

**MAYOR OF LONDON**

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**LONDON CURRICULUM  
KEY STAGE 3**

**CITIZENSHIP**  
TEACHERS' GUIDE



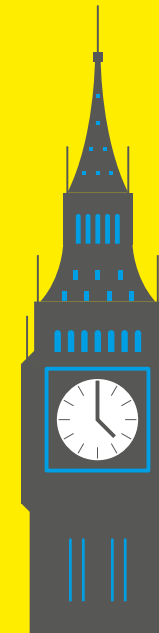
# THE LONDON CURRICULUM

## PLACING LONDON AT THE HEART OF LEARNING

The capital is the home of innovations, events, institutions and great works that have extended the scope of every subject on the school curriculum. London lends itself to learning unlike anywhere else in the world.

The London Curriculum aims to bring the national curriculum to life, inspired by the city, its people, places and heritage.

To find out about the full range of free resources and events available to London secondary schools at key stage 3 please go to [www.london.gov.uk/curriculum](http://www.london.gov.uk/curriculum)



## Citizenship in the London Curriculum

London is a complex and vibrant capital with a huge range of communities and cultures. Governing such a city is hard. Those who call the city home, especially young Londoners, must understand and work within existing power structures to influence policymakers.

This pack aims to help teachers inspire young Londoners to consider their identity as citizens of this city. It encourages them to consider what matters to them and aim high to reach those who govern London. By using their voice, they can bring about positive change for the good of all who live and work here.

The teaching and learning activities in the Citizenship programme aim to help young students to:

- ♦ **DISCOVER** the complex nature of identity in London and how each student can relate to being a Londoner. By doing so, they develop a sense of belonging and ownership of the city.
- ♦ **EXPLORE** how some of London's most significant institutions can help them make more sense of a London identity. See how this can enable them to engage in the life of the city
- ♦ **CONNECT** their learning inside and outside the classroom. Encourage them to be active citizens and see how taking part in campaigns can lead to positive changes.

## KEY STAGE 3/4 AND THE NATIONAL CURRICULUM

This pack does not seek to replicate the national curriculum for Citizenship. Instead, it uses London to make the topics more tangible. It uses real life examples to equip students with the tools to play an active part in society.

It is designed to:

- ♦ foster students' awareness and understanding of democracy, government and how laws are made and upheld
- ♦ give students the skills and knowledge to explore political and social issues critically; to weigh evidence, debate and substantiate their conclusions
- ♦ experience and evaluate different ways that members of society can act together to solve problems
- ♦ develop students' understanding their rights and responsibilities as members of society
- ♦ develop students' interest in and commitment to volunteering, social action and other responsible activities, ready for adulthood
- ♦ consider the diverse range of identities in London and the UK and the need for mutual respect and understanding.

## OBJECTIVES AND PRACTICES

Teachers should read this section before using these resources.

It signposts advice and guidance for teachers and clarifies the nature of the materials. It includes a glossary of key language used in all lessons and resources.

To download the free supplementary slides and resources, please visit [www.london.gov.uk/curriculum/citizenship](http://www.london.gov.uk/curriculum/citizenship)

If you have any questions, contact the London Curriculum team:

[Curriculum@london.gov.uk](mailto:Curriculum@london.gov.uk)

### Citizenship education

Citizenship education is the name of a subject in the national curriculum. It provides for legal and political literacy and some aspects of financial and economic understanding.

Some confuse the term 'citizenship' with gaining the legal status as a British citizen. Whilst the subject explores matters of identity and belonging, it is not related to the Home Office's British Citizenship Test. Most schools will have some pupils whose status in the UK may be unclear.

Sensitivity is required in dealing with this matter as such pupils may feel vulnerable in discussions about being a citizen. Therefore, the use of the term 'citizen' is avoided in these materials. Instead, they talk about young Londoners and a London identity.

The notion of a London identity can be contested and is evolving. These materials promote discussion about the idea of a London identity to aid pupils in considering how and why they should engage with those who govern the city they live in. Be that at borough, city wide (Mayoral) level, or national government.



## OBJECTIVES AND PRACTICES

### A framework not a script

Citizenship is a fluid subject. As such, teachers will be using the materials in a flexible way. Each resource and accompanying activities could extend to several lessons or hours of work. This depends upon the teacher's interest and the engagement of the students being taught.

Each teacher should look at the key discover question alongside the stated outcomes which outline progress markers through the activities. They should then decide how to run this with their students.

The flexibility of these materials mean that teachers can fit the activities into their own school timetable in their own way.

Most will teach the Discover resources in a linear way, but some may prefer to dip in and out of activities. In this respect, each resource is a framework for teaching, not a script to be followed.

**This guide should be used with the PowerPoint slides of teacher resources.**

### Visualising the resources

This document includes two schematic flow charts (pgs. 8–10) These show routes teachers might take through the activities. This offers a visual overview of each resource theme, the concepts and topics they explore and how they are linked. It will help teachers make decisions on how to use the resources.

### The approach of each activity

Each activity starts with context. **Why are we doing this? How is it relevant to your lives?** It begins with a review of prior learning and an opinion finders' task to check learning, knowledge and understanding. Each activity also has a challenge which asks students to explore, debate and research the issues before sharing their learning and reflecting.

This makes for an interesting learning experience for students and teacher alike. This resource is designed to encourage responsive teaching. There are regular opportunities for teachers to check on knowledge.

The questions allow teachers to direct the learning to best respond to their students' needs / interests while maintaining direction and focus.

### Skills and content

The activities in the lessons focus on how acquiring skills can help students to unlock and make sense of knowledge. The key skills are highly transferable to other learning and useful for life beyond school. They include:

- ♦ critical thinking and problem solving
- ♦ enquiry and research
- ♦ debate and discussion
- ♦ being advocates for their / others' findings
- ♦ refining and editing content and knowledge
- ♦ distinguishing between fact and opinion, myth and reality.

Teachers can use the activity resource sheets to set tasks and enable students to gain a deeper understanding by researching into the issues.

## OBJECTIVES AND PRACTICES continued

### Pedagogical approaches, including teaching controversial, topical and sensitive issues

The materials and the advice in the notes by each slide are set out to promote a range of pedagogies built around active learning. This includes debate, discussion, research, investigation, presentation and sharing of ideas and working with community partners.

Teachers should be familiar with such pedagogies. Tools to help teachers enable and develop classroom deliberation include:

- ♦ OSDE Methodology  
[www.globalfootprints.org/osde](http://www.globalfootprints.org/osde)
- ♦ Community of Enquiry  
[goo.gl/bd9vwm](http://goo.gl/bd9vwm)
- ♦ Philosophy for Children  
[www.sapere.org.uk](http://www.sapere.org.uk)
- ♦ The Deliberative Classroom  
[goo.gl/VG9BLV](http://goo.gl/VG9BLV)

This work may lead to discussions on controversial topics and issues. Students will disagree on many matters. Teachers must be familiar with approaches to managing such debate and discussion in the classroom. They should also be aware of their students' diverse needs and the local community the school is set in.

Teachers should also ensure other school staff and parents know about the work taking place where they feel this is necessary.

There is more advice on teaching topical, sensitive and controversial issues on the Oxfam website:

[goo.gl/wFNxDD](http://goo.gl/wFNxDD)

Strategies for talking about matters around building resilience are on the Association for Citizenship Teaching website:

[www.teachingcitizenship.org.uk/skills-qualities/handling-sensitive-controversial-issues](http://www.teachingcitizenship.org.uk/skills-qualities/handling-sensitive-controversial-issues)

### Differentiation

These materials have been designed to be flexible. This allows teachers to adapt and evolve the resources to local circumstances across students' age range and ability. All teachers and schools should be able to use the content.

## THE LONDON CURRICULUM CITIZENSHIP EDUCATION APPROACH

The Citizenship materials are similar to those of other London Curriculum subjects.

The materials take the form of five lessons focussing on five key questions.

Each focuses on a key question. These questions are presented in five PowerPoints. Each has a sequence of activities and there are teacher notes at the end of each slide.

This guide provides teacher background and information and further resources.

To download the free supplementary slides and resources, please visit [www.london.gov.uk/curriculum/citizenship](http://www.london.gov.uk/curriculum/citizenship)

The five key questions are:

1. WHAT ARE OUR IDENTITIES AS YOUNG LONDONERS?



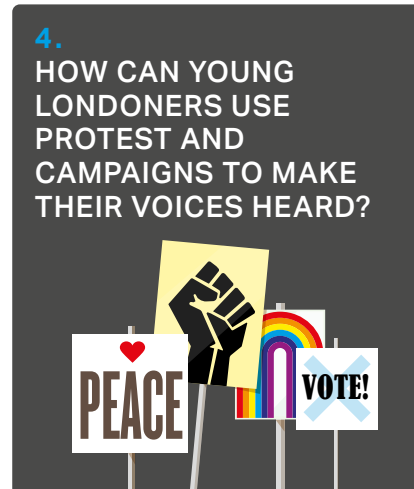
2. DOES LONDON RECOGNISE ITS YOUNG PEOPLE?



3. HOW CAN YOUNG LONDONERS PARTICIPATE IN DEMOCRACY WHEN THEY DON'T HAVE A VOTE?



4. HOW CAN YOUNG LONDONERS USE PROTEST AND CAMPAIGNS TO MAKE THEIR VOICES HEARD?



5. HOW CAN WE MAKE LONDON A BETTER PLACE FOR YOUNG PEOPLE?



## UNIT STRUCTURE

To help teachers plan, there are two flow charts that describe the Citizenship programme:

### FULL UNIT FLOW CHART

This flow chart shows the full breadth and depth of the materials. This will help teachers to plan effectively and decide which routes to take across the programme.

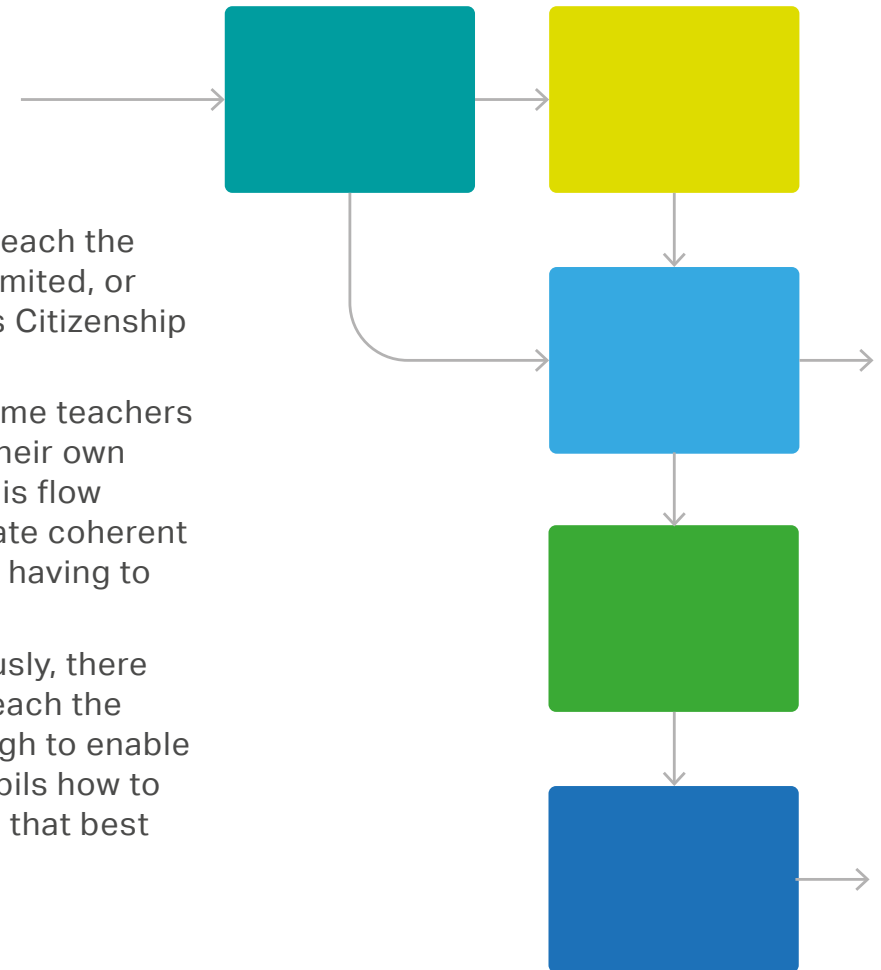
We don't expect all teachers to do every lesson. Teachers can choose where to start and end. However the purpose of the whole programme is to engage students more closely with the change actions in lesson 5. The full programme flow chart should be read with the lesson materials and choices made.

### SHORT CUT FLOW CHART

This chart shows one way to teach the lessons if curriculum time is limited, or they don't fit with the school's Citizenship teaching.

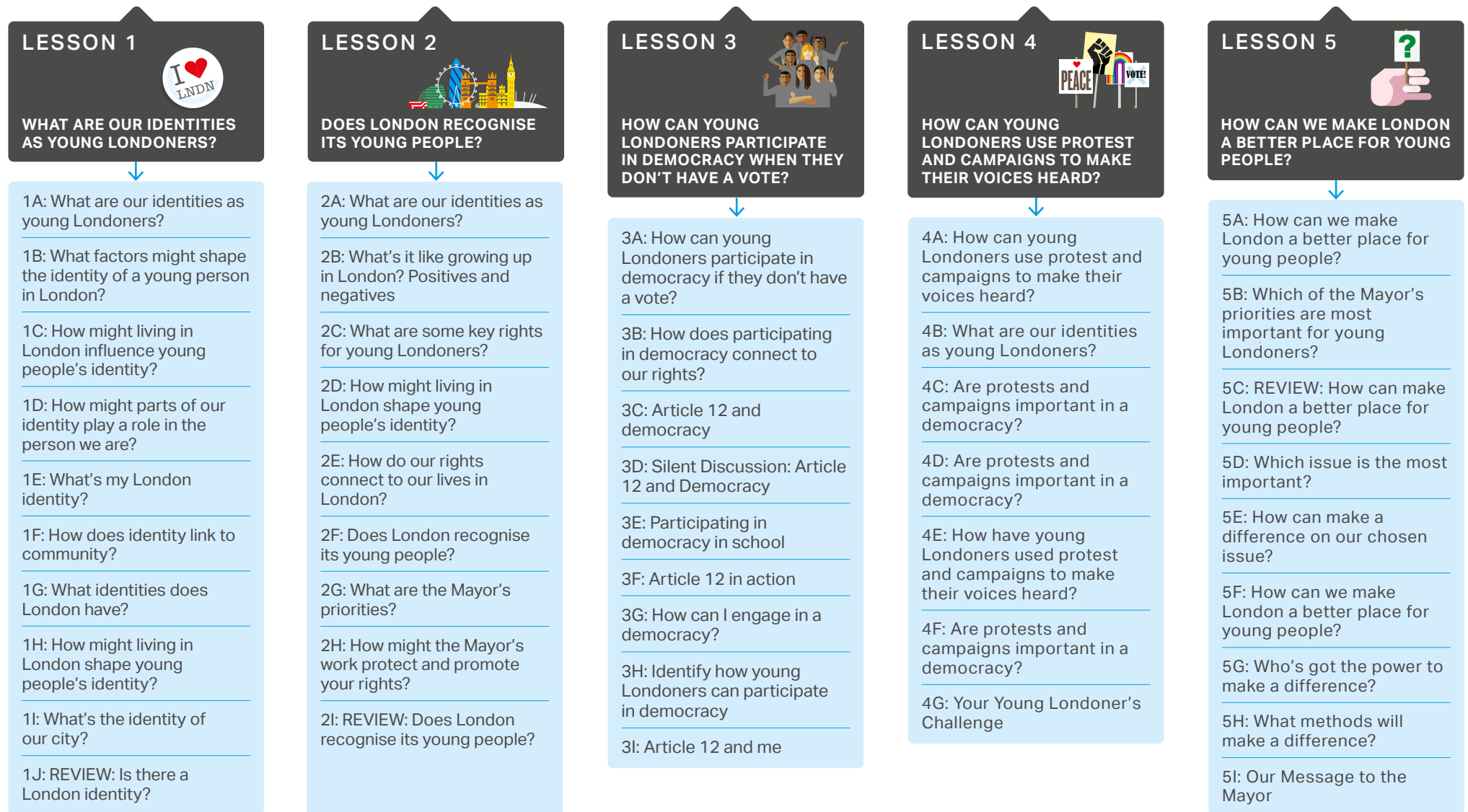
This short cut may not suit some teachers or they may prefer to create their own short cut version. However, this flow chart shows how you can create coherent teaching and learning without having to follow all lessons.

As has been indicated previously, there isn't a right or wrong way to teach the programme. It is flexible enough to enable the teacher to decide with pupils how to use the materials and lessons that best supports learning.





## FULL UNIT FLOW CHART

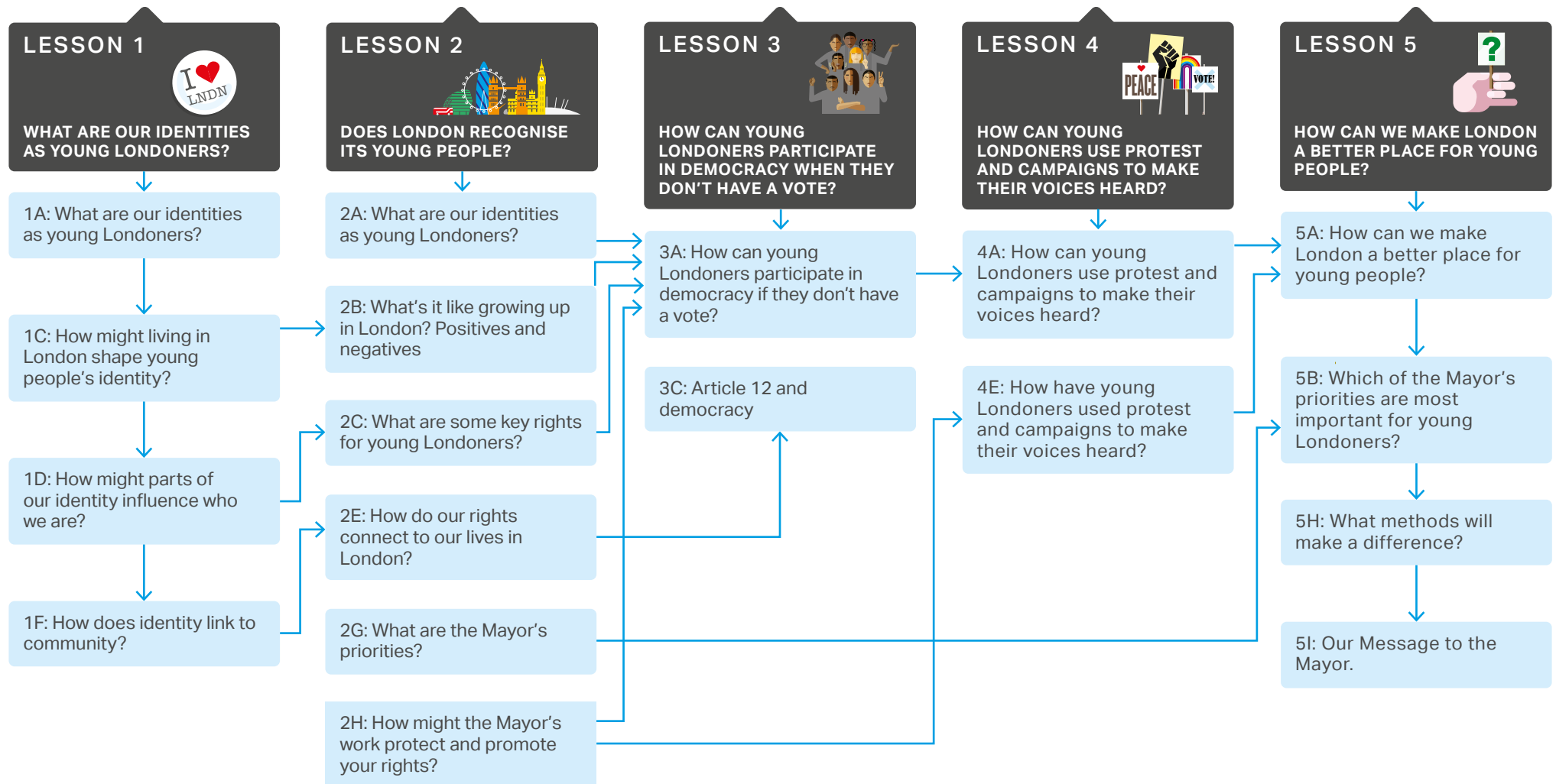


DISCOVER ACTIVITIES

CONNECT ACTIVITIES

EXPLORE ACTIVITIES

## SHORT CUT FLOW CHART



DISCOVER ACTIVITIES

EXPLORE ACTIVITIES

CONNECT ACTIVITIES

## UNIT STRUCTURE

### The approach of each activity

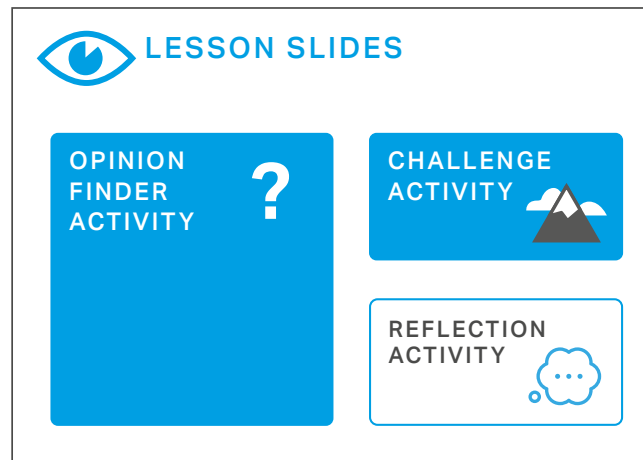
Each activity starts with **contextualisation**:

- ♦ Why are we doing this?
- ♦ How is it relevant to your lives?

First, review prior learning and run an opinion finder activity to check learning knowledge and understanding.

Activities generally have a **challenge activity** and **reflection activity**. Students should explore, debate, discuss and research the issues sharing their learning and reflecting on their journey. This makes for an exciting experience for student and teacher alike, within the context of the key issue.

The resource is designed to encourage responsive teaching. There are regular opportunities for teachers to check on learning. Questions are designed to allow teachers to direct the learning ways which best respond to their students' needs and interests, while maintaining direction and focus.



### TEACHERS' NOTES

#### CORRESPONDING ACTIVITY NOTES

Lesson purpose  
Slides script and notes  
Complementary information  
and activities

## DISCOVER KEY QUESTIONS

In this section, students will explore aspects of identity and look at the concept of multiple identities. They will challenge the notion of a London identity. They will also look at connections between their own identity as a young Londoner. How is this reflected in their link with the community they live in and are part of?

They will explore how the city relates to young Londoners and what rights and responsibilities they have.

Students will consider how the voice of young Londoners can be heard and bring influence to bear on decision makers.

Finally they will look at how young Londoners take part in the democracy of the city, even if they cannot vote.

### LESSON 1: What are our identities as young Londoners? Is there a London identity?

A presentation slide for Lesson 1. The slide has a dark background with white text. At the top left, it says 'LONDON CURRICULUM KEY STAGE 3' and 'CITIZENSHIP'. Below that, it says 'LONDON CURRICULUM KEY STAGE 3' again, followed by 'LESSON 1: WHAT ARE OUR IDENTITIES AS YOUNG LONDONERS?'. To the right of the text is a cluster of colorful circular icons representing various aspects of London and identity: a soccer ball, a rainbow, Big Ben, a location pin, a crown, a mosque, a bus, and a heart with 'I LOVE LONDON'. Below the text, there is a section titled 'In this lesson you will:' followed by three bullet points: 'Identify factors which help shape identity', 'Explain how these factors might influence who we are and the communities we're part of.', and 'Assess the extent to which identity connects to the places in which we live.'

This lesson sets out to explore if a young London identity exists and what it might consist of. It is not assumed that there is a young London identity. We recommend that teachers use this lesson to critically engage students in questions. For example, what makes up identity, what makes someone a Londoner and how does the city / borough / street where you grow up affect who you are as a person. These activities are designed to enable engagement with these questions. However teachers may wish to edit / amend / add questions and activities to best suit the context of the school and the needs of their students.

#### Pupils will:

**Identify** factors which help shape identity.

**Explain** how these factors might influence who they are and the communities they're part of.

**Assess** the extent to which identity connects to the places in which they live.

## DISCOVER KEY QUESTIONS continued

### LESSON 2: Does London recognise its young people?



This lesson is designed to take students through a series of activities. This will allow them to question the extent to which young Londoners' rights are valued and respected. Students will consider their rights as young people, based on rights from the United Nations Convention on the Rights of the Child (UNCRC).

Lesson resources are in the accompanying PowerPoint slides, including background information on the major priorities.

Over the course of this lesson, students will develop an understanding of their rights and how these are protected and promoted. The extended activity in this resource encourages pupils to critically engage with the Mayor's work to improve the lives of young Londoners.

#### Students will:

**Describe** the experience of being young in London.

**Explain** how the Mayor's priorities link to young Londoners' lives and consider how to make a difference to these issues.

**Assess** the extent to which London's young people are valued / recognised.

## DISCOVER KEY QUESTIONS continued

### LESSON 3: How can young Londoners participate in democracy when they don't have a vote?



This lesson gives students the opportunity to consider how they can take part in democracy despite not having the vote.

As this is part of the London Curriculum, the activities and information focus on the capital. Teachers may wish to supplement this with work also on national government. There is variation across boroughs with regard to youth democracy. As such, teachers may want to amend / supplement activities with information particular to the school's context. Article 12 of the UN Convention on the Rights of the Child (UNCRC) is highlighted at the start of the lesson. It is a key vehicle for ensuring young people's voices are heard.

For teachers who wish to develop their own / students' understanding of this see the work of Laura Lundy and her model of child participation (2007). You can download a summary from the European Commission website:

[goo.gl/eqvyVb](https://goo.gl/eqvyVb)

This is a useful tool to help assess how much individuals and institutions are meeting their responsibilities with regard to Article 12.

### Pupils will:

**Identify** opportunities for young Londoners to engage in democracy and connect to learning about rights.

**Explore** how democracy works at different levels in London.

**Consider** which types of democratic engagement young Londoners are most likely to participate in.

**Assess** which types of democratic engagement are most effective at promoting Article 12.

## EXPLORE OPPORTUNITIES

Students should deepen their understanding of identity, democracy and being a young Londoner. Give them the opportunity to explore and engage with a museum or archive. It can be a challenge for many reasons for teachers to support off-site visits. However, those using these materials should aim to make full use of London's institutions and opportunities.

Some Explore opportunities have been signposted for each lesson. The resources allow teachers to develop these opportunities further. Exploring doesn't necessarily mean that teachers and students must leave the school site. Many London institutions – museums, galleries, archives, centres of expertise etc provide support via digital media or loan boxes of artefacts and resources.

### Learning Outside the Classroom

For advice and planning or leading an off-site trip see the **Council for Learning Outside the Classroom** website:

[www.lotc.org.uk/plan-deliver-lotc/planning-lotc-experiences](http://www.lotc.org.uk/plan-deliver-lotc/planning-lotc-experiences)

### EXPLORE OPPORTUNITIES IN LESSON 1

#### Museum of London



### London World City

Revolutions in technology, fashion, and culture have changed London. The postwar generation led the city's multicultural revolution, followed by the punk movement in the 1970s. By the 1980s many of London's traditional industries had closed down, even as new technologies transformed everyday life. Now 21st century London is known for its diversity and modern industry. The *World City* exhibition is a permanent display at the Museum of London.

[www.museumoflondon.org.uk/museum-london/permanent-galleries/world-city](http://www.museumoflondon.org.uk/museum-london/permanent-galleries/world-city)

Teachers might consider three questions with students:

1. How and why are our cities changing?
2. What are urban communities doing to improve city life?
3. How can you help shape your city today and in the future?



## THE EXPLORE OPPORTUNITIES continued

### The Migration Museum



A virtual museum on migration and identity. It houses a variety of changing exhibitions and also visits schools

[www.migrationmuseum.org](http://www.migrationmuseum.org)

### London Metropolitan Archives



Featuring a huge collection of resources and records about London and Londoners. There are specific collections on different groups of people who have moved to live in the city.

*Migration, settlement and activities of new communities* on the City of London website:

[bit.ly/city-of-london-migration](https://bit.ly/city-of-london-migration)



## THE EXPLORE OPPORTUNITIES continued

### EXPLORE OPPORTUNITIES IN LESSON 2:

#### London Transport Museum



The museum is a good place to look at issues with students, like the cost of transport for young people or travel safety.

[www.ltmuseum.co.uk](http://www.ltmuseum.co.uk)

There is also a schools page on the Transport for London website:

[tfl.gov.uk/info-for/schools-and-young-people/](http://tfl.gov.uk/info-for/schools-and-young-people/)

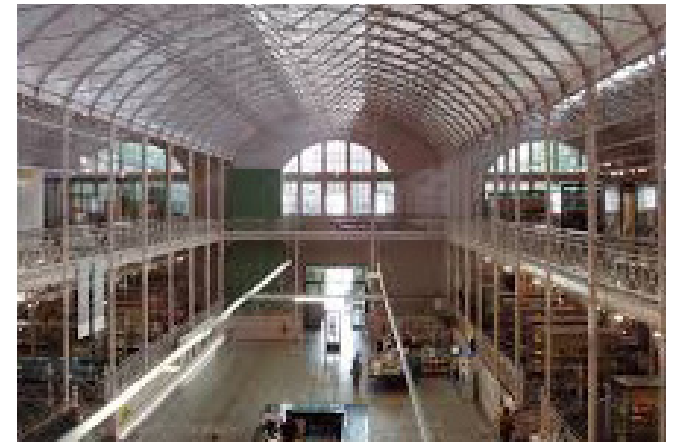
#### The National Portrait Gallery



The gallery has a citizenship section and addresses a range of democratic themes, especially in relation to women. Visits can be tailored so that students can look at issues affecting Londoners through images and across time.

[www.npg.org.uk/learning/digital/citizenship](http://www.npg.org.uk/learning/digital/citizenship)

#### The V&A Museum of Childhood



The museum is a great venue to explore the changing nature of childhood and youth. How has the experience of being young in London changed?

The *Our Lives* exhibition is most pertinent:

[www.vam.ac.uk/moc/?collection\\_type=our-lives](http://www.vam.ac.uk/moc/?collection_type=our-lives)

## THE EXPLORE OPPORTUNITIES continue

### EXPLORE OPPORTUNITIES IN LESSON 3

A conjoining theme across the lessons but relating especially to Lesson 3 is:

#### POWER

- ♦ Who has it?
- ♦ How do they get it? and
- ♦ How do they use it?

#### City Hall

Why not book an educational visit to City Hall where students can learn about London and how it is run?

[www.london.gov.uk/get-involved/city-hall-educational-visits](http://www.london.gov.uk/get-involved/city-hall-educational-visits)

Students can also provide evidence to London Assembly committees or watch them in action through live and recorded webcasts:

[www.london.gov.uk/media-centre/london-assembly](http://www.london.gov.uk/media-centre/london-assembly)

#### National Portrait Gallery



The National Portrait gallery has an excellent schools lesson on *Images of Power: From Divine Right to Democracy*

[www.npg.org.uk/learning/schools-and-colleges/cross-curricular](http://www.npg.org.uk/learning/schools-and-colleges/cross-curricular)

One theme here concerns how young Londoners experience decision making and relate to policies devised by the Mayor and London's boroughs. Teachers could contact the **Democratic Services Team** or similar in their borough. You could visit the council chamber or arrange for a staff member to come to school to talk about borough priorities and actions.

#### Parliament Education Service (PES)



In addition, teachers can use the resources of the Parliament Education Service.

[www.parliament.uk/education/visit-parliament-with-your-school/](http://www.parliament.uk/education/visit-parliament-with-your-school/)

The PES host visits to parliament and organises events where young people can meet Mr Speaker and a member of the House of Lords.

It produces resources to help students and teachers explore concepts of democracy and democratic engagement, voting systems, types of elections and devolution and campaigning. The PES also has loan boxes of artefacts and an election toolkit which can be used in school.

## THE EXPLORE OPPORTUNITIES continued

### Select committees

One of Parliament's jobs is to examine the work of the government thoroughly – this is known as 'scrutiny'. Select committees are small groups of either MPs or Peers who are chosen to look into important issues closely.

Young people can contribute to select committee inquiries by responding to calls for evidence. They can submit written evidence or give oral evidence in person. Recent examples of where young people have given evidence include, inquiries into fostering, children and the internet and apprenticeships.

Find out what topics the select committees are now looking at on the **Calls for Evidence** page on the parliament website:  
[goo.gl/m2KLwH](https://www.parliament.uk/googl/m2KLwH)

It has a list of all the topics that select committees are dealing with and how you can get involved.



### Peers in Schools

**Peers in Schools** invites schools to apply for a visit by a member of the House of Lords to hear directly about their work and role. The programme allows Lords members to show and discuss their experience and knowledge with students. The scheme hopes to raise awareness of the Lords and encourage people to get involved in its work.

Find out more on the UK Parliament website:  
[bit.ly/lords-live](https://bit.ly/lords-live)

### The British Library



The library has excellent resources looking at democratic engagement in the past including Chartism and public health.

Find out more at the British Library website:

[goo.gl/CLXZNL](https://goo.gl/CLXZNL)



## THE EXPLORE OPPORTUNITIES continued

### EXPLORE OPPORTUNITIES IN LESSON 4

Explore how campaigning and protest can bring about change at parliament and Parliament Education Service's resources:

**[www.parliament.uk/education](http://www.parliament.uk/education)**

It has information on political issues, parliament and government, the Suffrage movement and Guy Fawkes.

### Petitions / e-Petitions

An e-petition is simply a petition done online. Unlike paper petitions, e-petitions do not have to be presented by an MP. As such they are an easier way for you to get your concerns heard by parliament. If you wish to start an e-petition go to the e-petitions website, type in your statement and get five others to support it. Then it will be published online so that others can digitally sign it. Simple! Why not try it out?

The rule is that any petition with more than 10,000 signatures gets a response from the government. Any petition that gets more than 100,000 signatures will be considered by the Petitions Committee for debate in parliament.

**[www.parliament.uk/get-involved/sign-a-petition](http://www.parliament.uk/get-involved/sign-a-petition)**



### CASE STUDY

**In 2016, Lucy Gavaghan, a 14-year-old from Yorkshire, persuaded a large supermarket chain to stop selling eggs from chickens kept in crowded cages.**

Lucy's complaint was that the chickens did not even have room to spread their wings. She started a petition, calling on the supermarket to stop selling eggs that were farmed in these conditions. Lucy managed to get 280,000 signatures. After she presented her petition, the supermarket called her at school and promised to stop selling caged bird eggs by 2025.

Other supermarkets have also promised to stop selling eggs from caged hens.

Lucy then decided to petition parliament to completely ban the sale of eggs from caged birds. She continues to campaign and petition to improve the lives of chickens that produce eggs, and has even been interviewed on TV and radio!

## THE EXPLORE OPPORTUNITIES continued

### EXPLORE OPPORTUNITIES IN LESSON 5

The core of the lesson is about campaigning and deciding what to campaign on.

#### Team London

A good starting point is to look at what young Londoners are already doing in their community. Many ideas can come from the pupils themselves and community websites.

**Team London Young Ambassadors** is the Mayor's school volunteering programme which connects young Londoners with their communities through social action:

[goo.gl/n4kK6P](https://goo.gl/n4kK6P)

Team London have identified six priority areas where Team London Young Ambassadors can really add value to the Mayor's agenda for creating a better London:

#### Environment and air quality

The Mayor is concerned about poor air quality around London's schools. Breathing in dirty air can affect children's health and wellbeing. The Environment and Air Quality priority highlights how Londoner's everyday choices have a direct impact on the future of London.

#### Gangs and knife crime

All Londoners need to feel safe and protected in the city. The #LondonNeedsYouAlive campaign supports vulnerable young people to understand the consequences of gang and knife crime, and to use their talents to make positive life choices.

#### Gender equality

Regardless of a person's gender, everyone deserves to be treated the same. The #BehindEveryGreatCity campaign encourages young Londoners to speak out against gender inequality.

#### Homelessness

By understanding the impact of rough sleeping, the broader issues of homelessness and the stereotypes that surround this issue, young people can raise awareness that homelessness takes many forms and affects many different people.

#### Mental health and wellbeing

Mental health and wellbeing are important for all Londoners. By exploring this priority, students develop self-awareness and learn how to maintain good mental health. They are also supported to challenge the stigmas associated with mental health.

#### Social integration

When our communities are integrated, they are stronger. This priority encourages young people to build collaborative networks, helping Londoners to better understand one another and celebrate our differences.

## THE EXPLORE OPPORTUNITIES continued

Find out how your school can get started with social action and active citizenship projects by downloading the toolkits here

[bit.ly/young-ambassadors-toolkits](https://bit.ly/young-ambassadors-toolkits)

### WE Charity



WE Schools provides free educational resources for teachers and a range of learning opportunities for students, including a full calendar of action campaign ideas:

[www.we.org/gb/we-at-school](http://www.we.org/gb/we-at-school)

### The Museum of London



*The City is Ours* is an online exhibition showcasing 25 community initiatives to make the city a better place to live.

[bit.ly/25-initatives](https://bit.ly/25-initatives)

Various museums and archives will have exhibitions, collections and resources about key London issues to stimulate campaigning. Also some key websites can contain useful information, data and contacts. The following may be helpful:

### Safety for young people

Young people need to develop knowledge, skills and confidence on personal safety as they become more independent.

#### Youth Travel Ambassadors

This programme provides young people aged 11 to 19 with the skills and confidence to address transport issues affecting their school community:

[goo.gl/YmS7DX](https://goo.gl/YmS7DX)

#### Metropolitan Police

Personal safety advice:

[bit.ly/met-safety](https://bit.ly/met-safety)

#### London Needs You Alive

The toolkit engages young Londoners on the difficult issue of knife crime and how to stay safe:

[www.london.gov.uk/lnya-toolkit](http://www.london.gov.uk/lnya-toolkit)

#### Safer Neighbourhood Boards

[goo.gl/HmZfNq](https://goo.gl/HmZfNq)

## THE EXPLORE OPPORTUNITIES continued

### Third party hate crime reporting

Find out what the Mayor's Office for Policing And Crime (MOPAC) is doing to raise awareness of hate crime in London and encourage more people to come forward about their experiences:

[bit.ly/hate-crime-reporting](https://bit.ly/hate-crime-reporting)

### Use of public finances and taxes in London

Find out more at the Bank of England website:

[www.bankofengland.co.uk/museum/plan-your-visit](https://www.bankofengland.co.uk/museum/plan-your-visit)

Local issues and discussions should promote the most active citizenship projects. Teachers could research a suitable campaign group nearby. Finding local activists and issues can stimulate students.

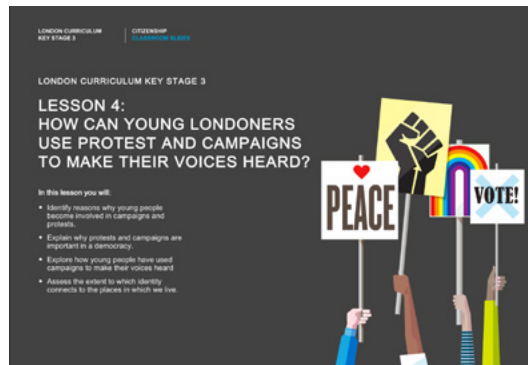


## THE CONNECT CAMPAIGN

Effective democracies need effective campaigners; effective campaigners can bring about change and carry a community with them.

In this section students will take actions on the issues that they want to investigate further. The key term here – **change action** – means helping young Londoners to bring about changes through responsible actions to the benefit of the community. Teachers should look carefully at the advice and guidance on campaigning from the sources below. The ambition is for students to decide upon a campaign to run based on their experiences in the Discover and Explore sections. At the end of the unit they will hopefully be able to present their campaign to those holding power and influence. This includes the Mayor of London's office.

### LESSON 4: How can young Londoners use protest and campaigns to make their voices heard?



As the home to the seat of government, London is the UK centre for democratic protest. This series of activities is designed to support discussion on how protest and campaigns have been used by young people to express their voice. This builds on the work in the last lesson which focused on how students can use formal democratic channels and structures. It is designed to develop a deeper understanding of how young people in London can express their citizenship through different forms of democratic engagement. Over the course of the activities students will reflect on the extent to which protest

and campaigning plays a valuable role in our democracy. Students will answer this question from their own perspective and from that of young Londoners who've set up their own protests and campaigns.

Resources are provided for children to engage with these campaigns in a structured fashion. There is a one page briefing explaining key points from each campaign case study. However, if students have access to the internet, teachers may wish to give more scope for independent research in this activity. Children can use the response sheet to structure their research.

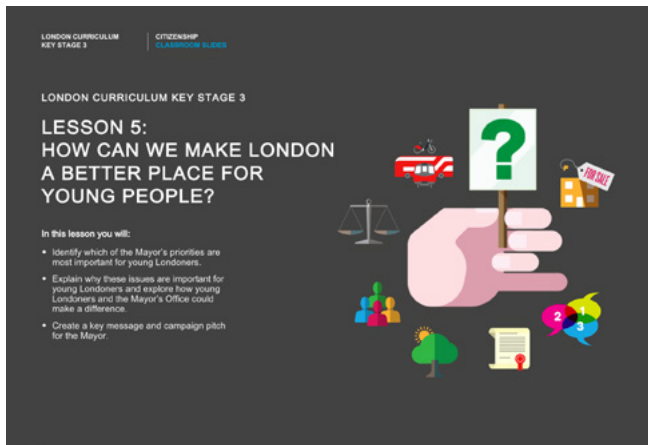
#### Students will:

- ♦ **Identify** reasons why young people become involved in campaigns and protests.
- ♦ **Explain** why protests and campaigns are important in a democracy.
- ♦ **Explore** how young people have used campaigns to make their voices heard.
- ♦ **Assess** the extent to which protests and campaigns can make a difference.



## THE CONNECT CAMPAIGN continued

### LESSON 5: How can we make London a better place for young people?



These lessons are focused on starting active citizenship projects by planned social action based on the Mayor's priorities. Each student's plan will be centred on making London a better place. There will not always be time in these lessons to 'connect' and carry out the full campaign. However these lessons will take the teacher through all stages of campaign planning.

The outcome will be a message to the Mayor. It should **describe the issue, explain why it matters to young people and a plan to tackle it.**

This should refer to:

- a) what City Hall could do to make a difference to the issue; and
- b) what young people could do.

Teachers may want to help students carry on with these projects if time allows.

**Students will:**

- ♦ **Identify** which of the Mayor's priorities are most important for young Londoners.
- ♦ **Explain** why these issues matter for young Londoners and explore how young Londoners and the Mayor could make a difference
- ♦ **Create** a key message and campaign pitch for the Mayor

### Advice and guidance for teachers on campaigning

This guidance gives teachers ideas and tools to enable students to become effective campaigners. They are meaningful (for students) and manageable (for teachers). Most importantly, they can be used with whole year groups, not just a chosen few in an afterschool club. Teachers do not have to use all the activities. Just pick whichever fits their needs, students' skills, chosen issues and available time.

More information on campaigning can be found in the main resources of the Citizenship Programme and via the following links.

## THE CONNECT CAMPAIGN continued

### Getting the basics right

When campaigning in London, it's important to know who the decision-maker is. Some areas like healthcare are decided by central government, whilst others like policing are within the Mayor's remit. You can see what powers the Mayor has here:

[www.london.gov.uk/about-us/mayor-london/mayor-and-his-team/role-mayor-london](http://www.london.gov.uk/about-us/mayor-london/mayor-and-his-team/role-mayor-london)

It also goes without saying that any planned action should be within the law.

For campaigning to be effective students need to be given the opportunity to do two things... Two things that don't always happen in schools. Students need to be given **choice**, and need to be enabled to effect **change**.

### CHOICE

Students need to be able to choose the issues they will campaign on, and the way they will campaign. If students are talking about the value of democracy and participation, this should be reflected in approaches to teaching.

Gandhi understood this when he said:

**"We can only teach about justice and democracy through just and democratic means"**

### CHANGE

If the intention is to give young people the opportunity to feel politically powerful, they must have a powerful experience of acting politically. In other words they need to actually take action that has the potential to change the world around them. This advice gives teachers a structure to enable students to do just this.



They follow these steps:

#### Step 1

**WHAT** is the issue you want to campaign on?

#### Step 2

**WHO** has the power to sort this issue out?

#### Step 3

**HOW** can you persuade powerful people to respond?

#### Step 4

**WHERE** is your campaign plan?

#### Step 5

**WHAT** have you learned from the campaign?

## THE CONNECT CAMPAIGN continued

### A few final thoughts

When students start campaigning, they often feel they don't have enough power or influence to change anything. One of the roles of citizenship teachers is to ensure that students are encouraged towards campaign issues where there is at least a reasonable chance of a positive outcome. This might (but not necessarily) be more likely if the campaign is about a school issue (as opposed to a city wide one). Timing a campaign is very important. Some issues are far more likely to change at certain times.

For example, local ward councillors will know about local campaigns and funding opportunities. Some London schools have done air quality audits and worked with their local council on improvements:

[bit.ly/air-quality-audit](https://bit.ly/air-quality-audit)

It is important for teachers to remember that not every campaign has to end with immediate change. Campaigning activity always needs strong communication skills using a variety of methods - through Facebook, Twitter or on-line campaign, though posters and displays, through letter writing, story, music or song or by using film. Each school, teacher and group of students will make choices about what they can realistically achieve; change one thing at a time is a useful rule of thumb.

And finally, change can take a long time, so make sure you make the connection for pupils between their campaign and a successful outcome. This is most important if the outcome happens months after their campaign began.

However, there may not always be success. Do be realistic with students and stress that the process of campaigning is as important as the result. Explain that campaigning is a learning curve.

### Cool guides to campaigning:

Find out more on the Association for Citizenship Teaching website:

[goo.gl/7hjZVJ](https://goo.gl/7hjZVJ)

... and the British Library website:

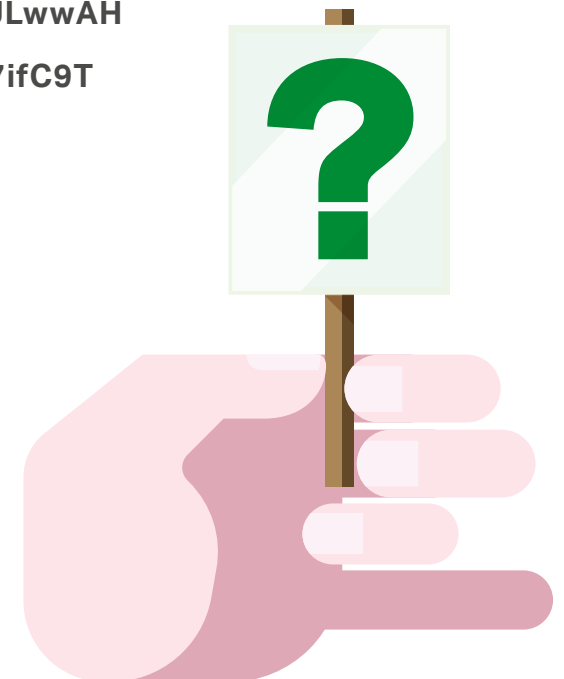
[goo.gl/PGjGwB](https://goo.gl/PGjGwB)

### Cool examples of campaigning tools:

Find out more on the British Library website:

[goo.gl/JLwwAH](https://goo.gl/JLwwAH)

[goo.gl/7ifC9T](https://goo.gl/7ifC9T)



## GLOSSARY

### COMMON TERMS FOR THE LONDON CURRICULUM CITIZENSHIP PROGRAMME

#### Active communities

Communities in where citizens have the power to decide how to lead their own lives. It includes communities where regardless of age, race or social background, everyone has a stake in society and a sense of belonging.

#### Active learning

The process of 'learning by doing'. In this type of education, the learner is an active participant in learning. Individuals or groups both learn better in this way. People benefit from a variety of teaching methods; for example, role play, debate, discussion, and project work.

#### Activist

Someone who pursues a cause – especially a political or social one.

#### Borough

A type of local authority, usually in bigger towns and cities where the place is divided into sections or boroughs. In London there are 33 local authorities: 32 boroughs and the City of London Corporation.

#### Campaign

- 1 Organised competition for votes by people seeking election or a particular result from a referendum.
- 2 Using the media, marches, written submissions, public meetings and other forms of communication in protest. The aim is to change the behaviour of government, business, other large institutions or the wider population.

#### Citizen

Member of a city, state or nation who enjoys its rights and protection, and of whom loyalty is expected. It involves issues relating to rights and duties, but also ideas of equality, diversity and social justice.

#### Citizenship

A legal term to show a person's national status and more broadly, involving rights and responsibilities in various types of communities.

#### Citizenship education

Education that aims to develop the ability to think critically and act responsibly while taking part in political, economic, social and cultural life.

#### Community engagement

Working with groups of people with a common bond to deal with issues affecting their wellbeing. It is also helping people to understand and exercise their powers and responsibilities as citizens. This gives them the power to organise groups to work for their common good.

#### Councillor

Local person elected to a county, city or borough council, every four years.

## GLOSSARY continued

### Democracy

- 1 Government by the people, either directly or through elected representatives.
- 2 Form of society that favours equal rights, freedom of speech and a fair trial and tolerates the views of minorities.

### Diversity

Differences among people in relation to their culture, identity, language and abilities.

### Ethnic

Reference to a group of people that share a nationality, history, culture or language.

### Ethnicity

Feeling of belonging to a particular racial or cultural group.

### Equality

Fairness – recognising that everyone, no matter what their age, sex, gender, religion or ethnicity, is entitled to the same rights.

### Equity

Being fair and impartial.

### Greater London Authority (GLA)

The GLA works to deliver the Mayor's vision – see below.

### Identity

Characteristics of a person or social group.

### Immigration

Arriving into a country other than your own when you intend to live there permanently.

### Justice

Just behaviour or treatment based on the principle of what is fair or right.

### London Assembly

The London Assembly is a 25-member elected body, part of the Greater London Authority, that scrutinises the activities of the Mayor of London and has the power, with a two-thirds majority, to amend the Mayor's annual budget and to reject the Mayor's draft statutory strategies.

### Mayor of London

The Mayor sets a vision for London making it a better place for everyone who lives in, works in or visits the city. The Mayor is elected every four years.

He has a duty to create plans and policies covering:

- ♦ Arts, Culture and Sports
- ♦ Business, Economy and Skills
- ♦ Environment
- ♦ Fire
- ♦ Health
- ♦ Housing and Land
- ♦ Planning and Regeneration
- ♦ Policing & Crime
- ♦ Transport

The Mayor's £17bn annual budget supports investment in public transport, fire services and policing as well as the work of City Hall.

It is financed from a mixture of central government grants, transport fares and other charges, business rates and council tax.

## GLOSSARY continued

### Manifesto

Political party's written statement of its principles, policies and goals if elected.

### Migrant

Someone who leaves their country of origin to settle in another.

### Multiculturalism

When different cultures in society live side by side, but don't necessarily mix with each other.

### Participation

Taking part or sharing in an activity such as public decision-making processes. This is crucial for democratic stability and is also one of the basic rights of each person.

### Prejudice

Strong and unfair dislike of those in a particular social group, for example a race, gender or religion. It does not make sense and means the group is not treated equally.

### Refugee

- 1 Someone who, because of fear of persecution for race, religion or political reasons, is not in their own country and is unable or unwilling to return.
- 2 Someone who has been invited to a country when the government responds to a humanitarian request from groups like the UNHCR (United Nations High Commissioner for Refugees. For example, during the Bosnian crisis in the 1990s).
- 3 'Convention' refugees: people who meet the requirements of the 1951 UN Convention relating to the Status of Refugees and are granted refugee status.

### Rights

The legal, social, or ethical principles of freedom or entitlement. That is, rights are the fundamental rules about what is allowed of people or owed to people, according to a legal system, social convention, or ethical theory.

### UNCRC

The United Nations Convention on the Rights of the Child, or UNCRC is the most complete statement of children's rights ever created. It is the most widely-ratified international human rights treaty in history.

### Xenophobia

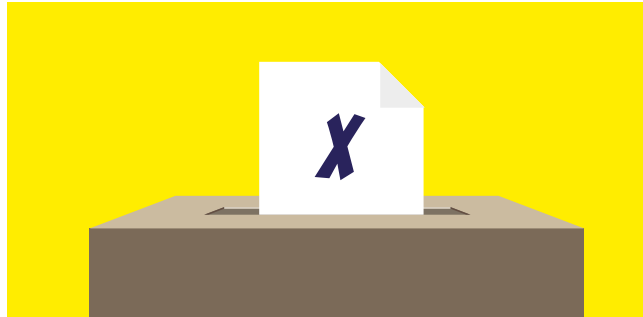
Being hostile or afraid of foreigners, particularly when people are hostile to people who have a different ethnic background, religion or customs to themselves.

## ENRICHMENT POSSIBILITIES

There are many potential opportunities for enrichment in this work.

Teachers may wish to investigate possibilities linked to wider issues, for example that of taking part in wider democracy. Two enrichment activities are signposted here and teachers are encouraged to talk with their students about other areas of interest.

### Being on the electoral roll.



Teachers can find very good materials and resources if they wish to explore more about young people and voter enrolment from the Cabinet Office.

Rock Enroll!®: engaging young people in democracy:

**[bit.ly/rock-enrol-resources](https://bit.ly/rock-enrol-resources)**

### Citizenship ceremonies.

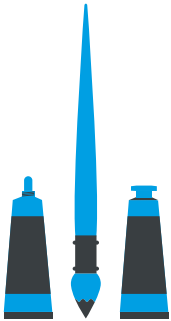


Teachers can find out more about these important steps to becoming a British Citizen here:

**[www.gov.uk/citizenship-ceremonies](https://www.gov.uk/citizenship-ceremonies)**

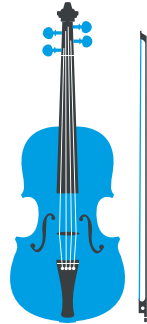
Most London borough town halls will provide local guidance on the ceremony and resources for schools to use in teaching about this process.

## LINKS TO OTHER LONDON CURRICULUM SUBJECTS



### ART AND DESIGN

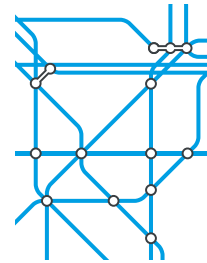
**Art of Walking** focuses on London as an international hub of art, home to thousands of artists and a buzzing network of galleries, art dealers and colleges. It explores the art and architecture of London past and present, and how this reflects and shapes the city's story.



### MUSIC

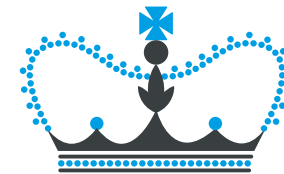
**Global city** looks at the way London's global heritage and maritime history have shaped and enriched today's rich musical scene in the capital.

Explore the music of London's festivals, celebrations and cultural performances and the sounds of the city itself.



### GEOGRAPHY

**My London** invites students to investigate the 'uniqueness' of their own part of London through fieldwork, and comparing field and secondary data for their local area with data for London as a whole. Fieldwork is used to extend student's locational knowledge and environmental understanding of their city.



### HISTORY

**World City** investigates trade migration and empire during key periods in London's history, from the Romans to the present day. Historically the River Thames was at the heart of the city's global connections.

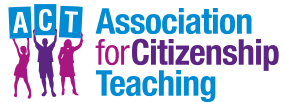


## CREDITS

The GLA would like to thank:

- ♦ James Wright, Teaching and Learning Consultant for SMSC and Citizenship, Hackney Learning Trust
- ♦ Chris Waller, Director of Education, Association for Citizenship Teaching
- ♦ All the London schools that helped pilot the materials.

Our collaborators on  
the London Curriculum



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Greater London Authority  
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**Greater London Authority**  
City Hall, The Queen's Walk London SE1 2AA  
[www.London.gov.uk](http://www.London.gov.uk)  
enquiries 020 7983 4100  
minicom 020 7983 4458

London Curriculum  
[www.london.gov.uk/london-curriculum](http://www.london.gov.uk/london-curriculum)  
[curriculum@london.gov.uk](mailto:curriculum@london.gov.uk)



"It's going to help make our students active citizens."

key stage 3 teacher

"The London Curriculum Lessons are really different because we can see, touch and interact with our lessons instead of reading text books."

key stage 3 student

"I find the London Curriculum really interesting to teach and I think the children are really intrigued by the subject matter."

key stage 3 teacher

[www.london.gov.uk/curriculum](http://www.london.gov.uk/curriculum)