protecting the vulnerable	Video and supporting teacher pack	Free	students	'Watch Over Me' is a teaching resource devised to equip teenagers with strategies to deal with personal safety issues. Seven thousand free copies of the video were distributed to every state and independent secondary school in the country. www.watchoverme.info
www. britdkid.org	Charity partnership	2002	Secondary	KS3-4	Reducing crime and anti-social behaviour	Website	Free access	Students	This is a website about race, racism and life - as seen through the eyes of the Britkids

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Speeding up the asylum and immigration appeals system - *(Total of 30 resources)*

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
A Safe Place	Show Racism the Red Card, in conjunction with Amnesty International	2004	Secondary and Post-16	KS3, KS4 and Post-16	Asylum and immigration	video and resource pack	£10.00	Teachers and students	This resource consists of video and education pack for 12-18 year olds. Using professional footballers as role models it familiarises young people with a range of facts and skills that will enable them to challenge the negative stereotypes and misconceptions about asylum seekers and refugees.
A sense of belonging	Creative Exchange	2005	Secondary	KS3-4	Asylum and immigration	Report and DVD	£15	Teachers	This report and DVD addresses the role of arts and culture in the integration of refugees and asylum seekers. The report has emerged from a 12-month research project involving 73 projects across the UK. Fourteen case studies were selected as exemplary projects and nine of these feature in the DVD.
Across and Beyond	BBC Education: www.mundi.org.uk/teachers-this-way/page2.html	Unknown	Primary to Secondary	KS1 - KS4	Strengthening democracy and rights Asylum and immigration	Education video pack	Loans free of charge from MINDI - Centre for Global Education	Teachers	A new BBC Education video pack that includes lesson plans, activities and case studies as well as information about school councils and playground buddies. Refugees: A Primary school resource: A range of information, case studies and activities looking at the experiences of refuges who are forced to leave their homelands.
All Children Have Rights	UNICEF United Nations Children Fund - www.unicef.org.uk/education	2000	Secondary	KS3 - KS4	Strengthening democracy and rights Reducing crime and anti-social behaviour Asylum and immigration	Comic	Free of charge	Students	One story written to address issues of racial prejudice in the UK. Legal and human rights and responsibilities. The diversity of national religions, regional and ethnic identities in UK. Reflecting on and considering other peoples experiences. Thinking about, expressing and explaining views of others.
Being an Immigrant	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS3	Asylum and immigration	Book Series - Talking About	£10.99	Students and Teachers	Covers social issues using real-life accounts supported by colour photography. ISBN 0749662557

Speeding up the asylum and immigration appeals system continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship: INSET Teaching Controversial Issues	Channel 4 - www.channel4.com/programmenotes	Unknown	Primary and Secondary	KS1-KS4	Asylum and immigration Protection of the vulnerable	Video	£14.00	Teachers	This film is designed to help teachers new to citizenship teach controversial issues in the classroom. It features an interview with Jeremy Hayward from the Institute of Education and follows a range of teachers from three different schools as they tackle controversial issues with their students. From asylum seekers to gay rights, the subjects and teaching methods vary. Developed in association with the Institute for Citizenship.
Freedom!	Amnesty International - amnesty.org/	Unknown	Secondary	KS3 - KS4	Asylum and immigration	Teacher Book	Unknown	Teachers	Background information on asylum and lesson ideas.
High Impact Citizenship Pack	Harcourt Education Limited – www.heinemann.co.uk/secondary/printbook/	2001	Secondary	KS3-KS4	Asylum and immigration Protecting the vulnerable	Part of High Impact Series	£27.99 pack	Teachers	*"He's lost. He's alone. He has a knife. He thinks he's found a refuge. But now they're coming to get him".* This play explores issues surrounding illegal immigrants. Part of a 6 pack ISBN 0435213164. Refuge Set ISBN 0435212923 £4.25
I am here	Save the Children	Unknown	Primary and Secondary	KS2-KS4	Asylum and immigration	Video pack	Unknown	Teachers and students	Video aims to promote students' understanding of refugee issues.
Immigration	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary - Secondary	KS2-KS3	Asylum and immigration	Book Series - World Issues	£12.99	Students and Teachers	Designed to increase young people's awareness of current affairs. ISBN 0749655194
Immigration and Asylum - The facts behind the headlines	Franklin Watts www.oxfam.org.uk/coolplanet/catalogue	2002	Primary and Secondary	KS2 - KS3	Asylum and immigration	Hardback Book	£12.99	Teachers and Students	This illustrated book offers an explanation of immigration and asylum in the UK. It offers: the latest issues in the debate; background and historical detail; up-to-date facts and figures; current opinions. Special panels highlight key information and suggest important talking points.

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Speeding up the asylum and immigration appeals system continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Legality and Justice	The Holocaust Educational Trust - www.thinkequal.com/page.cfm/Link=13/t=m/goSection=10	Unknown	Secondary	KS2 and KS3	Strengthening democracy and rights Asylum and immigration	Teachers Notes	Free downloads	Students and Teachers	There are 18 activities involving tasks such as defining the difference between what is legal and just. Some of the topics are deliberately provocative and there are ground rules set for discussion at the beginning of the tasks. Other activities include factual memory tests, discussion to stimulate topics of identity, democracy and dictatorship, to reproduce diagrammatic forms from the website, introducing concepts of the holocaust and a final activity of reading and discussion with a responsibility to support an opinion with evidence.
Minority Rights: Do the Right Thing	Edited by Rachel Warner Educational publications from Minority Rights Group International – www.minorityrights.org/	Unknown	Secondary	KS3 – KS4	Asylum and immigration	Leaflet	£2.00 (10 copies) + postage	Teachers and Students	A leaflet which answers the question 'What can I do to support minorities?' by giving details of projects carried out by young people in Britain.
Moving On: A Photo pack on Travellers in Britain	Lynne Gerlach et al Educational publications from Minority Rights Group International - www.minorityrights.org/	Unknown	Primary and Secondary	KS2 - KS3	Asylum and immigration	Photo cards	£3.00	Teachers	Twenty A4 black and white photo cards illustrating the life and culture of Travellers in Britain, plus teachers' notes and suggestions for classroom activities.
Off Limits: School Stories - Refugee Voices	CH4 Learning - www.4learningshop.co.uk/	Unknown	Secondary	KS3 and KS4	Asylum and immigration	Video	£14.00	Students and Teachers	Refugees from Somalia and Kurdistan, now in British schools tell of their experiences of being forced to leave their native countries and start new lives in Britain.

Speeding up the asylum and immigration appeals system continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Promoting Racial Equality	Pearson Publishing Author: Bethan Rees ISBN: 1 85749 789 9	2002	Primary and Secondary	N/A	Asylum and immigration Reducing crime and anti-social behaviour	A4 Loose-leaf	£30.00	Teachers and Students	This pack provides heads and governors with the information, guidance and framework documentation to prepare, implement and then monitor their policy and practice in terms of promoting racial equality and cultural diversity.
Refugees	Craig Donnellan - Publisher Independence Educational Publishers www.indpendence.co.uk/publicationlist/89refugees.html	2004	Secondary	KS3-KS4	Asylum and immigration	Paperback	£6.95	Students and Teachers	Information from a variety of sources including government reports and statistics, newspaper reports, features, magazine articles and surveys, literature from lobby groups and charitable organisations. ISBN 1-86168-290-5
Refugees – A resource book for 5 to 11 year olds	Refugee Council www.oxfam.org.uk/coolplanet/catalogue	1998	Primary	KS1 – KS2	Asylum and immigration	Teachers Book, 12 photographs and board game	£5.00	Teachers	This book examines the causes of conflict which force families to flee and explains why they arrive in Britain as refugees. The testimonies of young refuges help children in the classroom to empathise with the difficulties of being uprooted and trying to make a life in a strange place.
Refugees: A resource book for primary schools	Refugee Council	1998	Primary	KS2	Asylum and immigration	Book	£4.50	Teachers and students	A resource book for 5 - 11 year olds containing activities, personal testimonies and background information. Can be used to integrate topics as part of English, History, Geography, Religious Education and other subjects. The book comes with a journey to safety game.
Refugees: We left Because We Had to	Refugee Council	2003	Secondary	KS3-KS4	Asylum and immigration	Paperback Book	£19.95	Students and Teachers	This publication is available through Amazon books online: www.amazon.co.uk/exec/obidos/ASIN/094678759X/qid=1 123083700/sr=8-1/re Raises issues surrounding asylum and reasons for arriving in the UK.

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Speeding up the asylum and immigration appeals system continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Refugees: We left because we had to	Jill Rutter	2004	Secondary and Post-16	KS3, KS4 and Post-16	Asylum and immigration	Book	£19.95	Teachers and students	A citizenship teaching resource for 11-18 year olds. Third edition aimed at addressing the issue of asylum seekers and refugees. The book contains ideas and activities including photographs, drawings, maps and games.
Respect refuges	Amnesty International	Unknown	Secondary	KS3-KS4	Asylum and immigration	Assembly pack	Unknown	Teachers	Pack includes suggestions for projections and music during assemblies
Student Handbook for RE	Pearson Publishing - www.pearsonpublishing.co.uk ISBN: 1 85749 842 9	2003	Secondary	KS3 - KS4	Asylum and immigration	A5 Paperback	£4.95	Students and Teachers	This handbook concentrates on helping students get to grips with the essential concepts and factual information in RE
The human rights handbook: A global perspective for education	Liam Gearon	2003	Secondary	KS3-KS4	Strengthening democracy and rights Asylum and immigration	Handbook	£17.99	Teachers and students	A guide to human rights covering the following topics: Genocide, torture, asylum, slavery, the right to development, freedom of expression and censorship, freedom of religion and belief, children's rights, women's rights, the rights of indigenous peoples, human rights education.
Voices from Angola, Sudan, Ugansda and Zaire (pack of four titles)	Edited by Rachel Warner Educational publications from Minority Rights Group International - www.minorityrights.org/	Unknown	Primary and Secondary	KS2 - KS4	Asylum and immigration	Textbooks	£10.95	Teachers	Dual language collections of autobiographical writing by refuges - children and young adults - now living in Britain. They are fully illustrated with photographs and children's drawings and include comprehensive country introductions.

Speeding up the asylum and immigration appeals system continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Voices from Eritrea, Somalia and Kurdistan (pack of three titles)	Edited by Rachel Warner Educational publications from Minority Rights Group International – www. minorityrights.org/	Unknown	Primary and Secondary	KS2 - KS4	Asylum and immigration	Textbooks	£7.95	Teachers	Dual language collections of autobiographical writing by refuges - children and young adults - now living in Britain. They are fully illustrated with photographs and children's drawings and include comprehensive country introductions.
Why do They Have to Fight?	Refugee Council	1998	Primary and secondary	KS2 and KS3	Asylum and immigration	Book	£4.50	Teachers and students	Refugee Children's Stories from Bosnia, Kurdistan, Sri Lanka and Somalia. A book of refugee children's stories and paintings, for Key Stages 2 and 3 Citizenship Studies. Contains basic facts and figures about refugees, a short dictionary of key words and phrases, and a resource list.
Why Human Rights II	Amnesty International with Team Video Pacific- Team Video Pacific - www.teamvideo.net/human.htm	1986 Amnesty International	Secondary and Post-16	KS3 – KS5	Asylum and immigration Protecting the vulnerable Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Interactive video kit	$90-$96.75 New Zealand and Australia	Student and Teachers	Made with Amnesty International and distributed by Team Video Pacific this interactive video kit consists of a video divided into 9 units and a booklet of activities and briefing. Human rights case studies and current issues from around the world are explored in the 9 units.
Why Refugees?	Team Video	Unknown	Secondary and Post-16	KS3-5	Asylum and immigration	Video and workbook	£38	Teachers and students	A video resource in 11 units. A group of 6th form students investigate why there are refugees, why they come to the UK and what happens to them when they arrive. They investigate the role of the media, the law and the position of the political parties. The workbook provides activities for a range of abilities.

You are Welcome	Pamela Allen, Ben Harper and Jay Rowell	Unknown	Primary	KS2	Asylum and immigration	Book	17.99	Students and teachers	A book containing activities to promote self-esteem and resilience in children from a diverse community, including asylum seekers and refugees.
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Protecting the vulnerable – (Total of 30 resources)

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Active Citizenship: A Teaching Toolkit	HODDER MURRAY - www.hoddereducation.co.uk	2000	Secondary	KS3 - KS4	Protecting the vulnerable Promoting effective and proportionate dispute resolution	Teacher Pack	£45.00	Teachers and Pupils	Topics: Citizenship and the New National Curriculum; What is Active Learning in the Community?; Getting Started; Teaching the Competencies; Active Citizenship - the Student Guide; Taking Action; Young People - The Solution, Students helping students; Social inclusion, Assessment; Curriculum integration; Making links 1; In their own words; Implementing the Citizenship Order; Making links 2; Books can make a difference.
Big Books - The Young Citizen (Citizenship and PSHE)	Christine Moorcroft ISBN: 1841638560 Folens - www.folens.com	Unknown	Infant and Primary	Foundation - KS2	Strengthening democracy and rights Protection of the vulnerable	Book and Teacher Guide	£29.99 Book - Teacher Guide	Teachers	The Big Books provide starting points for discussion and concepts. The Teacher Guides have lesson plans, activities for whole class, group and individual work, plus copiable worksheets.
Children's Rights	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS4	Protecting the vulnerable Strengthening democracy and rights	Book Series	£12.99	Students and Teachers	A topical series giving objective background information about the issues of today. ISBN 0749648880
Children's Rights and Responsibilities	UNICEF - www.unicef.org.uk/teacherzone Code: 32124	2004	Primary, Secondary and Post-16	KS2 - KS5	Protecting the vulnerable Strengthening democracy and rights	Leaflet	Free download	Schools, Classroom, Youth Clubs	A two colour illustrated leaflet produced specifically for use in schools, classrooms and youth clubs. It summarises the articles of the UN Convention on the Rights of the Child in easily accessible language. Age range: 8 to 18.
Citizens by right: Citizenship education in primary schools	Reva Klein	2001	Primary	KS1-KS2	Protecting the vulnerable	Paperback	£13.95	Teachers	The book presents the main Human Rights legislation in the UK and Europe that is relevant to children and those working with them in schools. It offers guidance on classroom activities for each year of primary.

Protecting the vulnerable continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship: INSET Teaching Controversial Issues	Channel 4 - www.channel4.com/programmenotes	Unknown	Primary and Secondary	KS1-KS4	Asylum and immigration Protection of the vulnerable	Video	£14.00	Teachers	This film is designed to help teachers new to citizenship teach controversial issues in the classroom. It features an interview with Jeremy Hayward from the Institute of Education and follows a range of teachers from three different schools as they tackle controversial issues with their students. From asylum seekers to gay rights, the subjects and teaching methods vary
Disability Rights Commission website: http://www.drc-gb.org/citizenship/index.asp	Disability Rights Commission	Website accessed 2005	Secondary	KS3-KS4	Protecting the vulnerable	Website with links to resources	Free access to the website	Teachers	A classroom resource for teachers. Includes eight lesson plans with accompanying worksheets and videos for each lesson, focusing on different themes of Citizenship (disability, diversity and equality). A video is also available to view via the website with an option of requesting a video cassette.
Education for Citizenship	Routledge Farmer www.oxfam.org.uk/coolplanet/catalogue	2002	Primary and Secondary	KS1 - KS4	Protecting the vulnerable	Handbook	£24.50	Teachers	A spiral-bound, handbook, providing teachers with useful classroom activities and a grounding in citizenship.
Exploited Children	Craig Donnellan - Publisher Independence Educational Publishers www.indpendence.co.uk/publicationlist/89refugees.html	2005	Secondary	KS3-KS4	Protecting the vulnerable	Paperback	£6.95	Students and Teachers	The information comes from a variety of sources and includes government reports and statistics, newspaper reports, features, magazine articles and surveys, literature from lobby groups and charitable organisations. ISBN 1-86168-313-8
Find the rights	UNICEF - www.unicef.org.uk/	2004	Primary and Secondary	KS1 - KS4	Protecting the vulnerable Strengthening democracy and rights	A2 Line Illustration	£4.00	Students and teachers	Full colour A2 line illustration of a park scene. Groups of children and adults engage in various activities which illustrate aspects of children's rights.
First Steps to Rights	UNICEF - www.unicef.org.uk/	Unknown	Infants and Primary	Foundation - KS1	Protecting the vulnerable	Book	£15.00	Teachers	This 80 page book draws together the 'feely bag' methodology of the First Steps project run by Hampshire Development Education Centre to introduce young children to the basic rights of all children, and the responsibilities that accompany them. The 15 A2 colour photos bring a global perspective to exploring these rights.

Protecting the vulnerable continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Fostering and Adoption	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS3	Protecting the vulnerable	Book Series - Talking About	£10.99	Students and Teachers	Covers social issues using real-life accounts supported by colour photography. ISBN 0749662565
High Impact Citizenship Pack	Harcourt Education Limited - www.heinemann.co.uk/secondary/printbook/	2001	Secondary	KS3-KS4	Asylum and immigration Protecting the vulnerable	Part of High Impact Series	£27.99 pack	Teachers	*'He's lost. He's alone. He has a knife. He thinks he's found a refuge. But now they're coming to get him.'* This play explores issues surrounding illegal immigrants. Part of a 6 pack ISBN 0435213164. Refuge Set ISBN 0435212923 £4.25
Human Rights - Citizenship in Focus (Second Edition)	Simon Foster	2003	Secondary and Post-16	KS3 - Post-16	Protecting the vulnerable Strengthening democracy and rights	Paperback - one of a series of 5	£6.99	Students and Teachers	The resource engages with issues ranging from political and economic injustice to the rights of children. This second edition has been updated to include coverage of the UK Human Rights Act and also examines the balance between rights and responsibilities. ISBN 0 00 714976 X
Learning to Participate	Birmingham DEC www.oxfam.org.uk/coolplanet/catalogue	1996	Secondary and Post-16	KS3 - KS5	Strengthening democracy and rights Crime and anti-social behaviour Protection of the vulnerable	Teacher pack	£5.50	Students and Teachers	Focuses on a case study of Handsworth, Birmingham. It examines the issues facing this community, such as racism, unemployment, poverty and policing and includes callable statistics, case studies, media reports and diagrams. A useful resource for work on racism and citizenship.
Little Book of Rights	UNICEF - www.unicef.org.uk/teacher zone Code: 32234	2004	Primary	KS1 _ KS2	Strengthening democracy and rights Protecting the vulnerable	Booklet	Free	Teachers	Contains a summary of the United Nations Convention on the Rights of the Child.

Protecting the vulnerable continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Partners in Rights	Save the Children Organisation	2000	Primary and Secondary	KS1-KS4	Protecting the vulnerable\n\nPromoting effective and proportionate dispute resolution	Education Pack	£15.00	Teachers	Partners in Rights uses a range of approaches to explore rights and citizenship issues with children aged 7-14. Using the creative and expressive arts, it draws on the experiences and insights of children in Latin America, the Caribbean, and the UK. In addition guidance is given showing how the pack can be used across the curriculum and with mixed-ability groups.
Partners in Rights	Save The Children\n\nwww.oxfam.org.uk/coolplanet/catalougue	2000	Primary	KS2	Protecting the vulnerable\n\nStrengthening democracy and rights	Handbook	£17.25	Teachers	Partners in Rights uses a range of approaches to explore rights and citizenship issues and develop an understanding of the concepts of rights and responsibilities; learn to respect diversity locally and globally; explore how they can become active citizens and learn about the experiences of children in Latin America and the Caribbean.
School Councils for All	School Councils UK - www.schoolcouncils.org	2005	Primary and Secondary	KS1 - KS4	Promoting effective and proportionate dispute resolution\n\nProtecting the vulnerable	Teachers Pack	£20.00	Staff and Students	This toolkit focuses on including pupils with SEN and disabilities, but is also applicable to all other groups who are vulnerable to exclusion. The toolkit shows how an inclusive school council works and sets out the process involved in achieving it, It aims to:\n\nHelp teachers and pupils in schools that already have a school council to make it more inclusive; help those who are planning to set up a school council to build it on a foundation of inclusive practice; help schools to recognise the value of school councils that include all pupils.
Stand Up - Speak Out	UNICEF - www.unicef.org.uk/teacherzone	2004	Primary, Secondary and Post-16	KS2 - KS5	Protecting the vulnerable\n\nStrengthening democracy and rights	Book	£8.50	Teachers and Students	An illustrated book helping children aged 7 to 18 understand the contents and implications of their rights.

Protecting the vulnerable continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Stop picking on me	Thomas, P & Harker, L	2000	Primary	KS2	Protecting the vulnerable Promoting effective and proportionate dispute resolution	Book	Unknown	Teachers and students	Explores the issue of bullying to young children, including the fears, worries and questions surrounding bullying.
Talking rights; taking responsibility. Activities for secondary English and Citizenship	Unicef	2001	Secondary	KS3-KS4	Strengthening democracy and rights Protection of the vulnerable	Handbook. Additional downloadable materials are available from the Unicef website	Free download	Teachers	Designed to bring together knowledge and understanding of the United Nations Convention on the Rights of the Child. It intends to build oral skills and encourage discussion of values to help develop skills of participation (and support the Speaking and Listening Programme of Study in English, KS3 and 4).
Time For Rights	Pam Fenney and Heather Jarvis - Save The Children and UNICEF	2002	Primary and Secondary	KS2-KS3	Protecting the vulnerable Strengthening democracy and rights	Hand Book	£10.99	Teachers	A handbook for teachers providing active learning opportunities to develop a wide range of knowledge, attitudes and skills which can be matched to several subject areas. ISBN 1 871440 24 6
Towards Independence - Citizenship	ASDAN - www.asdan.co.uk	2000	Secondary and Post-16	Post-16	Protecting the vulnerable	Student Book, Guidance and Resource Pack and Video	£3.25 + £30.00 + £11.75	Students, Teachers, Parents, Carers	This is one module from a programme written to provide a framework of activities to develop and accredit independent living and personal skills for students with severe, profound and/or multiple learning difficulties.

Protecting the vulnerable continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Understanding Citizenship	HODDER MURRAY - www.hoddereducation.co.uk Book 1: 0340 780 770 Book 2: 0340 780 789 Book 3: 0340 780 797	Book 1: Feb 01 - Book 2: Nov 01 - Book 3: Jan 05	Secondary	KS3	Strengthening democracy and rights Reducing crime and anti-social behaviour Protecting the vulnerable	A series consisting of 3 Pupil Books	£6.99 per book	Pupils	Topics covered: Skills: Critical thinking, Discussion and enquiry. Book 1 Topics: Learning, Growing up, Keeping safe, Taking care Book 2 Topics: Looking after yourself, Crime, Helping others, Looking after the environment, Animals Book 3 Topics: Health, race, Transport, Mass media, Politics and government, Human rights.
Watch over me	Miss Dorothy.com	2003	Secondary	KS3 and KS4	Reducing crime and anti-social behaviour Protecting the vulnerable	Video and supporting teacher pack	Free	students	'Watch Over Me' is a teaching resource devised to equip teenagers with clear strategies to deal with personal safety issues. Seven thousand free copies of the video were distributed to every state and independent secondary school in the country. www.watchoverme.info
Why Human Rights II	Amnesty International with Team Video Pacific- Team Video Pacific - www.teamvideo.net/human.htm	1986 Amnesty International	Secondary and Post-16	KS3 and KS4	Asylum and immigration Protecting the vulnerable Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Interactive video kit	$90-$96.75 New Zealand and Australia	Student and Teachers	Made with Amnesty International and distributed by Team Video Pacific this video kit consists of a video divided into 9 units and a booklet of activities and briefing. Human rights case studies and current issues from around the world are explored in the 9 units.

Protecting the vulnerable continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Why Human Rights?	www.team-video.co.uk/txt/txt-pse.htm	Unknown	Secondary	KS4	Strengthening democracy and rights Protecting the vulnerable	Video resource pack	£38.00 ex VAT	Teachers	An introduction to human rights for the classroom. This video pack examines key issues such as the death penalty, freedom of expression, genocide, disappearances, torture, refugees, street children and prisoners of conscience. It encourages the understanding and discussion of the broader issues of tolerance, persecution, censorship and the work of human rights organisations. This pack comes with 60 activity sheets and full briefings on all the issues from the Amnesty International research index.
Young Lives, Global Goals	Save The Children - www.savethechildren.org.uk/scuk/jsp/resources ISBN: 1 84187 100 1	2005	Secondary	KS3	Protecting the vulnerable	Teacher Pack and Video	£22.50	Teachers and Students	This teaching pack explores what it means to be poor for children in four countries. Through activities, video clips and photo cards pupils get an inside view on the lives of eight children from Ethiopia, India, Peru and Vietnam.

Resolution – *(Total of 40 resources)*

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
On the Same Side	Francisco Ingouville	Unknown	Primary and secondary	KS2-KS4	Promoting effective and proportionate dispute resolution	Book	£17.99	Teachers and students	133 stories to help resolve conflict and using negotiation and mediation to settle conflicts positively and effectively.
Active Citizenship Award	ASDAN – www asdan.co.uk	2001	Secondary	KS4	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Student Book, Tutor Guidance, Certificates	£4.00 + £12.00	Students, Tutors, Parents, Carers	60 hour multi-level short course award. Content of topics is decided by group/group leader and fitted into the framework of the award. Provides progression into other ASDAN Awards and Qualifications.
Active Citizenship: A Teaching Toolkit	HODDER MURRAY - www. hoddereducation .co.uk	2000	Secondary	KS3 - KS4	Protecting the vulnerable Promoting effective and proportionate dispute resolution	Teacher Pack	£45.00	Teachers and Pupils	A framework for teaching active Citizenship at Key stages 3 and 4. Based on five key competences it has cross-curricular activities, ideal, examples and exercises that can be used in the classroom. Topics include: Citizenship and the New National Curriculum; What is Active Learning in the Community?; Getting Started; Teaching the Competencies; Active Citizenship - the Student Guide; Taking Action; Young People - The Solution, Students helping students; Social inclusion, Assessment; Curriculum integration; Making links 1; In their own words; Implementing the Citizenship Order; Making links 2; Books can make a difference.

Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
AS Citizenship	HODDER MURRAY - www.hodder education.co.uk ISBN: 0340 859 040	2004	Post-16	KS5	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Book	£14.99	Students	Topics: Citizenship in the Modern State; Citizens and the Law; The Welfare of the Citizen; Representative Democracy; Political Participation; Political Ideology and Political Action; The Citizen and Social Identity; Citizen Inequality-life Chances; Social Exclusions and the Underclass; The Citizen and Community Participation. Coverage of the AS Social Science: Citizenship specification, includes articles, photographs and case-studies.
Certificate in Life Skills Unit: Citizenship Entry Level Qualification	ASDAN - www.asdan.co.uk	2005	Secondary and Post-16	KS4 – P ost-16	Promoting effective and proportionate dispute resolution	Candidate Logbook; Specificatio ns; Centre Guidance; How to achieve Booklet	£185.00 +VAT Registration - £25.50 Per Candidate	Teachers, Tutors, Students, Parents, Carers	This is an Entry Level Qualification at E1, E2 and E3 that embraces the development of Personal Social, Health, Moral, Independence, ICT skills and skills which prepare the learner for working life.
Confidence in Communication	English Secondary Students' Association (ESSA) Part of the Ready Steady, Change programme (Children's Rights Alliance)	2005	Secondary	KS3 - Post-16	Promoting effective and proportionate dispute resolution	Students training course and supporting resource pack	Has not been priced at present until publication has been finalised	Students	This resource has been developed by students for students in order to improve students' ability to communicate effectively with those involved in developing and delivering the educational systems and processes which 11-19 year olds are involved with every day. The topics include verbal communication with groups and individuals, writing reports, taking minutes, composing a letter, body language, choosing good opportunities, local and national support systems, educational rights.
Conflict Resolution	Asdan developed in collaboration with LEAP Confronting Conflict	2004	Secondary	KS3-4	Promoting effective and proportionate dispute resolution	Photo copiable cards and teacher guidance	£30	Teachers, students, parents/ carers	General teaching resource and supporting resources for other ASDAN awards and qualifications
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Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Conflict Resolution and Parenthood Education	Asdan	Unknown	Secondary	KS3-KS4	Promoting effective and proportionate dispute resolution	Activity modules plus brief tutor guidance.	£30	Teachers	A resource pack developed in collaboration with the LEAP Confronting Conflict Project: http://www.leaplinx.com
Discussing Global Issues: How Do We Make Peace?	UNICEF UK - www.unicef.org.uk ISBN: 1 871440 30 0	2004	Secondary	KS3 - KS4	Promoting effective and proportionate dispute resolution	Book and Photos with case studies	£5.00	Teachers with Pupils	The Pack looks at young people in refugee camps in Tanzania, in post-conflict Cambodia and a peer-medication programme in Scotland leads pupils to look at conflict, why it occurs and how things can be resolved.
Facilitating Young Person Led Community Action: The Young Facilitators Guide	Changemakers - www.changemakers.org.uk	2001	Secondary	KS3 - KS5	Promoting effective and proportionate dispute resolution Reducing crime and Anti-social behaviour	Ring binder	£15.00 + p&p	Teachers and other staff	Guide and Toolkit for facilitators in supporting young people in setting up and running their own community projects to address issues and needs in their communities.
How do we make peace?	Unicef - www.unicef.org.uk/teacherzone	2004	Secondary	KS3	Promoting effective and proportionate dispute resolution	16 page booklet	£5.00	Teachers and Youth Group Leaders	A series of activities which require young people to use photographs, case studies and information presented in various formats, to develop a greater understanding of the importance of peace to children and young people's development. Initiatives involving young people in Burundi, Cambodia, Northern Ireland and Scotland are described in the six case studies. Their involvement in peace processes in their communities are an example of the various ways young people can be actively involved in making peace, building a peaceful community and maintaining it. ISBN 1 871440 30 0

Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Key Decisions in Citizenship	ASDAN - www.asdan.co.uk	2001	Secondary	KS4	Promoting effective and proportionate dispute resolution General citizenship	Student Book and Tutor Guidance	£4.00 + £12.00	Students, Tutors, Parents, Carers - Certificates	60 hour programme, multi-level. Certificate can be put towards other ASDAN awards and qualifications. At level 1, can count as half GCSE through Certificate of Personal Effectiveness (CoPE Level 1) Grade E, 25 points and at Level 2, counts as half CoPE Level 2, Grade B, 46 points.
Leading your own community action: The young person's guide	Changemakers www.changemakers.org.uk	2001	Secondary	KS3 - KS5	Protecting the vulnerable Promoting effective and proportionate dispute resolution	Ring binder	£15.00 + p&p	Students	Description: Guide and Toolkit for young people in setting up and running their own community projects to address issues and needs in their communities.
Leap Adult Training courses	Leap Confronting Conflict	Website accessed 2005	Secondary	KS3-KS4	Promoting effective and proportionate dispute resolution	Training courses	Courses range from £75-£850	Teachers or young volunteers	Leap Confronting Conflict is a national voluntary youth organisation and registered charity providing opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflicts in their lives. Leap also supports secondary schools in developing programmes to help young people tackle conflicts they face.
Lets Mediate	Hilary Stacey and Pat Robinson	Unknown	Secondary	KS3-KS4	Promoting effective and proportionate dispute resolution	Hardback Book	£19.00	Teachers	This publication provides a guide to introduce, teach, support and maintain mediation processes for all young people in school

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Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Make a Difference Pack	Schools Council UK - www.schoolscouncil.org	2004	Secondary	KS3 - KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Posters, Postcards and Lesson Plan Teacher Pack	£30.00	Staff and students	10 posters and 30 postcards depicting common issues in school are used with a free downloadable lesson plan Topics include Researching and analysing information from a range of resources; Justify orally and in writing a personal opinion; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation; Conflict resolution.
Making a leap	Sara Clifford and Anna Hermann	Unknown	Primary and Secondary	KS1-KS4	Promoting effective and proportionate dispute resolution	Handbook	£15.95	Teachers	A resource for teachers who want to use drama and theatre to explore personal and social issues. Contains 7 units that can be adapted to suit diverse groups of young people. ISBN: 1 85302 632 8
Once Upon a Conflict	Pax Christi/Quaker Peace and Service www.oxfam.org.uk/coolplanet/catalogue	1995	Primary and Secondary	KS1 - KS4	Promoting effective and proportionate dispute resolution	Booklet	£4.50	Teachers	A booklet which uses updated versions of traditional fairytales to increase understanding of conflict resolution and mediation. Ideas offered for running conflict workshops with groups of any age.
Partners in Rights	Save the Children Organisation	2000	Primary and Secondary	KS1-KS4	Protecting the vulnerable Promoting effective and proportionate dispute resolution	Education Pack	£15.00	Teachers	Partners in Rights uses a range of approaches to explore rights and citizenship issues with children aged 7-14. Using the creative and expressive arts, it draws on the experiences and insights of children in Latin America, the Caribbean, and the UK. In addition, guidance is given showing how the pack can be used across the curriculum and with mixed-ability groups.

Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Partners in rights: Creative Activities Exploring Rights and Citizenship for 7-11 Year Olds	Original Publisher: Save The Children ISBN: 1841870277 Stock Code: 00264631	2000	Primary	KS1 - KS2	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Photocopy Masters Resource (120 pages)	£12.24 (inc VAT)	Teachers	This photocopiable resource uses a range of approaches to explore rights and citizenship issues. Using the creative and expressive arts, pupils using this pack should gain an understanding of the concepts of rights and responsibilities, learn to respect diversity both locally and globally, and explore contemporary moral and social issues in a new way. The book contains material that captures the individual voices and experiences of young people in Latin America and the Caribbean.
Playing with Fire	Nic Fine & Fiona Macbeth	Unknown	Secondary	KS3-KS4	Promoting effective and proportionate dispute resolution	Manual	£16.95	Teachers	A manual containing a 60-hour training course, comprising 95 exercises supported by a guide to training techniques and suggestions for group discussion. ISBN: 0 86155 141 9
Promoting positive behaviour	Jo Broadwood, Graham Langley & Helen Carmichael	Unknown	Primary	KS1-KS2	Promoting effective and proportionate dispute resolution	Manual	£7.50	Teachers	A manual of materials designed to provide ideas for activities through which children under 12 years can explore issues involved in bullying behaviour. ISBN: 1 873928 33 5
PSE in Focus	Available from Nelson Thornes - www.nelsonthornes.com/secondary/citizenship/books_psefocus.htm	2003	Secondary	KS3-KS4	Promoting effective and proportionate dispute resolution	Key Areas series - Education packs	£41.62 each (Money Makes Sense £5.40)	Teachers	This series provides specific teaching information for PSE co-ordinators covering the most important issues within schools today. They have been written by experienced PSE advisers Topics are differentiated and are divided into teaching notes and pupil materials.

Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
PSHE Matters - Citizenship Key Stage 3	Hopscotch - wwwhopscotchbooks.com ISBN: 1904307485	2004	Secondary	KS3	Strengthening democracy and rights Promoting effective and proportionate dispute resolution Reducing crime and anti-social behaviour	Book	£17.99	Teachers	Lesson plans and photocopiable pages on A Sense of Community and Diversity; Respect and Tolerance; Rights and Responsibilities. Topics include: Legal and human rights and responsibilities; Aspects and operations of the criminal justice system; The work of parliament, the government and the courts in making the law; Conflict resolution; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation.
Resolving Conflict	www.team-video.co.uk/txt.txt-pse.htm	Unknown	Secondary	KS4	Promoting effective and proportionate dispute resolution	Video resource pack	£38.00 ex VAT	Teachers	Using a series of real-life case studies, this pack examines how conflict is caused and how it is resolved. It looks at issues such as road rage, bullying at school, domestic violence, communities at war, using mediation and restorative justice. A 55-page workbook suggests activities that enable students to test out and evaluate the different ways of responding to conflict.
Rules, Responsibilities & Relationships All About Us: say what you think	Channel 4 - www.channel4.com/whatyouthink	Unknown	Primary	KS1	Promoting effective and proportionate dispute resolution	Video, Teachers Guide, Story and Activity Book	Video £14.00, Teachers Guide £3.95, Story and Activity Book £6.95	Teachers	The series challenges young children not only to say what they think but to think about what they say. Through dramatised stories different issues are raised Children cast their votes on what they think should happen. The resolution to these issues is offered simultaneously to the viewing audience, who are also invited to take part in a simple debate and encouraged to listen, make choices and arrive at their own decisions. The teachers guide includes follow-up work, and helps to promote thinking skills. The Story and activity book feature stories from the programmes, with photocopiable activity sheets that guide pupils in the decision making.

Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
School Council Handbook for Secondary Students	School Councils UK – www schoolcouncil.org ISBN: 0 9535639 3 6	2003	Secondary	KS3	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Student Resource	£3.99 per unit (price decreases with larger orders)	Students	The Student Handbook provides students with easily accessible information, ideas and encouragement about participation in school. Topics include: Researching and analysing information from a range of resources; Justify orally and in writing a personal opinion; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation
School Councils for All	School Councils UK - www.school councils.org	2005	Primary and Secondary	KS1 - KS4	Promoting effective and proportionate dispute resolution Protecting the vulnerable	Teachers Pack	Approx £20.00	Staff and Students	This toolkit focuses on including pupils with SEN and disabilities, but is principles are also more widely applicable to all other groups who are vulnerable to exclusion for any reason.
Secondary School Councils Toolkit	School Councils UK - www.schoolcou ncil.org ISBN: 09535639 2 8	2001	Secondary	KS3 - KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Teacher Pack	£34.00	Teachers and Students	Description: The Toolkit helps set up and improve pupil councils. It includes training activities for staff and students, issues to be considered and resources to photocopy and use on overhead projectors.
Stop picking on me	Thomas, P & Harker, L	2000	Primary	KS2	Protecting the vulnerable Promoting effective and proportionate dispute resolution	Book	Unknown	Teachers and students	Explores the issue of bullying including the fears, worries and questions surrounding bullying to young children

Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Take Action	The British Youth Council - www. Byc.org.uk	2004	Secondary and Post-16	KS4 - Post -16	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Hand book	£10.00 (free online)	Young People	The British Youth Council's Take Action has been developed to hep young people take on issues of local concern to them. From knowing how to effectively plan your action, to ensure you promote it to as many people as possible. The pack consists of two definitive publications - information and resource handbooks and a giant A3 event planner.
Talk Time	Tina Rae and Ruth MacConville	not known	Primary and secondary	KS2 and KS3	Promoting effective and proportionate dispute resolution	Book	18.99	Teachers and students	A book containing resources relating to a peer support programme aimed at encouraging a caring and co-operative classroom.
The LCP PSHE and Citizenship Resource Files	Project Editor: Duncan Watts	2004	Primary	KS1 and KS2	Promoting effective and proportionate dispute resolution	Resource Files	£76.95 + VAT each (3 in total)	Teachers	Key Stage 1: rights and responsibilities Key Stage 2 File A Topics: Democracy Key Stage 2 File B Topics: Rights and Responsibilities Key Stage 3
Under The UN Flag - Assemblies for Citizenship in Secondary Schools	Pam Fenney and Heather Jarvis - UNICEF UK / www.unicef.org.uk/teacherzone	2005	Secondary	KS3-KS4	Promoting effective and proportionate dispute resolution	Hand book	£10.00	Teachers	Provides stories of the world global community that to engage pupils and shed light on the lives of others, whilst broadening understanding of the international forces that shape the lives of everyone. ISBN 1 871440 33 5
Voices of Reason	School Councils UK - www.schoolscouncil.org	1998	Secondary	KS3	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Video	£26.90	Staff and students	Topics include: Researching and analysing information from a range of resources; Justify orally and in writing a personal opinion; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation. councils can change a school.

Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Why Human Rights II	Amnesty International with Team Video Pacific- Team Video Pacific - www.teamvideo.net/human.htm	1986	Secondary and Post-16	KS3 and KS4	Asylum and immigration Protecting the vulnerable Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Interactive video kit	$90-$96.75 New Zealand and Australia	Student and Teachers	Made with Amnesty International and distributed by Team Video Pacific this interactive video kit consist of a video divided into 9 units and a booklet of activities and briefing. Human rights case studies and current issues from around the world are explored in the 9 units.
www.behaviouruk.com		Website accessed 2005	Primary	KS2	Promoting effective and proportionate dispute resolution		Free web access	Students and teachers	An interactive website for students to promote better behaviour. A multi-media package designed to assist & address groups' & individual pupils' needs. Ideal as mediation or as a positive sanction.
YOUR FUTURE Rights, relation-ships and respon-sibilities	John Foster and Diane Craven - www.collinseducation.com	2001	Secondary	KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Book	£12.99	Students	The course presents a range of sensitive issues in a balanced way, increasing students' awareness of their rights and responsibilities as individuals and encouraging them to develop their relationships with others. ISBN 0 00 327360 1
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Resolution continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Your Life (2)	John Foster Collins - www.collins education.com ISBN: 0 00 719851 5	Revised 2005	Secondary	KS3	Promoting effective and proportionate dispute resolution	Book and CD ROMs	£11.99 (book)	Teachers and Pupils	Various activities to learn how to grow as individuals, for example, by developing self-awareness and taking responsibility for managing your time. The group discussion activities encourage cooperation and negotiation. Students are presented with situations in which they have to work with others, to analyse information, to consider moral, social dilemmas and to make choices and decisions.
Your Rights and Respons-ibilities	Incentive Plus - www.incentiveplus.co.uk	Unknown	Secondary	KS3 - KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Book	£38.50	Teachers	Provides a collection of graded resource material to support the Citizenship curriculum requirements for legal awareness. With teachers background notes, lesson plans and photocopiable student pages the topics range from the rights of the child and family matters to crime, local and national government and the media.

Strengthening democracy and rights – (Total of 143 resources)

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
A House for the future: A teachers' guide A guide to the Royal Commission on the reform of the House of Lords.	Citizenship Foundation	2000	Secondary	KS3-KS4	Strengthening democracy and rights	A5 Handbook	Unknown	Teachers	This pamphlet was produced by the Citizenship Foundation for use alongside the CD-ROM, but can be used alone as an aid to discussion of issues relating to the second chamber in general.
A Pupil Parliament	The Watts Publishing Group - www.wattspub.co.uk/fw main1.htm	Unknown	Primary and Secondary	KS2-KS3	Strengthening democracy and rights	Book Series	£10.99	Students and Teachers	Shows how children can participate in the local and global community. ISBN 0749643676
Across and Beyond	BBC Education: www.mundi.org.uk/te achers-this-way/page2.html	Unknown	Primary to Secondary	KS1 - KS4	Strengthening democracy and rights Asylum and immigration	Education video pack	Loans free of charge from MINDI - Centre for Global Education	Teachers	It includes lesson plans, activities and case studies as well as information about school councils and playground buddies. Take Part! Speak Out!: Education for citizenship in primary schools. "Allowing children to take part in democratic activities cannot start early enough. Offers practical ideas to encourage primary children to think about the concepts of justice and power while exercising discussion and argument skills Refugees: A Primary school resource: A range of case studies and activities looking at the experiences of refuges who are forced to leave their homelands
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Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Action for a Change	Will Ord, Don Rowe, and the Trust for the Study of Adolescence	2003	Secondary	KS3-KS4	Strengthening democracy and rights	Activity pack	£12.95	Teachers	The resource looks at different aspects of social action from 'why get involved and how?' to 'but is it politics?'. Six sections comprise of notes for leaders and suggestions for activities. ISBN: 0-861-55276-8
Active Citizenship Award	ASDAN - www.asdan.co.uk	2001	Secondary	KS4	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Student Book, Tutor Guidance, Certificates	£4.00 + £12.00	Students, Tutors, Parents, Carers	60 hour multi-level short course award. Content of topics is decided by group/group leader and fitted into the framework of the award. Provides progression into other ASDAN Awards and Qualifications.
All at sea Sample unit from 'You, Me, Us!', for key stage 2.	Don Rowe and Jan Newton	Unknown	Primary	KS2	Strengthening democracy and rights	Activity pack	Free	Teachers	Specially written stories and exercises. Introduces primary school children to many key citizenship concepts such as community, rights, responsibilities, fairness, rules, laws, respect and tolerance. The materials encourage moral reasoning, critical thinking and democratic dialogue. Key ideas introduced at KS1 are reinforced and developed in KS2.
All Children Have Rights	UNICEF United Nations Children Fund - www.unicef.org.uk/education	2000	Secondary	KS3 - KS4	Strengthening democracy and rights Reducing crime and anti-social behaviour Asylum and immigration	Comic	Free of charge	Students	One story written to address issues of racial prejudice in the UK. Legal and human rights and responsibilities. The diversity of national religions, regional and ethnic identities in UK. Reflecting on and considering other peoples experiences. Thinking about, expressing and explaining views of others.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
All Together Now	Save The Children Organisation : Madeleine Tearse, Sarah Wellard and Andrew West	1998	Primary and Secondary	KS1-KS4	Strengthening democracy and rights	Report	£6.95	Teachers	All Together Now takes a critical look at the reality of children's and young people's involvement in community life. It gives examples from Save the Children's work showing how children and young people can be encouraged to take part and have a say in how things are done.
An Introduction to Parliament	The United Kingdom Parliament - Education Unit: www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary and Post-16	KS4 - Post - 16	Strengthening democracy and rights	PDF format one of 7	Free of charge	Teachers and Students	Parliament Explained booklets outline the work of both houses and are aimed at students aged 14+.
AS Citizenship	HODDER MURRAY - www.hoddereducation.co.uk ISBN: 0340 859 040	2004	Post-16	KS5	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Book	£14.99	Students	Coverage of the AS Social Science: Citizenship specification, and offers a range of stimuli such as articles and photographs and up-to-date case studies.
A-Z of Politics: Government and Parliament	BBC Tel: 0870 8308000 and www.citizen.org.uk/education/resources.html	Unknown	Secondary	KS3 and KS4	Strengthening democracy and rights	Video	£26.11	Teachers	This video looks at a range of information and concepts to help deliver elements of political literacy. The teacher pack includes additional activities to support learning about politics and government.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Big Books - The Young Citizen (Citizenship and PSHE)	Christine Moorcroft ISBN: 1841638560 Folens - www.folens.com	Unknown	Infant and Primary	Foundation - KS2	Strengthening democracy and rights Protection of the vulnerable	Book and Teacher Guide	£29.99 Book - Teacher Guide	Teachers	The Big Books provide starting points for discussion and concepts. The Teacher Guides have lesson plans, activities for whole class, group and individual work, plus copiable worksheets.
C2CIT	Pearson Publishing - Author: David Barrs ISBN: 1 84070 225 7	2003	Secondary	KS3	Strengthening democracy and rights Crime and anti-social behaviour	CD-ROM	£30.00	Students and Teachers	Computerised assessment and certification system helping students develop essential life skills.
Can vote! Will vote!	The Electoral Commission	Unknown	Secondary	KS4	Strengthening democracy and rights	Lesson pack with accompanying DVD	Unknown	Teachers support pack	The pack aims to support the Can Vote! Will Vote! Project funded by the Electoral Commission which aimed to raise awareness among young people of the importance of democratic participation, making the democratic process appear more relevant to young people
Children's Rights	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS4	Protecting the vulnerable Strengthening democracy and rights	Book Series - In the News	£12.99	Students and Teachers	A series giving background information about the issues of today. ISBN 0749648880
Children's rights and Responsibilities	UNICEF - www.unicef.org.uk/teacherzone Code: 32124	2004	Primary, Secondary and Post-16	KS2 - KS5	Protecting the vulnerable Strengthening democracy and rights	Leaflet	Free download	Schools, Classroom, Youth Clubs	A leaflet produced specially for use in schools, classrooms and youth clubs. It summarises the articles of the UN Convention on the Rights of the Child.
Children's Rights Poster Set	UNICEF - www.unicef.org.uk/teacherzone	2004	Primary and Secondary	KS2 - KS4	Strengthening democracy and rights	Posters	£7.50	Teachers and students	12 A2 colour posters illustrating articles of the UN Convention on the Rights of the Child.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
CitizenCentral Politics	One Stop Education - www.onestopeducation.co.uk/icat/citizencentralpolitics	Unknown	Secondary - Post-16	KS3-Post-16	Strengthening democracy and rights	Video and CD-ROM	£150.00	Teachers	The video features clips from the Scottish Youth Parliament, Amnesty International and the UK Youth Parliament. The CD-ROM features interactive exercises for students and the workbook consists of teaching resources about democracy. The pack also includes a free 2005 update and demo of the CitizenCentral Volunteering CD-ROM.
Citizens and Society	Citizenship Foundation	2004	Secondary	KS3-KS4	Strengthening democracy and rights	Paperback	£40	Teachers	The pack includes photocopiable lesson plans, and is designed to enable young people to grasp the concepts and beliefs needed to think about and debate political issues. ISBN: 0-340-81241-9
Citizens and Society	HODDER AND MURRAY - www.hoddereducation.co.uk ISBN: 0340 812 419	2004	Secondary	KS3 - KS4	Strengthening democracy and rights	Teacher Pack	£40.00	Teachers and Pupils	Description: Features photocopiable lesson plans designed to enable young people to grasp the concepts and belief to think about and debate political issues.
Citizenship and democracy in schools: diversity, identity, equality	Audrey Osler	2000	Primary and Secondary	KS2-KS4	Strengthening democracy and rights	Paperback	£17.99	Teachers	The textbook is for continuing professional development courses in Citizenship Education at MA and MEd level and will also be required reading on initial teacher training. Case studies illustrate how students can realise their rights and responsibilities as citizens. SBN: 1 85856 222 8

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
CITIZENSHIP Citizen Power	Channel 4 Learning - www.channle4.com/programmenotes	Unknown	Secondary	KS3-KS4	Strengthening democracy and rights	Videos (4)	£14.00 each	Teachers	Combines television programmes with an integrated website to complement existing citizenship provision, to support work both within the school environment and the wider community. Teachers can download programme content in advance through the website in order to integrate them into their lesson planning.
Citizenship in Focus: Teacher's Resources	Culshaw, C., Foster, J. & Foster,S	2003	Secondary	KS4	Strengthening democracy and rights Reducing crime and anti-social behaviour	Teacher's pack	Unknown	Teachers	Provides teachers with ideas on how to develop the activities and information given in the students' books and shows how the materials can be used to deliver statutory and examination requirements for key stage 4.
Citizenship Pack 1: A Whole School Approach	Pearson Publishing - Authors: Adrian Gray and James Lee	2001	Secondary	N/A	Strengthening democracy and rights	Printed A4 loose-leaf	£26.00	SMT and Teachers	This pack aims to help SMTs plan and implement a whole school Citizenship programme. Helps prepare a school for setting up appropriate structures, involving key individuals and gathering important information. ISBN: 1 85749 720 1
Citizenship Pack 2: The Coordinator's Guide	Pearson Publishing ISBN: 1 85749 723 6	2002	Primary	N/A	Strengthening democracy and rights	Printed A4 Loose-leaf	£26.00	Teachers	This pack helps coordinators, and through them their colleagues and pupils, understand citizenship in school and achieve the required outcomes.
Citizenship Studies for OCRGCSE Short Course	HODDER MURRAY - www.hoddereducation.co.uk	2002	Secondary	KS4	Strengthening democracy and rights	Student Book mainstream Teacher Book and Student Book foundation	Book: £11.99 Teacher Book: £25.00	Students and Teachers	A mix of narrative, case studies, activities and written and visual sources.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship The X File	Channel 4 - channel4.co,/programmenotes	Unknown	Primary	KS2	Strengthening democracy and rights	Video and Teachers Guide	Video £14.00	Teachers	The teachers' guide accompanies the series, with ideas for classroom activities and discussions, background information, and photocopiable activity sheets. This resource is only available for purchase via the internet.
Citizenship: Political Literacy Citizen Power	Channel 4 - www.channel4.com/citizenpower	Unknown	Secondary	KS3-KS4	Strengthening democracy and rights Reducing crime and Anti-social behaviour	Website and videos	Videos £14.00 each (4 in the series)	Students and Teachers	It combines television programmes with an integrated website to complement existing citizenship provision, supporting work both within the school environment and the wider community. The magazine format television programmes and online facility enables contributors to share their views on citizenship issue with others, to review content that is constantly updated between transmissions. Teachers can download programme content from the website in advance in order to integrate it into their lesson planning.
Council for Education in World Citizenship - Cymru www.cewc-cymru.org.uk/ Inset Training for staff: Developing a more democratic school	Council for Education in World Citizenship - Cymru	Website accessed 2005	Primary and Secondary	KS1- KS4	Strengthening democracy and rights	On-line resource with accompanying student activities. Additional resources can be purchased on-line	Free access to the website. £0 - 25 for additional resources	Teachers	The website is produced by an educational charity working with young people to promote active global citizenship in Wales

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Debates in Parliament	The United Kingdom Parliament - Education Unit: www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	PDF format one of 7	Free of charge	Teachers and Students	Provides an overview with more detail provided in six supporting booklets.
Discover Parliament	United Kingdom Parliament - www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary	KS3	Strengthening democracy and rights	Booklet	Free of charge	Students and Teachers	This booklet provides a basic introduction to the composition and work of both Houses of Parliament, The Government and the role of the Monarchy.
'Do-it-yourself' mock parliament pack	Citizenship Foundation	2005	Secondary	KS3 - KS4	Strengthening democracy and rights	Resource pack	Free	Teachers	A classroom resource and teacher guide. A supporting video will shortly be available.
Education for Democracy: Curricula, Assessments (Research in Social Education S.)	Walter. C Parker (Editor)	Unknown	Unknown	Unknown	Strengthening democracy and rights	Hardback book	£21.95	Teachers	
Epack: Form Tutors' Training and Resource Bank Packs 3: Developing a Sense of Responsibility	Pearson Publishing ISBN: 1 84070 422 5	2003	Secondary	KS3 - KS4	Strengthening democracy and rights	CD-ROM 3 of 5	£26.00	Teachers and Students	This series of publications addresses all the requirements for successful tutorials in form groups, including a variety of worksheets and planning materials to enable form tutors to perform effectively.
Equal Rights	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Secondary	KS3-KS4 and Post-16	Strengthening democracy and rights	Book Series	£6.99	Students and Teachers	An introduction to human rights around the world. ISBN 0749659033

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
European Union	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	2004	Primary - Secondary	KS2-KS4	Strengthening democracy and rights	Book series - World Organisations	£6.99	Students and Teachers	Introduces some of the major world organisations. ISBN 074965693X
Explore Parliament Zone - Booklets - Big Ben and the Westminster Clock Tower	www.explore.parliament.uk/	1999	Primary and Secondary	KS2 - KS4	Strengthening democracy and rights	Booklet	Free of charge on request	Students and Teachers	An illustrated booklet explaining the history and the working of one of Big Ben and Westminster Clock Tower.
Explore Parliament Zone - Booklets - Discover Parliament	www.explore.parliament.uk/	1999	Secondary	KS3 - KS4	Strengthening democracy and rights	Booklet	Download free of charge	Students	Aimed at 11-14 year old students, this colourful booklet explains the work of Parliament.
Explore Parliament Zone - Booklets - General Elections Explained	www.explore.parliament.uk/	1999	Primary and Secondary	KS2 - KS3	Strengthening democracy and rights	Booklet	Download free of charge	Students	An illustrated booklet explaining general elections in the UK for 8-12 year old students.
Explore Parliament Zone - Booklets - Parliamentary Materials	www.explore.Parliament.uk/	1999	Primary and Secondary	KS2 - KS4	Strengthening democracy and rights	Materials	Free of charge on request	Students and Teachers	Teachers may request a sample selection of Parliamentary materials including examples of different Bills, House of Commons Order Papers and copies of the Official Report (Hansard) for both the House of Commons and House of Lords.
Explore Parliament Zone - Booklets - The Palace of Westminster: A Guide for Young People	www.explore.parliament.uk/	1999	Primary and Secondary	KS2 - KS3	Strengthening democracy and rights	Booklet	Download free of charge	Students and Teachers	Aimed at 8-12 year old pupils, this booklet explains and illustrates what can be seen on a tour of the building. It is particularly useful in helping to prepare children for a visit to the Palace and for project/topic work.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Explore Parliament Zone - Booklets - The Speaker of the House of Commons	www.explore.parliament .uk/	1999	Secondary	KS4+	Strengthening democracy and rights	Booklet	Download free of charge	Teachers and Groups External	Designed to be given to the Speaker's visitors, this booklet is not written for young people but it contains general information about the role and traditions of the Speaker. (A more detailed account is given in Fact sheet M2.)
Explore Parliament Zone - Booklets - The Work of an MP	www.explore.parliament .uk/	1999	Primary and Early Secondary	KS2 - KS3	Strengthening democracy and rights	Booklet	Download free of charge	Students and Teachers	A booklet designed to inform children of the varied work of an MP.
Explore Parliament Zone - Booklets - Wise up about Parliament	www.explore.parliament .uk/	1999	Primary and Secondary	KS2 - KS3	Strengthening democracy and rights	Booklet	Download free of charge	Students	A colourful booklet written and illustrated to provide a basic guide to Parliament and its work for 8-12 year olds students.
Explore Parliament Zone - Fact sheets and House of Lords Briefing Papers	www.explore.parliament .uk/	1999	Key Stage 4 +	Post-16	Strengthening democracy and rights	Fact sheets	Free of charge	Students	A number of Briefing Notes are produced by the House of Lords for students wanting more detailed information about membership and procedures of the Lords. All of the Fact sheets and Briefing Notes are available on the Internet by following the links from Parliament's home page at http://www.parliament.uk.

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Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Explore Parliament Zone - Lesson Plans - DIY Laws	www.explore.parliament.uk/	1999	Primary	KS2	Strengthening democracy and rights	Website	Free of charge	Teachers	This lesson aims to help students to understand what is meant by the term 'democracy' and focuses on the staged process of creating laws in Parliament. Students will learn that there are several different stages in the law creation process, whilst understanding that this cycle makes the United Kingdom a democracy. The lesson provides the opportunity for students to work individually, in pairs, in a group and as a class.
Explore Parliament Zone - Lesson Plans - Parliament and Government	www.explore.parliament.uk/	1999	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	Website	Free of charge	Teachers	Pupils focus on the key functions of Parliament and Government and the importance of the relationship between Parliament and Government. They explore how a Bill becomes law and undertake research, to build on work already completed in key stage 3 about MPs and the House of Commons.
Explore Parliament Zone - Lesson Plans - Spending Money	www.explore.parliament.uk/	1999	Secondary	KS3	Strengthening democracy and rights	Website	Free of charge	Teachers	This lesson will help students to understand what is meant by the term 'budget' from a political and practical perspective. They will focus on the process of calculating the budget by the Chancellor of the Exchequer. Students will learn the reason and implications of the budget, whilst understanding the relevance and necessity of this financial plan.
Explore Parliament Zone - Lesson Plans - The Work of an MP	www.explore.parliament.uk/	1999	Secondary	KS3	Strengthening democracy and rights	Website	Free of charge	Teachers	In these lessons, pupils focus on the role of MPs and the part they play in the parliamentary government of this country. They investigate how MPs carry out their work and learn about the tasks MPs undertake on a daily basis.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Explore Parliament Zone – Lesson Plans – Types of Government	www.explore.parliament.uk/	1999	Secondary and Post-16	KS4 – Post-16	Strengthening democracy and rights	Website	Free of charge	Teachers	This lesson aims to help students to understand the different types of government and will have a conceptual understanding of these governments around the world.
Explore Parliament Zone – Maze Game	www.explore.parliament.uk/	1999	Primary, Secondary	KS1- KS3	Strengthening democracy and rights	Website	Free of charge	Students and Teachers	Ten general knowledge questions regarding Parliament.
Explore Parliament Zone – Publications and Videos – Parliament Explained Booklets	www.explore.parliament.uk/	1999	Secondary and Post-16	KS4 – Post-16	Strengthening democracy and rights	Website – PDF downloads	Downloads free of charge	Students and Teachers	Outlines the work of both Houses and are aimed at students aged 14+.
Explore Parliament Zone - Publications and Videos - Video Parliament Uncovered	www.explore.parliament.uk/ Available from: pfp Publishing FREEPOST LON13693 67-71 Goswell Road London EC1V 7EP Tel: 020 7251 6569/Fax: 020 7251 9045 Email: daniel@pfp-publishing.com	2001	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	Videos	Video, teacher handbook and student activity book - £24.99; Video only - £19.99, Additional student activity books £4 each or £2 each for 30+ copies.	Students and Teachers	A 60 minute video to inform students aged 14-18 about the work of Parliament. The video breaks down terminology into six ten-minute films and is accompanied by teachers' notes. The video can be viewed on the Internet via Parliamentlive using Microsoft Windows Media Player. A student activity book and associated teacher handbook to accompany the video are also available.

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Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Explore Parliament Zone - Quest	www.explore.parliament.uk/	1999	Primary, Secondary	KS1- KS3	Strengthening democracy and rights	Website	Free of charge	Students and Teachers	A classroom activity whereby students solve a series of riddles. Students explore the history of parliament, its traditions and geography of the Palace of Westminster. The Classroom Activity - The online Quest can be extended into a writing activity, using the newspaper headlines at the beginning and end of the Quest as a stimulus, pupils can write up the story of the Missing Mace and how its was found. Pupils can create their own clues about Parliament to make a Quest for other members of the class to follow.
Explore Parliament Zone - Save Averagetown	www.explore.parliament.uk/	1999	Primary and Secondary	KS1 - KS3	Strengthening democracy and rights	Website	Free of charge	Students and Teachers	The game takes place on an average street that has 7 buildings: A Doctor's Surgery; A Pet Shop, A Police Station , A Community Centre, A School, A Shoe Shop, A Fast Food Outlet Each building in some way represents an area of society for which Parliament has a responsibility. By visiting these buildings students can understand the role Parliament plays in society.
Explore Parliament Zone - Story of Parliament www.explore. parliament.uk/	Parliamentary Education Unit	1999	Primary and Secondary	KS1 - KS3	Strengthening democracy and rights	Website	Free	Students and Teachers	Animated stories of Guy Fawkes, Speaker Lenthall and women and the vote. Additional links from the stories of pictures to download and colour in the pictures.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Explore Parliament Zone - Videos - Our Parliament	www.explore.parliament.uk/ Available from: pfp publishing FREEPOST LON13693 67-71 Goswell Road London EC1V 7EP Tel: 020 7251 6569/Fax: 020 7251 9045 Email: daniel@pfp-publishing.com	Unknown	Primary and Secondary	KS2 - KS3	Strengthening democracy and rights	Video and Teachers Guide	KS2 £15.00 - KS3 £25.00 + £3.00 p&p	Students and Teachers	This video and Teacher's Guide (for KS2 and 3 individually) has been produced to link with the political literacy strand of the National Curriculum. The video follows four children on an investigative journey around the Houses of Parliament and is divided into five modules. Each book provides a range of activities to help reinforce what pupils have learnt in the video.
Explore Parliament Zone - Visits - Discover Parliament Visits Programme	www.explore.parliament.uk/	1999	Primary	KS2	Strengthening democracy and rights	Visits	Unknown	Teachers	This programme of visits is aimed at Year 8-10 pupils with the intention of giving them an introduction to the Palace of Westminster and the workings of Parliament in the form of an audio tour of the House of Lords, House of Commons, St. Stephen's Hall and Westminster Hall, and the opportunity to listen to a debate in the House of Lords. The visits take place every term-time Monday, when the House is sitting, from November to July. A maximum of 32 places is available every week.
Explore Parliament Zone - Visits - Pas and Present	www.explore.parliament.uk/ Further details are available from the English Heritage on 020 8348 1286/7	2005	Primary, Secondary and Post-16	KS2 - Post-16	Strengthening democracy and rights	Visit - Exhibition	Available on request when booking	Educational Groups	A visit to the Parliament Past and Present exhibition in the Jewel Tower. Entry is free to pre-booked educational groups.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Explore Parliament Zone - Visits - Teacher Seminar Days	www.explore.parliament.uk/ Further details and an application form are available from: Parliamentary Education Unit Norman Shaw Building (North) London SW1A 2TT Telephone 020 7219 4750	1999	Teachers	Teachers	Strengthening democracy and rights	Visits and seminars	Available on request	Teachers	Designed to give teachers of Government and Politics the opportunity to keep up to date with the changes taking place in Parliament and to increase their own knowledge, or to enable non-specialist teachers of general studies/citizenship to learn about Parliament and Government. A number of seminar days are organised each academic year.
Explore Parliament Zone - Visits to Parliament	www.explore.parliament.uk/ Further details and an application form are available from: Parliamentary Education Unit Norman Shaw Building (North) London SW1A 2TT Telephone 020 7219 4750	1999	Primary and Secondary	KS1 - KS3	Strengthening democracy and rights	Visits	Check website for charges Some are £30.00 per group of 16	Students and Teachers	The Education Unit organises a programme of visits for students. The Autumn Visits programme for Year 11-13 students The Discover Parliament programme aimed at Years 8-10 Citizenship for the 21st Century programme covers Years 3-9 The Education Unit also holds a series of Pupil (mock) Parliaments.
Explore Parliament Zone - Voting Game	www.explore.parliament.uk/	1999	Secondary	KS3	Strengthening democracy and rights	Website	Free of charge	Teachers	The purpose of the online voting system is to demonstrate how the voting system works. The online system is designed to support the proposed schemes of work for Key Stage 3: Citizenship, Government, elections and voting in the National Curriculum for England. In overview, teachers select a number of students to be candidates in an election, once registered the candidates can download personalised election materials.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Explore Parliament Zone - Wall charts	www.explore.parliament.uk/	1999	Primary and Secondary	KS2 - KS4	Strengthening democracy and rights	Wall charts	Free of charge on request	Teachers	The following large wall charts are available: Parliamentary Elections, The Work of an MP, Parliament and Government, Making a Law, Parliament the Watchdog, The House of Lords. Classroom display material for schools. Individual wall charts or the set of 6 is available free of charge on request from schools.
Explore Parliament Zone - Who am I?	www.explore.parliament.uk/	1999	Primary and Secondary	KS1 - KS3	Strengthening democracy and rights	Website	Free of charge	Students and Teachers	Who am I? is an activity designed for younger pupils. It is an introduction to some of the main roles within Parliament. The Queen; Prime Minister, Leader of the Opposition, Chancellor of the Exchequer, The Speaker, The Lord Chancellor, Serjeant at Arms, Black Rod
Explore Parliament Zone- Political Puzzle	www.explore.parliament.uk/	1999	Primary and Secondary	KS1 - KS3	Strengthening democracy and rights	Website	Free of charge	Students and Teachers	The aim of the Political Puzzle is to show how different roles within Parliament interconnect as students 'construct' a Parliament. By collecting pieces of the puzzle, pupils learn how they as voters will fit into the political process.
Exploring Democracy	Rapport Learning Group 08452 301060	Unknown	Secondary	KS4	Strengthening democracy and rights	Education Pack	Free	Students and Teachers	A British/Swiss education pack looking at the Westminster model of government and the Swiss modal of direct democracy.
Find the rights	UNICEF - www.unicef.org.uk/	2004	Primary and Secondary	KS1 - KS4	Protecting the vulnerable Strengthening democracy and rights	A2 Illustration pack	£4.00	Students and teachers	Full colour A2 line illustration of a park scene. Groups of children and adults engage in various activities which illustrate aspects of children's rights.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
First They Came for the Jews… The legacy of Pastor Niemoeller	Edited by Rachel Warner Educational publications from Minority Rights Group International - www.minorityrights.org/	unknown	Secondary	KS3 - KS4	Strengthening democracy and rights	Leaflet and poster pack.	£1.50	Teachers and Students	A pack comprising an 8-page leaflet on Pastor Niemoeller, a two colour poster of the poem 'First they came for the Jews…', and a postcard of the poem.
Free Expressions	Amnesty International - www.amnesty.org.uk/library /books/teachers.shtml	1990	Secondary to Post-16	KS3-KS4 and Post-16	Strengthening democracy and rights	Education Pack	£18.50	Teachers	An art education pack for teachers working with students from ages 14 to 19. Each of the three units of the pack explores a different human rights concern, looking critically at a relevant piece of art work in its context, and proposing a practical art project on the subject.
Freedom of Belief	The Watts Publishing Group - www.wattspub.co.uk/fwmai n1.htm	Unknown	Secondary	KS3-KS4 and Post-16	Strengthening democracy and rights	Book Series	£6.99	Students and Teachers	An introduction to human rights around the world. ISBN 0749659017
Freedom of Movement	The Watts Publishing Group - www.wattspub.co.uk/fwmai n1.htm	Unknown	Secondary	KS3-KS4 and Post-16	Strengthening democracy and rights	Book Series	£6.99	Students and Teachers	An introduction to human rights around the world. ISBN 0749659025
Freedom of Speech	The Watts Publishing Group - www.wattspub.co.uk/fwmai n1.htm	Unknown	Secondary	KS3-KS4 and Post-16	Strengthening democracy and rights	Book Series	£6.99	Students and Teachers	An introduction to human rights around the world. ISBN 0749659009

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Freedom! Human Rights Education Pack	Amnesty International - www.amnesty.org.uk/library/ books/teachers.shtml	2001	Secondary to Post-16	KS3-KS4 and Post-16	Strengthening democracy and rights	A4 ring bound format	£18.50	Teachers	An investigation of what our human rights are and how they have been developed, denied and challenged. This pack is suitable for students across a range of abilities from age 14 to 19. The pack provides information, suggestions and instructions for teachers, as well as case studies, activities, research projects and exercised for students.
Freedom! Human Rights Education Pack	HODDER MURRAY - www.hoddereducation.co.uk ISBN: 0340 730 587	September 2001	Secondary	KS3 - KS4	Strengthening democracy and rights	Teachers Pack	£35.00	Teachers and Students	A photocopiable pack offers a wide range of activities suitable for use with students from 11 - 18 years of age on human rights issues.
Get into Citizenship, GCSE/KS4	Nuffield Curriculum Centre: Teaching, Education, Learning	Unknown	Secondary	KS4 or high ability KS3	Strengthening democracy and rights	Booklet - part of a series	Resources free from website	Teachers	AQA Topic 1 - Local Community; Topic 2 - National and European government, Criminal and Civil Law, the Media; Topic 3 - International relations. EDExcel Theme 2. OCR Theme 1, 2 and 3.
Government and Human Rights	ASDAN - www.asdan.co.uk	2002	Secondary and Post-16	KS4 - KS5	Strengthening democracy and rights	Pack of Photocopiable Worksheets and Tutor Guidance	£30.00	Students and Tutors	General teaching resource supporting resources for other ASDAN Awards and Qualifications.
Human Rights	The Holocaust Educational Trust - www.thinkequal.com/page.cfm/Link=13/t=m/goSection=10	Unknown	Secondary	KS2 and KS3	Strengthening democracy and rights	Teachers Notes	Free downloads	Students and Teachers	Eleven activities involving sorting of statements into agree and disagree. Others include pictures, matching tasks, discussions, reading, research and if required a final presentation.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Human Rights	Craig Donnellan - Publisher Independence Educational Publishers www.indpendence.co.uk/public ationlist/89refugees.html	2003	Secondary	KS3-KS4	Strengthening democracy and rights	Paperback	£6.95	Students and Teachers	The information comes from a variety of sources and includes government reports and statistics, newspaper reports, features, magazine articles and surveys, literature from lobby groups and charitable organisation. ISBN 1-86168-241-7
Human Rights - Citizenship in Focus (Second Edition)	Simon Foster	2003	Secondary and Post-16	KS3 - Post-16	Protecting the vulnerable Strengthening democracy and rights	Paperback - one of a series of 5	£6.99	Students and Teachers	Human Rights encourages students to engage with issues ranging from political and economic injustice to the rights of children. This second edition has been updated to include coverage of the UK Human Rights Act and also examines the balance between rights and responsibilities. ISBN 0 00 714976 X
Learning to Participate	Birmingham DEC www.oxfam.org.uk/coolplan et/catalogue	1996	Secondary and Post-16	KS3 - KS5	Strengthening democracy and rights Crime and anti-social behaviour Protection of the vulnerable	unknown	£5.50	Students and Teachers	Learning to Participate focuses on a case study of Handsworth, Birmingham. It examines the issues facing this community, such as racism, unemployment, poverty and policing and includes callable statistics, case studies, media reports and diagrams.
Legality and Justice	The Holocaust Educational Trust - www.thinkequal.com/page. cfm/Link=13/t=m/goSection =10	Unknown	Secondary	KS2 and KS3	Strengthening democracy and rights Asylum and immigration	Teachers Notes	Free downloads	Students and Teachers	Eighteen activities involving tasks such as defining the difference between what is legal and just. Other activities include factual memory tests, discussion to stimulate topics of identity, democracy and dictatorship, to reproduce diagrammatic forms from the website, introducing concepts of the holocaust and a final activity of reading and discussion with a responsibility to support an opinion with evidence.
Little Book of Rights	UNICEF - www.unicef.org.uk/teacher zone Code: 32234	2004	Primary	KS1 _ KS2	Strengthening democracy and rights Protecting the vulnerable	Booklet	Free of charge	Teachers	This little book contains a summary of the United Nations Convention on the Rights of the Child suitable for young people.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Make a Difference Pack	Schools Council UK - www.schoolscouncil.org	2004	Secondary	KS3 - KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Posters, Postcards and Lesson Plan Teacher Pack	£30.00	Staff and students	Topics include researching and analysing information from a range of resources; Justify orally and in writing a personal opinion; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation; Conflict resolution. Ten posters and 30 postcards depicting common issues in school are used with a free downloadable lesson plan.
Making a Law	The United Kingdom Parliament - Education Unit: www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	PDF format one of 7	Free of charge	Teachers and Students	Parliament Explained booklets outline the work of both houses and are aimed at students aged 14+. An Introduction to Parliament provides an overview with more detail provided in six supporting booklets.
Making Parliament Real for Young People	The British Youth Council - www. Byc.org.uk	2002	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	Guide	Free On-line	Adults and MPs	A guide developed for MPs by the All Party Parliamentary Group on Youth Affairs, of which the British Youth Council, YMCA England and NCVYS are the secretariat, on how to plan and run tours for young people at the House of Commons.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Our Parliament	pfp publishing Ltd, FREEPOST LON13693 67-71 Goswell Road, London EC1V 7EP Tel: 020 7251 6569, Fax: 020 7251 9045 e-mail: franklin@pfp-publishing.com	2002	Primary and Secondary	KS2-KS3	Strengthening democracy and rights	Video	Key Stage 2 Teacher's guide £15.00 Key Stage 3 Teacher's guide £25.00 (£3.00 p&p within the UK)	Teachers	The video is presented by children for children looking at the British political system, explaining and questioning how it works. The programme is suitable for 8-13 year olds studying the new curriculum course, Citizenship, at Key Stages 2 and 3. The video, is accompanied by a teacher's guide that provides activity ideas and resources which can be photocopied. There is one guide for Key Stage 3 teachers and a separate guide for Key Stage 2 teachers. The video has been divided up into five films for ease of use in the classroom and is intended to be a resource to provoke discussion as well as to inform and aid learning.
Parliament and Government	The United Kingdom Parliament - Education Unit: www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	PDF format one of 7	Free of charge	Teachers and Students	Parliament Explained booklets outline the work of both houses and are aimed at students aged 14+.
Parliament Uncovered	pfp publishing Ltd, FREEPOST LON13693 67-71 Goswell Road, London EC1V 7EP Tel: 020 7251 6569, Fax: 020 7251 9045 e-mail: franklin@pfp-publishing.com	2002	Secondary to Post-16	KS4 - Post-16	Strengthening democracy and rights	Video	£19.99	Teachers	Six films which looks at the political system and Westminster. The course is suitable for 14-18 year olds studying the new curriculum course, Citizenship, as well as for those studying AS and A level Politics. Each of the six films is accompanied by a teachers' leaflet.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Parliamentary Elections	The United Kingdom Parliament - Education Unit: www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	PDF format one of 7	Free of charge	Teachers and Students	Parliament Explained booklets outline the work of both houses and are aimed at students aged 14+.
Partners in Rights	Save The Children www.oxfam.org.uk/coolplanet/catalougue	2000	Primary	KS2	Protecting the vulnerable Strengthening democracy and rights	Handbook	£17.25	Teachers	Uses a range of engaging and creative approaches to explore rights and citizenship issues. By using this pack, children develop an understanding of the concepts of rights and responsibilities; learn to respect diversity locally and globally; explore how they can become active citizens and learn about the experiences of children in Latin America and the Caribbean.
Partners in rights: Creative Activities Exploring Rights and Citizenship for 7-11 Year Olds	Original Publisher: Save The Children ISBN: 1841870277 Stock Code: 00264631	2000	Primary	KS1 - KS2	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Book	£12.24 (inc VAT)	Teachers	This photocopiable resource uses a range of approaches to explore rights and citizenship issues. Using the creative and expressive arts, pupils using this pack should gain a solid understanding of the concepts of rights and responsibilities, learn to respect diversity both locally and globally, and explore contemporary moral and social issues in a new way. The book contains material that captures the individual voices and experiences of young people in Latin America and the Caribbean.
Politics Posters - British Politics Volume 1	Russell Tillson - www.tutor2u.net/acatalog/Politics_Posters_British_Politics_Volume1.html	2005	Secondary - Post-16	KS3-Post-16	Strengthening democracy and rights	12 - A3 posters	£20.00 + VAT	Teachers	The 12 poster collection also includes a supporting CD-ROM. From the General election turnout in 1945 to Politics and the War in Iraq
Primary School Councillors Handbook	School Councils UK - www.schoolcouncils.org	2005	Primary	KS2	Strengthening democracy and rights	Student Resource	£3.99 per unit (price decreases with larger orders)	Students	The handbook is full of ideas, information and encouragement for pupils on the school council.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Primary School Councils Toolkit	School Councils UK - www.schoolcouncil.org ISBN: 0 9535639 1 X	2000	Primary	KS2	Strengthening democracy and rights	Teacher Pack	£28.00	Teachers and Students	A resource for staff on how to set up and improve pupil council. It includes training activities for staff and students, issues to be considered and resource to photocopy and use on an overhead projectors. Topics include the importance of understanding other people's experiences; Different responsibilities, rights and duties in different settings; The resolving of differences by looking at alternatives, making decisions and explaining choices; Researching, discussing and debating topical issues; Reflecting on social, moral and cultural issues; Sharing opinions and explaining views; Collecting information and making responsible choices.
PSHE Matters - Citizenship Key Stage 3	Hopscotch - wwwhopscotchbooks.com ISBN: 1904307485	2004	Secondary	KS3	Strengthening democracy and rights Promoting effective and proportionate dispute resolution Reducing crime and anti-social behaviour	Book	£17.99	Teachers	Lesson plans and photocopiable pages on A Sense of Community and Diversity; Respect and Tolerance; Rights and Responsibilities Topics include legal and human rights and responsibilities; Aspects and operations of the criminal justice system; The work of parliament, the government and the courts in making the law; Conflict resolution; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation.
Punishment to fit the Crime?	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Secondary	KS3	Strengthening democracy and rights	Book Series	£6.99	Students and Teachers	An objective presentation of the different points of view surrounding topical issues. ISBN 0749653442

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Rights for Every Child	UNICEF - www.unicef.org.uk/teacherzone Code: 32703	2004	Primary	KS1 - KS2	Strengthening democracy and rights	Booklet	Free of charge	Teachers and carers	A 16 page full colour booklet to help children and their carers to understand the world wide importance of the UN Convention n the Rights of the Child.
Rights in the Home	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Secondary	KS3-KS4 and Post-16	Strengthening democracy and rights	Book Series	£6.99	Students and Teachers	An introduction to human rights around the world. ISBN 074965905X
Safe and Sorted	School Councils UK - wwwschoolcouncil.org	2001	Primary	KS2	Strengthening democracy and rights	Video	£22.97	Teachers	The video shows two schools and their excellent pupil councils how these improve the school and develop the children emotionally and socially. Benefits to teachers are also clearly shown.
School Council Handbook for Secondary Students	School Councils UK - www.schoolcouncil.org ISBN: 0 9535639 3 6	2003	Secondary	KS3	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Student Resource	£3.99 per unit	Students	The Student Handbook provides students with information, ideas and encouragement about participation in school. Topics include researching and analysing information from a range of resources; Justify orally and in writing a personal opinion; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Schools Councils	Ben Howard Produced by: citizED (a project of the Teacher Training Agency) - www.citized.info	2005	Secondary	KS3 - KS4	Strengthening democracy and rights	PDF File (Paper - one of a series)	Free download	Teachers	This paper explores the role of democratic school structures, such as school councils, in developing young people's sense of agency. The essay argues that it represents a paragon necessary to ensure every child has the opportunity to participate at school in an effective manner.
Schools Question Time	BT in association with the Institute for citizenship and the BBC	Unknown	Secondary	KS4-5	Strengthening democracy and rights	Teacher pack	Free	Teachers and students	Designed to replicate the BBC television programme Question Time and use the programme as a basis for work and activities to improve understanding and knowledge of citizenship issues through communication and discussion. The resource contains 6 photocopiable student cards (covering issues such as the election of governments; the influence of the media; the presentation of different demographic groups in society and more).
Secondary School Councils Toolkit	www.schoolcouncils.org/secondary/index.shtml	Unknown	Secondary	KS4	Strengthening democracy and rights	Handbook	£34.00	Students and Teachers	This resource supports secondary pupils and teachers setting up an effective council in a secondary school guiding them through the process.
Secondary School Councils Toolkit	School Councils UK - www.schoolcouncil.org ISBN: 09535639 2 8	2001	Secondary	KS3 - KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Teacher Pack	£34.00	Teachers and Students	The Toolkit for staff on how to set up and improve pupil councils. It includes training activities for staff and students, issues to be considered and resources to photocopy and use on overhead projectors. Topics include conflict resolution; Researching and analysing information from a range of resources; Justify orally and in writing a personal opinion; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation.

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Stand Up - Speak Out	UNICEF - www.unicef.org.uk/teacherzone	2004	Primary, Secondary and Post-16	KS2 - KS5	Protecting the vulnerable Strengthening democracy and rights	Book	£8.50	Teachers and Students	The Convention on the Rights of the Child interpreted for young people by young people from around the world, brought together by the Peace Child Initiative. This illustrated book helps children aged 7 to 18 understand the contents and implications of their rights.
Take Action	The British Youth Council – www. Byc.org.uk	2004	Secondary and Post-16	KS4 - Post - 16	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Hand book	£10.00 (free online)	Young People	The British Youth Council's Take Action has been developed to hep young people take on issues of local concern to them. The pack consists of two definitive publications - information and resource handbooks and an A3 event planner.
Take Action	The British Youth Council - www.byc.org.uk	2004	Secondary and Post-16	KS3 - KS5	Strengthening democracy and rights Reducing crime and anti-social behaviour	Handbook	£10.00 (free online)	Young People	Developed to help young people take on issues of local concern to them. From knowing how to effectively plan your action, to ensure you promote it to as many people as possible. The pack consists of two publications - information and resource handbooks and an A3 event planner.
Talking rights; taking responsibility. Activities for secondary English and Citizenship	Unicef	2001	Secondary	KS3-KS4	Strengthening democracy and rights Protection of the vulnerable	Handbook. Additional downloadable materials are available from the Unicef website	Free download	Teachers	Designed to bring together knowledge and understanding of the United Nations Convention on the Rights of the Child. It intends to build oral skills and encourage discussion of values to help develop skills of participation (and support the Speaking and Listening Programme of Study in English, KS3 and 4)

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
The Essential Guide: British Local Youth Council Handbook	The British Youth Council - www.byc.org.uk	2003	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	Hand book	£30.00	Students	The handbook is a resource tool for young people and youth/participation works that are involved in local decision-making bodies run by young people. The guide is a step-by-step approach to developing such bodies, ensuring they are effectively run and providing useful tips, templates and advice on how young people can use such bodies to influence decision-makers.
The House of Commons	The United Kingdom Parliament - Education Unit: www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	PDF format one of 7	Free of charge	Teachers and Students	Parliament Explained booklets outline the work of both houses and are aimed at students aged 14
The House of Lords	The United Kingdom Parliament - Education Unit: www.parliament.uk/directories/educationunit.cfm	Unknown	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	PDF format one of 7	Free of charge	Teachers and Students	Parliament Explained booklets outline the work of both houses and are aimed at students aged 14+.
The Human Rights Handbook	Liam Gearon	2003	Unknown	Unknown	Strengthening democracy and rights	Handbook	£17.99	Teachers	An guide to human rights for teachers, students and researchers.
The human rights handbook: A global perspective for education	Liam Gearon	2003	Secondary	KS3-KS4	Strengthening democracy Rights and asylum and immigration	Handbook	£17.99	Teachers and students	A guide to human rights covering the following topics: Genocide, torture, asylum, slavery, the right to development, freedom of expression and censorship, freedom of religion and belief, children's rights, women's rights, the rights of indigenous peoples, human rights education.

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
The Palace of Westminster: A Guide for Young People	United Kingdom Parliament - www.parliament.uk/directories/educationunit.cfm (Author Charles Barry)	Unknown	Primary and Secondary	KS2-KS3	Strengthening democracy and rights	Booklet	Free of charge	Students and Teachers	This booklet is intended as a guide for visitors between the ages of 8 and 12 who come to the Palace of Westminster for a tour. It covers a historical insight into the palace from 1834 to modern day.
The Speaker of the House of Commons	www.parliament.uk/directories/educationunit.cfm - The United Kingdom Parliament	Unknown	Secondary and Post-16	KS4 - Post-16	Strengthening democracy and rights	Booklet	Free of charge	Teachers	
The UK Parliament's education website	www.explore.parliament.uk/	1999	Primary, Secondary	KS1 - KS3	Strengthening democracy and rights	Website	Free	Students and Teachers	A website exploring parliament with resources and visit programmes, on-line activities, lesson plans and useful links.
The United Nations Kit - KS3	Pearson Publishing ISBN: 1 85749 178 5	1995	Secondary	KS3	Strengthening democracy and rights	Printed A4 Loose-leaf - Teachers notes	£20.00	Teachers and Students	This pack provides an insight into the world organisation. It is specifically for use with 11 to 14 year old pupils of a wide range of abilities.
The United Nations Kit - KS3	Pearson Publishing ISBN: 1 84070 351 2	1995	Secondary	KS3	Strengthening democracy and rights	CD	£20.00	Teachers and Students	This pack provides an insight into the world organisation. It is specifically for use with 11-14 year old pupils of a wide range of abilities.
The United Nations Kit - KS4	Pearson Publishing	1997	Secondary	KS4	Strengthening democracy and rights	Printed A4 Loose-leaf - Teachers notes and CD	£20.00	Teachers and Students	This title offers a range of curriculum-based activities for 14 to 16 year olds. There is also material for work in citizenship, health and environmental issues and other key elements of a student's general education. ISBN: 1 85749 179 3 - A4 booklet/ISBN: ISBN: 1 84070 487 X - CD

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
This is a Citizenship Series	HODDER MURRAY - www.hoddereducation.co.uk Pupil Book 1: 07195 77195 Teacher Pack 1: 07195 77209 Pupil Book 2: 07195 77217 Teacher Book 2: 07195 77225	B1 Feb 02- TB1 June 02 - B2 July 02 - TB 2 Nov 02	Secondary	KS3	Strengthening democracy and rights	Two Books and Two Teacher Packs	Pupil Book £9.99 - Teacher Pack £25.00	Pupils and Teachers	Flexible two book course for Key Stage 3 Citizenship. Each book offers classroom activities including case studies, games, decision-making activities, reward tasks, debate, textual analysis and ICT bases tasks. Book 1 illustrates the foundations of Citizenship learning whilst Book 2 revisits the core themes at a higher, more complex level. The Teacher's Pack supports all the activities in the Pupil Books and provides additional activities for use with a range of abilities.
This is Citizenship Studies for Key Stage 4 and GCSE	HODDER MURRAY - www.hoddereducation.co.uk	2003	Secondary	KS4	Strengthening democracy and rights	Student Book and Teacher Pack	Book £12.00 Teacher Pack £35.00	Students and Teachers	Topics include Citizens in a democracy; How does the justice system work in England and Wales; Local government and Community; National Government - who's running the country? Money and work; The media; Living in a global community. Provides a programme of learning activities covering the knowledge, skills and understanding required for the Citizenship National Curriculum at Key Stage 4.
Time For Rights	Pam Fenney and Heather Jarvis - Save The Children and UNICEF	2002	Primary and Secondary	KS2-KS3	Protecting the vulnerable Strengthening democracy and rights	Hand Book	£10.99	Teachers	A handbook for teachers providing active learning opportunities to develop a wide range of knowledge, attitudes and skills which can be matched to several subject areas. The activities are applicable to a range of ability levels. ISBN 1 871440 24 6
Time for Rights	UNICEF Publication with Save the Children	2002	Primary and Middle (9-13)	KS2 - KS3	Strengthening democracy and rights	Book and Poster	£10.00	Students and Teachers	5 units looking at what the UNCRC means to the individual pupil in the family in school and in the community. ISBN: 1 871440 24 6

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Understanding Citizenship	HODDER MURRAY - www.hoddereducation.co.uk Book 1: 0340 780 770 Book 2: 0340 780 789 Book 3: 0340 780 797	Book 1: Feb 01 - Book 2: Nov 01 - Book 3: Jan 05	Secondary	KS3	Strengthening democracy and rights Reducing crime and Anti-social behaviour Protecting the vulnerable	A series consisting of 3 Pupil Books	£6.99 per book	Pupils	Topics covered: Skills: Critical thinking, Discussion and enquiry. Book 1 Topics: Learning, Growing up, Keeping safe, Taking care Book 2 Topics: Looking after yourself, Crime, Helping others, Looking after the environment, Animals Book 3 Topics: Health, race, Transport, Mass media, Politics and government, Human rights.
Understanding Government and Democracy	Pearson Publishing	1997	Secondary	KS3 - KS4	Strengthening democracy and rights	Printed A4 Loose-leaf and CD-Rom	£26.00	Teachers and Students	Making sense of how government works and what democracy means. Written specifically for young people, this pack conveys the key facts, using examples appropriate for the 11-16 age. ISBN: 1 85749 365 6
Voices of Reason	School Councils UK - www.schoolscouncil.org	1998	Secondary	KS3	Strengthening democracy and rights Promoting effective and proportionate dispute resolution	Video	£26.90	Staff and students	The secondary video uses a case study school to demonstrate the ways and methods school councils can change a school. Topics include researching and analysing information from a range of resources; Justify orally and in writing a personal opinion; Reflecting on and considering other people's experiences; Thinking about, expressing and explaining views of others; Taking part responsibly in school and community-based activities; Reflecting in process of participation.
We Have Always Lived Here: The Maya of Guatemala	Margaret Burr Educational publications from Minority Rights Group International – www. minorityrights.org/	Unknown	Primary and Secondary	KS2 - KS4	Strengthening democracy and rights	Active Learning Pack	£7.95	Teachers	An learning pack covering Mayan daily life, discrimination, repression and human rights issues. Pack includes an information book, black and white photo cards, a pupils activity book, teachers notes and a booklet of successful work on Guatemala undertaken by a London School.

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Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
What happens at an Election	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS4	Strengthening democracy and rights	Book Series - Citizen Guides	£6.99	Students and Teachers	Outlines how key national institutions have evolved and operate today ISBN 0749651792
What Happens in a Law Court	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS4	Strengthening democracy and rights	Book Series - Citizen Guides	£6.99	Students and Teachers	Outlines how key national institutions have evolved and operate today ISBN 0749651806
What Happens in a Town Hall	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS4	Strengthening democracy and rights	Book Series - Citizen Guides	£6.99	Students and Teachers	Outlines how key national institutions have evolved and operate today ISBN 0749651830
What Happens in Parliament	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Primary and Secondary	KS2-KS4	Strengthening democracy and rights	Book Series - Citizen Guides	£6.99	Students and Teachers	Outlines how key national institutions have evolved and operate today ISBN 0749651814
When Rights are Left: Citizenship	Anti-Slavery International Stock Code: 00269513 www.publications.oxfam.org.uk/	1 November 2001	Primary and Secondary	KS2 - KS4	Strengthening democracy and rights	Paperback	£5.00	Teachers and Students	One of a set of four booklets which comprise an introduction to human rights in today's world. Helps students understand how their views are influenced by journalists and encourages them to look behind the headlines and see the individuals involved in headlines.

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Why Human Rights II	Amnesty International with Team Video Pacific- Team Video Pacific - www.teamvideo.net/human.htm	1986 Amnesty International	Secondary and Post-16	KS3 and KS4	Asylum and immigration Protecting the vulnerable Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Interactive video kit	$90-$96.75 New Zealand and Australia	Student and Teachers	Interactive video kit consisting of a video divided into 9 units and a booklet of activities and briefing. Human rights case studies and current issues from around the world are explored in the 9 units.
Why Human Rights?	www.team-video.co.uk/txt/txt-pse.htm	Unknown		KS4	Strengthening democracy and rights Protecting the vulnerable	Video resource pack	£38.00 ex VAT	Teachers	An introduction to human rights for the classroom. This video pack examines key issues such as the death penalty, freedom of expression, genocide, disappearances, torture, refugees, street children and prisoners of conscience. It encourages the understanding and discussion of the broader issues of tolerance, persecution, censorship and the work of human rights organisations. This pack comes with 60 activity sheets and briefings on all the issues from the Amnesty International research index.
Work of an MP	United Kingdom Parliament - www.parliament.uk/directories/educationunit.cfm	2002	Primary and Secondary	KS2-KS3	Strengthening democracy and rights	Booklet	Free of charge	Students and Teachers	This booklet describes the working life of a back bench Member of Parliament and includes a quiz throughout the sections with the answers within the text of the booklet.
Workers' Rights	The Watts Publishing Group - www.wattspub.co.uk/fwmain1.htm	Unknown	Secondary	KS3-KS4 and Post-16	Strengthening democracy and rights	Book Series - What Do We Mean By Human Rights	£6.99	Students and Teachers	An introduction to human rights around the world. ISBN 0749659041
Young Citizens Passport 10th Edition	HODDER MURRAY - www.hoddereducation.co.uk	February 2005	Secondary	KS4 - KS5	Strengthening democracy and rights	Book	£3.99	Students	Pocket-sized guide written by the Citizenship Foundation information for students on aspects of the law. ISBN: 0340 900997

Strengthening democracy and rights continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Young citizen's passport, England and Wales	Citizenship Foundation	2005	Secondary	KS3-KS4	Strengthening democracy and rights	A6 Paperback	£3.99	Teachers and students	A guide to legal rights and responsibilities in England and Wales. A teachers' resource is also available (www.teachcitizenship.co.uk). ISBN: 0-340-90099-7
Young Citizens: Children as Active Citizens around the World - a Teaching Pack for Key Stage 2	Teresa Garlake Original Publisher: Save the Children ISBN: 1841870579 Stock Code: 00290041	2002	Primary	KS2	Strengthening democracy and rights	Paperback, Pictures, Prints, Photographs	£16.50	Teachers	By focusing on the lives of five young citizens from different countries around the world, Young Citizens looks at how children are taking action in their communities.
Young People Influencing Decisions: British Youth Council's Lobbying Guide	The British Youth Council - www.byc.org.uk	2003	Secondary and Post-16	KS3- KS5	Strengthening democracy and rights	Handbook and available free on-line	£10.00 (free online)	Young People	Provides information on how young people can influence decision makers at all levels. From local government to national politicians and European decision-makers, this guide assists successful lobbying.
YOUR FUTURE Rights, relationships and responsibilities	John Foster and Diane Craven - www.collinseducation.com	2001	Secondary	KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Book	£12.99	Students	The course to increase students' awareness of their rights and responsibilities as individuals and encourage them to develop their relationships with others. ISBN 0 00 327360 1

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
YOUR FUTURE- Rights, relationships and responsibilities	John Foster	2001	Secondary	KS4	Strengthening democracy and rights General citizenship areas	Paperback book	£18.99	Teachers - Resources	This book is designed to provide teachers with suggestions in how to use the materials in the Your Future Students book. Your Future provides a course in Personal, Social and Health Education for students at Key Stage 4 (S3, S4). A number of the units in the 'Relationships' and responsibilities section of the book also cover aspects of the statutory requirements for Citizenship at Key Stage 4. In addition to notes on each of the units in Your Future, this book also contains twenty copy masters. The copy masters are designed for the teacher to use, as appropriate, in conjunction with the book and can be photocopied for use within the school. ISBN 0 00 327360 1
Your Rights and Responsibilities	Incentive Plus - www.incentiveplus.co.uk	Unknown	Secondary	KS3 - KS4	Promoting effective and proportionate dispute resolution Strengthening democracy and rights	Book	£38.50	Teachers	This book provides a collection of graded resource material to support the Citizenship curriculum requirements for legal awareness. With teachers background notes, lesson plans and photocopiable student pages the topics range from the rights of the child and family matters to crime, local and national government and the media.

General Citizenship – *(Total of 87 resources)*

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
A friend for Farouk Sample unit from 'You, Me, Us!', for key stages 1 & 2.	Home Office	2005	Primary	KS1-KS2	General citizenship	Teacher resource pack	Free	Teachers	Contains stories and exercises that introduces primary school children to many key citizenship concepts such as community, rights, responsibilities, fairness, rules, laws, respect and tolerance. The materials encourage moral reasoning, critical thinking and democratic dialogue. Key ideas introduced at KS1 are reinforced and developed in KS2.
Activate!	From Nelson Thornes www.citizen.org.uk/education/resources.html	Unknown	Secondary	KS3	General citizenship	Teacher Starter File	£46.00	Teachers	This file has been written following consultation with teachers. It provides a starting point for the Citizenship Coordinator and addresses a number of key issues including models of delivery, assessment and practical ideas for planning and teaching.
Activate!	From Nelson Thornes www.citizen.org.uk/education/resources.html	Unknown	Secondary	KS3	General citizenship	Students Book 1	£6.00	Students	Year 7 Students' Book 1 - enquiries into Local Citizenship Year 8 Students' Book 2 - Enquiries into National Citizenship
Active Citizenship Toolkit for Primary Schools	www.csv.org.uk	2005 (in preparation)	Primary	KS1 - KS3	General citizenship	CD-ROM	£10.00 (proposed)	Teachers	Provides a series of ideas and lesson plans for teachers plus attractive resources for children. Pupils can gain certificates on completion of each competence.
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General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Answers - A cross-curricular programme for primary schools (Pack 1)	John Foster - consultant Pat Lamb Collins Educational - www.collins education.com ISBN: 000 312006 6	1994	Primary	KS2	General citizenship	Resource Pack + 24 Posters	£69.99	Teachers	A PSHE course for primary schools, based on the cross-curricular dimensions, skills and themes. The book contains activity and stimulus sheets, along with guidance on classroom management and information on other resources. For each of the twenty-four topics covered there are four activities suggested, each based on one or more of the key questions of PSHE. In addition, the pack contains posters for each topic.
Big Books - All About Me (Citizenship and PSHE)	Christine Moorcroft ISBN: 1841638544 Folens - www.folens.com	Unknown	Infant and Primary	Foundation - KS2	General citizenship	Book and Teacher Guide	£29.99 Book - Teacher Guide	Teachers	The Big Books provide starting points for discussion and concepts. The Teacher Guides have lesson plans, activities for whole class, group and individual work, plus copiable worksheets.
Big Books - Ourselves (Citizenship and PSHE)	Christine Moorcroft ISBN: 1841638552 Folens - www.folens.com	Unknown	Infant and Primary	Foundation - KS2	General citizenship	Book and Teacher Guide	£29.99 Book - Teacher Guide	Teachers	The Big Books provide starting points for discussion and concepts. The Teacher Guides have lesson plans, activities for whole class, group and individual work, plus copiable worksheets.
Bronze, Silver & Gold Awards F: FE Awards	ASDAN – www.asdan. uk	1985 Annual Revisions	Secondary and Post-16	KS3 - KS5	General citizenship	Students Book, Centre Resource Pack and Video	Student Book: £5.00 - Award Guidelines: £40.00 - Video: £11.75	Pupils, Students, Tutors, Teachers, Parents, Carers	These progressive awards offer flexible, activity based programmes for people aged 14-adult. The assessment framework of the programme facilitates the development and accreditation of personal social skills within a variety of educational contexts. Citizenship is a component of all these awards.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
CBBC Newsround	BBC Schools 11 to 16 years Citizenship	Unknown	Primary to Secondary	KS1 to KS4	General citizenship	Website	Free	Students and Teachers	11-14 Years, CBBC Newsround: Regular round up of all the latest news. Over 170 lesson plans. 11-16 Years, Citizen X: Who or what is a citizen? Animations, photo stories and message boards to help students make up their own minds. KS3: political literacy, crime, conflict, EU and the global community social and moral responsibility
Citizenship 11-16	www.thegrid.org.uk/learning/pshe	TACADE	Secondary	KS3- KS4	General citizenship	Teacher Pack	Unknown	Teachers	Provides a selection of background information and varied lesson ideas plus articles e.g. on Human Rights
Citizenship Action Award	ASDAN - www.asdan.co.uk	2004	Secondary	KS4	General citizenship	Student Book, Tutor Guidance, Certificates.	£4.00 + £12.00	Students, Tutors, Parents, Carers	Developed by ASDAN for Changemakers, the National Charity, which promotes and develops young person-led action and learning. Citizenship projects for groups, Sections e.g. Organise a project or event to benefit others; Environment project; raising awareness of an important issue; Making something of assistance to others; Involvement in politics and decision making.
Citizenship and Teacher Education: Citizenship Organisations /Resources	Produced by CitizED (a project of the Teacher Training Agency) More info about the series on: www.citized.info	2004	Secondary	KS3 - KS4	General citizenship	PDF Induction Pack	Free download	Teachers	Support can be found in the area of education for Active Citizenship from a range of organisations. A resource link to this web site is on education@citizen.org.uk

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship for All - A Wide Ability Teacher's Resource Guide	Available from Nelson Thornes	Unknown	Secondary	KS3	General citizenship	Resource Guide	Unknown	Teachers	A teacher's guide comprising a combination of worksheets for pupil activities, role play, read-only teacher/pupil material, teacher instruction sheets and pupils take-home supplementary information.
Citizenship in Action - a guide for teachers	www.csv.org.uk	2003	Secondary	KS3 - KS4	General citizenship	CD-ROM	Free of charge	Teachers	A practical guide for teachers on implementing active citizenship in their school includes ideas for projects, guidance notes, a PowerPoint presentation for training, case study power points and case studies in text format. This was distributed free to all secondary schools in England.
Citizenship in Action Book 2	Andy Griffith, Peter Norton, Anne Riley, Sarah Edwards, Will Ord, Clare Ricketts - www.heinemann.co.uk/secondary/printbook/	2003	Secondary	KS3	General citizenship	Book	£9.25	Teachers	Citizenship in Action is written to match the Key Stage 3 Scheme of Work. The series has a unit-led structure, which makes it useful for teaching Citizenship as a separate subject, or within a cross-curricular approach.
Citizenship in Action Book 3	Andy Griffith, Peter Norton, Anne Riley, Sarah Edwards, Will Ord, Clare Ricketts - www.heinemann.co.uk/secondary/printbook/	2003	Secondary	KS3	General citizenship	Book	£9.25	Teachers	Citizenship in Action is written to match the Key Stage 3 Scheme of Work. The series has a unit-led structure, which makes it useful for teaching Citizenship as a separate subject, or within a cross-curricular approach.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship PA	A journal published by Perpetuity Press in association with the Politics Association (from Volume 3) www.perpetuity press.com	2004	Secondary	KS3 - KS4	General citizenship	Electronic Journal	Subscription: £39.99 + VAT Hardcopy Journal : £49.99 +VAT	Teachers	This journal is published three times a year (September, January and May), to provide a set of resources to help with term-time planning. The focus of the journal is to provide the classroom teacher with practical ideas for lessons in citizenship. This s particularly important, given that many teachers offer citizenship as a subsidiary to their main teaching subject. The journal also contains resources written for pupils which can form the basis of a growing bank of materials.
Citizenship Pack 1: A Whole School Approach	Pearson Publishing	2002	Primary	N/A	General citizenship	Printed A4 Loose-leaf	£26.00	SMT and Teachers	This pack aims to help SMTs plan and implement a whole school Citizenship programme. Helps prepare a school for setting up appropriate structures, involving key individuals and gathering important information. ISBN: 1 85749 722 8
Citizenship Pack 2: The Coordinator's Guide	Pearson Publishing Authors: James Lee and Adrian Gray	2001	Secondary	N/A	General citizenship	Printed A4 Loose-leaf	£26.00	Teachers	This pack helps coordinators, and through them their colleagues and students, understand Citizenship in school and achieve the required outcomes. ISBN: 1 85749 721 X
Citizenship Schools: A Practical Guide to Education for Citizenship and Personal Development	Original Publisher: Southgate Publishers	2001	Primary and Secondary	KS2 - KS4	General citizenship	Paperback, Photocopy Masters	£14.95	Teachers	This book contains material for both teachers and policy makers, and provides an approach to school improvement that meets the challenges of a changing world by involving all members of the school community, particularly learners. ISBN: 1903107059 Stock Code: 0026 1993

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship Studies for AQA GCSE Short Course	HODDER MURRAY - www.hodder education.co.uk	2002	Secondary	KS4	General citizenship	Mainstream Student Book Teachers Book Foundation Level Student Book	Book: £1.99 Teachers Pack: £25.00	Students and Teachers	Supports the AQA GCSE short course in Citizenship Studies.
Citizenship Today - Endorsed by Edexcel	Chris Culshaw, Jenny Wales and Neil Reaich www.Collins Education.com	2002	Secondary	KS4	General citizenship	Spiral Bound Book + CDRom	£41.99	Teachers	A tailor-made course supporting the Edexcel GCSE Short Course in Citizenship studies. Combines a range of activities suited to mixed-ability groups, with advice on how to prepare successfully for the examination and participation on a school or community activity. This teacher file includes guidance to assist non-specialist teachers with a variety of practical resources for classroom and homework use. The CDRom contains copies for all resources for easy adaptation to meet classroom needs. ISBN 0 00 713463 0
Citizenship Today - Endorsed by Edexcel	Chris Culshaw, Jenny Wales, Paul Clarke and Neil Reaich www.Collins education.com ISBN: 0 00 713463 0	2002	Secondary and Post-16	KS4 - KS5	General citizenship	Students Book supported by a Teachers File and CD-ROM	Students Book £12.99 - Teachers File: £41.99	Teachers and Students	This publication provides a practical, focused way to meet the statutory orders for Key Stage 4 Citizenship. It combines coverage of the Edexcel specification content with a students-focused approach and features accessible text and activities suited to mixed-ability groups. It includes advice on how to prepare successfully for the examination and participation in a school or community activity. The Student's Book is supported by a Teacher's File and CD-ROM that provide detailed guidance and practical resources to assist teachers in preparing students for external and external assessment.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Citizenship Toolkit	Pearson Publishing - Consultant Editor: Harriett Marshall ISBN: 1 84070 457 6	2005	Secondary	KS3-KS4	General citizenship	CD-ROM	£195.00 +VAT	Students and Teachers	Resources for whole class teaching using projectors, printing out, homework activities, cover lessons, differentiated activities and editing by teachers. Guidance on and material for assessment is provided. Special features help develop knowledge and understanding, including live Web links, self-test questions and glossary of terms.
Citizenship: An electronic journal - Volume 3	Published by Perpetuity Press in association with the Politics Association Email info@perpetuity press.co.uk Tel: 0116 221 7778	2005	Secondary and Post-16	KS4 - Post-16	General citizenship	On-line journal	Subscription (starts in September)- published 3 times per year	Teachers and Students	Journal containing background information but also suggestions on how the material could be useful in the classroom. Since September 2004 it appears in electronic form, rather than hard copy. (back hard copies available at £6.00)
Easy Poems - Creative Responses	Pearson Publishing ISBN: 1 85749 838 0	2003	Secondary	KS3 - KS4	General citizenship	A4 Loose-leaf	£28.00	Students and Teachers	Intended for use in English and Drama lessons, with a strong cross-curricular stance, including Citizenship, these poems have been created to be enjoyable, easy to understand and to appeal to and catch the imagination of students at KS3 or KS4.
Education for Citizenship: Ideas into Action - A Practical Guide for Teachers of Pupils Aged 7-14	Cathie Holden and Nick Clough ISBN: 011523431 X Stock Code: 190038	2002	Primary and Secondary	KS2 - KS3	General citizenship	Paperback Book	£24.99	Teachers and Students	Provides guidance on how to incorporate citizenship into the curriculum and summarises the research available. It includes: Citizenship studies; Democratic processes; School Councils; School Parliaments and Peer Mediation; Extending language and literacy; Community into school; Extending social and moral education; Teaching about democracy; Political literacy and The global dimension of citizenship.

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General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Education for Citizenship: Ideas into Action: a practical Guide for Teachers of Pupils Aged 7-14	Nick Clough, Cathie Holden	Unknown	Primary to Secondary	KS1 to KS4	General citizenship	Hardback Book	£25.99	Teachers	A practical guide for teachers in putting Citizenship education ideas into action for pupils aged between 7-14.
Epack: Citizenship Pack 1: A Whole School Approach	Pearson Publishing ISBN: 1 84070 562 0	2001	Secondary	N/A	General citizenship	CD-ROM	£26.00 +VAT	SMT and Teachers	This CD aims to help SMTs plan and implement a whole school Citizenship programme. Helps prepare a school or setting up appropriate structures, involving key individuals and gathering important information.
Epack: Citizenship Pack 2: The Coordinator's Guide	Pearson Publishing ISBN: 1 84070 563 9	2001	Secondary	N/A	General citizenship	CD-ROM	£26.00 +VAT	Teachers	This CD helps coordinators, and through them their colleagues and students, understand Citizenship in school and achieve the required outcomes.
Epack: Form Tutors' Training and Resource Bank Packs 4: Promoting Moral and Spiritual Development	Pearson Publishing ISBN: 1 84070 423 3	2003	Secondary	KS3 - KS4	General citizenship	CD-ROM 4 of 5	£26.00	Teachers and Students	This series of publications addresses the requirements for successful tutorials in form groups. It includes worksheets and planning materials.
Epack: Form Tutors' Training and Resource Bank Packs 5: Preparing for Adult Life	Pearson Publishing ISBN: 1 84070 334 2	2003	Secondary	KS3 - KS4	General citizenship	CD-ROM 5 of 5	£26.00	Teachers and Students	This series of publications addresses the requirements for successful tutorials in form groups. It includes worksheets and planning materials.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Epack: Form Tutors' Training and Resource Bank Packs1: Developing Positive Attitudes	Pearson Publishing ISBN: 1 84070 421 7	2003	Secondary	KS3 - KS4/GCSE	General citizenship	CD-ROM 2 of 5	£26.00	Teachers and Students	This series of publications addresses the requirements for successful tutorials in form groups. It includes worksheets and planning materials.
Epack: Form Tutors' Training and Resource Bank Packs1: Policy and Planning and Training	Pearson Publishing ISBN: 1 84070 420 9	2003	Secondary	KS3 - KS4	General citizenship	CD-ROM 1 of 5	£26.00	Teachers and Students	This series of publications addresses the requirements for successful tutorials in form groups. It includes worksheets and planning materials.
Epack: PSHE and Citizenship at KS1 and KS2	Pearson Publishing	2000	Primary	KS1 - KS2	General citizenship	CD	£26.00 +VAT	Teachers and Students	Examples are given of curriculum activities that promote pupils' personal and social development.
Ethics and Citizenship	HODDER MURRAY - www.hodder educationl.co.uk	2002	Secondary	KS3 - KS4	General citizenship	Teacher Pack	£40.00	Teachers, Pupils	Topics include: There isn't a rule for everything; Unethical decisions; Global disasters; Defining ethical values; The importance of morals and ethics; Building a code of ethics; Testing for right-versus-wrong; Analysing dilemmas; Values in Action; Resolving dilemmas; Moral coverage; Ethical fitness in practice; Assessment. Helps deliver the social and moral responsibility strand of the Key Stage 3 and Key Stage 4 Programme of Study. Helps students think about and make decisions in ethical issues and moral dilemmas through photocopiable activities.

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General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
GCSE Citizenship for AQA Core Pupil Book	Joan Campbell and Sue Patrick	Series November 2002 Resource Pack March 2003	Secondary - Post-16	KS4 - Post-16	General citizenship	Resource Pack	Part of series £13.50 Resource Pack £59.00	Teachers	The Teacher's Resource File: contains a variety of worksheets and activities to engage and motivate students; comes with a customisable CD-ROM. ISBN 0435808109
Global Express	Development Education Centre	N/A	Primary and secondary	KS2 - KS4	General citizenship	Booklet	not known	Teachers and students	Global express aims to enable young people to gain a greater understanding of the context in which news stories from the developing world happen and to build links between their experience of life and their understanding of development issues. Editions reach teachers within ten days of a high profile news story and provides materials that help answer young people's questions and increase their critical awareness of how the media can influence their images of the developing world. Each edition contains news stories, photos, interviews with people from other countries, statistics, accessible analysis, classroom teaching ideas and photocopiable activity worksheets
Hear by Right: standards for the active involvement of children and young people	Bill Badham and Harry Wade - The National Youth Agency - www.nya.org.uk/ hearbyright	Revised Edition 2005	Organis-ations for young people	n/a	General citizenship	Toolkit: Briefings and Templates + CD-ROM	Most of the Briefings and Templates are free to download- Full copy with CD-Rom £10.00	Organisation s across the statutory and voluntary sector	Hear by Right is written especially for adults responsible for setting standards, measuring progress and drawing up action plans; but success in using the standards is best achieved by sharing the principles and approach with the children and young people themselves.
I am, I know, I can	TACAD www.thegrid.org .uk/learning/ pshe	Unknown	Primary	KS1 - KS2	General citizenship	Teacher Pack	Unknown	Teachers	Lesson plans for primary school teachers

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
INSET Teaching Citizens	Channel 4 Learning - www.channel4.com/programmenotes	Unknown	Primary - Secondary	KS2-KS4	General citizenship	Video	£19.00	Teachers	Targeted at both primary and secondary teachers, this series sets out to anticipate and answer the questions teachers will ask about introducing citizenship. It aims to show the appropriate methodology and to ensure that teachers are as up-to-date as possible with this evolving subject. The series draws heavily on classroom activity to demonstrate different teaching methods. Narration and graphics are used to introduce topics and highlight key areas.
Inside Information	www.citizen.org.uk/education/resources.html	Unknown	Secondary/ Young offenders	Unknown	General citizenship	Website	Free download	Teachers	This resource pack has been piloted in several young offender institutions and provides a variety of learning activities. These teacher notes and classroom resources are linked to a number of accreditation frameworks including Entry Level Citizenship qualifications.
ISSUES 1 The Cross-Curricular Course for PSE	John Foster ISBN 0 00 327334 2	1992	Secondary	KS3-KS4	General citizenship	Book 1 - one of a series of 5	£13.99	Teachers	This book is the first in the Issues series, the cross-curricular course for PSE. The Issues course is designed for use on a year-by-year basis with this book corresponding to Year 7. Because the units are self-contained they can also be used by subject specialists delivering the cross-curricular themes separately or by team of teachers delivering them through long-block timetabling arrangements.
ISSUES 3 The Cross-Curricular Course for PSE	John Foster ISBN 0 00 327336 9	1993	Secondary	KS3-KS4	General citizenship	Book 3 - one of a series of 5	£13.99	Teachers	This book is the third in the Issues series, the cross-curricular course for PSE. The Issues course is designed for use on a year-by-year basis with this book corresponding to Year 9. Because the units are self-contained they can also be used by subject specialists delivering the cross-curricular themes separately or by teams of teachers delivering them through long-block timetabling arrangements. The numerous activates within each Issues pupils' book involve the use of all the cross-curricular skills: communication , numeracy; study skills, problem solving; personal and social skills and information technology.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
ISSUES 4 The Cross-Curricular Course for PSE	John Foster	1993	Secondary	KS3-KS4	General citizenship	Book 4 - one of a series of 5	£13.99	Teachers	This book is the fourth in the Issues series, the cross-curricular course for PSE. The Issues course is designed for use on a year-by-year basis with this book corresponding to Year 10. Because the units are self-contained they can also be used by subject specialists delivering the cross-curricular themes separately or by teams of teachers delivering them through long-block timetabling arrangements. Each book contains at least 3 units on each of the themes which the NCC has identified as 'essential parts of the whole curriculum'; Economic and industrial Understanding; Careers Education and Guidance (including self awareness) Health Education; Education for Citizenship and Environmental Education. ISBN 0 00 327337 7
ISSUES 5 The Cross-Curricular Course for PSE	John Foster	1993	Secondary	KS3-KS4	General citizenship	Book 5 - one of a series of 5	£13.99	Teachers	This book is the fifth in the Issues series, the cross-curricular course for PSE. The Issues course is designed for use on a year-by-year basis with this book corresponding to Year 11. Because the units are self-contained they can also be used by subject specialists delivering the cross-curricular themes separately or by teams of teachers delivering them through long-block timetabling arrangements.
Key Decisions in Citizenship	ASDAN - www.asdan.co.uk	2001 (Reviewed 2006)	Secondary	KS4	Promoting effective and proportionate dispute resolution General citizenship	Student Book and Tutor Guidance	£4.00 + £12.00	Students, Tutors, Parents, Carers - Certificates	60 hour programme, multi-level. Certificate can be put towards other ASDAN awards and qualifications. At level 1, can count as half GCSE through Certificate of Personal Effectiveness (CoPE Level 1) Grade E, 25 points and at Level 2, counts as half CoPE Level 2, Grade B, 46 points.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Key Steps	ASDAN - www.asdan.co.uk	2000 (revision 2006)	Secondary	KS3	General citizenship	Currently: Teaching pack with photocopiable resource cards, teacher guidance, student record book, certificate. To be re-formatted by Jan 2006	£120.00 per centre pack	Students, Teachers, Tutors, Parents and Careers	Within the eight study areas there are 55 modules. Each module provides 5-6 hours of learning activity, including action planning and reviewing. For every four modules students qualify for a Key Steps Certificate. Students can put the 'credit' gained from this into further ASDAN awards.
KS1 School Councils and Participation Toolkit	School Councils UK - www.school councils.org	2005	Infant and Primary	KS1	General citizenship	Teachers Pack	Free download from website or £25.00 for book version	Staff	The toolkit contains lesson plans for teachers covering a range of participatory themes. Included will be resources for teachers and pupils to start to build their school council, as well as training materials for staff teams.
Let's Adopt A Monument: A school's approach to covering History, Literacy, Science and Citizenship in an interesting way	Tina Sudell (with an introduction by Tim Lomas) The Historical Association - http://194.93.140.245/publications/salespubsthsingleissues.htm	Unknown	Primary and Secondary	KS1 - KS4	General citizenship	Downloadable Article	Free	Teachers	The 'Schools Adopt a Monument' project is a national initiative co-ordinated by English Heritage but managed locally. It involves a school choosing a site or monument and using it as a focus for their studies across the curriculum. The aim of the project is to encourage and develop in young people an interest in their historic and cultural environment.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Making Citizenship Real: A Development Toolkit for Secondary Schools	Available from: Prolog Ref: 'ACIS RESOURCE' and from Changemakers Tel: 01458 834767 - www.changemakers.org.uk	2004	Secondary	KS3- KS4	General citizenship	Part of the ACiS Know How Pack	Free Prolog	Teachers and other staff	Toolkit for schools wishing to develop opportunities for young people to make a positive contribution in their school and wider communities. Includes topics: The role of voluntary and community organisations; Enquiry and communication; Participation and responsible action.
Making Sense of World Conflicts	Cathy Midwinter (Ed) Oxfam	01 Mar 2005	Secondary and Post-16	KS3 – KS5	General citizenship	Activity and resource pack	£15.00	Teachers and students	Making Sense of World Conflicts contains activities and resources for teachers of English and Citizenship. The resource explores the changing nature of conflict and the connections between conflict and poverty. Supporting materials are available on the Oxfam Cool Planet website. The resource draws on a range of source material including case studies of different conflicts, poetry, photographs, media reports, personal testimonies, country information and statistics. The suggested activities include role-play, debate, and examining evidence.
Me as a Citizen	Hopscotch - www.hopscotchbooks.com ISBN:1902239466	2000	Primary	KS2	General citizenship	Book	£16.99	Teachers	Topics include: Lesson plans and photocopiables. The role of rules and law; The importance of understanding other people's experiences; Different responsibilities, rights and duties in different settings; The meaning of democracy; The outcome of actions (that they affect others besides oneself); Researching, discussing and debating topical issues; Reflecting on social, moral and cultural issues; Sharing opinions and explaining views; Collecting information and making responsible choices.
More Playground Games	Pearson Publishing ISBN: 1 85749 715 5	2001	Primary	KS1 - KS2	General citizenship	A4 Loose-leaf	£26.00	Teachers and Students	A compilation of games, with emphasis on things to do indoors.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Not Aliens: Primary school children and the Citizenship/ PHSE curriculum	Hilary Claire	2001	Primary	KS2	General citizenship	Paperback	£15.99	Teachers	Reports on research of 7-11 year olds in inner-city schools and the level of debate that is possible with young children. The book offers advice on teaching about controversies, moral judgements about 'right and wrong', and about the economic underpinnings of society. It includes some teaching material to support the major issues addressed within the book.
Our Life (4)	John Foster, Kim Richardson and Simon Foster Collins - www.collins education.com	Revised 2005	Secondary and Post-16	KS4 -KS5	General citizenship	Book and CD-ROMs	£11.99 (book)	Teachers and Students	Your Life provides a programme for Citizenship and PSHE throughout the secondary school. ISBN: 0 00 719406 4
Our Life (5)	John Foster, Kim Richardson and Simon Foster Collins - www.collinseduc ation.com	Revised 2005	Secondary and Post-16	KS4 - KS5	General citizenship	Book and CD-ROMs	£11.99 (book)	Teachers and Students	Your Life 4 and 5 together form a comprehensive two-year course in Personal, Social and Health Education, and Citizenship at Key Stage 4. The PSHE units and Citizenship units in the two books cover the requirements of the National Framework for PSHE and the National Curriculum Programme of Study for Citizenship. ISBN: 0 00 719408 0
Peer Education Manual	The British Youth Council - www. Byc.org.uk	2000	Secondary and Post-16	KS3 - KS5	General citizenship	Hand Book	£10.00	Young People	A guide to setting up and running a peer education project. As well as looking at the meaning of peer education the manual provides guidance on setting up a project, designing and delivering peer education activities and evaluating your work. The manual includes participative exercises that can be used by professionals to help build a project.

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Place, interdependence and citizenship - Professional development opportunities for West Midlands teachers	Tide - Centre (Teachers in Development Education) - www.tidec.org	Unknown	Primary and Secondary	KS2 - KS4	General citizenship Teacher training	Resource catalogue	See catalogue for individual publications prices	Teacher Groups and Networks	Offers professional development support for West Midlands teachers. The themes of 'place, interdependence and citizenship' provide a focus for teacher groups and networks in sharing ideas, perspectives and creative approaches.
Playground Games	Pearson Publishing ISBN: 1 85749 632 9	2000	Primary	KS1 - KS2	General citizenship	A4 Loose-leaf	£26.00	Teachers and Students	The pack provides a compilation of over 50 games. The rules of each are presented on separate sheets. Most are attractively illustrated and all the sheets can be copied and stored as a resource for staff, break-time assistants and older children. Many of the games need no equipment or will appeal to quieter children looking for less active play.
Practical Activities for KS1/2 Citizenship	Pearson Publishing ISBN: 1 85749 783 X	2003	Primary	KS1 - KS2	General citizenship	A4 Loose-leaf	£26.00	Teachers and Students	This publication covers all the strands of the framework, using writing, drawing and practical activities.
Primary History	The Historical Association - http://194.93.140.245/publications/salespubsthsingleissues.htm	Published every term	Primary	KS1 - KS2	General citizenship	Lesson Plans	Subscription	Teachers	Provides examples of lesson plans and active approaches to learning.
PSHE and Citizenship Activities	Hopscotch - www.hopscotchbooks.com ISBN: 1902239938	2002	Primary and Secondary	KS2 - KS3	General citizenship	Book	£17.99	Teachers	Lesson plans and photocopiables on: Developing confidence and responsibility; Playing an active role as citizens; Developing a healthy safer lifestyle; Relationships and respecting differences between people.

General Citizenship continued

Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
PSHE and Citizenship at KS1 and KS2	Pearson Publishing ISBN: 1 85749 634 5	2000	Primary	KS1 - KS2	General citizenship	A4 Loose-leaf	£26.00	Teachers and Students	This pack helps meet the frameworks for PSHE and Citizenship. Specific examples are given of curriculum activities and that promote pupils' personal and social development.
Resources for Teaching Citizenship: A Guide for beginning Teachers of Citizenship	Produced by CitizED (a project of the Teacher Training Agency) More info about the series on www.citized.info	2005	Secondary	KS3- KS4	General citizenship Teacher training	PDF Induction Pack	Free download	Teachers	This induction paper aims to serve this function, particularly in relation too the needs of new Citizenship teachers and their mentors.
Stepping Stones	ASDAN – www. asdan.co.uk	2004	Primary	KS2	General citizenship	Classroom Pack Contains: pupil booklets (30), certificates (30), Teacher Handbook, Poster, Stickers - also available as individual items	£100.00 Per pack of 30	Students, Teachers, Facilitators, Parents and Careers	The Stepping Stones programme is designed to support Citizenship and PSHE in Years 5 and 6. It offers a framework which facilitates the development, demonstration and accreditation of personal and social skills 64 different 'challenges' to choose from or eight completed challenges are required for a certificate. Pupils collect evidence in a portfolio and complete Action Plans and Reviews. This programme feeds into the ASDAN KS3 Key Steps. The certificate 'counts' as half of the next one up.
Student Handbook for Citizenship	Pearson Publishing - www.pearson publishing.co.uk ISBN: 1 85749 719 8	2002	Secondary	KS3 - KS4	General citizenship	A5 Paperback	£3.95	Teachers and Students	The handbook includes guidance and factual information on a range of Citizenship topics.

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Supporting Form Tutors	Pearson Publishing Authors: Simon Hughes, Mary Blain and Lynn Revell	April 2005	Secondary	N/A	General citizenship	CD-ROM	£195.00 +VAT	Teachers and Students	This CD-Rom provides training and managerial support to form tutors. ISBN: 1 84070 523 X
Supporting NQTs	Pearson Publishing Authors: Carl Smith, Mel Vlaeminke, Jenny Harrison, Roger Knight and Megan Thirlaway	2005	Primary and Secondary	N/A	General citizenship	CD-ROM	£60.00 +VAT	Teachers and students	Supporting NQTs provides information, guidance and support for newly qualified teachers. Induction tutors can give essential resources to their charges during each phase of the induction period. ISBN: 1 84070 520 5
Teacher Voices	www.csv.org.uk	2004	Primary and Secondary	KS1 - KS4	General citizenship	CD-ROM	Free of charge	Teachers	3 teachers, 1 primary and 2 secondary recount their experiences of implementing active citizenship in their schools. There is a running text of their speech across the screen against a moving backdrop of Citizenship-related images.
Teaching Citizenship in the Secondary School	James Arthur (Head of Educational Research and Professor of Education, Canterbury Christ Church University College), Daniel Wright	2002	Secondary	KS3-KS4	General citizenship	Paperback	£19.00	Teachers	This text supports student teachers, NQTs and practitioners in implementing the Citizenship Order in secondary schools.

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Telling Tales	Smart Learning	not known	Primary	KS2	General citizenship	Photocopy resource books	£15.00 each	Teachers and students	This book of photocopiable resource sheets are designed to be used in conjunction with teacher's books and offer photocopiable activities enabling schools to deliver, reinforce and record PSHE and Citizenship themes effectively.
Telling Tales (teacher books)	Smart Learning	not known	Primary	KS2	General citizenship	Teacher Books	£35.00 each	Teachers	These citizenship teacher's books are designed to be used in conjunction with the photocopiable resource sheets and offer structured lesson plans enabling teachers to deliver citizenship through a range of children's literature.
The ACiS Know How Pack - Active Citizens in School	Supported by: Department for Education and Skills (DfES) - Changemakers - continYou (Building learning communities DfES publications: Email dfes@prolog.uk.com	2004	Secondary and Post-16	KS3 - KS5	General citizenship	Teachers Pack	Unknown	Teachers and Students	Designed to be a flexible award programme that schools can adapt, based on their current work and interests. It can be used to give formal recognition to young people's existing commitment to and work on active citizenship projects. ISBN: 0 947607 85 4
The Citizenship video pack: What is good citizenship?	Team video	Unknown	Secondary	KS4-5	General citizenship	Video	£38	Teachers and students	Designed to provide a challenging resource for students to consider what citizenship is and how it should be practised. It is presented in 18 units. Photocopiable activity sheets provide exercises to encourage students to listen and to understand a diverse range of views. Transcribed sections of interviews allow students to compare and analyse arguments.
The Defence Schools Presentation Team	Ministry of Defence Schools Adviser Team	N/A	Secondary	KS3 and KS4	General citizenship	Audio-visual presentation, workshop and role play exercise.	Unknown	Teachers and students	The programme consists of a half-day visit and combines an audio-visual presentation, workshops and an international crisis role play exercise plus press conference. The presentations and exercises offered during the visit are all linked to various Citizenship themes focusing on the world as a global community and the diverse backgrounds of citizens in the UK. Most suitable for students in Years 9 and 10.

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
The LCP Citizenship Resource Files Key Stages 3 & 4	Project Editor: Duncan Watts LCP in partnership with the Politics Association www.LCPUK.co.uk	Unknown	Secondary	KS3 - KS4	General citizenship	Series of Resource Files	Each Resource File £50.00 +VAT	Teachers	The LCP Citizenship Resource Files provide materials and resources to deliver the secondary citizenship curriculum. The files are based on the same themes that appear in the QCA Schemes of Work for citizenship at Key Stages 3 and 4. The resource contains individual lesson plans.
The LCP PSHE and Citizenship Resource Files	Project Editor: Duncan Watts www.lcpuk.co.uk/index.php?cid=1_9	2000	Primary	KS1 - KS2	General citizenship	Resources Files	PDF Examples our free downloads - Actual publication is £76.95 +VAT each Key Stage	Teachers	Photocopiable lesson plans..
The Work of the Wire	The WIRE is a Spurgeon's Child Care Project - National charity www.thewireproject.com	Started in 1996	Children, Young People, Families	Groups and individuals of all cultures	General citizenship	Booklet	Mailing List: info@thewireporject.com	Teachers and students	The WIRE started in 1996 and aims to respond to the real day-to-day needs of Wick (Littlehampton) residents of all cultures beliefs ad abilities. Introduces support networks.
Think Equal Website	The Holocaust Education Trust	N/A	Primary and secondary	KS2 and KS3	General citizenship	Website with teacher resources	N/A	Teachers	The website can be used as a resource but also contains ideas for lessons and resources that can be downloaded.

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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Time to Talk - Personal Social and Health Education Book 3	Jim Green ISBN: 0 00 318792 6 Collins Educational - www.Collins Education.com	1995 - Reprinted: 1995, 1996, 2000, 2002	Primary	KS1	General citizenship	Spiral Bound Book	Unknown	Teachers	The three Time To Talk photocopiable books provide learning activities which place before children some of the issues which are central to healthy growth and development. All three books are divided into the same themes: Myself, My family & friends and Where I live. There are six lessons for each theme, ,making 18 lessons per book - probably enough for a year's work in PSHE.
Universities Award	ASDAN www. asdan.co.uk	2004	Post-16	KS5	General citizenship	Level 3 Award Programme leading to CoPE. Level 3 Qualification (70 UCAS points). DVD Student book, Tutor Guidance, Resource Pack	Student Book: £5.00. Tutor Guidance: £12.00. Resource: £40.00. DVD: £17.63	Post-16 Students, Tutors, Parents and Carers	150 hour programme, aiming to provide accreditation for enrichment and study activities enabling students to develop and demonstrate a range of skills.
www.chalk face.com	Chalkface	Website accessed 2005	Secondary	KS3-KS4	General citizenship	downloadable lesson plans	Free	Teachers	The Chalkface Project Ltd is an independent educational publishing house. Free downloads of lesson plans and worksheets.
Young Citizens in Europe	Roger Austin	1991	Unknown	Unknown	General citizenship	Paperback book	Unknown	Teachers and students	ISBN: 0951576917
YOUR FUTURE- Rights, relationships and responsibili ties	John Foster	2001	Secondary	KS4	Strengthe- ning democracy and rights General citizenship areas	Paperback book	£18.99	Teachers - Resources	This book is designed to provide teachers with suggestions in how to use the materials in the Your Future Students book. Your Future provides a comprehensive and coherent course in Personal, Social and Health Education for students at Key Stage 4 Also contains twenty copy masters The copy masters are designed as flexible resources for the teacher to use. ISBN 0 00 327360 1
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Title	Author	Year of publication	Phase	Key Stage	Topics covered	Format	Price	Audience	Description
Your Life (1)	John Foster Collins - www.collins education.com ISBN: 0 00 719850 7	Revised 2005	Secondary	KS3	General citizenship	Teacher and Pupil books	£11.99 (book)	Teachers and Pupils	Your Life 1 is the first of three books which together from a comprehensive course in Personal, Social and Health Education, and Citizenship at Key Stage 3. The twelve PSHE units and eight Citizenship Units cover the requirements of the National Framework for PSHE and the National Curriculum Programme of Study for Citizenship.
Your Life (3)	John Foster Collins - www.collinseduc ation.com ISBN: 0 00 719852 3	Revised 2005	Secondary	KS3	General citizenship	Book and CD ROMs	£11.99 (book)	Teachers and pupils	Contains interactive CR-ROMs and support for teachers at Key Stage 3. The series has also been extended into Key Stage 4 (14-16) to provide a complete secondary programme for both subjects. Each full-colour Students' book provides a range of age-appropriate stimulus material and engaging activities designed to develop students' skills knowledge and understanding in line with the Programme of Study for Citizenship and the National Framework for PSHE.