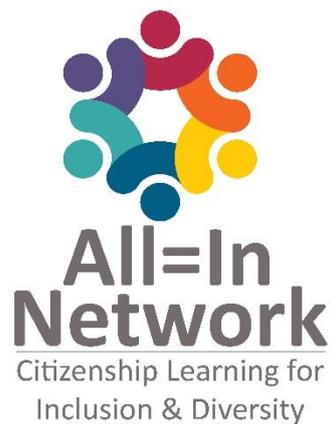


How are we teaching citizenship?

A video training resource pack for teachers



Why This Pack?

This training pack has been produced by members of the **All=In Network** (www.allinnetwork.eu). It has been devised to complement our 3½ minute video “**How Are We Teaching Citizenship?**” available on YouTube (<https://youtu.be/McnG1RNDM9s>). The video sets out some challenging issues and questions for teachers. We hope it will encourage colleagues to reflect on their practice and improve their work promoting human rights, participative democracy and equity in the increasingly diverse communities of Europe. We also hope you will find the training activities in this pack useful to work with colleagues and trainees to clarify your ideas for effective teaching and learning of citizenship.

The Animation Video and This Training Pack Were Produced By:

Adam Newman Turner (editor): School Development Support Agency, Leicester, UK

Terezie Vávrová, Civic Education Centre, Faculty of Humanities, Charles University, Czech Republic

Christoph Muller-Hofstede: Bundeszentrale für Politische Bildung, Germany

Chris Waller: Association for Citizenship Teaching, UK

Conor Harrison: Education Consultant, CJH Education Consulting, Republic of Ireland

CONTENTS

Teaching Citizenship... The Most Important Subject?	2
The ‘All = In Network’	3
A Few Questions to Start Us Thinking	4
Our Working Principles	5
Using the Video	6
Using the Script: Trigger Questions	8
Let’s Sort Our Thoughts!	11
Opinion Finders Activity	16
Why Teach Citizenship? What Are Your (Personal) Reasons?	18
Appendix A: ‘Let’s Sort Our Thoughts!’ Material for the discussion activity.	20

TEACHING CITIZENSHIP... THE MOST IMPORTANT SUBJECT?

Citizenship teachers can influence our future communities. It is a tough job, but very important and interesting.

We hope you will look at our short animation 'How are we teaching citizenship?' (available on You Tube) and that you will find some of the activities in this pack helpful in thinking through some of the important issues which must be considered when teaching about living as a responsible citizen in Europe, now and in the future.

Citizenship Educators' Responsibility

We believe that teachers of citizenship have a unique and essential responsibility amongst educators. No other subject is aimed directly and specifically at the future operation and success of our cities, communities and countries. This is a weighty responsibility for any teacher, even in times of relative stability. Current times, however, seem more turbulent than stable. Changes underway across Europe repeatedly accentuate social, economic, cultural and political divisions and conflicts between interest groups within and beyond each country. This training pack aims to support professional citizenship educators in exploring some of the issues which emerge from these divisions, clarifying their own values and attitudes and evolving teaching approaches and activities which promote relevant learning. We believe that genuinely effective teaching must include some well-managed but open discussions of many of the issues set out in this pack.

Whether you are long-experienced or just starting out as a teacher of citizenship, your work will tackle some of the hardest contradictions and controversial issues in education. Your responsibility is to develop future citizens who will shape our future communities and try to solve the many problems in an increasingly complex, interconnected and diverse world.

THE ALL = IN NETWORK

This work has been produced by the 'All=In network' (AIN). The AIN grew out of the Networking European Citizenship Education (NECE) 'Hard to Reach Learners' Focus Group.

Our purpose is to improve citizenship education for learners who experience exclusion, discrimination or racism and who may be most in need of asserting their citizens' rights. It is equally important for all learners to learn about diversity and develop the skills to combat racism and build cohesion, as the divisive forces of nationalism and populism are gaining influence. Our network **welcomes links with all professionals concerned with citizenship learning** whether front-line practitioners, researchers, administrators or academics. We are dedicated to supporting and sharing innovative and inclusive work in all settings, formal, non-formal and informal for all ages of learners.

Your Feedback and Suggestions Please

This pack will make more sense if you have viewed the video. It can access by [clicking here](#).

To support your use of the video we offer you some practical discussion activities designed for workshops and training group sessions. We are keen to learn of your experiences and suggestions and will be especially grateful for contributions of further training activities to add to this pack. Please contact us at contact@allinnetwork.eu

The All=In Network has no easy answers but brings professionals together to promote CITIZENSHIP LEARNING FOR INCLUSION AND DIVERSITY.

A FEW QUESTIONS TO START US THINKING

Before we plan our teaching of citizenship, we think teachers should discuss some of these questions with their colleagues (and, perhaps, with other people as well, including the learners?)

Future citizens

How should we teach citizenship for a future of global communication and increasingly diverse communities?

Information jungle

Our lives and important decisions are increasingly influenced by digital media. New methods to intrude on and manipulate personal attitudes and promote misleading propaganda are constantly developed. How do we prepare young citizens for this?

Essential issues

Are there certain key issues which all learners should consider, explore and hear what other people think about them?

Moving people

What citizenship issues relate to migration? How should teachers approach them?

Welcome?

What adaptations and accommodations should a community make to welcome / include / integrate / assimilate newly arrived residents?

Who changes?

Should citizenship education suggest that minority groups 'fit in' with the majority norms, cultural behaviour and rule of law? As new people settle, should the established community expect to adapt to their new ideas?

Active citizenship

What is the role of citizenship education in promoting advocacy, action and protest?

Culture clash?

How should citizenship teachers handle contradictions between different cultural, ethnic or religious beliefs and behaviours?

For the individual or the group?

Should citizenship teaching be designed to benefit each individual learner... or the social cohesion of the wider communities in which they live? Does every citizenship teacher have a duty to promote community cohesion?

HOW ARE WE TEACHING CITIZENSHIP? OUR WORKING PRINCIPLES

We work from these basic principles:

Understand your own values

Citizenship learning requires exploration of each person's values, assumptions and prejudices. It is essential that teachers reflect on how their own values and assumptions shape their teaching

Identities are important, but not simple

Citizenship learning should include recognition and exploration of each person's heritage, cultural identities, and affiliations; and a requirement to recognise and respect those of other people.

Justice and inequalities

Citizenship learning should guide learners to understand inequalities of economic power and political influence and engagement and recognise their historical development

Evidence and rational discussion

Citizenship learning should be founded on respect for evidence, rational enquiry, collective discussion, universal human rights, contemplative introspection and freedom of expression

USING THE VIDEO: “HOW ARE WE TEACHING CITIZENSHIP?”

The video is designed to be provocative and thought provoking as both a discussion tool and issue raiser. It was produced with limited resources and we are aware that some colleagues may criticise some aspects of the production. We hope the trainer can use these imperfections to raise issues about how we train and how training resources can be improved. The video can be used to draw attention to a wide variety of issues and challenges for educators. These are issues of particular importance to citizenship education due to its unique role as an exploration of how humans need to relate to each other and to our communities and environments.

Each trainer will find her or his own way to use the video. We have found that different issues emerge following different viewings and we strongly recommend that anyone intending to use it with a group, first watches the video several times through to note the various concepts and themes and also tries to imagine what their intended audience will find most noteworthy. In a training session it may be appropriate to allow the group to view the video more than once, allowing some time for noting responses, or sharing immediate thoughts in a small group between viewings.

In this pack we offer several different activities which may be adapted to stimulate deeper thought and discussion following a viewing.

Before providing some detailed ideas for follow-up activities, we suggest some general guidelines for group facilitators to consider.

GENERAL GUIDELINES FOR FACILITATORS

Trainer’s preview

Preview before using in a training group

Ground rules

Ensure that the group is prepared adequately to manage the listening, respect and mutual support required to handle disagreements appropriately and learn from each other

Deliberative reflection

Many of the issues raised are complex and problematic. We feel that best learning is done in an atmosphere of willingness to listen, respect other’s positions and approach disagreements with an assumption that your own views should be agile enough to adapt in response to new learning. This will require careful preparation, facilitation and modelling by the group leader.

Structured discussion

Plan a structured follow-up activity rather than an unprepared ‘open discussion’

Several viewings

Allow time for the group to see the video more than once

Small groups

Using small groups (of 2 – 5 people) for the initial discussion, will allow more people to respond to the video and hear the thoughts of other people in a short time, while images are fresh. This works best if all groups are given a clear task or question to respond to.

Thinking time

It may work best for some groups to be asked to reflect quietly, individually and jot down personal response before starting a group discussion or other task. This thinking time helps some learners to participate more confidently and reduces the risk that only the quick-thinking and articulate speakers dominate the group talk.

USING THE SCRIPT OF THE VIDEO: TRIGGER QUESTIONS

We suggest that facilitators preview the video several times before using it with a group.

You may wish to print out the script and questions below in separate sections to give to different working groups to discuss after they have viewed the video

- First, let the group watch the animation and ask them to note down themes and questions, which it raises for them.
- Below, we suggest some questions raised by this script. We recommend breaking the questions down in to sections. Each small group could be given a different section to discuss.
- Go through the script below, remembering each scene in the video and discuss the statements and questions with your group. Note your ideas.
- Having read the questions you may want to view the video again.
- Discuss the issues the script raised for you.
- What support do citizenship teachers need to work well with these issues?
- Report back to the whole group

O = spoken by member of ‘Outsider’ group

T = spoken by member of Teacher group

	SCRIPT	QUESTIONS FOR DISCUSSION
O	Here come those citizenship educators again...	
T	We are reaching out to bring you into <u>citizenship!</u> , it’s our job to help you learn to be citizens! ... But we are finding some of you very... <u>hard to reach.</u>	It’s our job to (<i>do what?</i>) ... Which learners do teachers define as ‘hard to reach’? What are obstacles that cause this labelling? ...
O	Do I want to be reached?	
T	Yes you do! You must learn... <ul style="list-style-type: none"> • Our laws, and how you should not break them • How our country is <u>special</u>, and you can share our national identity as a citizen • How democracy is your power • Human rights, equality, • Freedom of speech • Respect everyone’s beliefs, value <u>diversity</u> • Understand the powers that control us: global corporations, money, media and super rich • Learn how to pick up litter and help your community 	As a citizenship teacher what do you believe pupils/students must learn...? <ul style="list-style-type: none"> • • • • • • • •

O	<p>I'm confused now... they don't all sound the same...</p> <p>Which do you think I need most of all?</p>	<p>Do different aspects of citizenship education seem to contradict each other?</p> <p>What underlying values explain different approaches to teaching citizenship?</p>
O	<p>So if we learn citizenship.. do we all get rights as equal citizens? ...will it make life better...? Will it solve the <u>real</u> problems we have?</p>	<p>In which ways could studying citizenship actually help learners to achieve a better life?</p>
O	<p>What about... Bad, crowded housing, Abuse in the streets Some people don't like the way I live, or the choices I make...but its our tradition... is that OK with you?</p>	<p>Can you think of topics that are very important to your learners daily lives that citizenship SHOULD address and any that citizenship CANNOT address?</p>
T	<p>Well... it will help you learn how to <u>FIT IN</u> to our society and how to be a <u>real</u> citizen.</p>	<p>In a mixed community, what are the differences between expecting everyone to 'fit in' and expecting everyone to 'get on together'?</p>
O	<p>So some of us don't fit in, in your way.. and some do...? What happened to valuing diversity...? Are you teaching us <u>we've</u> got to change ourselves to fit your pattern of a citizen in order to get our Rights around here...?</p> <p>So teaching citizenship is just confirming who is <u>IN</u> and who is <u>OUT</u> of this social club?</p>	<p>What are the issues where 'fitting in' with the majority presents difficulties for a minority group in a community?</p>
T	<p>NO! We believe in <u>INCLUSION</u>. We adapt things in our system... we get rid of barriers that make people feel excluded and left out... We make all ideas and differences feel <u>respected</u> and <u>welcomed</u> in our diverse society.</p>	<p>What changes should happen to allow minority groups to feel welcomed and included into a community where their traditions are different?</p>
O	<p>So you think <u>all</u> beliefs and traditions should be welcomed?</p> <p>What about traditions <u>forcing</u> young girls to marry? <u>Terrorising</u> gay people...? <u>Forcibly cutting children's bodies</u> for a cultural tradition?</p>	<p>What should happen when personal or cultural beliefs and practices conflict with the norms and expectations of the wider community?</p> <p>How much should laws interfere with what people choose to do in their own homes and within their own families?</p>
T	<p>No! We have to agree limits... Where do YOU draw the line?</p>	<p>I think the limits to expressing your cultural traditions are ...</p>

<p>○ Are your traditions so much better than mine?</p> <p>If I choose to stick to my beliefs... can I still join your citizen's club?</p> <p>We are clearly not one society...</p> <p>How can citizenship education build one?</p>	<p>How can citizenship education help to build a cooperative but diverse society?</p> <p>What are the essential elements that citizenship education must include to promote community cohesion?</p> <p>What specific skills are required to get us together to learn more from and with each other?</p>
<p>○ When you try to <u>reach me</u> with citizenship education... are you teaching me how to fit in better....? Or helping me to understand that I don't belong... That it's <u>my problem</u>, not that I've been excluded by an unfair system?</p> <p>Will citizenship education help us all work together to understand: Why I get excluded? Why I get abuse in the streets? Why I can't get a job?</p> <p>Am I... A member? A guest? Or a mis-fit?</p> <p>Do I belong on the outside or on the inside? 'US'? or 'THEM'?</p> <p>Is citizenship education getting us together to learn more?</p>	<p>How can citizenship education help learners to understand the forces which sustain and increase inequality, racism, other forms of prejudice and bigotry?</p> <p>What can citizenship do to equip learners to avoid and combat these destructive forces?</p>

LET'S SORT OUR THOUGHTS: A training activity using prepared attitude statements to clarify what's important

Overview

This activity uses a collection of different points of view, written as short statements and prepared in advance. The statements are related to the themes raised in the video. They should be printed onto separate small cards or slips of paper.

Each small group of participants is given a set of the statements in an envelope. They are given a task which requires thoughtful consideration and discussion of each statement. After a set time each group reports back their conclusions, displayed on a flip chart sheet.

Key issues can then be grouped together for a further discussion exploring implications for citizenship teaching.

Learning objectives

1. Recognition of different points of view, some mutually contradictory
2. Clarification of own values and attitudes, and of others in the group
3. Identification of values underpinning statements
4. Evaluation, comparison and categorisation of attitudes and values
5. Increased confidence in expressing ideas in groups
6. Listening, empathy, task cooperation and consensus forming skills

Process

Participants divided into roughly equal groups (3 to 6 people works best). Each group has a table to work on, flip chart sheet and glue or blutak. Following the viewing of the film and clear briefing from facilitator (giving only one of the tasks below) they are given the attitude statements in an envelope and asked to take out one slip only at a time, read it clearly so that all group members all understand it and then discuss and process it in relation the task set by the facilitator. The envelope method controls the focus of the group on one idea at a time. Another method shares slips around the group, giving a quiet time for each to read and consider their slip, followed by orderly consideration of the whole group and discussion of each person's slip, to arrive at group decision. Each of the following options should result in each group producing their own flip chart which maps and annotates their thoughts about some or all of the issues.

Options for possible tasks

- Decide as a group whether you agree or disagree with the statement. Make three areas on a sheet of flip chart paper: AGREE, DISAGREE, CAN'T DECIDE. Stick each card down in the appropriate area to produce a map of your decisions.
- Write STRONGLY AGREE and STRONGLY DISAGREE at top and bottom of flip chart. Discuss each statement and agree where it should be stuck on this continuum.
- Think of a group you teach (or work with...). Map out the statements (on flip chart paper) to show how you guess members of those other groups would respond to them. Perhaps using: COMMONLY HELD BELIEF, COMMONLY EXPRESSED
- VIEW, NOT SUPPORTED BY MANY, ACTIVELY CHALLENGED, DON'T KNOW. Participants may have very different groups in mind. This will raise another discussion. Some may find this speculation and assumption difficult or wrong.

- Discuss each statement according to how you would respond to hearing it in a teaching situation. Compare ideas about what responses you would make. Identify a few statements that some feel might be difficult to manage. Share recommendations.
- Go through each issue and decide which ones are most interesting for further discussion with the larger group. When the groups report back you may nominate three issues to go onto the agenda for a whole group discussion. Prepare some questions, examples, thoughts and ideas to start the discussion.

Reporting back

Before reporting back, groups can be asked to highlight one or more attitudes which caused most discussion/disagreement, was most difficult, most important or would be most interesting for wider discussion.

Attitude statements

NB: The list immediately below is not printed in the format to use in the training activity. Another version of this list is available in a format ready to cut up into slips for this activity – the version here may be printed as a list to give out AFTER the activity. We do not recommend giving this list out during or before the activity as it encourages participants to read through the list individually rather than working with others and considering each statement one at a time for full discussion.

- **Welcoming**
A healthy community can easily welcome new people who are 'different' from the norm
- **Forcing people into a pattern**
Citizenship education is wrong to impose a model of a 'perfect citizen' – education should be a process of negotiating and helping people decide together what is best.
- **Fitting in**
If you want to be a citizen with rights equal to other people, you must make an effort to 'fit in' with the local ways of behaving
- **Religious freedom**
Everyone, wherever they live, should be able to practice their religion in the way they want to
- **Boundaries are artificial**
State boundaries have been made by military aggression; they are a mechanism to divide and control people. We should allow free movement of all people to improve their lives.
- **Values decided by government**
It is dangerous to let politicians decide what the fundamental values of a country should be – and how they should be taught.
- **Schools must teach diversity**
It is essential, for the future of our societies, that all schools give children experience and confidence to value diversity. This must be learnt early and schools are the only places that can do this.

- **Humans are tribal**
It is a natural human instinct to fear people who are different from you and to feel safer with people who are like you. We are 'tribal' animals.
- **Schools are responsible for cohesion**
Schools are where young people learn how to get on with other people in a diverse community. If communities are not cohesive, teachers are partly to blame.
- **Don't criticise religion**
You should never criticise someone else's religious beliefs and activities
- **Teach collective action**
Citizenship education is a waste of time if it fails to equip students to fight injustice and inequality through practical collective action
- **Welcome change from new arrivals**
It's not enough for us to allow new people to live in our communities; we must also accept the changes to our communities that they bring in, and allow our own lives and social norms to develop and adapt.
- **Religious laws are the most important**
We must understand that for some people religious rules are more important than local laws and customs
- **Gender equality must prevail**
Religious doctrine or practices which encourage segregation and different treatment of males and females have no place in our society
- **Self-segregation damages the whole community**
Communities who deliberately isolate themselves from wider society and only mix socially with people in their own group are destroying the overall cohesion of our country. They are teaching their children division and segregation.
- **Ban religious arrogance**
 - Teaching children that your religion is better than all other religions is a form of child abuse. It should be against the law.
- **Rejecting democracy**
A liberal democratic pluralist community must accept and welcome people who argue against liberal values and reject democracy
- **Freedom of speech is essential**
Freedom of speech is more important than protecting people from feeling criticised or abused
- **Human RIGHTS?**
The idea of 'human rights' is an invention of Western capitalist countries. They are not universal across all cultures. Some traditions should be free to reject them.

- **In my own home – don't interfere**
Extreme religious and cultural practices are not a problem if they are practiced in the privacy of people's homes.
- **The main issue is economic**
Religion, ethnicity, disability, gender and other political 'identity markers' have become so prominent in media and political discourse that they have obliterated the main cause of injustice and inequality which is economic exploitation and the segregation of people into economic classes
- **No complete freedom**
No-one has a right to complete freedom – all rights and freedoms must have limits if we are to live together with other people in peace.
- **Teaching 'cohesion' forces us to conform**
If citizenship teaching emphasises 'community cohesion' and integration, it is not respecting the rights of groups that wish to live their lives in ways that are very different from the dominant culture. Community cohesion implies that everyone must fit in to an imaginary pattern.
- **Tolerance**
“...a pluralism that celebrates diversity requires more than tolerance, it requires people to value different cultures and beliefs for their own sake. Groups that merely tolerate each other exist in a cold war.”
(Richard Dees, 1997:134 The Justification of Toleration. In Razavi & Ambuel *Philosophy, Religion and the Question of Intolerance*)
- **Ghettos**
If a minority group isolates itself in one area of a city, speak a different language

and dress differently they are bound to face discrimination – they bring it on themselves.
- **Citizenship teaching should be 'critical'**
A balanced approach to teaching citizenship requires learners to explore the role of the State in creating discriminatory structures and enabling discrimination and perpetuating inequality... as well as questioning assumptions about 'national values'
- **Learn the language**
Newcomers to a city should be required to learn the local language within two years or be excluded from benefits and local services
- **My right to choose associates**
I have a personal right to choose who I speak with... and all businesses have a right to choose who they employ and who they do business with.
- **It's the law!**
A religious practice or belief is no excuse for ignoring the laws of the country
- **The right to protest**
If you disapprove of unfair laws you have a right to organise protest against them

- **Can't stop prejudice**
It's impossible to stop people being prejudiced against other people who are different from them.
- **Ban religious schools**
There should be no religious schools. Families can bring up their children into their religions but all schools should be neutral and secular.
- **Newcomers need rights**
Immigrants, asylum seekers and other newly arrived groups are the people most in need of understanding citizen's rights.
- **Don't teach stereotypes**
Citizenship educators can't really understand the difficult lives of marginal and oppressed people. Trying to teach about them only increases stereotyping and stigma.

Opinion Finders Activity

This is an information gathering activity in which participants seek and give opinions on a number of statements relevant to a particular topic. Participants must then in small groups consider their results and look for connections between opinions

The activity asks participants to consider a range of questions but individually they concentrate on one particular question before discussing their findings with those who have the same question.

NB: This activity can be adapted to use any of the attitude statements included in different sections of this pack.

Learning objectives

- Recognition of different points of view and perspectives
- Identify values underlying opinions
- Substantiating opinions

Process

- Participants receive a piece of paper with a particular statement at the top. A different colour of paper is used for each statement. A box below the statement is used for recording findings
- Participants read their statement to ensure that they understand it.
- Participants move around, collecting opinions from those who do not have their question.
- Participants write down comments in the open space.
- After the allocated time pupils could come together as a group with others who have the same statement as themselves (the same coloured paper).
- Each group now shares findings with one member being asked to record the most interesting opinions found.

Review

Each group reports back on findings in turn. The trainer can ask for clarification and develop more detailed discussion.

Opinion Finders Statements

1. ***What does CITIZENSHIP EDUCATION mean for me? (definition)***
2. ***Why am I (personally) teaching CITIZENSHIP EDUCATION?***
3. ***What aims/goals/objectives do I want to achieve with CITIZENSHIP EDUCATION?***
4. ***What are the exact benefits that learners and their communities will gain (if I am successful)?***

Ask your question to other people (who don't have your question) around the room and record their answers in the box below:

Then meet up with the people who had the same question as you and compare what you have learned

WHY TEACH CITIZENSHIP? WHAT ARE YOUR (PERSONAL) REASONS?

This checklist can be used in many ways. We recommend that facilitators consider different ways to focus thinking and discussion. Like other activities in this pack, the statements could be printed on separate pieces of paper to allow physical sorting, grouping and mapping.

Do any of the following statements match your own reasons for teaching citizenship?
Choose as many of these as you want, then look again at the ones you have chosen and re-group them to show the most important and the less important.

1. To improve society by developing peaceful caring and law-abiding citizens
2. To ensure everyone understands how government works in our country
3. To promote responsible care for the environment
4. To ensure all learners know about universal human rights
5. To promote deep understanding of this country's culture and traditions
6. To ensure all learners have the communication skills to discuss political issues
7. To prepare young people to budget and manage their money
8. To teach skills to resolve conflicts and negotiate peacefully
9. To develop the skills to recognise and combat racism and prejudice
10. To give young people practical experiences in helping other people in their communities
11. To encourage young people to get involved in local democratic politics to vote wisely and believe that they could possibly stand for local election
12. To ensure that all learners understand their rights in any workplace and know what to do if they are being exploited by unfair employment
13. To educate young people with attitudes, knowledge, skills and confidence to work for social justice, stand up for people in need and help improve their communities
To prepare all young people for responsible parenthood – including the safe, early development of the next generation of citizens.
14. To teach young people to understand and recognise bias and unreliable information and resist political propaganda from any source
15. To promote awareness of the threats to our country's traditional culture and ways of life and build support for different ways of preserving them for the future
16. To require young people to become aware of their own (and their families') strongly held beliefs and values, to recognise how these relate to social and political issues and encourage reflection and review of these in comparison with other people's views
17. To ensure that young people become independent thinkers who are prepared to challenge received opinions and advocate their own views, however unpopular
18. To promote understanding of the connections between personal, local, national and global issues and promote thinking and behaviour that respects and cares for others in these contexts
19. To give young people an understanding of liberal democracy – why it is important, how it works (or fails) and how each person can play a responsible part in it
20. To build strong bonds of loyalty to our country, to increase cohesion between all people who live together in our communities
21. To increase social responsibility for the weakest people in our communities and give young people experience and commitment to supporting them and helping them in practical ways
22. To ensure that all young people leave education with essential knowledge of first aid, life-saving and basic health and safety

23. To help young people understand how migrations through history have changed European countries and how movements of people have contributed to ideas, science, culture and economic development
24. To introduce learners to differences and similarities between major religions, political and philosophical world views, and how they relate to local people and influence thinking about controversial issues
25. To instil in all learners a commitment to open-minded, rational, evidence-based, reflective thinking, careful listening and a rejection of abusive, illogical argument and leaping to unfounded conclusions
26. To give learners practical communication skills to form positive relationships with people who are different from them
27. To ensure that all young people learn about and consider aiming for future careers in responsible work that helps the community and the country (e.g. police, health, military, government)
28. To ensure that all young people learn to respect, work and mix with people of different ethnic, cultural, religious, linguistic backgrounds and are committed to inclusion and fair treatment of people of all abilities, sexual orientations and genders in the life of the country and local communities.

APPENDIX 1

‘Let’s Sort Our Thoughts!’ Material for the discussion activity.

The following pages contain the discussion statements formatted for cutting up easily into slips for the training activity.

RELIGIOUS FREEDOM

Everyone, wherever they live, should be able to practice their religion in the way they want to

DON'T CRITICISE RELIGION

You should never criticise someone else's religious beliefs and activities

BOUNDARIES ARE ARTIFICIAL

State boundaries have been made by military aggression; they are a mechanism to divide and control people. We should allow free movement of all people to improve their lives.

GENDER EQUALITY MUST PREVAIL

Religious doctrine or practices which encourage segregation and different treatment of males and females have no place in our society

WELCOME CHANGE FROM NEW ARRIVALS

It's not enough for us to allow new people to live in our communities; we must also accept the changes to our communities that they bring in, and allow our own lives and social norms to develop and adapt.

SELF-SEGREGATION DAMAGES THE WHOLE COMMUNITY

Communities who deliberately isolate themselves from wider society and only mix socially with people in their own group are destroying the overall cohesion of our country. They are teaching their children division and segregation.

REJECTING DEMOCRACY

A liberal democratic pluralist community must accept and welcome people who argue against liberal values and reject democracy

FREEDOM OF SPEECH IS ESSENTIAL

Freedom of speech is more important than protecting people from feeling criticised or abused

HUMAN RIGHTS?

The idea of 'human rights' is an invention of Western capitalist countries. They are not universal across all cultures. Some traditions should be free to reject them.

TEACHING 'COHESION' FORCES US TO CONFORM

If citizenship teaching emphasises 'community cohesion' and integration, it is not respecting the rights of groups that wish to live their lives in ways that are very different from the dominant culture. Community cohesion implies that everyone must fit in to an imaginary pattern.

LEARN THE LANGUAGE

Newcomers to a city should be required to learn the local language within two years or be excluded from benefits and local services

GHETTOS

If a minority group isolates itself in one area of a city, speak a different language and dress differently they are bound to face discrimination – they bring it on themselves.

THE MAIN ISSUE IS ECONOMIC

Religion, ethnicity, disability, gender and other political 'identity markers' have become so prominent in media and political discourse that they have obliterated the main cause of injustice and inequality which is economic exploitation and the segregation of people into economic classes

MY RIGHT TO CHOOSE ASSOCIATES

I have a personal right to choose who I speak with... and all businesses have a right to choose who they employ and who they do business with.

BAN RELIGIOUS ARROGANCE

Teaching children that your religion is better than all other religions is a form of child abuse. It should be against the law

WELCOMING

A healthy community can easily welcome new people who are 'different' from the norm

FORCING PEOPLE INTO A PATTERN

Citizenship education is wrong to impose a model of a 'perfect citizen' – education should be a process of negotiating and helping people decide together what is best.

SCHOOLS ARE RESPONSIBLE FOR COHESION

Schools are where young people learn how to get on with other people in a diverse community. If communities are not cohesive, teachers are partly to blame.

HUMANS ARE TRIBAL

It is a natural human instinct to fear people who are different from you and to feel safer with people who are like you. We are 'tribal' animals

FITTING IN

If you want to be a citizen with rights equal to other people, you must make an effort to 'fit in' with the local ways of behaving

SCHOOLS MUST TEACH DIVERSITY

It is essential, for the future of our societies, that all schools give children experience and confidence to value diversity. This must be learnt early and schools are the only places that can do this.

TOLERANCE

"...a pluralism that celebrates diversity requires more than tolerance, it requires people to value different cultures and beliefs for their own sake. Groups that merely tolerate each other exist in a cold war."

(Richard Dees, 1997:134 *The Justification of Toleration*. In Razavi & Ambuel *Philosophy, Religion and the Question of Intolerance*)

TEACH COLLECTIVE ACTION

Citizenship education is a waste of time if it fails to equip students to fight injustice and inequality through practical collective action

IN MY OWN HOME – DON'T INTERFERE

Extreme religious and cultural practices are not a problem if they are practiced in the privacy of people's homes

NO COMPLETE FREEDOM

No-one has a right to complete freedom – all rights and freedoms must have limits if we are to live together with other people in peace.

IT'S THE LAW!

A religious practice or belief is no excuse for ignoring the laws of the country

RELIGIOUS LAWS ARE THE MOST IMPORTANT

We must understand that for some people religious rules are more important than local laws and customs

HUMAN RIGHTS?

The idea of 'human rights' is an invention of Western capitalist countries. They are not universal across all cultures. Some traditions should be free to reject them.

CITIZENSHIP TEACHING SHOULD BE 'CRITICAL'

A balanced approach to teaching citizenship requires learners to explore the role of the State in creating discriminatory structures and enabling discrimination and perpetuating inequality... as well as questioning assumptions about 'national values'

THE RIGHT TO PROTEST

If you disapprove of unfair laws you have a right to organise protest against them

BAN RELIGIOUS SCHOOLS

There should be no religious schools. Families can bring up their children into their religions but all schools should be neutral and secular.

DON'T TEACH STEREOTYPES

Citizenship educators can't really understand the difficult lives of marginal and oppressed people. Trying to teach about them only increases stereotyping and stigma.

CAN'T STOP PREJUDICE

It's impossible to stop people being prejudiced against other people who are different from them.

NEWCOMERS NEED RIGHTS

Immigrants, asylum seekers and other newly arrived groups are the people most in need of understanding citizen's rights