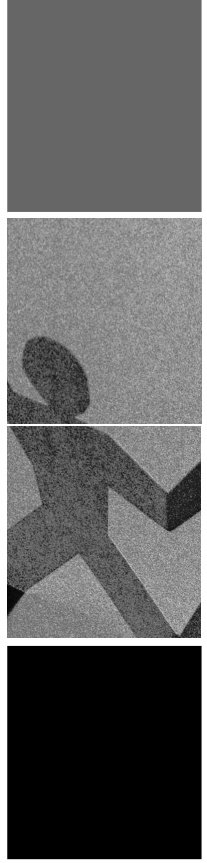


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# Introduction

## Introduction

*Education for Citizenship in Scotland* expresses the view that the overall goal of education for citizenship is to develop capability for thoughtful and responsible participation in political, economic, social and cultural life. This is not a new aim, and much that happens in schools and other educational settings already helps to promote active and responsible citizenship. However, this has not always been recognised and made explicit. The paper defines more clearly the nature and aims of education for citizenship and sets a direction for its development, which will help educational establishments to build on existing good practice.

The paper sets out a framework for education for citizenship describing four categories of learning outcome that contribute to capability for citizenship, and four contexts for development within schools and early education. These are

### Categories of Learning Outcome

- Knowledge and understanding
- Skills and competences
- Values and dispositions
- Creativity and enterprise

### Contexts for Development

- Participation by young people in decision making
- Studies within specific subjects and curricular areas
- Cross-curricular studies and activities
- Working with the community

This central idea of developing capability for citizenship, as defined in Section 2 of the paper, has important implications for learning and teaching, for curriculum design, and for the ways in which schools and early education centres relate to their communities.

Two further issues from the paper are important for schools to keep in focus when evaluating current practice. First, young people learn most about citizenship by being active citizens. Therefore, schools should model the kind of society in which active citizenship is encouraged by providing all young people with opportunities to take on responsibilities and exercise choice. This requires the development of an open, participatory ethos, and a style of management and organisation that recognises the importance of involving young people, and everyone else with a stake in the school community, in the key decisions that affect them.

Second, the development of capability for citizenship should be facilitated in ways that motivate young people to be active and responsible members of their communities, both local and global, for life. Good education for citizenship entails breaking down barriers between school and community, in order to give young people opportunities to develop knowledge, understanding and care for the wider world.

## **Auditing Education for Citizenship**

Although there is much existing good practice in schools, developments have not always taken place across all the contexts recommended for development, nor been available to all pupils in the school. These audit materials aim to assist schools in reviewing existing practice, and starting the process of development planning for education for citizenship. The pack consists of the following:

### **1. Orientation materials for use in staff or faculty meetings**

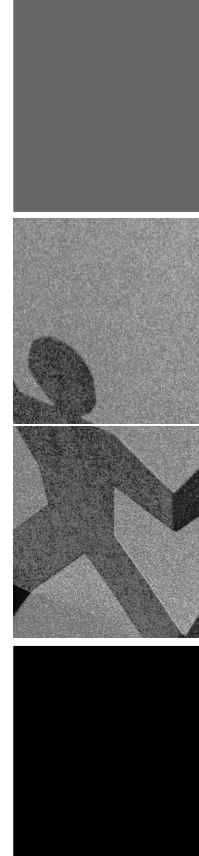
These contain a summary of the main elements of the framework, which might form the basis of a presentation to staff, and some discussion exercises. The latter may be particularly useful where education for citizenship, or aspects of it, are new to a proportion of staff. They enable members of the school community to familiarise themselves with ideas in the paper, and to take stock of existing work in the school that contributes to education for citizenship.

### **2. Four questionnaires, one for each context for development**

Questionnaires A–C are for completion by the headteacher or a representative, but will generally involve some consultation with other members of staff. Questionnaire D is for completion by teachers with subject responsibilities, in consultation with departments. Whilst a full review of existing practice in education for citizenship would entail using all four questionnaires together, some schools may prefer to use the questionnaires consecutively, selecting one or two for use in the first year, and others in subsequent years.

### **3. Discussion materials and questionnaires for use with pupils**

These help schools to assess the extent to which pupils have engaged with the ideas of education for citizenship in existing school activities and in their lives outside school.





# Notes

## Notes for Completion of the Audit

### 1. Orientation Activities

These are intended for use at whole-school level or with smaller groups of staff. It may be useful to lead into the activities with a short presentation on main aspects of the framework for education for citizenship. The information in Section A of the orientation activities may be used as a basis for this. Section A is available on the accompanying disc as a PowerPoint presentation, which may be used electronically or copied to overhead transparencies.

It should be emphasised that much of education for citizenship reinforces existing good practice in schools, and a great deal of new work is not anticipated. As one teacher who helped pilot this material said, 'If we were doing education for citizenship from scratch it would take forever.' Fortunately no one is doing it from scratch, and part of the purpose of the orientation activities is to familiarise staff with the language of education for citizenship, to provide time for links to be made with existing activities and to discuss possible development priorities. There may be benefit in extending the activities beyond teaching staff to include classroom auxiliaries and other support staff. The brainstorming activities in Sections B and C may be useful for this purpose.

### 2. Audit Questionnaires

#### Section A

Question 1 is about pupil consultation on different kinds of issues. Consultation may take place by relatively formal means such as pupil councils, but may also be accomplished through class or group discussion, consultation seminars, pupil questionnaires or, in some circumstances, focus groups. The paper suggests criteria for effective participation by young people in decision making in Section 3.4. Generally, schools should aim for the highest practicable level of participation.

If no formal pupil council operates in the school, Questions 6–10 may be answered in relation to any other method of pupil participation in decision making in use in the school.

#### Section B

Section B is designed to give information about cross-curricular initiatives. These are coordinated activities involving more than one department. They may include induction activities, school events such as drama performances or equal opportunities events, arrangements for education–industry links, and any course jointly organised or

taught by members of more than one department. The latter might include work experience support, study skills courses, PSE, and courses on other themes indicated in the questions.

Question 2 asks for information about ways in which the school helps pupils make links across the curriculum, and encourages teaching staff to work with colleagues in other departments.

### **Section C**

This section should give an overview of opportunities provided by the school for pupils to work within the community. The community is not narrowly defined as the area surrounding the school, but may include any activity which takes place outside the school, including for instance links with the Scottish Parliament or European link activities. Question 3 is about international links and should be answered by reference to activities within the last three years.

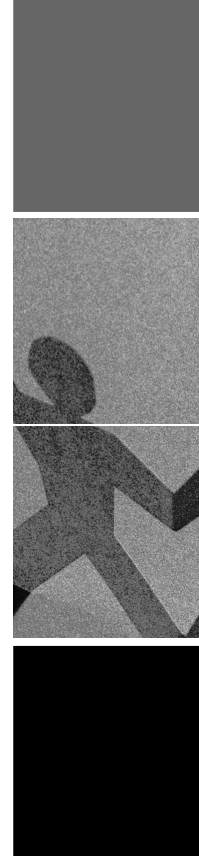
### **Section D**

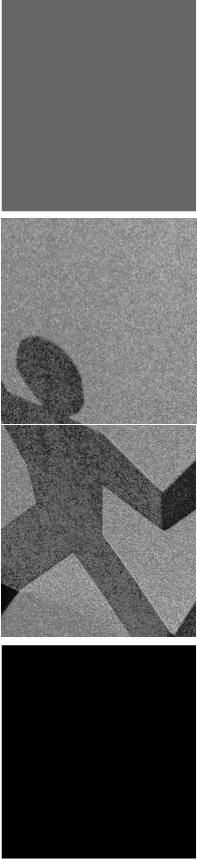
Section D is for completion by teachers with subject responsibilities, and has separate Notes for Completion (see below). These should be copied together with the Introduction on Pages 3–4 for relevant members of staff. Responses to Section D will require collation by SMT in order to monitor how far pupils' experiences are restricted by subject choice.

## **3. Pupil Materials**

These should be used with a selected year group (or groups), and preferably with all pupils in the year group. As presented, materials are possibly most appropriate for young people in Secondary 1 and 2. However, they are available on the accompanying disc, and may be used selectively or adapted for use with other young people. The materials are designed to form the basis of class discussion, although sheets may be completed either individually after discussion, or collectively. Teachers will recognise that some of the worksheets, for example those on family, school and local community, raise potentially sensitive issues, and will wish to take this into account in planning and organising discussion. In the sections on rights, teachers will find it helpful to be familiar with the terms of the UN Convention on the Rights of the Child ([www.unicef.org/crc/fulltext.htm](http://www.unicef.org/crc/fulltext.htm)).

Materials cover a range of contexts from the family, school, local area, town or city, Scotland and the world. They are very open-ended and are intended to promote discussion. They may also stimulate a lot of questions. In some cases, teachers and pupils may wish to investigate issues further by referring to the websites of local authorities, the Scottish Parliament ([www.scottish.parliament.uk](http://www.scottish.parliament.uk)) or





a range of voluntary organisations. Examples of the latter include Save the Children ([www.savethechildren.org.uk](http://www.savethechildren.org.uk)), WWF ([www.wwf.org.uk](http://www.wwf.org.uk)), UNICEF ([www.unicef.org](http://www.unicef.org)), Oxfam ([www.oxfam.org.uk](http://www.oxfam.org.uk)) and the Scottish Catholic International Aid Fund ([www.sciaf.org.uk](http://www.sciaf.org.uk)).

#### **Note**

Use of the full set of contexts will involve a significant time commitment. Teachers may find it more manageable to select two or three contexts, preferably reflecting small- and large-scale contexts, for example school/world or family/city.

### **Developing Education for Citizenship**

*Education for Citizenship in Scotland* suggests that all pupils are entitled to experience appropriate education for citizenship, and recommends four contexts for its development. In the long term it is intended that all young people will be able to benefit from relevant experiences within all four contexts, through:

- their curriculum
- the cross-curricular activities that encourage them to make connections between subjects and with the world outside school
- school–community links
- participation in decision making.

Schools may conclude that some adjustments to practice are needed in order to achieve this aim. Any adjustments should be planned within the school's normal development planning process.

# Notes

## Notes for Completion of Section D

Section D should be completed by teachers with subject responsibilities, in consultation with teaching colleagues. Any inter-departmental initiative that takes the form of a taught course should be included.

The paper states that 'education for citizenship is a key part of the responsibility of every teacher and early education practitioner'. This does not imply that every department will contribute to all of the contexts and categories of learning outcome featured in the framework for developing capability for citizenship. However, all departments should be aware of and if necessary develop the natural connections that exist between their subject and education for citizenship. All the elements of the framework should be present in any individual pupil's experience of secondary school, and it is hoped that all members of staff will reinforce the central messages of education for citizenship. This is particularly important in the establishment of the open, participatory ethos that is central to the development.

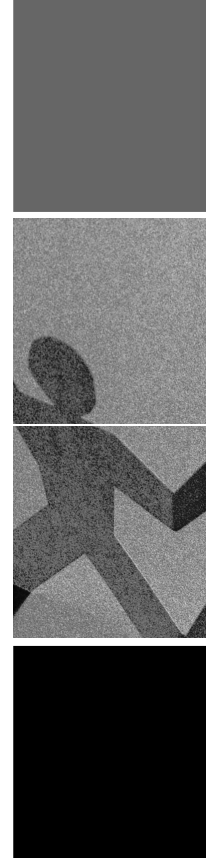
Implications include the following:

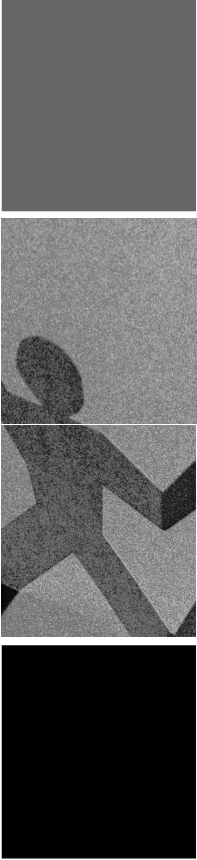
### **Staff in all departments**

- Make appropriate provision for pupil participation in classroom decision making.
- Help young people make connections between their academic work and events and experiences in the world outside school.
- Provide opportunities for young people to reflect on their learning.
- Show tolerance of disagreement and the expression of minority views, and provide support to young people in resolving conflict.

### **Staff in appropriate department**

- Review and where necessary develop the contexts for learning relevant to education for citizenship consistent with their subject arrangements.
- Where relevant and feasible, include community-based learning in programmes of study.





## Completing the Questionnaire

**Please Note:** The Section D questionnaire is available on the CD-ROM that accompanies this pack. Departments with a large number of entries to make may wish to copy the questionnaire to disc and complete it electronically.

The CD-ROM also contains support materials to assist subject teachers in completing the questionnaire. These include a set of short paragraphs outlining teachers' views of the contribution made by their subject to education for citizenship, and examples of questionnaires completed by representatives of most major secondary subjects.

Please identify the department in the space provided. In the case of inter-departmental courses, please identify by the name of the course, for example Personal and Social Education, Media Studies, Study Skills.

### Question 1

This is about pupil participation in the departmental decision making. It is recognised that scope for participation in areas like choice of course content is restricted, but examples of independently selected work like individual research, project work and personal reading should be noted.

### Question 2

Please note any pupil involvement in departmental/course evaluation.

### Question 3

Include brief details of any departmental participation in cross-curricular activities.

### Question 4

This takes the form of four tables, which should be used to give brief details of the department's contribution to education for citizenship within the formal curriculum. The tables are intended to give senior management an overview of pupils' curricular experience of education for citizenship. Replies should be concise and informative.

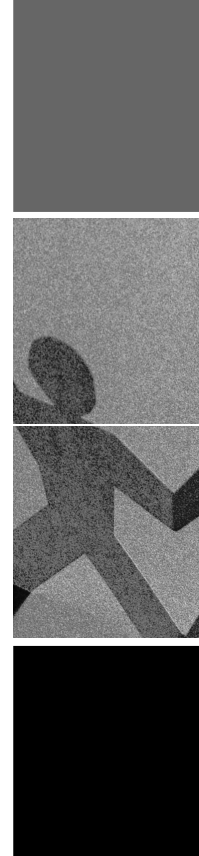
In the Knowledge and Understanding table please make every effort to include all work relevant to the themes listed, even when connections with citizenship are not explicit. For instance, a short unit on taxation in Maths might relate to 'social needs'; work on nuclear fission in Physics might be relevant to 'understanding contemporary issues'; and a study of sports facilities in the local area in PE might be part of 'understanding rights and responsibilities' and/or 'understanding individual needs'.

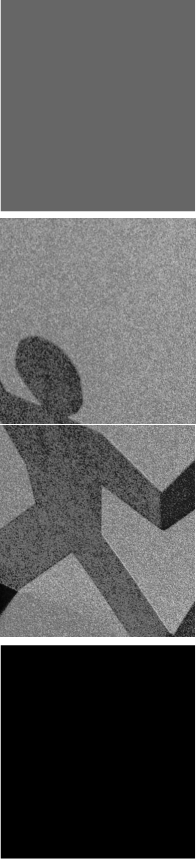
Where an area is of no relevance to the work of the department, simply leave blank.

For the Skills, Values and Creativity and Enterprise tables, please make brief reference to any activity that contributes to the outcomes listed in the tables. Where an outcome is central to the work of your department, for example 'Skill in communicating effectively with others' in English, enter 'Permeates all courses'.

### **Questions 5 and 6**

These are about opportunities for community links. Question 5 refers to the 'local community', a phrase which should be interpreted broadly to include more than the geographic area surrounding the school, and might for instance include links with MSPs or with the business community. Question 6 is about international links. In answering this question you should base your answers on activities within the last three years.





# Where are we?

## Education for Citizenship in Scotland: Where are we?

### A. Elements of the Framework

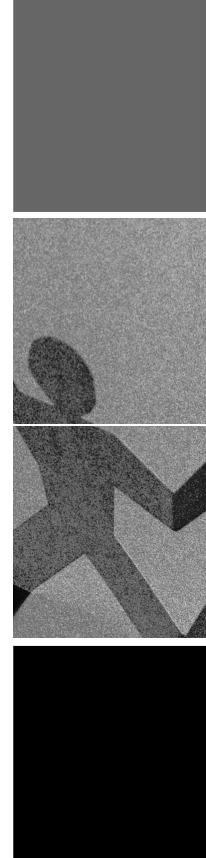
*Education for Citizenship in Scotland* emphasises a number of key elements in effective education for citizenship.

The paper identifies the overall goal of education for citizenship as the development of capability for thoughtful and responsible participation in political, economic, social and cultural life.

First and foremost it emphasises the need for an open, participatory ethos.

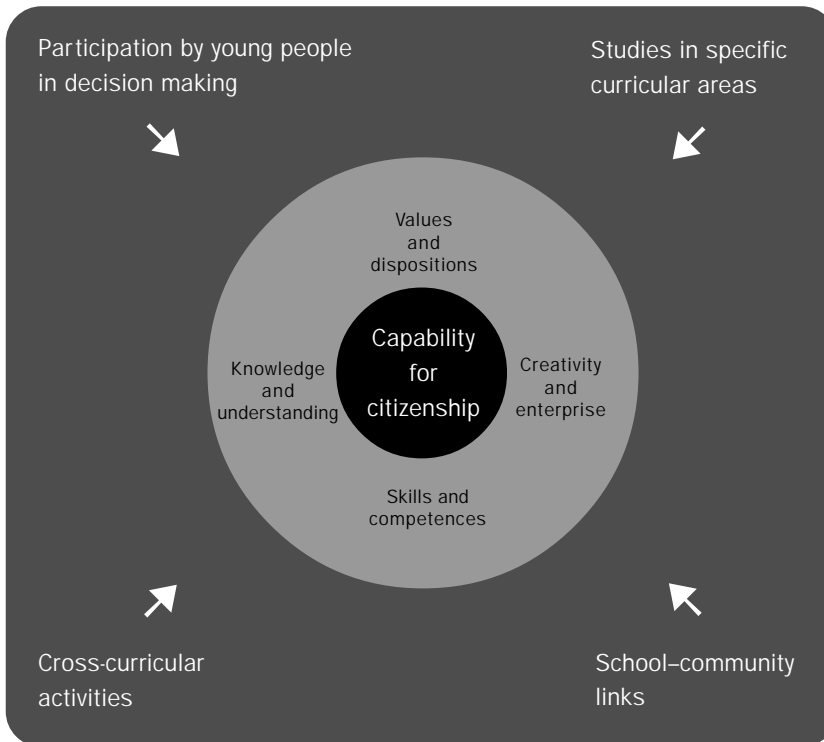
#### **Characteristics of an open, participatory ethos include:**

- relationships within school and with the community demonstrate mutual respect and care
- aspects of decision making and significant responsibilities are shared with young people
- a positive and challenging climate for learning reflects and encourages high expectations
- debate is encouraged and disagreement and the expression of minority views are tolerated.



**The paper recommends a framework for developing capability for citizenship.**

This contains eight elements, which should each reflect and enhance this ethos.



**Knowledge and understanding contributing to capability for active and responsible citizenship**

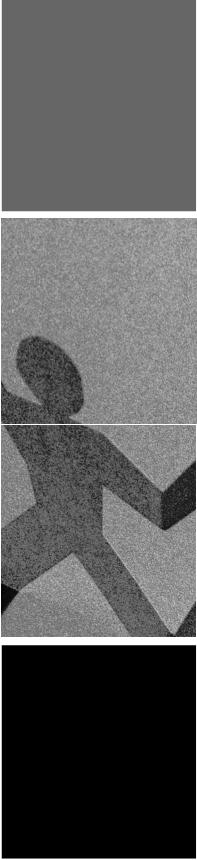
This includes knowledge and understanding of:

- contemporary social, political, economic, cultural and ethical issues
- individual and social needs and the consequences of actions taken to meet them
- rights and responsibilities in a democratic society
- conflict and decision-making process, including the influence of the media.

**Skills and competences contributing to capability for active and responsible citizenship**

These include skills in:

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



### **Values and dispositions contributing to capability for active and responsible citizenship**

These include dispositions to:

- respect self and others
- share responsibility for community welfare
- value and respect cultural and community diversity
- understand and value social justice.

### **Creativity and enterprise contributing to capability for active and responsible citizenship**

These include encouragement to:

- develop independent thought
- define problems and suggest and work through solutions
- use creative forms of self-expression
- observe and reflect on social, natural and made environments.

## **Contexts for development of capability for citizenship**

### **Participation by young people in decision making**

Possible methods are:

- effective pupil councils
- whole-school consultations
- participation in school and departmental self-evaluation
- sharing decision making in the classroom.

### **Aspects of the curriculum**

These include:

- social subjects
- English
- religious and moral education (RME)
- personal and social education (PSE)
- other subject contributions
- core skills units.

### **Cross-curricular activities**

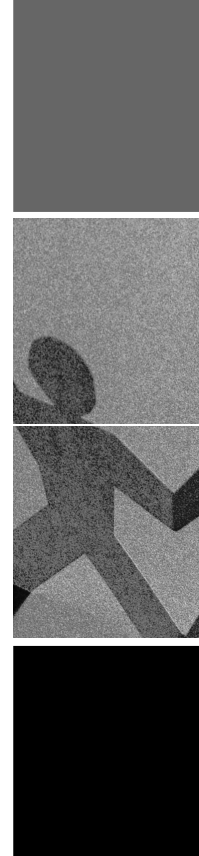
These include:

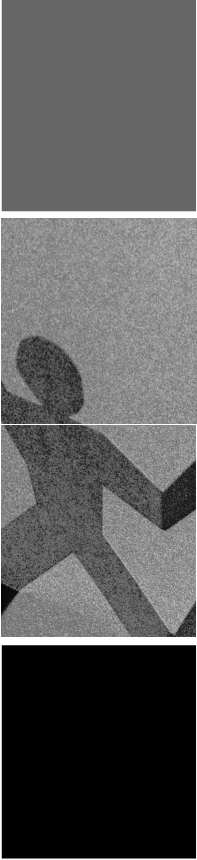
- multicultural and anti-racist education projects
- international education initiatives
- assemblies
- school shows and presentation
- enterprise activities
- charitable appeals
- peer support, including buddy schemes.

### **School–community links**

These include:

- visits and visitors, for example to the Scottish Parliament
- economic awareness activities
- voluntary work in the community
- investigations in the local area
- European and other international links.

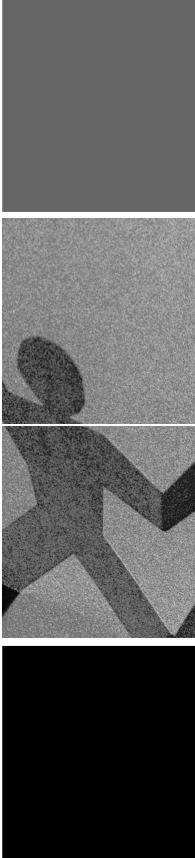




### **B. Discussion Activity 1**

What existing school activities contribute to the kind of learning outcomes recommended to develop capability for citizenship?

<b>Knowledge and understanding</b>	<b>Skills and competences</b>
<b>Values and dispositions</b>	<b>Creativity and enterprise</b>



### C. Discussion Activity 2

What existing examples of work in the school relate to the contexts recommended for development of education for citizenship?

<b>Participation by young people in decision making</b>	<b>Studies within specific curricular areas</b>
<b>Cross-curricular activities</b>	<b>School–community links</b>



2. **What changes have been made in the school during the last three years that:**

- originated with pupils?

- originated with senior management or other staff, but were clearly supported by pupils after consultation?

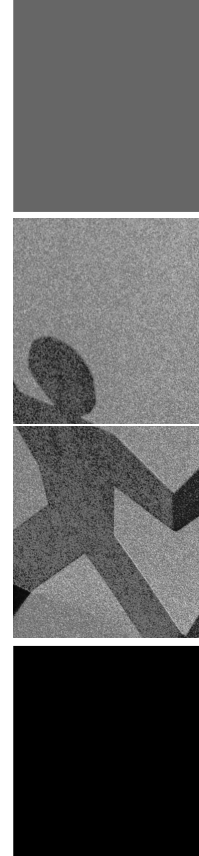
3. **Does your school have a student council or equivalent?** Yes/No

If so, how is it composed?

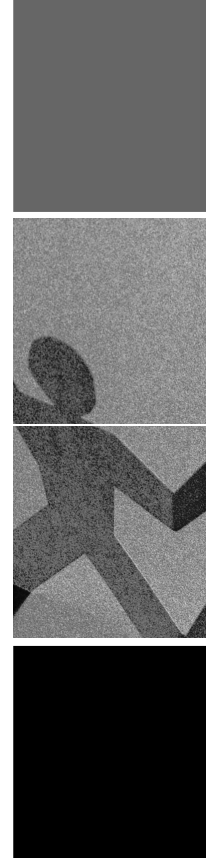
- Elected class representatives
- Volunteer class representatives
- All who are interested in attending
- Other (*please specify*) \_\_\_\_\_

4. **How do pupil representatives consult with and inform other members of the class?**

5. **How often does the student council meet?**



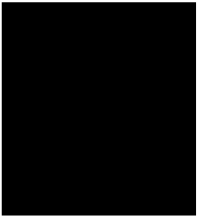
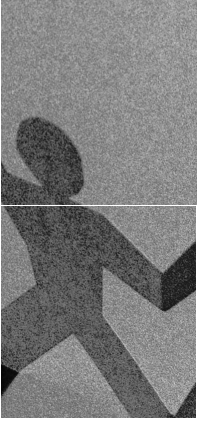




## B. Cross-curricular Activities

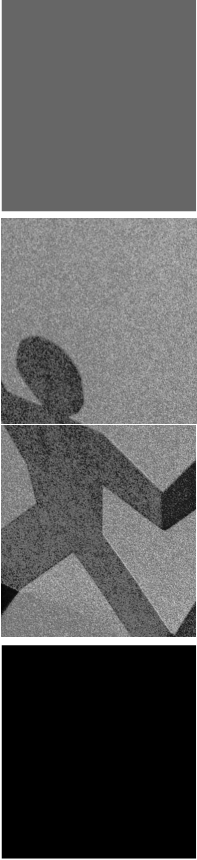
1. How are the following cross-curricular issues catered for in your school? Enter brief details in the space provided in Column 1. (Do not include activities organised solely within one department.) Please indicate the year group(s) and the approximate percentage of pupils from that year group who are involved.

Column 1	S1	S2	S3	S4	S5	S6
Equal opportunities events, including anti-racist education						
Education–industry link/ Enterprise events						
Environmental education						
Global education/ European awareness						
Conflict management/ 'Peace studies'						
Media education						
Other(s) (please specify)						

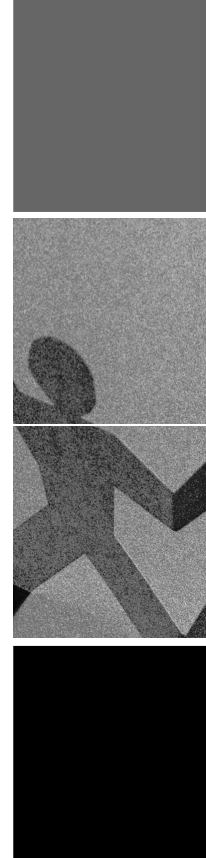


2. **What is done by the school to help pupils make links between the work of departments, and to encourage teaching staff to work cooperatively with colleagues in other departments?**





- Police and other emergency services
- Community education workers/community development officers
- Members of the business community
- Voluntary organisations, including churches, charities and pressure groups (*please specify*)
- Parents, and members of the community with specific knowledge and skills
- Former pupils



## D. Studies within Departments

**Department:** \_\_\_\_\_

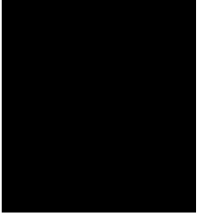
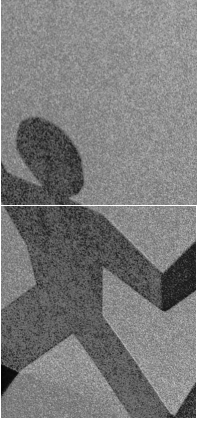
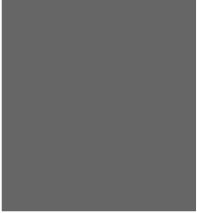
Education for citizenship aims to help young people develop the capability for thoughtful and responsible participation in the political, social, economic and cultural life of the communities to which they belong. It involves development of knowledge and understanding, skills, values and creativity and enterprise. It should be an active process in which young people learn to participate responsibly in decision-making processes at whole-school and classroom level, and have real opportunities to learn about and participate in the community, local, national and international.

**1. What opportunities are there in your department for young people to take part in the following kinds of decision making?**

- the content of course (within the boundaries imposed by SQA), e.g. through investigations, project work or personal reading
  
- approaches to teaching and learning, e.g. choice of end product or method of gathering information
  
- the rules and procedures of the classroom.

**2. In what ways do students contribute to departmental self-evaluation? (Please tick methods in use.)**

	S1	S2	S3	S4	S5	S6
Class/group discussion						
Pupil evaluation questionnaires						
Profiling methods allowing comment on effectiveness of teaching and learning						
Self and peer evaluation						
Other (please specify)						



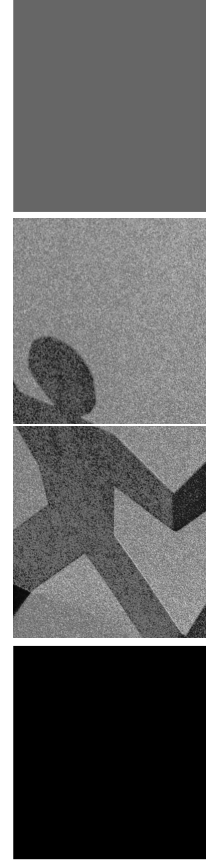
3. **What cross-curricular activities involving pupils does your department participate in?**

4. Please indicate how the following issues are addressed in your department

**Note:** These tables should be completed by all departments, even where there is relatively little to enter.

- Leave boxes blank where not relevant to your department.
- Enter 'ditto' when the same entry applies to more than one level.
- Enter 'permeates all courses' where the Learning Outcome is central to your department's work.

Knowledge and understanding	S1-2	S3-4	S5-6
	<p>a) Knowledge and understanding of contemporary issues (Issues may be political, social, economic, environmental, religious or cultural)</p>		
<p>b) Understanding the individual and social needs, now they are met, and the consequences of decisions taken (‘Needs’ are things without which we cannot survive – including food, water, shelter, medical care, education, companionship, and spiritual fulfilment.)</p>			
<p>c) Understanding of rights and responsibilities in a democratic society (Civil, political and social rights of self and others, including those who sometimes suffer discrimination, and the responsibilities of citizenship)</p>			
<p>d) Understanding of conflict and decision-making processes, including the influence of the media (Conflict and decision making at personal, local, national and international levels)</p>			

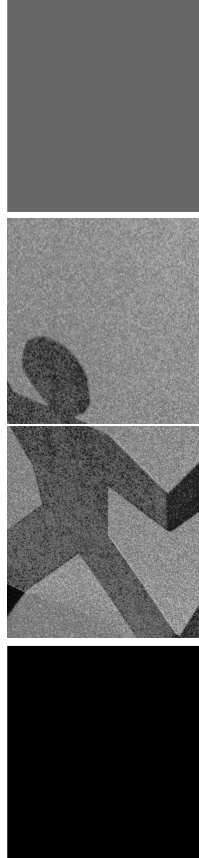


- Leave boxes blank where not relevant to your department.
- Enter 'ditto' when the same entry applies to more than one level.
- Enter 'permeates all courses' where the Learning Outcome is central to your department's work.

Skills in			
	S1-2	S3-4	S5-6
a) coping effectively and safely in a range of social situations			
b) working in teams to carry out tasks and overcome difficulties			
c) communicating effectively with others			
d) researching and handling information			
e) thinking critically about evidence			

- Leave boxes blank where not relevant to your department.
- Enter 'ditto' when the same entry applies to more than one level.
- Enter 'permeates all courses' where the Learning Outcome is central to your department's work.

Values, including dispositions to	S1-2	S3-4	S5-6
	a) respect self and others		
b) share responsibility for community welfare			
c) value and respect cultural and community diversity			
d) understand and value social justice			



- Leave boxes blank where not relevant to your department.
- Enter 'ditto' when the same entry applies to more than one level.
- Enter 'permeates all courses' where the Learning Outcome is central to your department's work.

Creativity and Enterprise, including encouragement to	S1-2	S3-4	S5-6
	a) develop independent thought		
b) define problems and suggest or work through solutions			
c) use creative forms of self-expression			
d) observe and reflect on their social, natural and made environments.			

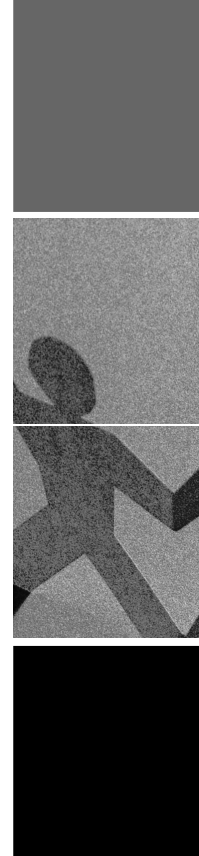


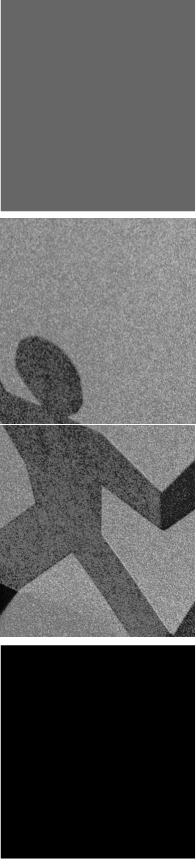
5. Give details of any school–community links in your department. (In each case please make a brief note of year group(s) involved.)

Visits/visiting speakers	
Community service	
Local investigations	
Performances/events organised for the local community	
Other(s) <i>(Please specify)</i>	

6. Are there any international links involving pupils in your department? If so, please describe, indicating the number of pupils taking part.

Thank you for your help!





# Evaluation

## Young People's Evaluation of Education for Citizenship

### Secondary Schools

#### Education for Citizenship

Citizenship is about being a member of a community, and making a good contribution to that community.

A community is a group of people who know one another, share some activities, and help one another out in times of difficulty.

We are all members of many different communities. Maybe you can think of some that you belong to.

In this activity we are going to consider some of the following communities we all belong to:

- our family
- our school
- our local area
- our village, town or city
- our country
- our world.

## Our Family Community

Your family is the group of people that you stay with most of the time.

Families contain different kinds of people.

Your family might be your mother and/or father and maybe one or more brothers and sisters. Other people who might be in your family are your grandparents, a guardian, a step-parent, foster parents, aunts, uncles and cousins. Sometimes a friend or neighbour is in the house so much that they are like family too. Sometimes a close relative has to be away a lot because of work or illness, or for some other reason, but they are also 'family'.

**Think about these questions with your teacher.**

What activities do family members do together?

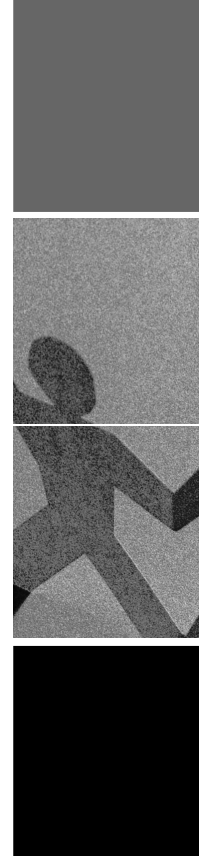
In what ways do family members help one another out?

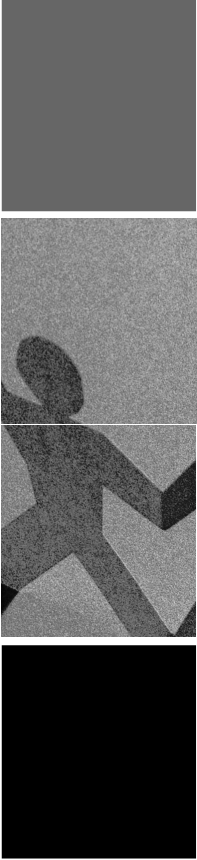
In what ways do you think families should help one another?

*(For example: in bringing up children, caring for family members who are ill, creating a good home)*

Families sometimes need help to look after one another. What organisations exist to support families?

*(For example: family doctors, health visitors, and nurseries for children)*





## Rights and Responsibilities – in the Family

An important part of being a citizen in any community is understanding that you have rights and responsibilities. These are often supported by 'rules' about the way people should behave.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to protection from violence.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility to care for close family members who are ill.

Rules – most communities have rules about the way people should behave. Rules affecting families may be formal, for example the law about attending school. At other times they can be informal, for example your family may have its own rules about who tidies up different parts of the house.

What rights do young people have in their families?

What responsibilities do young people have in their families?

Give examples of some 'family rules'.

Can you name a rule in your own (or someone else's) family that you disagree with?

What can young people do if their family has a rule they no longer agree with?

## Our School Community

In Scotland the law says that children must attend school from the age of 5 until the age of 16. Young people and parents often decide that schooling should last for much longer, so many children attend nursery school before 5 and stay on at school after 16. Many young adults also go to college and university to gain advanced qualifications.

You will spend many, many hours in 'school', so your school too becomes a community. Your school is not just pupils and students, but is also all the teachers, secretaries, janitors, cleaners and others who work there.

How good a community is your school?

*(Remember, a community is somewhere that people know one another, share some activities, and help one another out in times of difficulty.)*

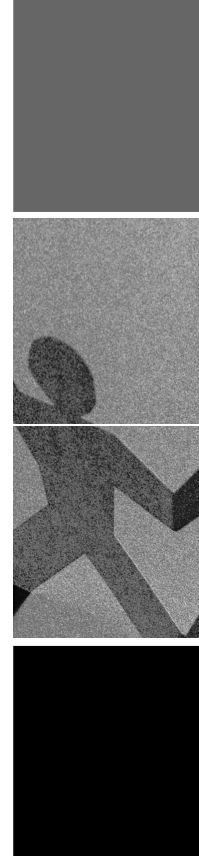
How well are young people known in your school? Are the following statements true or false?

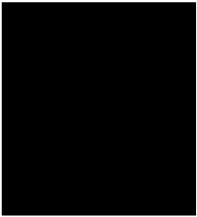
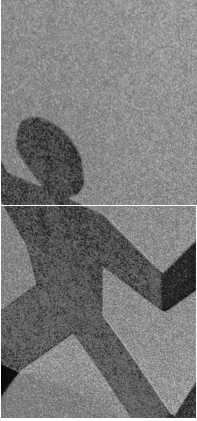
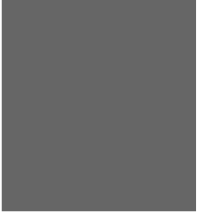
Most of my teachers call me by my right name.	True/False
All teachers learn pupils' names and use them correctly.	True/False

How well do you know others in the school? Are the following statements true or false?

I know all my teachers' names and use them correctly.	True/False
I know the names of most office staff and canteen staff and use them correctly.	True/False

List the voluntary activities you take part in at school during lunchtime or after school, for example school shows, football, foreign visits.

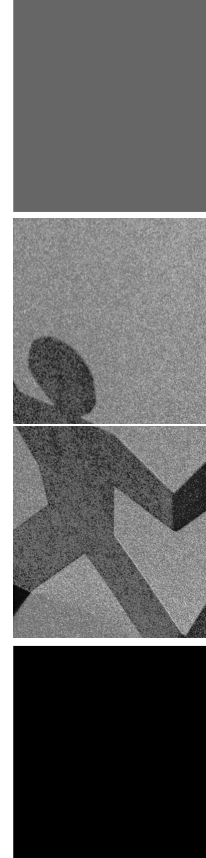




List all the ways in which young people are helped in your school by teachers and other adults.

List all the ways in which young people are helped in your school by other young people.

Do people always get the help they need?



## Rights and Responsibilities – in School

In your school you also have rights and responsibilities, and there are rules, both formal (such as written rules) and informal (such as the way your teachers expect you to behave), to try to make sure people carry these out.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to be protected from violence.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility not to disrupt others' work in school.

Rules – schools have rules about the way people should behave. These may be about matters such as safety or treating others with respect.

Often classes agree their own rules with their teacher to help make learning more enjoyable and effective.

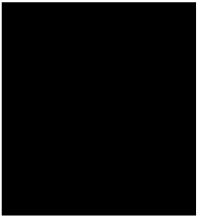
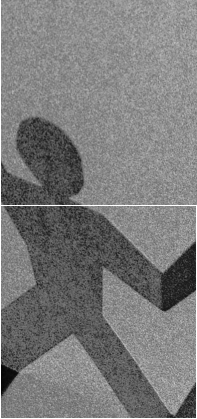
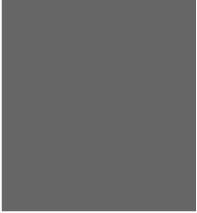
Many schools have a pupil council that enables young people to take part in school decision making.

What rights do young people have in school?

What responsibilities do young people have in school?

How much say do you have in

• school rules and procedures, for example corridor behaviour?	A lot	A little	None
• topics to be studied in subjects?	A lot	A little	None
• the way you learn and are taught?	A lot	A little	None
• school policies, for example on bullying, equal opportunities?	A lot	A little	None



Does your school have a pupil council? Yes/No

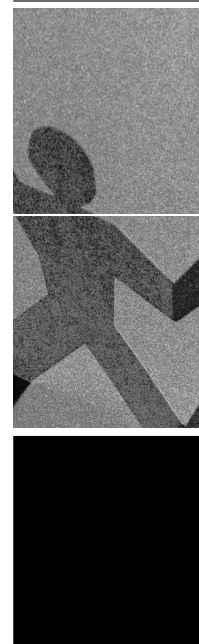
Do you participate in it? Yes/No

Give examples of changes it has made to school life in recent months.

## The Local Community

The local community is the people who live around you or around your school – your neighbours or the school's neighbours.

Everyone wants to live happily in their neighbourhood, but groups of people who live near to one another aren't always a 'community'. Does your local area meet the criteria to be called a community (i.e. people know one another, do things together, help one another out in times of difficulty)?



Things we do together with our neighbours

Ways people in our local community help one another out

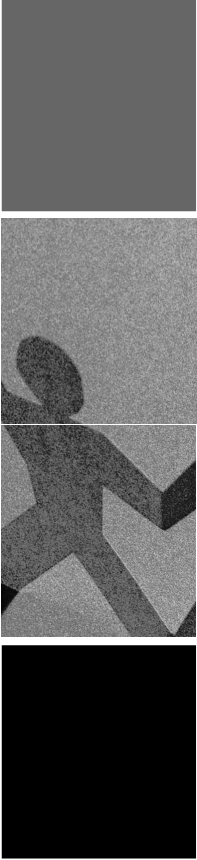
Do you think you should take responsibility for the following in your local community?

Welcoming new neighbours	Yes	No
Reporting crime to the police	Yes	No
Doing messages for sick neighbours	Yes	No
Being quiet around people's houses	Yes	No
Helping organise events, like a fair	Yes	No
Campaigning for safer local roads	Yes	No

Are there any things you would like to change about your local community?

If so, what are they?

Do you know how you would go about helping to make these changes?



## Rights and Responsibilities – in the Local Community

People have rights and responsibilities in their local communities, and there are laws and sometimes more informal rules to help ensure these are carried out. Laws are rules that have been agreed by Parliament; there are usually penalties if we break the law.

Rights – things that we are entitled to (this is how people should be treated), for example we have the right to walk to school safely.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility not to damage our neighbours' property.

Rules – in the local community important rules are often laws or local by-laws, for example speed limits near schools and parks or laws about litter or breach of the peace. Sometimes neighbours form groups to try to ensure that the law is observed, for example Neighbourhood Watch schemes or anti-litter groups.

What rights do young people have in their local area?

*(These may be to do with the right to be safe, or the right to play.)*

What responsibilities do young people have in their local area?

*(We are always responsible for making sure other people get their rights, for example the right to peace and quiet, or to privacy.)*

Can you think of any local groups that try to protect rights in the community or persuade people to behave responsibly?

## The Town or City Community

Nowadays most of us live in bigger groups of people – in large villages, towns or cities. We cannot know all the people who live in our place, but we feel that we belong to Glasgow or Aberdeen or Inverness, or wherever it is we live.

What is the name of the town or city you belong to?

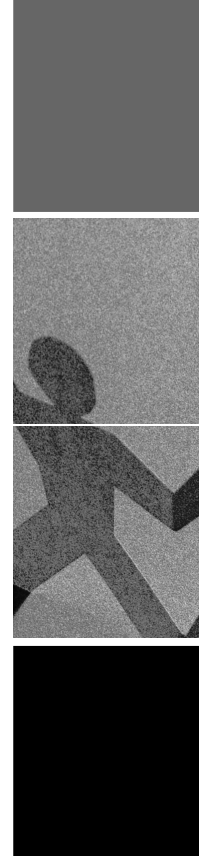
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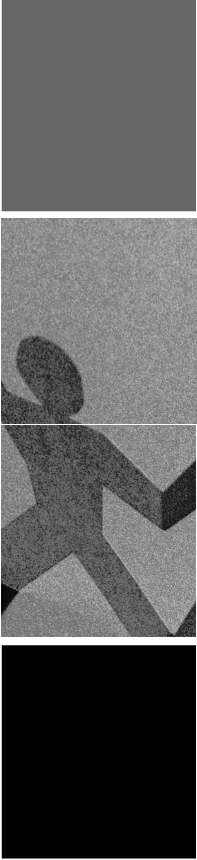
What do people who live in \_\_\_\_\_ have in common?

How does \_\_\_\_\_ help its citizens to live happy, safe and healthy lives?

Are there things you would like to see changed in your town/city?

Suggest how you would go about helping to make these changes.





## Rights and Responsibilities – in the Town or City

We all have rights and responsibilities in our towns and cities, and there are a lot of rules to try to make sure that life goes on smoothly.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to a good education.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility to attend school.

Rules – in towns and cities these are usually laws, although there may be informal rules to do with local traditions, sporting activities, and other local events.

What rights do young people have in their town or city?

*(These may be to do with the right to education or to safety, for example.)*

What responsibilities do young people have in their town or city?

*(Often these involve making good use of the services provided, for example attending school, observing rules about road safety.)*

Can you think of some additional responsibilities that adults have in their town or city? *(These may be to do with voting, or paying council tax.)*

## Our National Community

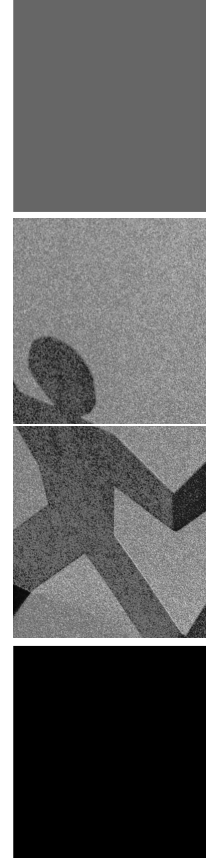
We also belong to a country. People who live in Scotland belong to Scotland. Some people have more than one country. People who have come to live in Scotland from somewhere else, or have many family members in another part of the world, may think of themselves as belonging to another country as well as Scotland, for example as French or American or English or Indian, as well as Scottish.

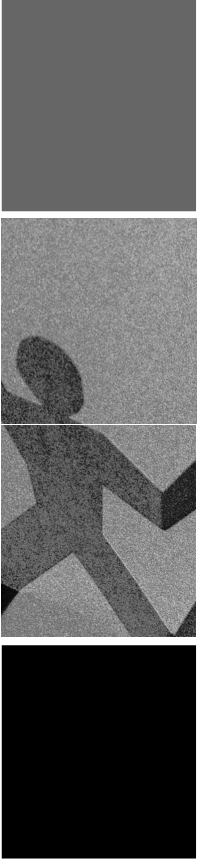
What kinds of things do people in Scotland have in common?

Is there anything that makes you feel proud of being Scottish?

Is there anything you think could be better about Scotland?

How does Scotland help its citizens?





## Rights and Responsibilities – in the Nation

In most communities, we have rights and responsibilities. In Scotland there are laws that affect our lives in many ways.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to good health care.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility not to break the law.

Rules – at national level these are usually laws.

We have a say in the law of our country through the Scottish Parliament. Adults elect the Members of the Scottish Parliament (MSPs), who make some of our laws. All of us may speak to our MSPs at any time if we are not happy about something they could help us with.

What rights do young people have in Scotland?

*(Think about the right to health care, to a good education and to training for work.)*

What responsibilities do young people have in Scotland?

*(These are often to do with not breaking the law, or learning about the way the law is made, enforced and, where necessary, changed.)*

The right to vote is an important right that you are given at the age of 18.

Do you agree that 18 is the right age for people to be given the right to vote? Yes/No

If No, what age would you support for the right to vote?

Younger than 12	12	14	16	older than 18
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*(Please circle your choice)*

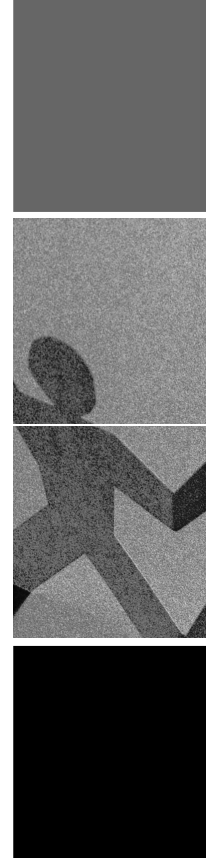
If you had the right to vote now, would you vote in any of the following elections?

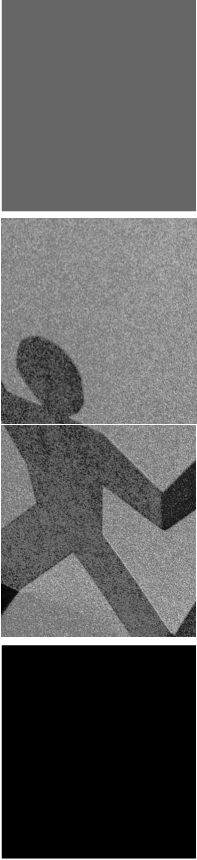
Local council elections Yes/No

Scottish elections (for the Scottish Parliament) Yes/No

General elections (for the House of Commons) Yes/No

European elections (for the European Parliament) Yes/No





## Our World Community

We are all citizens of the world. We depend on the world for the resources we use to survive – for food, water, fuel and other important raw materials. Our children and grandchildren will also be citizens of the world, and will need the world's resources in order to be able to survive.

What things can you think of in your own daily life that depend on resources from other parts of the world, or work done by people in other parts of the world?

*(Think about the food you eat, your possessions, the transport you use.)*

What problems does the world face that we need to get together with others to solve?

*(Think about producing enough food, avoiding war, reducing pollution.)*

Choose one of these problems, and suggest methods people might use to make changes.

## Rights and Responsibilities – in the World

We have rights and responsibilities as world citizens. World rules are usually less formal. Representatives from around the world take part in discussions and form agreements in order to make the world a better place.

Rights – things that we are entitled to (this is how people should be treated), for example we have a right to our nationality.

Responsibilities – things we have a duty to do (this is how we should treat others), for example we have a responsibility to protect the world's environment.

Rules – our Government has signed up to a number of agreements known as treaties and conventions, for example:

- The UN Convention on the Rights of the Child
- The Geneva Convention on the Rules of War.

There are a number of international courts, such as the European Court of Justice, that have a big influence on our national law.

What rights do young people have in the world?

*(Think about the right to live in peace, to clean air, and to protection from disease.)*

What responsibilities do young people have to the world?

*(Think about what young people can do to reduce pollution and encourage recycling of resources.)*

