



Developing Education for Citizenship in Aberdeenshire





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EDUCATION FOR CITIZENSHIP: DEFINITION AND BACKGROUND

The challenge set down by **A Curriculum for Excellence** is to make young people aware of the values of Scottish society and become successful learners, confident individuals, effective contributors, and responsible citizens. **Education for Citizenship is fundamental to delivering these aspirations.**

Education for Citizenship aims to develop young people's capacity for *thoughtful and responsible participation in political, economic, social and cultural life*¹. It should provide opportunities for young people in Aberdeenshire to take part in society and to engender a sense of belonging to, and the ability to realise their role in their own community and the wider world. Through developing values, skills, and understanding, young people should become more informed and responsible citizens providing them with the confidence and self-esteem to become active citizens. Education for Citizenship should equip young people with a caring and respectful attitude, and allow them to make decisions based on respect for the beliefs and values of others and understanding towards people and groups in society and in relation to the natural world and the environment.

The model of Education for Citizenship that has been adopted by Aberdeenshire is the framework put forward by the Advisory Council of Learning and Teaching Scotland "*Education for Citizenship in Scotland: A Paper for Development and Discussion*". The document was endorsed by the Minister for Education and Young People, and is fully in harmony with **A Curriculum for Excellence**. Local needs and circumstances were taken into consideration when writing "*Developing Education for Citizenship in Aberdeenshire*", and exemplification is given in the form of good practice from Aberdeenshire schools following an Authority-wide audit.

Aspects

The framework set out by Learning and Teaching Scotland focuses upon four aspects that are the key elements of Education for Citizenship.

- i. Knowledge and understanding
- ii. Skills and competences
- iii. Values and dispositions²
- iv. Creativity and enterprise

Contexts

To achieve the four aspects, learning should take place through a wide range of planned experiences in the following areas of school life.

- i. Participation by young people in decision-making
- ii. Studies in specific curricular areas
- iii. Cross-curricular experiences
- iv. Working with the wider community

An overarching concept of providing key learning experiences that contribute to Education for Citizenship is that schools themselves function as democratic, active learning communities that

¹ Education for Citizenship in Scotland: A Paper for Discussion and Development, P.7

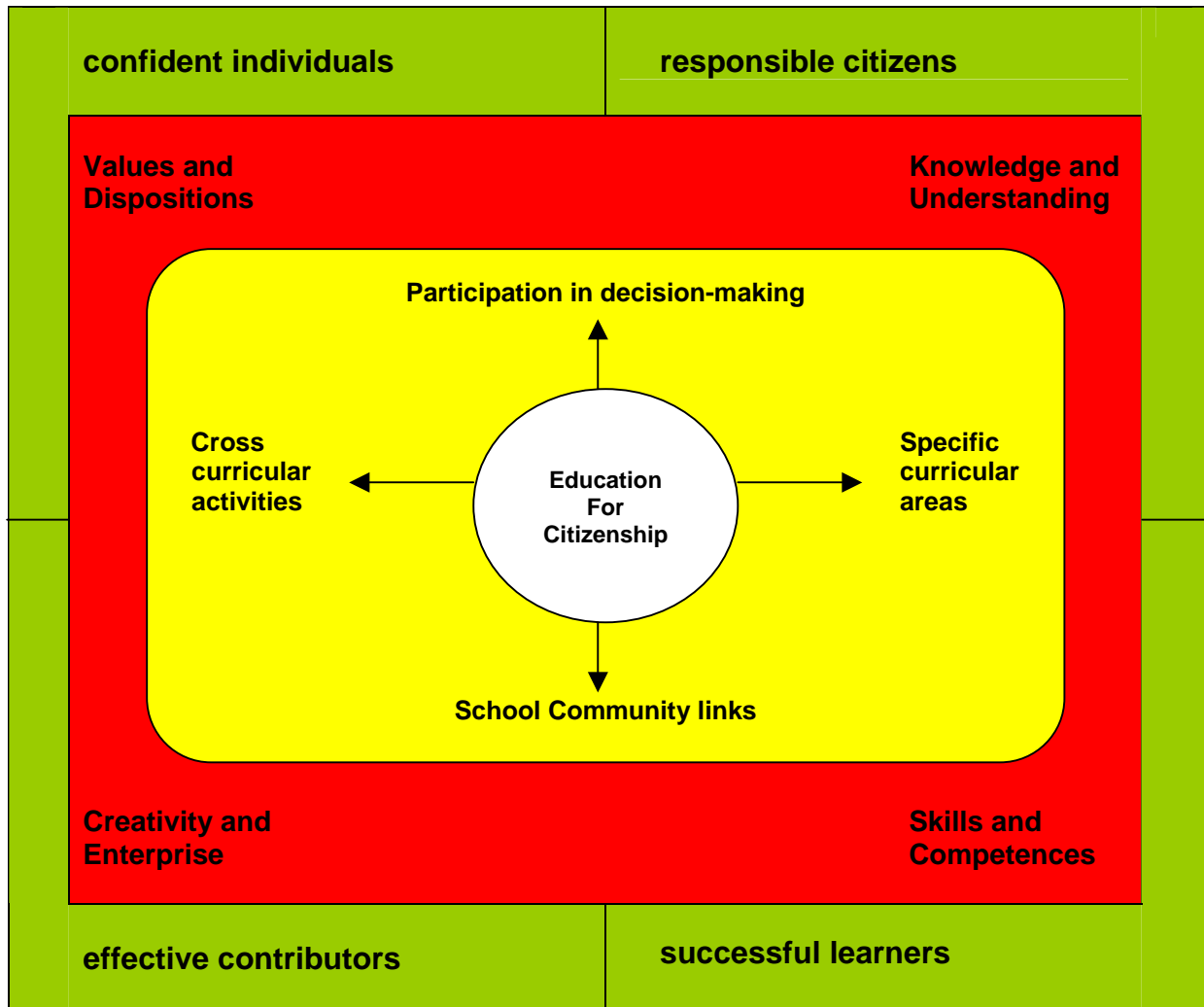
² Habits of mind, reflecting deeply-held values and attitudes





encourage participation by its members. Through an active participatory ethos pupils can experience first-hand what it means to be a citizen within a community.

Contributing to A Curriculum for Excellence through Education for Citizenship





ASPECTS OF EDUCATION FOR CITIZENSHIP

The framework focuses upon four aspects that are the key elements in developing Education for Citizenship which are:

- i. Knowledge and understanding
- ii. Skills and competences
- iii. Values and attitudes
- iv. Creativity and enterprise

1. KNOWLEDGE AND UNDERSTANDING

Areas of Learning

Knowledge and understanding contributing to the capacity for thoughtful and responsible participation in political, economic, social and cultural life includes:

- contemporary issues (including social, economic, political, environmental, religious, cultural and ethical issues)
- individual and social needs and the consequences of actions taken to meet them
- rights and responsibilities in a democratic society
- conflict resolution and decision-making processes, including the influence of the media
- Note – for a fuller range of areas of knowledge and understanding that are especially relevant see *Education for Citizenship in Scotland: A Paper for Discussion*, Annex A, p32.

Knowledge and Understanding and the Development of Responsible Citizens

Learners should be able to develop their knowledge and understanding of contemporary issues in society (whether at local, national, EU, or international level) and use this to make informed choices and decisions. They should be able to evaluate issues including environmental, scientific and technological to develop informed, ethical views of complex issues.

Examples of good practice in Aberdeenshire schools:

- Visits/talks from Police Liaison Officer/Councillor/MSP/MP
- Use of BBC news website for research
- Pupils invited to talk to local council e.g. mural design, play park, etc
- Election to and participation in School Councils
- Environmental Studies topics – Portrait of Britain/Here and There, Senses, Comparative Country Study, Scotland, Europe
- Learning for Life CD-ROM
- RME programmes/courses
- PSE programme/courses
- SVS – S3-4
- Modern Languages – social issues in a European context
- Home Economics – consumer rights and responsibilities; environmental issues
- Business Education – how it relates to the local community
- Technology – awareness of industrial heritage
- Modern Studies – permeates curriculum
- Geography/History topics
- English Language





2. SKILLS AND COMPETENCIES

Education for Citizenship should provide young people with a range of generic skills, including the core skills (Numeracy, Communication, Information Technology, Problem-Solving, and Working with Others) which are recognised as essential life skills. These generic skills need to be developed along with various personal qualities such as *confidence, self-esteem, initiative, determination and emotional well-being and maturity*³ to allow young people to be effective and responsible participants in their world.

Skills and competencies contributing to the capacity for thoughtful and responsible participation in political, economic, social and cultural life includes:

- being able to cope effectively, rationally and safely in a range of social situations
- working in teams to carry out tasks and overcome difficulties
- communicating effectively with others
- researching and handling information
- thinking critically about evidence

Skills and Competencies and the Development of Successful Learners

As a result of their learning experiences, young people should become progressively more skilled and competent citizens in the areas of literacy, communication, numeracy skills, and technology. This should allow them to feel empowered and able to make a valuable and active contribution to society. They will be able to learn independently and as part of a group, think creatively and independently, and make reasoned evaluations. It should enable them to approach issues and problems in a constructive and pro-active way, and link and apply different kinds of learning in new situations.

Examples of good practice in Aberdeenshire Schools:

- Engineering challenge, e.g. Set Point Challenge (K'nex)
- BP Science workshops
- Activity week (residential) working in teams to solve problems
- Drama/role play – social/peer situations
- Enterprise activities
- Fundraising activities
- Whole school teambuilding events led by school and outside bodies
- Duke of Edinburgh Award scheme
- Prefect activities
- Rock Challenge
- Young Enterprise Group
- Magazine/Yearbook committee
- Rotary Young Leaders Award (RYLA)
- Mock interviews

³ Education for Citizenship in Scotland: A Paper for Discussion and Development, P. 9





3. VALUES AND ATTITUDES

Education for Citizenship should develop in young people the ability to recognise and respond thoughtfully to values and value judgements that are embedded in political, economic, social and cultural life. A responsible citizen should be equipped with the skills to be fair-minded in making decisions and the ability to exercise responsibility.

Values and Attitudes contributing to the capacity for thoughtful and responsible participation in political, economic, social and cultural life includes:

- developing respect for self and others
- sharing responsibility for community welfare
- valuing and respecting cultural and community diversity
- understanding and valuing rights and responsibilities

Values and Attitudes and the Development of Confident Individuals

As a result of their learning experiences young people should develop self-respect and a sense of physical, mental and emotional well-being through the pursuit of a healthy and active lifestyle. They will become progressively more self aware, and be able to relate to others and manage themselves by developing their understanding of, and the value of, social justice. A heightened sense of responsibility for the welfare of their communities and respect for cultural diversity will be achieved. By developing and communicating their own beliefs and view of the world they will become secure in their values.

Examples of good practice in Aberdeenshire schools:

- Planning and organising charity events – whole school/ senior pupils/ pupil council – UNICEF, Blue Peter Bring and Buy, Shoeboxes to Romania, Christian Aid, Diced Cap Awards, etc
- Organising concerts/visiting Sheltered Housing complex
- Contributing to local village initiatives
- Golden Rules
- School discipline policy (promoting positive behaviour)
- School sponsored events
- Anti-bullying initiatives (including use of peer supporters)
- Equality Day for year groups
- Assemblies – contributing and as an audience; use of chaplains
- Using community service to improve school environment
- Buddy System, guardians and pupil peer mentoring
- Visits to law courts and prison
- Circle Time
- Healthy Eating initiatives
- Health Fayres





4. CREATIVITY AND ENTERPRISE

Education for Citizenship should provide young people with experiences that allow them to develop their capacity for making thoughtful and imaginative decisions, while adopting an enterprising approach to participation.

Creativity and enterprise contributing to the capacity for active and responsible citizenship in political, economic, social and cultural life includes:

- developing independent thought
- using creative forms of self expression
- observing and reflecting on social, natural and made environments
- defining problems and suggesting and working through solutions
- taking account of the consequences of creativity and enterprise.

Creativity and Enterprise and the Development of Effective Contributors

As a result of their learning experiences young people should be able to respond in imaginative ways to social, moral, and political dilemmas through the development of independent thought and the ability to apply knowledge and skills gained in one context to another. Individually, in partnership and in teams young people will be able to create and develop, and work constructively to problem solve. Young people should be able to take the initiative and lead in developing strategies for challenges and problem-solving, and communicate in a variety of ways and in settings.

Examples of good practice in Aberdeenshire schools:

- Regular exchange of ideas and implementation of school grounds initiative
- Tuck shop through whole school/class/pupil council/prefects
- ECO schools initiative
- Health initiatives – links with Health Improvement Officer meeting with pupil council
- Young Enterprise
- Pupils involved in development planning of the school environment
- Music, drama and art clubs and activities
- 'Planning for Real' project
- Public speaking/debates
- Enterprise days
- CITB activities
- Royal Engineers Challenge
- Whole school energy saving project
- Cookery competitions
- School show/talent show

There are, of course, many links between Citizenship and Enterprise. For more information about enterprise activities and enterprising learning and teaching, you should contact the Enterprise in Education Support Officers for Aberdeenshire.





THE DELIVERY OF EDUCATION FOR CITIZENSHIP

A Curriculum for Excellence states that the opportunity for children to develop the four capacities of successful learners, confident individuals, effective contributors and responsible citizens will strongly depend on the environment for learning, the choice of teaching and learning approaches and the way in which learning is organised.⁴ To help with the delivery of the four capacities of **A Curriculum for Excellence**, schools should provide contexts for the learning and development of Education for Citizenship through the following areas of school life:

- i. Participation by young people in decision-making
- ii. Studies in specific curricular areas
- iii. Cross-curricular experiences
- iv. Working with the wider community

An overarching concept of providing key learning experiences that contribute to Education for Citizenship is that schools themselves function as democratic, active learning communities that encourage participation by its members. Through an active participatory ethos pupils can experience first-hand what it means to be a citizen within a community.

THE DELIVERY OF CITIZENSHIP THROUGH AN ACTIVE PARTICIPATORY ETHOS

For Scottish education to produce successful learners, confident individuals, responsible citizens and effective contributors schools should foster an active participatory ethos. Young people must feel included in aspects of school and community life whatever their religious, ethnic background, social, material, linguistic or physical circumstances. All young people should have opportunities to develop their capacity for active and responsible citizenship in ways appropriate to their needs and maturity.

To realise this goal, schools should exhibit a positive and challenging ethos in which the needs of individuals are recognised, and the opportunities and conditions provided to facilitate progressive development. The ethos and climate of the classroom and beyond should reflect and encourage high expectations of both pupils and teachers, and be characterised by respect and care for individuals and their communities. Continuing work in equal opportunities, anti-racist education, special education, and inclusive education is supportive of Education for Citizenship in aiding schools to function as democratic and active learning communities.

The curriculum alone will not develop good citizenship. Young people learn most about citizenship by being active citizens. Young people must be allowed to live important experiences in school and participate in real citizenship. *Schools need to function as active learning communities in which participation by all members is encouraged ... as such learning communities can model, in very powerful ways, the qualities and dispositions associated with education for citizenship.*⁵ *The way an establishment is organised and managed, the manner, attitudes and quality of the relationships evident among its members, and the ways in which it interacts with pupils, parents and the wider community can all provide important, tangible indications of what inclusive, participative communities are like in practice.*⁶

⁴ A Curriculum for Excellence Review Group, P. 13

⁵ Education for Citizenship in Scotland: A Paper for Discussion and Development, P. 13

⁶ Ibid.





1. PARTICIPATION BY YOUNG PEOPLE IN DECISION MAKING

*Pupil participation lies at the heart of learning 'citizenship through experience'⁷, and has already been developed enthusiastically by many Aberdeenshire schools. By actively seeking, and taking account of young peoples' opinions on matters that affect them, learners feel valued and included in their school community. Participation by learners at school level should allow them to see the benefits of participating in decision-making, because they can make a difference, and should encourage them to take a more active role in their wider community. Schools which provide *real* opportunities for decision-making are likely to be more successful than schools that practice 'tokenism participation'.⁸*

Pupil participation should be developed within a framework that:

- recognises the value of the views of all members of the school community
- extends beyond broad areas of school policy to the content and teaching of lessons, using processes such as profiling, Individual Education Plans, and self-evaluation procedures
- actively seeks and takes account of the views of all pupils
- entrusts school councils to make responsible decisions on the allocation and use of resources on devolved matters
- allows for feedback and extended discussion when pupils' views conflict with the managers of the school

Examples of good practice from Aberdeenshire schools:

- Consultation with pupils about all major initiatives – development plan, discipline, school aims and selected policies, etc
- Involvement in decision making through school councils and circle time e.g. development of school buildings - colour of paint, siting of school water fountain or wild life garden
- Pupil role in and preparation of evaluation of courses
- Pupils represented at the Aberdeenshire Forum
- Prefects fundraising and distributing funds
- Senior prefects meetings
- Choosing charities and charities committee
- Annual young people's questionnaire on the school which informs discussions at the school forum
- Litter surveys
- Eco-schools committee

⁷ Ibid. P. 15

⁸ Where young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate, Roger Hart's "Rungs of the Participation Ladder", *Children's Participation: The Theory and Practice of Involving Young Children in Development and Environmental Care*.





2. STUDIES WITH SPECIFIC CURRICULUM AREAS OR SUBJECTS

The delivery of Education for Citizenship is the responsibility of every teacher. It should be embedded in every area of study and of all teaching and learning. Education for Citizenship should not be the sole responsibility of one subject, department or teacher. Education for Citizenship should permeate the whole curriculum. However, *much of young people's education for citizenship can take place through learning and teaching within specific curricular areas or subjects throughout the stages from early education to post-16.*⁹ Learners' experiences should be varied, well-planned and progressive.

3-5 Stage

Curriculum Framework for Children 3 to 5 recommends practitioners to consider:

- the extent to which contexts for learning link with children's experiences at home and in the community
- the range of opportunities provided to develop social awareness and willingness to cooperate
- the extent to which children feel included in activities and experiences
- whether children are helped to be aware of differences and value them.

(Education for Citizenship in Scotland: A Paper for Discussion and Development, p. 15)

5-14 Stage

Throughout the 5-14 stages of schooling, young people's studies of all the curricular areas provide opportunities for developing and applying knowledge, skills and dispositions that underpin active and responsible citizenship. For example:

- In the social subjects components of environmental studies, there are opportunities to develop important elements of social, political and economic understanding and to foster other aspects of capability for citizenship. The attainment outcome 'people in society' in particular directly addresses many of the areas of learning in knowledge and understanding. Along with its most closely related secondary subject, Modern Studies, it also provides opportunities to develop many of the skills and values associated with Education for Citizenship in relevant contexts.
- Expressive arts encourages young people to express feelings, ideas, thoughts and solutions, and in some contexts to negotiate as a member of a group and to communicate appropriately with different audiences.
- In the context of environmental studies, pupils can consider the effects of scientific developments and technological activity on people's lives and the environment, as recommended in the Scottish Executive's Science Strategy for Scotland
- In the RME guidelines the attainment outcomes 'other world religions' and 'personal search' encourage multicultural awareness and discussion of relationships and moral values

⁹ Education for Citizenship in Scotland: A Paper for Discussion and Development, P. 15





- Personal and Social Development and Health Education guidelines encourage awareness in relevant areas, including personal and community safety, environmental effects on health, personal relationships and conflict resolution
- In mathematics, problem solving and information handling activities can relate to real life issues, for example where to place a crossing outside a school, or what kinds of litter are left at different points in the school
- In languages, all four outcomes of listening, talking, reading and writing can be exercised in contexts that are highly relevant to Education for Citizenship, with effects that are likely to enhance the effectiveness of each young person's individual contribution, for example, learning to take part in discussion of a school issue
- By using ICT, young people can communicate and collaborate with pupils in other schools, both locally and internationally.

(Education for Citizenship in Scotland: A Paper for Discussion and Development, p. 16)

Examples of good practice from Aberdeenshire schools:

- Use of the Police Box – links with Police Liaison Officer
- Learning for Life CD-ROM
- Activities within RME, PSE, Health programmes
- WWF Educational materials
- Gypsy traveller issues that affect children in school
- Social subjects curriculum
- English
- RME courses
- PSE courses - anti-racist/anti-bullying education, drugs/sex education, money issues, world of work, etc

Stage 14+

Given the subject choice process in Secondary Schools, Post 14 learners are not bound by a common curriculum. This means the extent of contribution to Education for Citizenship in terms of knowledge and skills will be influenced by an individual's choice. According to LTS:

"During the 14-16 years choice in the optional areas of the curriculum is usually structured around a number of key curricular areas. For instance, nearly all pupils study a social subject and a science, and there are usually also elements of creative and aesthetic subjects and technological subjects in each pupil's curriculum. Social subjects courses, in particular, courses in modern studies make major contributions to the development of knowledge and skills related to citizenship. However, modern studies is not studied by all young people and other social subjects, whilst making significant contributions to education for citizenship, may do so less directly. Moreover, other optional subjects such as art and design, home economics, science or social and vocational skills, also provide 'vehicles' for development of understanding of areas of knowledge relevant to citizenship. The subjects typically taken by all students, at least until the end of S4 - mathematics, language and communication, personal and social education and religious and moral education - provide opportunities for continued learning related to citizenship. As with the early stages, these opportunities are partly related to the conceptual and factual content covered and partly to the approaches to learning and teaching. In particular, PSE, RME and language studies, including, in the case of English and communication courses, some aspects of media studies, offer considerable scope for provision of key learning experiences ..."

(Education for Citizenship in Scotland: A Paper for Discussion and Development, p. 16-17)





The range of qualifications for young people is extending in response to **A Curriculum for Excellence** through the development of Skills for Work courses. These courses focus on the skills, knowledge and attitudes which are important not only for employment but for lifelong learning, making a significant contribution to Education for Citizenship in these areas.

Examples of good practice from Aberdeenshire schools:

- Social Subjects curriculum
- Modern Studies – Crime and the Law, Scottish Parliament, Electoral Systems, Decision-making in Central Government, European and International Organisations
- English
- Core skills units in RMPS
- PSE – Driving education in S5
- Home Economics – life skills
- Science – ethical issues
- Drama - communication

It may be the case that some subject areas have more obvious Education for Citizenship activities at the core of what they do than others. However it is anticipated that all subject areas can help foster some aspects of Education for Citizenship. For example, teachers can actively employ values, and hopefully instil them, by the way they teach rather than what they teach. For example, by building up good relationships with young people and treating them with respect.

3. CROSS-CURRICULAR EXPERIENCES

In order to cover all features, delivery of Education for Citizenship should be made through cross-curricular approaches as well as traditional subjects in the curriculum. Particular challenges should include:

- provision of whole school learning experiences, for example, assemblies, community forums, equal opportunities events, school shows and presentations, enterprise activities, charitable appeals
- provision of learning experiences through, for example, European Studies, anti-racist education and global/development education.

Examples of good practice from Aberdeenshire schools:

- Weekly assemblies where a class presents an assembly and parents are invited
- Concerts where parents, senior citizens or friends are invited
- Charities supported which can often link to a member of the local community
- Classes involved in enterprise activities through environmental studies programme
- St Andrew's Night Ceilidh, Burns Supper or Spring Fair
- Sponsoring young people abroad
- School magazine
- Global Rock Challenge
- School trip
- Comenius project
- Activities days
- PTA activities, e.g. quiz nights
- Eco-schools





4. WORKING WITH THE WIDER COMMUNITY

Young people should be given opportunities to become directly involved in projects to explore and participate in issues affecting our lives eg. social, environmental, cultural, political, moral etc. Such issues are especially important for the development of active and responsible citizens.

Working with the wider community should involve activities such as:

- collaboration between teachers and other professionals, including social workers and health professionals
- working closely with parents and carers to ensure Education for Citizenship is enhanced in a pupil's life out with school
- relevant outside speakers
- community service
- local investigations
- relevant enterprise activities
- visits to the local council, the Scottish Parliament and other public bodies
- European and international links.
- political lobbying
- pressure groups
- role play
- participating in events and contributing to the local media

Examples of good practice from Aberdeenshire schools include visits/talks from:

- Charities
- Senior Citizens
- MPs, MSPs and community and local councillors
- Fire Prevention Officer
- Police Liaison officer
- Parents with a variety of occupations
- Exchange teachers
- Community Council
- Vet, doctor, minister, nurse, dentist
- Integrated Community Schools
- Former pupils return to share experiences
- Parliament visits
- Making use of parental skills and expertise,

Further examples of good practice from Aberdeenshire schools include:

- Work experience
- Field trips
- Teenage health study
- 'I'm offski' pack for S5
- Surveys of the community (e.g. vandalism)
- Foreign exchange
- Attendance on school board & SVS provides community service





EDUCATION FOR CITIZENSHIP

Assessment, Achievement and Attainment.

It is clear that well developed Education for Citizenship practices will have a positive effect on achievement and attainment. The challenge rests on schools to provide **opportunities for Education for Citizenship** without the need to introduce associated assessment. LTS advises *it would not be appropriate or practicable to formally assess the quality of a young person's citizenship.*¹⁰ But there may be ways learners can be given credit for Education for Citizenship. For example, the Progress File could be adapted to include recognition of aspects of Education for Citizenship or to highlight a citizenship dimension in accreditation already achieved. ASDAN (Award Scheme Development and Accreditation Network) recognises achievement in the home, the community and the world of work. Positive ethos systems such as Golden Time, Charter of Achievement, and the Authority's "Success Stories" recognise young peoples' achievements encouraging education for citizenship.

LTS advocates *there are good reasons to expect that effective education for citizenship will contribute to improved attainment and achievement by, for instance, increasing the individual's confidence and self-esteem, helping young people make connections between knowledge and skills gained in different contexts, and extending their vision and motivation.*¹¹ Also, through initiatives such as the Buddy System and Paired Reading, senior pupils may be able to help younger pupils with homework or course work and help to promote positive behaviour. However, LTS cautions *the link between developing capability for citizenship and attainment is not a mechanistic one, and there can be no guarantee of immediate measurable improvements in attainment.*¹²

¹⁰ Education for Citizenship in Scotland: A Paper for Discussion and Development, P. 30

¹¹ Ibid. P.29

¹² Ibid.





RESOURCES

There are a large number of resources on the internet of relevance to Education for Citizenship. The following are offered as being of interest to teachers in Scotland.

Main websites for Education for Citizenship include:

LTScotland Citizenship Website www.ltscotland.org.uk/citizenship

A first class website, contains all the required information and resources to support education for citizenship in schools. With the following sections:

[Community Development](#)

[Early Years Education](#)

[Education for Sustainable Development](#)

[Enterprise Education](#)

[Human Rights](#)

[International Education](#)

[Managing Conflict](#)

[Media Education](#)

[Participation in Decision Making](#)

[Politics](#)

[Professional Support](#)

[Social Justice and Inclusion](#)

[Voluntary Organisations](#)

[Children in Scotland](#)

Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.

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

[Citizenship Foundation](#)

The Citizenship Foundation is an independent charity working to promote more effective citizenship through education about the law, democracy and society

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

[Community Service Volunteers and CSV Scotland](#)

A UK charity dedicated to giving everyone the chance to play an active part in their community through volunteering, training, education and the media.

<http://www.csv.org.uk/csv/AroundtheUK/aroscotl.htm>

[Hansard Society](#)

An independent, non partisan, educational charity which promotes effective parliamentary democracy.

This site includes the Scottish mock elections information.

<http://www.hansardsociety.org.uk/citizeneduc1.htm>

[Oxfam](#)

Oxfam GB is a development, relief, and campaigning organisation dedicated to finding lasting solutions to poverty and suffering around the world.

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





[Save the Children Scotland](http://www.savethechildrenscot.org.uk)

Save the Children is the UK's leading international children's rights organisation working in over 70 countries to create a better future for children. In Scotland, Save the Children works to promote the rights of children in all aspects of their lives.

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

[Scottish Parliament Education and Outreach Service](http://www.scottish.parliament.uk/educationservice/index.htm)

The Education Service of the Scottish Parliament is responsible for the development of a range of services for young people, and resources for teachers and others interested in learning about the Parliament.

Site contains pupil materials useful for People In Society and Modern Studies.

<http://www.scottish.parliament.uk/educationservice/index.htm>

[Scottish Schools Ethos Network](http://www.ethosnet.co.uk/)

The Scottish Schools Ethos Network is funded by the Scottish Executive and based at Edinburgh University. The Network encourages dedication to the systematic evaluation of school ethos, promotes the importance of developing a positive school ethos, facilitates the celebration of good practice and provides a national forum for sharing school experiences.

<http://www.ethosnet.co.uk/>

[The Institute for Citizenship](http://www.citizen.org.uk/)

The Institute for Citizenship is an independent charitable trust that works to promote informed active citizenship and greater participation in democracy and society. The Institute develops and pilots innovative citizenship education resources, promotes voter awareness, undertakes research and seeks to stimulate debate around citizenship issues.

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

[United Nations Childrens Fund \(UNICEF\)](http://www.unicef.org/)

UNICEF protects children and their rights by providing services and supplies and by helping shape policy agendas and budgets in the best interests of children.

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

[Young Scot](http://www.youngscot.org/)

The national youth information portal designed specifically with young people in mind, to cater for all tastes and interests.

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

[Youthlink Scotland](http://www.youthlink.co.uk/)

Youthlink Scotland supports and promotes the collective aspirations of voluntary youth organisations in Scotland in the interests of young people.

<http://www.youthlink.co.uk/>





GLOSSARY

ASDAN

Award Scheme Development and Accreditation Network. ASDAN is an educational charity approved as a national award body for key skills, life skills, career planning and community volunteering. These awards are recognised by many FE/HE institutions. ASDAN short courses offer flexibility and could be used to give accreditation to pupils outwith mainstream education or individuals following tailored timetables. www.asdan.co.uk

ASSEMBLIES

Assemblies can be used to reinforce the school's values and expectations, and can also be used to highlight success stories and to recognise pupil achievement both in and out with school. Many charities provide information, reflections and even outlines of assembly presentations on their websites, based on a whole range of citizenship-related topics.

BT SCHOOLS

Schools can apply for funds from BT to get citizenship awards projects off the ground. Judges may look for different criteria from year to year when granting awards. For example, in 2003 projects that improved students' communication skills, were exciting and stimulating for pupils, and had a long-term impact were most successful. www.bt.com/education/schoolawards

BUDDY SYSTEM

To ease the transition from primary to secondary school, new S1 pupils may link up with a senior pupil. Senior pupils can reinforce school rules and expectations. If senior pupils meet with their buddies during registration time, they may be able to help them with homework/course work, or aid them in recording their achievements for schools participating in a Charter of Achievement scheme, which is administered through tutors.

CHARITIES

There is a wealth of citizenship and global education resources available from charities, often including lesson plans and teachers notes. For example, the British Red Cross has produced *Global Lines*, a teaching resource for secondary schools; *Youth Topics – the Ultimate Collection* from SCIAF, CAFOD and Christian Aid is made up of 25 activity sheets to inspire young people to change the world; *Get Global!* is a teachers' guide on how to facilitate and assess active global citizenship in the classroom by ActionAid. Many charities provide free resources and others can be purchased or borrowed through any of the Development Education Centres in Scotland. The Oxfam Catalogue for Schools includes a wide range of resources to support the delivery of curriculum for global citizenship, which can also be viewed on their website.

www.oxfam.org.uk/coolplanet/teachers/catalogue/index

CIRCLE TIME

Jenny Mosley's whole school approach to raising self-esteem, promoting positive behaviour, encouraging supported self-discipline, enhancing motivation and creating co-operative learning environments has been encapsulated in the **Quality Circle Time** Model. This vision is now used successfully throughout thousands of educational organisations, nationally and internationally. The approach is powerful because it can unite every member of the school's community. The aim of 'respecting others' informs the ethos of the workplace and the quality of relationships within it. However, Jenny's premise is that it takes energy to make people feel valued and we therefore need to make time to first look after ourselves as a matter of priority - before we can look after others.

COMENIUS PROJECT

Many schools across the region are involved in curriculum links with schools in other European countries on Comenius projects on subjects ranging from "Citizens of Europe" and "Comparative Study of Human Rights" to "Playground Games" and "Ecopine Ecology". The International Education Office can provide support and advice for finding partners and applying for funding. Up to €2000 plus funding for between 4 & 6 teachers to travel to project meetings each year for the three years duration of the project, is available.





CITB ACTIVITIES

The Construction Industry Training Board in conjunction with Guidance Teachers and Careers Scotland arrange for school leavers interested in the construction industry to sit aptitude tests prior to leaving school. These tests help both school leavers and employers when pupils select a particular trade to apply for. CITB has produced a video and worksheets for PSE and are very willing to come to school to talk to students.

For information contact:

Education Unit
4 Edison Street
Hillington
Glasgow G52 4 XN
Tel: 0141 810 3044
Local contact: 01224 696007

DIVERSITY

Diversity is about valuing the differences between people and the ways in which these differences can contribute to a richer and more creative society. It is about valuing a person's qualities, rather than judging that person by the extent to which they conform to our existing values. Diversity results from, among other things, differences in gender, ethnic or national origin, religion, age, marital status, sexual preference and social background.

ECO SCHOOLS

This is a Europe-wide initiative designed to encourage whole-school action for the environment. It is a recognised award scheme that accredits schools that make a commitment to continuously improve their environmental performance. It is also a learning resource that raises awareness of environmental and sustainable development issues through activities linked to curriculum subjects and areas.

www.eco-schools.org.uk

ENTERPRISE ACTIVITIES

There are two Enterprise in Education Support Officers in Aberdeenshire and Co-ordinators to support schools within each Community Schools network.

GLOBAL ROCK CHALLENGE

This is a proven team-building, confidence-boosting, skills-enhancing, drugs-reducing, adrenaline-blasting, energy-filled inspiration for 11-18 year olds everywhere.....*and their young at heart teachers too!* This is a performing arts initiative targeting young people in secondary schools. The project has a strong anti-drugs, alcohol and crime message and young people spend up to 65% of rehearsals outwith school time.

GOLDEN TIME

Each week children are entitled to 30 minutes Golden Time in which they can choose an activity they would like to do. The children must keep the golden rules all week and lose time if they have broken one of the rules. If they break one of the rules, they receive a warning (yellow card) a second warning (red card) will be given if they continue to break the rule. All staff in school use the golden rules to encourage children to show respect and kindness to others.

GROUNDS FOR LEARNING

This is an organisation dedicated to improving our school grounds. They provide news and practical ideas, including information about funding. They have recently set up an accredited CPD training scheme for teachers called The Outdoor Classroom. www.gflscotland.org.uk

HEALTH IMPROVEMENT OFFICER

Contact Dawn Tuckwood, Woodhill House, for Health Promoting Schools information for Aberdeenshire Council.





HGIOS Self Evaluation Series

Education for Citizenship

Enterprise in Education

Inclusion and Equality - Part 3: Promoting Race Equality

'I'M OFFSKI' PACK

Leaving home is a fact of life, with most young people leaving home before they're 25. These days, finding, setting up, and keeping a home is no easy task. Information, education, and planning can make a big difference.

Housing and leaving home education plays a vital part in preparing a young person for everyday living. By using I'm Offski! teachers, youth and housing workers are able to help young people understand that where, how, and with whom they live affects every aspect of their lives.

I'm Offski! can help to develop knowledge and skills in: practical living, problem solving, finding a home, types of accommodation, and tenants rights.

Tel: 0131 226 4382

LEGAL MATTERS INITIATIVE

This is organised by The Schools Project, endorsed by the Law Society of Scotland and backed by law firms throughout the country. The aim of the materials produced is to help 10-15 year old pupils understand the law, and also make them aware that laws bring responsibilities as well as rights. The materials are in the form of quiz leaflets. Law firms nominate schools and sponsor the materials for that school. For more information contact: The Schools Project, 61 Old Abbey Road, North Berwick EH39 4 BP. info@theschoolsproject.co.uk

LEARNING FOR LIFE

Learning for Life is a values and life skills education programme on CD-ROM aiming to foster health, safety, personal and social development and to encourage good citizenship under the headings: Bullying, Drug Sense, Vandalism, Citizenship/Law and Order and safety.

'PLANNING FOR REAL' PACK

Planning for Real uses simple models as a focus for people to put forward and prioritise ideas on how their area can be improved. It is a highly visible, hands-on community development and empowerment tool, which people of all abilities and ages can participate in. www.nif.co.uk

POLICE BOX

This resource was developed by Grampian Police and provides a set of lesson plans on a variety of citizenship issues such as Vandalism, Law and Order and Drugs.

RACE EQUALITY

The Race Relations (Amendment) Act 2000 gave public authorities a statutory general duty to promote race equality by:

- eliminating unlawful racial discrimination
- promoting equal opportunities
- promoting good relations between people from different racial groups

ROYAL ENGINEERS CHALLENGE

The purpose of the challenge is to inspire young people to recognise the importance and excitement of a career in engineering.

SCHOOL COUNCIL

The Standards in Scotland's Schools etc Act 2000 places a statutory duty on schools to involve pupils in the consultation processes of the school. The School Council gives schools the vehicle by which communication and consultation can be taken forward in schools.





SET POINT CHALLENGE

Young Engineers & Hasbro work together with the SETPOINT's and the Science & Engineering Ambassadors (SEAs) to bring schools the Junior Engineers for Britain K'Nex Challenge. The aim of this challenge is to provide primary schoolchildren with an introduction to the exciting world of engineering and technology.

SKILLS FOR WORK

Skills for Work Courses are new courses which are vocational in nature and which are aimed at young people in S3 and S4. A number of these new courses were piloted for the first time in session 2005/06, with a further round of new courses being piloted in session 2006/2007. The range of courses include: construction crafts; early education and childcare; financial services; sport and recreation; hairdressing; rural skills and construction and engineering. Learning is mainly practical and takes place in schools, colleges and work-related settings.

TEENAGE HEALTH STUDY

Health Education Board for Scotland
Woodburn House
Canaan Lane
EDINBURGH
EH10 4SG.

TRIAL AND ERROR

Learning about racism through citizenship education (2003) – CD Rom for Primary 6 -Secondary 2.

Tel: 0845 6022260

E-mail: dfes@prolog.uk.com

WWF UK

WWF is a global organisation acting locally through a network of family offices. Their aim is to try to halt the accelerating destruction of our natural world.

They have a dedicated education site: www.wwflearning.co.uk and provide teaching materials, fact sheets and online courses for teachers.

Logo courtesy of Learning and Teaching Scotland.

