

Active Citizenship

Type of resource: course outline, content and session plan

Resource summary: citizenship and their Rights and Responsibilities. Materials consist of three four hours sessions on Active Citizenship:

1. Understanding Active Citizenship,
2. Rights and Responsibilities of Active Citizenship
3. Overview of Human Rights.

(These three sessions are combined together, but they can also be used independently of each other).

Resource intended for: course tutors.

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Active Learning for Active Citizenship

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An Overview of
Active Citizenship

Rights and
Responsibilities

Active
Citizenship

3 sessions

Understanding
Human Rights

Civic and
Civil Roles

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Active Learning for Active Citizenship

Scheme of Work

| | | | | | |
|---|--|---|-------------------|---------------------|-----------------------------|
| Tutor Name: | Linda J. Poole (option of co- tutor, guest speakers) | Group: | Up to 14 learners | Time: | 10 – 2.00 |
| Scheme Name: | Active Citizenship | Venues: | Beacon Heath | Total Hours: | 12 hours (including breaks) |
| Number of Sessions: | 3 x 4 hour sessions | Spread over 1 month: November – December 2009 | | | |
| Aim of Programme: Introduction to Active Citizenship and their Rights and Responsibilities (These three sessions are combined together, but they could also work independently of each other) | | | | | |

| Dates: | Objectives/Learning Outcomes: Learners will have | Activities: | Resources: | Assessment of: | Functional Skills |
|--|--|---|--|---|--------------------------|
| 25 November Understanding Active Citizenship | Gained information about Take Part Exeter Identified some definitions and roles of active citizenship Learnt more about the history of active citizenship Gained insight into the rights and responsibilities of active citizenship | - Welcome and introductions - Information about Take Part - Definitions of active citizenship - History of active citizenship - Intro to rights and responsibilities - Opportunities and challenges of active citizenship (blend of inputs, exercises and group discussions - homework) | -Folder and inserts -Enrolment forms -Flipchart -Pens, paper, felts etc -Exercises -Pro-forma -Take Part Mat -How to Guides -Feedback sheets | Learners understanding of active citizenship | Language skills |
| 2 December Rights and Responsibilities of Active Citizenship | Identified rights and responsibilities associated with active citizenship Gained more information about civic roles Gained more information about law and order Explored the civic role of magistrate | - Introductions - Different rights and responsibilities - Information about civic roles - Speaker – Law and Order - The role of magistrates (blend of inputs, speaker, simulation exercise, group discussion - homework) | -Flip chart -Topics for warm up -Topics and handouts for Exercises -How to Guides -Leaflets (police) -Case studies-magistrates | Learners knowledge and understanding of the rights and responsibilities of citizens | Language and I.T. skills |
| 9 December Overview of Human Rights | Gained information about human rights/act Discussed and explored human rights topics | - Introductions - Speaker – human rights - World Café Event (blend of inputs, speaker, topic tables) | - Flipchart - Materials guest speaker - Tablecloths - Cakes, music, coffee - Facilitators, topics - paper and pens | Learners understanding of human rights and the human rights act | Language skills |

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Session Plan One

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|--------------------|---------------------------------------|---------------|-------------------------|----------------|---------------------|
| Tutor Name: | Linda J. Poole and Corena Ward | Date: | 25.11.2009 | Time: | 10.00 – 2.00 |
| Group: | | Venue: | Beacon Heath C.C | Number: | 12 - 14 |

Aim of Workshop: Understanding Active Citizenship

| Timing: | Learning Outcomes: (Learners will have) | Learner Activities: | Tutor Activities: | Resources: | Assessment of: |
|----------------|--|---|---|---|---|
| 10.00 | | Listen Introduce themselves (label) name game Agree group agreement Complete enrolment form | Introduction to Tutors and the session Facilitate Facilitate Introduce enrolment | Flip Chart or Power Point for Aims Labels and felts Enrolment forms | |
| 10.15 | Gained information about Take Part Exeter Identified some definitions and roles of active citizenship | Listen – ask questions Interactive exercise -Take Part Mat (categories of active Citizenship) Group debrief | Input - Linda Facilitate - Linda Offer handout HTG Facilitate Exercise | Folders of Take Part Mat How to Guide on A.C | Learners understanding themselves as citizens |
| 10.45 | Learnt more about the history of active citizenship | Listen and respond Group Discussion | Input and facilitate Questions - Linda Facilitate | Hand out (Butcher paper to break down info.) | Learners understanding of active citizenship |

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| 11.15 | | BREAK | BREAK | | |
| 11.30 | Gained more information on the rights and responsibilities of active citizenship | Listen – ask questions In small groups discuss statements about active citizenship and form a group perspective/opinion about each statement Group debrief | Input by Corena Facilitate – Corena Facilitate – Corena and Linda | Several statements for each group to work with All statements given as a handout | Learners understanding of assumptions and perspectives of active citizenship |
| 12.15 | | LUNCH BREAK | LUNCH BREAK | | |
| 12.45 | Explored and identified the opportunities and the challenges of being an active citizen | Listen – ask any questions Notice what is showing up | Re-cap on the morning Draw out observations | Pro-forma with headings as a tool Flipchart | Through completing a pro-forma and doing a presentation to peers |
| 12.50 | | Working in two groups: one group will look at all the opportunities of being an active citizen (what it can lead to). One group will look at all the challenges (how these can be overcome) | Introduce and facilitate exercise - Linda | | |
| 13.40 | | Each group to present Group debrief | Facilitate Facilitate – Linda and Corena | | |
| 13.50 | | Listen – ask questions Complete feedback sheet | Summarise session Introduce feedback | | |
| | | | | Feedback sheets | |

Session Plan TWO

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|---|--|---------------|-------------------------|----------------|---------------------|
| Tutor Name: | Linda J. Poole and Corena Ward With Guest Speaker | Date: | 2.12.2009 | Time: | 10.00 – 2.00 |
| Group: | | Venue: | Beacon Heath C.C | Number: | 12 - 14 |
| Aim of Workshop: Rights and Responsibilities of Active Citizenship | | | | | |

| Timing: | Learning Outcomes: (Learners will have) | Learner Activities: | Tutor Activities: | Resources: | Assessment of: |
|----------------|---|---|---|---|--|
| 10.00 | | Listen Warm up exercise - speak for one minute on topic chosen | Introduction to the session Facilitate exercise - Corena | Flip Chart or Power Point for Aims Selection of topics – on strips of paper | |
| 10.15 | Identified some rights and responsibilities of active citizens | Working in small groups with a facilitator - to look at the rights and the responsibilities associated with being an Active Citizen Group debrief | Introduce task - Linda Offer handout Facilitate | Different topics for each group: - Electoral - Consumer - Social Development | Learners understanding of the different Rights & Responsibilities of being an active citizen |
| 11.00 | Gained more information about civic role | Listen Ask any questions | Input – Linda & Corena | How to Guides: Magistrate Charity Trustee School Governor City Councillor | Learners knowledge and understanding of civic roles |
| 11.20 | | BREAK | BREAK | | |

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| 11.35 | Gained more information on the law (citizen's rights and responsibilities) | Listen – ask questions Group debrief | Guest Speaker – Sgt Neil Harvey Facilitate | Flipchart Leaflets | Learners knowledge and understanding of the law |
| 12.15 | | LUNCH | LUNCH | | |
| 12.45 | Explored and identified the civic role of being a magistrate | Listen and ask questions | Re-cap on the morning | Tables, paper, pens 3 – 4 case studies for mock magistrates to work with | |
| 1.35 | | Take part in a simulated exercise | Introduce and facilitate simulated - Linda | | |
| 1.45 | | Group debrief | Facilitate – Linda and Corena | | |
| | | Listen and ask questions | Summarise the session | | |
| | | Complete feedback sheets | Give out sheets | Feedback sheets | |

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Session Plan Three

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|---|--|---------------|-------------------------|----------------|---------------------|
| Tutor Name: | Linda J. Poole and Corena Ward With guest speaker | Date: | 9 December 2009 | Time: | 10.00 – 2.30 |
| Group: | | Venue: | Beacon Heath C.C | Number: | 12 - 14 |
| Aims of Workshop: Overview of Human Rights | | | | | |
| | | | | | |

| Timing: | Learning Outcomes: (Learners will have) | Learner Activities: | Tutor Activities: | Resources: | Assessment of: |
|----------------|---|---|---|---|--|
| 10.00 | | Listen Warm up exercise – shared responses to a set question | Introduction to the session Facilitate | Flip Chart or Power Point for Aims Set question | |
| 10.15 | Gained more information about the human rights act | Listen Respond to speakers questions about different topics | Input from guest speaker – using DVD to highlight human right topics. Ask specific questions to prompt discussion | Materials from guest speaker Handouts | Learners knowledge and understanding of human rights (Human Right Act) |
| 11.15 | | BREAK | BREAK | | |
| 11.30 - | Discussed and explored human rights topics | Take part in World Café event – moving round the topic tables | Introduce and facilitate table change x 2 prior to lunch | Tables, tablecloths, cakes, music, topics facilitators, paper, pens | Learners capacity to join in topic conversations |

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|-------|--|---|--|---|--|
| 12.20 | | Lunch | Lunch | | |
| 12.50 | Discussed and explored human rights topics | Take Part in World Café' Topic x 1 | Introduce and facilitate table change x 1 | As set up previously | Learners capacity to join in topic conversations |
| 1.15 | | Sharing topic information with whole group, and group debrief | Facilitate - Linda | | |
| 1.40 | | Listen and ask questions | Sum up this session, sum up the last three sessions - Linda | Feedback sheets or detailed evaluation form | |
| 1.50 | | Complete feedback sheets | Give out feedback sheets (or detailed evaluation form if doing all three sessions) | | |