Functional Skills Support Programme

Developing functional skills in citizenship

department for
children, schools and families

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LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Contents

Key to references

This booklet contains three contexts that highlight opportunities for pupils to develop and apply functional skills (FS), and personal, learning and thinking skills (PLTS). Coloured boxes indicate which specific skills are being developed. Within the boxes the following references have been used:

Reference	Explanation
FS.Eng.L1/SLC	Functional English level 1 – Speaking, listening and communication
FS.Eng.L1/R	Functional English level 1 – Reading
FS.Eng.L1/W	Functional English level 1 – Writing
FS.Ma. L1/	Functional mathematics level 1 followed by reference to one of the three interrelated process skills: representing, analysing and interpreting
FS.ICT.L1/UsingICT	Functional ICT level 1 – Using ICT
FS.ICT.L1/F&S	Functional ICT level 1 – Finding and selecting information
FS.ICT.L1/DP&CI	Functional ICT level 1 – Developing, presenting and communicating information
PLTS	Personal learning and thinking skills followed by reference to one of the six groups of skills

Developing functional skills in citizenship

What are functional skills?

'Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.'

The importance of citizenship, National Curriculum 2007[1]

Functional skills underpin and complement many of the key processes in citizenship. They are the core elements of English, mathematics and ICT that enable pupils independently to:

- apply and adapt their knowledge and understanding to a range of contexts
- solve problems in familiar and unfamiliar situations
- gather, interpret and communicate information effectively and confidently.

Each of the three skills has a set of performance statements based on three key areas:

Functional English	Functional mathematics	Functional ICT
Speaking, listening and communication Reading Writing	Representing – selecting the mathematics and information required to model a situation Analysing – processing and using mathematics Interpreting and communicating the results of the analysis	Using ICT Finding and selecting information Developing, presenting and communicating information

The skills are embedded through the programmes of study in the new secondary curriculum at both Key Stage 3 and Key Stage 4 and form an essential part of GCSE and new Diploma courses. Alongside the new Framework for personal, learning and thinking skills, functional skills are fundamental to learning across the curriculum and are key to success for pupils, both now and in their future.

> **For further information about the functional skills visit: www.ofqual.gov.uk/2578.aspx and www.qcda.gov.uk/6062.aspx**

'Functional skills provide a fantastic opportunity to join up thinking. They allow students to access citizenship in greater depth and develop a more independent approach to tackling contemporary and controversial issues.'

Subject leader

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1   The importance of citizenship, National Curriculum 2007. © Qualifications and Curriculum Authority. Used with kind permission.

The curriculum opportunities in the programmes of study for all subjects, combined with many of the key processes, have been designed to ensure that pupils have **planned** opportunities to transfer the functional skills they are developing to as many varied and relevant situations as possible.

> **For more information relating to the role of functional skills in Foundation Learning, GCSEs, Diplomas and apprenticeships visit: www.dcsf.gov.uk/14-19/**

What does this mean for learners?

Pupils who are able to apply functional skills effectively will make better progress in citizenship and in the rest of their studies. They will not only engage in the content of what is being taught but will become more actively involved in the learning process. They will understand the purpose of the English, mathematics and ICT skills they are transferring and securing and will take greater responsibility for furthering their own progress.

What does this mean for me as a citizenship teacher?

The diagram on page 8 captures the learning process that you will need to support in order to ensure that pupils secure their functional skills. This process is not linear but cyclical and should respond to the needs of the learners and inform their future learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to 'have a go' – to select from and experiment with the skills they have learnt elsewhere in the curriculum, applying them with an increasing degree of independence to new and varied contexts. These should have both relevance to the learner and a real purpose in relation to the subject.

Through peer- and self-assessment and teacher feedback, pupils then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

What functional skills can be developed and applied to citizenship?

Citizenship contexts and moral and ethical questions provide a rich opportunity for pupils to draw from and apply a range of functional skills. The increased emphasis on active citizenship means that citizenship teachers will naturally be providing more open-ended, problem-solving tasks that require pupils to take greater ownership of their learning and to:

● critically enquire about citizenship issues

● research and communicate the opinions of themselves and others

● plan and carry out active citizenship projects

● select and deploy evidence to support their work.

Pupils develop competence and confidence in using functional skills in an interrelated way. Their functionality develops over time as they learn to select and apply the skills needed to tackle particular tasks. Subject teachers can support this process by ensuring that pupils have access to the full range of skills. The following tables contain a few examples of ways in which functional skills can be deployed in citizenship.

Functional English

Learning through discussion from text and through writing is integral to functional English and to the activities that you will ask your pupils to complete as part of your citizenship syllabus. However, pupils will also need to deploy functional English skills such as those captured in the table below.

Functional English	Example of how applied in citizenship
Make relevant and extended contributions to discussions, allowing for and responding to others' input *(Speaking, listening and communication)*	When exploring a controversial issue or emotive subject matter such as justice or democracy
Detect point of view, implicit meaning and/or bias *(Reading)*	When looking at media reporting of contemporary topics and controversial issues
Use language, format and structure suitable for purpose and audience *(Writing)*	When presenting their ideas about rights and responsibilities

Functional mathematics

Mathematical skills of **representing, analysing and interpreting** can be used and developed in a wide range of ways in citizenship. For example:

Functional mathematics	Example of how applied in citizenship
Represent and interpret data from surveys *(Representing)*	Survey of people's opinions on a particular issue or use of quantitative measures (e.g. election results; migration statistics)
Interpret statistical data *(Interpreting and communicating)*	Use of secondary data (e.g. GDP; fatalities in a war) to illuminate understanding of important issues
Use logical reasoning and analysis *(Analysing)*	Use logical reasoning and an understanding of chance (probability) to explain and predict local, national and global events

Functional ICT

Citizenship provides a rich vein of opportunity for pupils to use, apply and secure ICT skills in new contexts, such as:

Functional ICT	Example of how applied in citizenship
Interact with and use ICT systems to meet the requirements of a straightforward task in a familiar context *(Using ICT)*	Selecting appropriate hardware, software and other digital assets to create or process the information needed to investigate an issue such as community cohesion
Make use of multiple sources of information *(Finding and selecting information)*	Using census data, statistical data, digital images and people's accounts of events to inform understanding of global issues
Enter, develop, format and present information for a specific purpose *(Developing, presenting and communicating information)*	Using text, images and graphs as part of developing a campaign

How can I secure the development of functional skills within my lessons?

As a citizenship teacher you can support a cohesive and planned approach to the skills development of your pupils by:

- familiarising yourself with the functional skills criteria (see reference on page 3)

- talking to your colleagues, for example those in the English, mathematics and ICT departments, about how and when certain functional skills are being taught

- making clear from the beginning of a teaching sequence both the subject learning objectives that will need to be achieved and the functional skills that will be developed and applied

- referring at regular intervals in lessons to the objectives and to the functional skills that are being used, in order to encourage pupils to assess their progress and to inform where they need to focus next

- designing problem-based activities, both within citizenship and (where possible) in conjunction with other subject areas, that provide pupils with the opportunity to make choices about which functional skills they will use, individually and in combination, to seek solutions to challenges that are real, relevant and purposeful

- encouraging pupils to reflect on their learning, using probing questions that ask them to identify how they have used their functional skills and how they can transfer and apply these skills to other contexts within and beyond citizenship and the school.

What's in this booklet?

Three teaching sequences

The booklet contains three worked examples of teaching sequences that support how an organisation might embed and support the development of functional skills within citizenship as follows:

1. **Key Stage 3 teaching sequence:** Taking informed and responsible action (campaigning)

2. **Key Stage 3 teaching sequence:** Investigating democratic participation in society

3. **Key Stage 4 teaching sequence:** Investigating aspects of human rights (asylum)

Each teaching sequence exemplifies three key principles:

- Problem-solving needs to be at the core of planning for functional skills.

- Real, purposeful and relevant contexts are essential for engagement and applied learning.

- Supporting pupils to progress and use functional skills independently is the ultimate goal.

Functional skills focus

The teaching sequences support the development of a range of functional skills, for example speaking and listening as well as reading and writing. In mathematics pupils will usually deploy the skills of representing, analysing and interpreting in an integrated way to solve problems. Similarly, the functional skills of using ICT systems, finding and selecting information, developing, presenting and communicating information will also be used together.

However, within each sequence particular functional English, mathematics and ICT skills have been highlighted within the learning focus to show how they can be explicitly developed and applied. Citizenship teachers would need to consider how, over a period of time, teaching sequences support the development and application of a broad skills set.

Functional skills progression

In line with the English, mathematics and ICT programmes of study, functional skills have been mapped at level 1 to the Key Stage 3 examples and at level 2 to the Key Stage 4 example. However, it is important to note that these are target levels to be achieved **at the end of** each of these key stages and that some learners will be working towards securing their functional skills at lower levels, and some at higher. The teaching sequences can be tailored to the needs of your learners as appropriate.

A learner's **level of performance** in functional skills and the **level of demand** of a task depend on the interplay of four factors which are critical to success:

- the **complexity** of tasks and problems and the contexts in which they are embedded

- the **technical demand** of the content that might be applied in these contexts

- a learner's level of **familiarity** with the type of task or problem and context

- the level of **independence** required of the learner.

The need for **problem-solving** underpins all of them. The four factors are a key to reflection on **progress** in functional skills. For more detail see the diagram on page 8 and visit the Functional skills qualifications criteria on the Ofqual website.

Personal, learning and thinking skills

Functional skills and personal, learning and thinking skills work together to build independent, confident and successful learners. Therefore, references to opportunities to develop specific personal, learning and thinking skills have also been provided.

> **For more information relating to personal, learning and thinking skills visit:**
> **http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/**
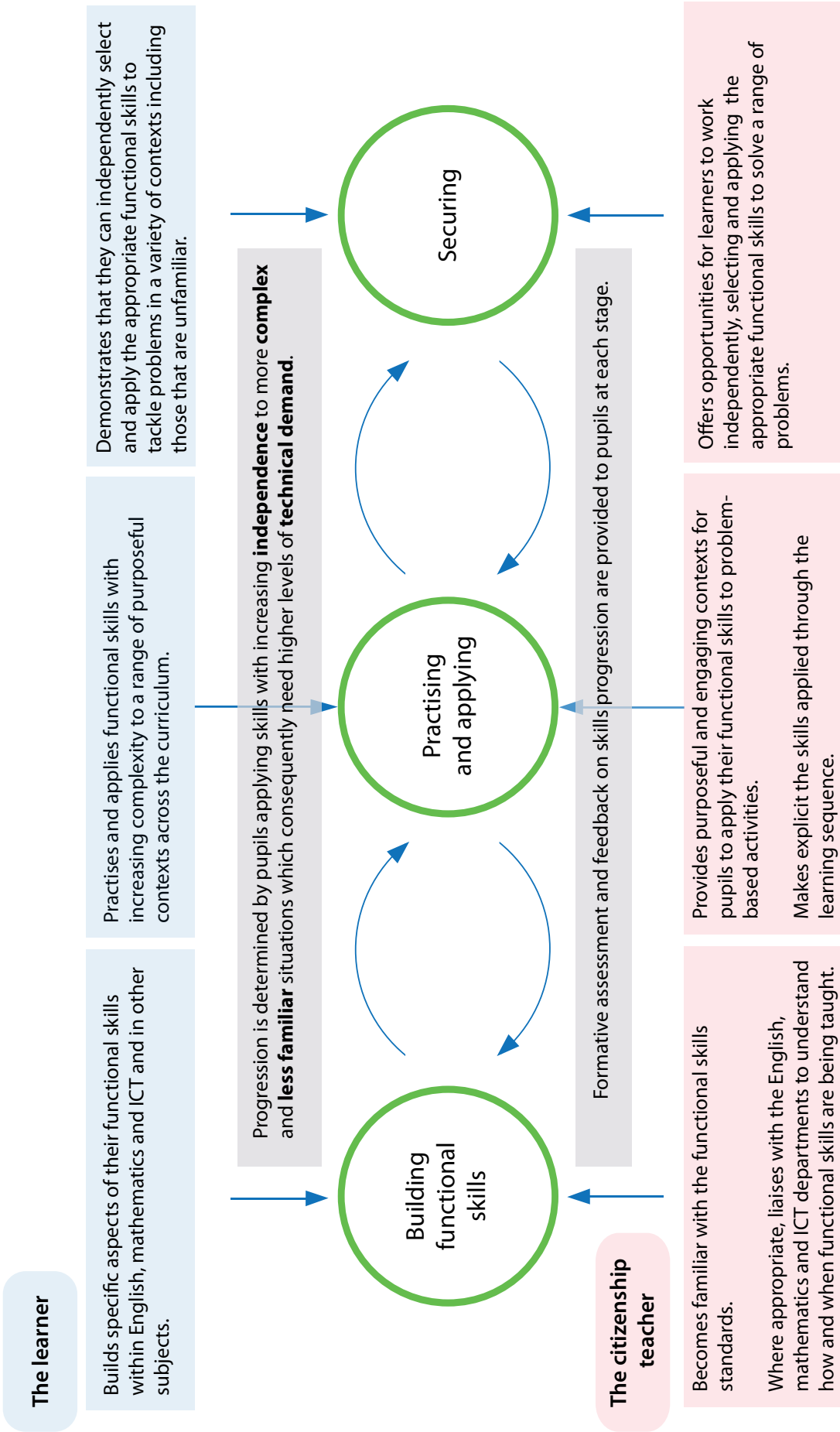
How can I use this booklet?

You can use the examples that follow, plus the additional information contained within this booklet, to:

- provide ideas that will inform your own planning (see planning tool on page 18)

- open a dialogue with teachers in your school who have the primary responsibility for delivering functional skills to find out more

- begin a discussion with other colleagues within your department about how to enhance functional skills development within citizenship lessons

- raise challenges and opportunities concerning working within and between subjects in your organisation.

For the key to the functional skills references that have been used in each context please see the grid on page 2.

Developing and securing functional skills

The learner

Builds specific aspects of their functional skills within English, mathematics and ICT and in other subjects.

Practises and applies functional skills with increasing complexity to a range of purposeful contexts across the curriculum.

Demonstrates that they can independently select and apply the appropriate functional skills to tackle problems in a variety of contexts including those that are unfamiliar.

Progression is determined by pupils applying skills with increasing **independence** to more **complex** and **less familiar** situations which consequently need higher levels of **technical demand.**

Securing

Practising and applying

Building functional skills

Formative assessment and feedback on skills progression are provided to pupils at each stage.

The citizenship teacher

Becomes familiar with the functional skills standards.

Where appropriate, liaises with the English, mathematics and ICT departments to understand how and when functional skills are being taught.

Provides purposeful and engaging contexts for pupils to apply their functional skills to problem-based activities.

Makes explicit the skills applied through the learning sequence.

Offers opportunities for learners to work independently, selecting and applying the appropriate functional skills to solve a range of problems.

For more information relating to the teaching and learning of functional skills visit: www.standards.dcsf.gov.uk/nationalstrategies/ and choose Secondary and then select functional skills.

Context 1: Key Stage 3 – Taking informed and responsible action (campaigning)

Aims and overview

This module will enable learners to develop selected functional skills in an appropriate manner to study themes and concepts as part of citizenship. Transferable functional skills will be used to analyse, make sense of, and respond to information exploring the key concepts of democracy and justice, as well as the process of taking informed and responsible action in the context of campaigning.

The big question

How can we reach as many people as possible with a campaign?

Learning focus – citizenship

Pupils should be able to:

- take action on a citizenship issue chosen by them

- demonstrate that there are key features and strategies required for an effective campaign

- identify key players involved with the chosen issue

- develop an action plan for a campaign

- reflect on the impact of the campaign.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English	Mathematics	ICT
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Writing: Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	*Representing:* Identify and obtain necessary information to tackle the problem.	*Developing, presenting and communicating information:* Enter, develop and refine information using appropriate software to meet the needs of straightforward tasks.

Stage and focus	Learning outcomes
Stage 1 – The context Introduce the 'big question' – How can we reach as many people as possible with a campaign? – by asking pupils to consider successful campaigns that they are all aware of and the methods used in these campaigns. There is an opportunity for pupils to use concept-mapping software to record and share their views.	Pupils brainstorm methods used for campaigning with the use of concept-mapping software.

FS.ICT.L1/DP&CI Develop and format information to suit its meaning and purpose.

Stage and focus	Learning outcomes
FS. Eng.L1/W — Write clearly and coherently. Use language format and structure suitable for purpose and audience. Ask pupils if there are any techniques used by all campaigns and explain why these methods are successful. Elicit from students how the use of language in the form of slogans and titles (e.g. Show Racism the Red Card) is powerful. Ask pupils to develop slogans for issues that concern them and that are appropriate for a possible campaign.	Pupils generate campaign slogans that are concise, coherent and appropriate for their audience.
PLTS — Creative thinkers. Ask pupils to discuss what other contemporary communication and media technologies might be developed (e.g. text, email, social networking) and how these might be developed to reach a wider audience.	
Stage 2 – Research and exploration	
Deciding on a campaign issue	Pupils plan how to gather appropriate information using language, format and structure suitable for the purpose and audience.
Pupils draw up a list of contemporary local or national issues pertinent to them or their local community. Ask pupils to select an issue from this list as a focus for a campaign.	
FS.Ma.L1/ Representing — Collect and record discrete data and interpret it appropriately. Learners identify ways to collect opinions and views from a range of sources, e.g. there is an opportunity for pupils to devise a survey for use within the class (or school) to gauge existing views. This could be carried out as an ICT activity using VLE tools, online survey software or a database to input and analyse survey results.	Pupils plan to eliminate bias in the sample.
The results of the survey can be presented using appropriate ICT.	Pupils use ICT to develop, present and communicate the results of their outcomes.
Identifying key players	
Before you can plan a campaign you need to think about the key players. Teaching about key players (e.g. the role of local government, the job of MPs, how the police work, what charities do) is often carried out in isolation from an issue that concerns pupils. Support pupils to recognise that identifying key players and understanding their role is significant in achieving a successful campaign outcome.	Pupils write a coherent action plan with an appropriate level of detail.
Ask pupils to devise a list of key players for their chosen issue, including supporters, people affected and decision-makers, as well as opponents and obstacles.	
Action planning	
PLTS — Effective participants. At this stage pupils, in groups, need to plan their time and resources so as to take effective action on their issue.	Pupils select appropriate ICT to communicate their action plan.
There is an opportunity to look back at the campaigns and methods discussed during stage 1 and to consider further case studies in order to identify what makes a good campaign.	
FS.Eng.L1/W — Present information in a logical sequence. The key here is for pupils to be certain of what they want their campaign message to be; they should also establish their success criteria, e.g. raising awareness of the issue. Ask pupils to write their action plan in a format they feel is appropriate. There is an opportunity here to use ICT functional skills to develop a flow chart showing the action plan.	

Stage and focus	Learning outcomes	
Stage 3 – Deploying ideas and information *Taking action* The groups carry out their action plans using the methods they have chosen as most appropriate. This could involve a range of contemporary communication tools, such as: ● emailing key players with information on the campaign ● starting up a blog or website to raise awareness of the issue and build a following ● making a video or photo slideshow and publishing it on the web ● demonstrating how you would use a social networking site as a medium to build a following, keep them informed and ask them to take action with you. Campaign material will have to be concisely written and appropriate for the chosen audience, e.g. a press release to be sent to the local newspapers to draw attention to the campaign. Pupils can also design and make leaflets or posters and hand them out or stick them up where lots of people will see them. Pupils collect further data to see if the campaign is meeting identified success criteria. This information can be used as part of their campaign, e.g. informing decision-makers of their findings.	Pupils communicate with key players and the public about their campaign using email and social networking. Pupils communicate core ideas through an appropriate campaign message, using contemporary media. Pupils write campaign materials to express and explain their campaign's message, while taking in a range of viewpoints.	**FS.ICT.L1/DP&CI** Enter, develop and refine information using appropriate software to meet the requirements of a straightforward task. Use communications software. **FS.Eng.L1/ W** Write clearly and coherently, including an appropriate level of detail.
Stage 4 – Consolidating and reflecting (moving towards level 2) Pupils reflect on their campaign in the form of a report on its success. Pupils should be encouraged to devise success criteria against which they can objectively evaluate their campaign strategy. It is important to encourage pupils about the positive aspects as their campaigns may have limited success in a short space of time. Getting them to reflect on the awareness they have raised, ICT skills they have developed and what they could do with these skills in the future is imperative.	Pupils evaluate their work and explain which aspects of the campaign worked well and which aspects could be improved. Pupils evaluate their use of ICT tools for the campaign.	**PLTS** Reflective learners
Extending ● Successful local, national and global campaigns could be studied in more depth to give pupils a greater understanding of techniques and how success can be measured. ● Pupils could maintain and develop online campaigns to complete a more long-term campaign.		

Useful resources

● **http://battlefront.co.uk/** This site features a range of campaigns developed by young people using IT, as well as guidance for putting together campaigns.

● **www.teachingcitizenship.org.uk** Click on 'Using ICT to campaign for change' to download a campaign toolkit to use with students when developing campaigns, as well as more detailed information on using ICT.

● **www.bl.uk** In the citizenship section of the learning area of the website, click on 'Campaign! Make an Impact' to find guidance on how to run a campaign.

● **www.srtrc.org** This national campaign has a range of information as well as teaching resources.

● **www.weebly.com** This site allows you to create your own website for free, is very simple to use and links with lots of other sites and features.

● **www.blogger.com** and **www.wordpress.com** are both well-known and used blogging sites.

● Facebook, Bebo, mySpace and Twitter are very well-known and successful social networks.

● **www.flickr.com** and **http://picasa.google.com** are popular and user-friendly photo-sharing sites.

● **www.youtube.com** and **www.vimeo.com** are popular video-sharing sites.

● **www.ipetitions.com** can be used to create online petitions.

Context 2: Key Stage 3 – Investigating democratic participation in society

Aims and overview

This module will enable learners to develop selected functional skills in an appropriate manner to study themes and concepts as part of citizenship. Transferable functional skills will be used to analyse, make sense of, and respond to information exploring the key concepts of democracy and justice, as well as the process of taking informed and responsible action in the context of voting, pressure groups and campaigning.

The big question

Is voting in elections the best way for people to have their say?

Learning focus – citizenship

Pupils should be able to:

- identify and investigate arguments on voter apathy

- evaluate methods of increasing participation in elections

- analyse the impact of other forms of active citizenship and holding Government and those in power to account

- present their opinions and those of others as to whether voting is the best way for people to have their say.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English	Mathematics	ICT
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Speaking, listening and communication: Take full part in formal/informal discussions and exchanges that include unfamiliar subjects.	*Interpreting:* Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.	*Using ICT:* Identify the ICT requirements of a straightforward task.
		Follow and demonstrate understanding of the need for safety and security practices.

Stage and focus	Learning outcomes
Stage 1 – The context Introduce the 'big question' – Is voting in elections the best way for people to have their say? – by getting pupils to discuss how people can have their say about a particular issue. It may be useful to think of a particular problem within the local community to get pupils engaged, e.g. lack of facilities for young people. Encourage pupils to identify that this question can be considered in many ways, e.g. by asking pupils: • How does voting give people a say? • Why is it important that people have their say? • What could happen if everyone didn't get to have their say? Encourage pupils to identify examples to justify their opinions and outline that the 'big question' will be investigated from a range of perspectives, and that pupils will be using a range of skills learned in other subjects to help them.	Pupils explain how people can have their say and evaluate the effectiveness of these methods through informal discussion. Pupils share their opinions, perhaps revising them in the light of what others say
Stage 2 – Research and exploration *Voter turnout* Start by asking students why this question is being asked in the first place. Elicit the idea of people taking less interest in voting and conventional politics, which has led to low turnout in general, local and European elections. Ask pupils to consider what numerical/mathematical data they think would be useful to explore change (e.g. changes in turnout over time, trend in ages of people voting). What format is this data likely to be presented in and where might we find it? Pupils use a range of data sources, considering their origin and reliability, to identify and represent trends in voter turnout. Ask them to consider consequences of these trends, e.g. ask what could happen if voting turnout continues to fall (lack of mandate for politicians, more extreme groups elected). *Increasing turnout* Ask students to identify methods of increasing voter turnout, including the use of a range of digital technologies. Once students have identified some methods, ask what concerns there are about using such methods, particularly the use of technology for voting in elections. Pupils can then research ideas such as whether it is safe and secure, and whether it is accessible to everyone. *Active citizenship: Ways of having your say* Pupils reflect on active citizenship methods discussed during stage 1. Methods include: contacting a politician (international: MEP; national: MP or prime minister; local councillor, parish councillor), campaigning, protesting, joining a pressure group, starting a pressure group, running for an election, engaging in direct action to solve the problem, community work, extremism. Once pupils have identified a range of ideas they can use case studies to explore the methods in more detail. Ask pupils to discuss which method they feel would be most effective, and why. What kinds of issues do pressure groups and campaigning cover? What methods do they use? How successful are they? How can you measure their success? Do membership numbers and donations result in success?	Pupils interpret data to recognise trends in voting behaviour. Pupils identify security and safety concerns of using online voting systems as well as difficulties of usage for non-ICT literate people. Pupils explain clearly how different case studies illustrate the effectiveness of different methods of 'having your say'. Pupils identify the appropriate figures on membership and donations and interpret them to decide on the success of different methods.

FS.Eng. L1/SLC Make relevant and extended contributions to discussions, allowing for and responding to others' input.

FS.Ma.L1 Interpreting Choose to extract and interpret information from tables, diagrams, charts and graphs.

FS.ICT.L1/Using ICT Follow and demonstrate understanding of the need for safety and security practices/ software.

FS.Eng. L1/SLC Present information/ points of view clearly and in appropriate language.

Stage and focus	Learning outcomes
Stage 3 – Deploying ideas and information Pupils apply a range of mathematical tools to analyse and interpret the results from a voting simulation. Learners identify, consider and discuss the range of outcomes from different voting systems. Provide a familiar context, such as elections for the school council. Ask pupils to consider and discuss the approaches and resources they could use in school to: ● develop an online voting system (e.g. VLE survey tools, online survey software, database) ● identify difficulties that different groups of pupils might have with this online approach (e.g. Year 7 pupils might be unfamiliar with software, pupils lose passwords, they may be afraid of people finding out who they voted for). Returning to the 'big question', – Is voting in elections the best way for people to have their say? – ask pupils to take a position either in support of voting in elections or against it (and therefore in support of using other means to have their say). Drawing on what they have learnt about voter turnout, ways of increasing it and other methods of having your say, the pupils, in their two groups, develop as many arguments as they can to support their view. They also develop arguments of why the opposing view is not valid. Pupils present their arguments in a debate on whether voting is the best way for people to have their say.	Pupils make connections between their own use of ICT systems in lessons and at home to explain how it relates to a new context. Through the debate, pupils clarify and refine their arguments.
Stage 4 – Consolidating and reflecting (moving towards level 2) Pupils reflect on all the issues raised in the debate, as well as their involvement in the group work and participation in the debate. Ask them to reflect on the experience verbally, presenting to the class their opinion on voting, what has influenced it and how it has changed (if at all). Conclude by reflecting on the functional skills they have deployed and also the learning that has emerged.	Pupils formulate and present their opinions, formally summing up the points of discussion that have influenced them.

FS.Ma.L1/ Interpreting
Select mathematics in an organised way to find solutions.

FS.ICT.L1/Using ICT
Interact with and use ICT systems to meet the requirements of a straightforward task.

FS.ICT.L1/Using ICT
Follow and understand the need for safety and security practices.

PLTS
Team workers

FS.Eng.L1/SLC
Prepare for and contribute to formal discussion of ideas and opinions. Present information/ points of view clearly and in appropriate language.

PLTS
Reflective learners

Extending

● Pupils prepare an article for a school magazine/website/blog on the best method(s) for 'having your say', using their arguments and ideas from the debate and earlier preparation.

● Pupils create a prototype voting system for the school council elections.

● The group work is disseminated or shared using ICT in a format appropriate for a given audience and purpose.

● Different voting systems are explored, looking at the benefits and problems of each.

● Cross-curricular links are made with history, looking at the history of voting and the right to vote.

Useful resources

● **www.ukpolitical.info/** Search for 'turnout' to find a graph showing turnout at post-war general elections.

● **www.bbc.co.uk** Search for 'general election' to find information on the most recent general election turnouts, ward by ward.

● **www.guardian.co.uk** Search for 'voter apathy' to find a selection of news stories on this theme.

● **www. hansardsociety.org.uk/** The eDemocracy link looks at the use of technology in politics.

Context 3: Key Stage 4 – Investigating aspects of human rights (asylum)

Aims and overview

This module will enable learners to develop selected functional skills in an appropriate manner to study themes and concepts as part of citizenship. Transferable functional skills will be used to analyse, make sense of, and respond to information exploring the key concepts of democracy and justice, as well as the issues surrounding refugees and asylum.

The big question

Does the UK accept a fair share of refugees?

Learning focus – citizenship

This is a challenging and sometimes controversial topic area. Guidance on teaching controversial issues can be found on the Teachernet website. Schools may also have their own guidelines.

Pupils should be able to:

● define 'asylum seeker', 'refugee' and 'illegal immigrant' as well as explain the confusion between these terms

● analyse and evaluate media sources

● explore a range of views concerning asylum seeker and refugee numbers

● analyse figures for refugees and asylum seekers.

Learning focus – functional skills target: level 2

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English	Mathematics	ICT
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Reading: Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	*Analysing:* Apply a range of mathematics to find solutions.	*Finding and selecting information:* Select information from a variety of sources to meet the requirements of a complex task.
Understand a range of straightforward tasks.		

Stage and focus	Learning outcomes
Stage 1 – The context Introduce the 'big question' – Does the UK accept a fair share of refugees? – by getting pupils to write an answer with justification (i.e. 'Yes/No, because…'). Pupils could imagine they are politicians answering the question in response to being asked it by a journalist. Ask pupils to discuss why they believe what they believe. Provide pupils with two contrasting articles on the issue of asylum seekers and refugees. Ask pupils to analyse and evaluate the sources, questioning the different values/viewpoints and recognising bias. Ask pupils if their opinions have changed at all in light of the articles.	Pupils recognise and explain different points of view and the values that might support them.

FS.Eng.L2/R Read and summarise succinctly. Detect point of view, implicit meaning and/or bias.

Stage and focus	Learning outcomes
Stage 2 – Research and exploration *Defining terms* Ask pupils to research the meanings of some of the key terms (asylum seeker, refugee, immigrant) and identify how the definitions and use of these terms may vary depending upon fact, opinion and bias. Encourage pupils to consider these terms in relation to access to human rights. Ask pupils to consider why the use of such terms varies, and whether it is acceptable that the terms are often used interchangeably. Encourage pupils to find out more about the lives of refugees and asylum seekers from a range of sources, so that they develop empathy around the subject. *Media sources: A range of views* Ask pupils where we get most of our information on immigration, asylum seekers and refugees. Ask pupils to search the internet for a range of sources relating to immigration, asylum seekers and refugees. Encourage pupils to explain whether the sources they find are fit for purpose and to detect different points of view or bias. Ask pupils to consider the following: ● How do we know a source is reliable? ● What motives are there for bias? ● Can such bias be morally wrong? *Facts and figures* Ask pupils to decide what sorts of statistics would be helpful in determining what might be a fair way of distributing refugees globally. Encourage pupils to use ICT to find and share relevant statistics. Ask them to use their findings to put together a case in support of their answer to the key question. Is it possible to use mathematics to find a solution? What issues are there with this? Consider human rights issues.	Pupils discuss and draw conclusions on why misconceptions exist about asylum seekers and refugees. Pupils compare text from newspaper articles, identifying differences in opinion and considering why these exist. Pupils locate and select relevant information on asylum seekers and refugees, evaluating whether the resources are reliable and unbiased. Pupils develop a model for the fair distribution of asylum seekers globally, making reasoned use of the statistics available.
Stage 3 – Deploying ideas and information There are a range of opinions on asylum seekers and refugees, many of which are clouded by confusion with economic migrants and illegal migrants. Groups role-play a conversation between an asylum seeker and a British citizen who is scared by levels of migration as well as reports in newspapers about asylum seekers. Pupils should prepare their arguments using information from their research and prior learning. Pupils remain in role following the conversation and write about what they have learnt from the other person.	Pupils contribute to a role-play discussing issues surrounding asylum seekers and refugees. Pupils remain in role and produce a piece of writing explaining the difference between their character's and another's opinions.

FS.ICT.L2/F&S
Use appropriate search techniques to locate and select relevant information.

FS.ICT.L2/F&S
Select information from a variety of sources to meet the requirements of a complex task.

FS.Ma.L2/ Analysing
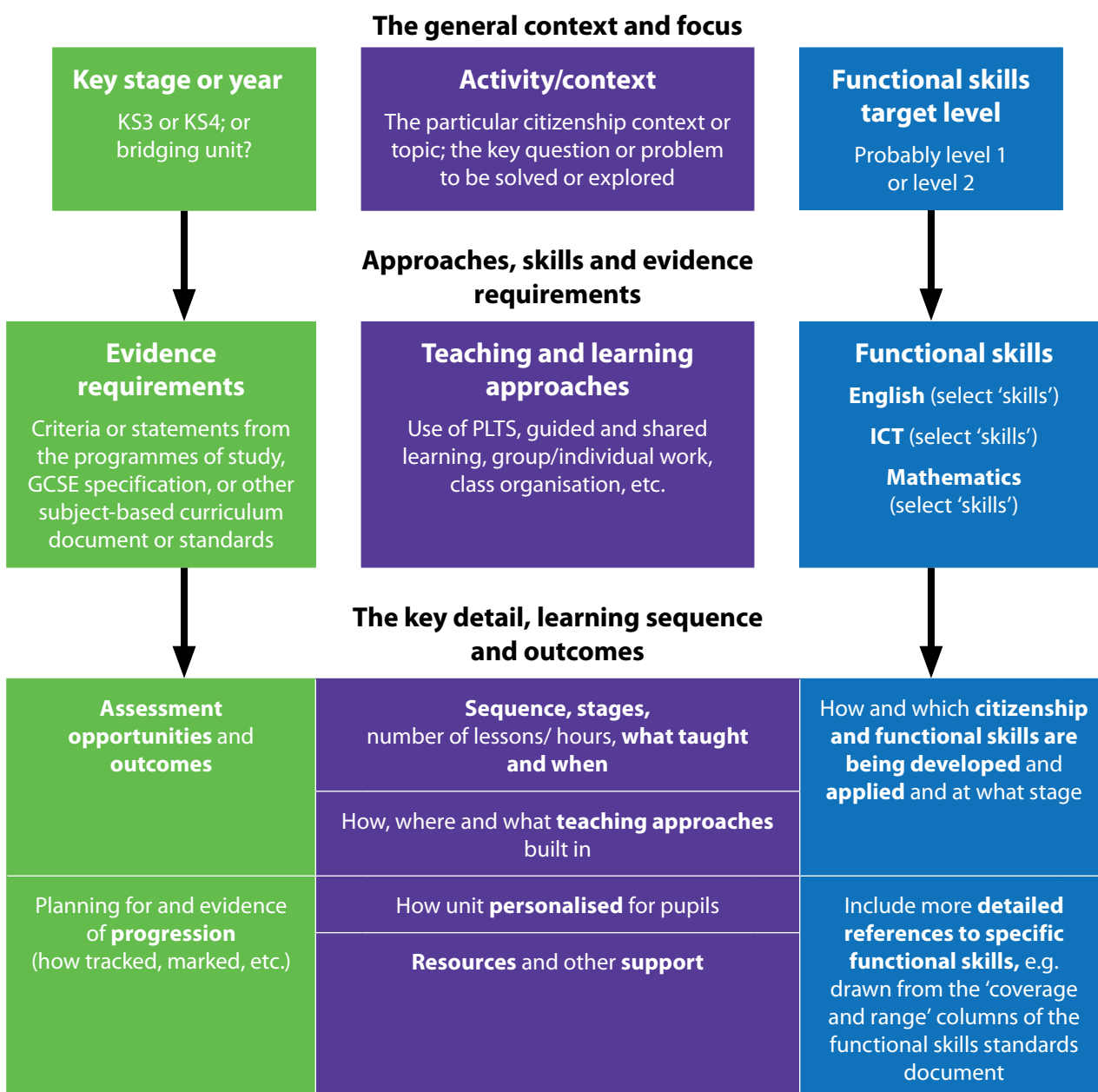Use and interpret statistical measures, tables and diagrams.

FS.Eng.L2/R
Read and summarise succinctly information/ideas from different sources.

The National Strategies   17
Functional Skills Support Programme
Developing functional skills in citizenship

Stage and focus	Learning outcomes
Stage 4 – Consolidating and reflecting Pupils reflect on all the issues raised in their research, the role-play and their data- and newspaper-analysis. Pupils complete an extended piece of writing answering the big question: Does the UK accept a fair share of refugees? Give them the following guidance. Answer this question, giving both sides of the argument as well as relevant case studies and data. Think about: • human rights • the facts about refugees and asylum seekers • different opinions and the origins of these opinions • the role of the media in influencing our opinions.	Pupils explain why some issues are emotive. They explain evidence, ideas and opinions on the big question, effectively and persuasively.
Extending • Cross-curricular links can be made with geography, looking at migration, population and resources. • More in-depth discussion could take place on the conflict between the right to asylum and the rights of people already in the UK (e.g. the right to shelter).	

Useful resources

- **www.teachernet.gov.uk** Search for guidance on 'Teaching about controversial issues'.

- **www.refugeecouncil.org.uk/** This site has a section of facts about asylum seekers and refugees.

- **www.refugeestories.org/** This site has case studies as well as teaching resources.

- **www.refugee-action.org.uk/** This site has a useful information section as well as a refugee voices section.

- **www.icar.org.uk** This information centre about asylum and refugees has a statistics section.

- **www.nationmaster.com** This site is a good source of date on many topics, including refugees and asylum seekers.

- **www.migrationwatchuk.org/** This independent organisation has a particular focus on the issue of migration and data about it.

Functional skills in citizenship: A planning process

The planning diagram below provides a structure for planning a citizenship activity or topic that integrates functional skills. Note that it starts from the citizenship activity or topic and that the functional skills are an integral part in the successful completion of the activity. It is a mistake to distort a citizenship activity simply to ensure that it includes functional skills; however, the inclusion of functional skills may well allow for a greater degree of independent learning and skills application. A cross-curricular model would look different insofar as the focus would be on more than one subject area.

The general context and focus

Key stage or year	Activity/context	Functional skills target level
KS3 or KS4; or bridging unit?	The particular citizenship context or topic; the key question or problem to be solved or explored	Probably level 1 or level 2

Approaches, skills and evidence requirements

Evidence requirements	Teaching and learning approaches	Functional skills
Criteria or statements from the programmes of study, GCSE specification, or other subject-based curriculum document or standards	Use of PLTS, guided and shared learning, group/individual work, class organisation, etc.	**English** (select 'skills') **ICT** (select 'skills') **Mathematics** (select 'skills')

The key detail, learning sequence and outcomes

Assessment opportunities and outcomes	Sequence, stages, number of lessons/ hours, **what taught and when**	How and which **citizenship and functional skills are being developed** and **applied** and at what stage
	How, where and what **teaching approaches** built in	
Planning for and evidence of **progression** (how tracked, marked, etc.)	How unit **personalised** for pupils	Include more **detailed references to specific functional skills,** e.g. drawn from the 'coverage and range' columns of the functional skills standards document
	Resources and other **support**	

Resources

Literacy and learning in citizenship
DfES 0674-2004G

The purpose of this booklet is to help teachers of citizenship support the development of:

- learning through talk
- learning from text
- learning through writing.

Leading in learning: Exemplification in citizenship
DfES 0060-2005G

The purpose of this booklet is to demonstrate how teachers of citizenship can contribute to the development of pupils' learning and thinking skills. It provides examples of the 10 teaching strategies contained in the Leading in learning teachers' handbooks for Key Stage 3 Ref: DfES 0035-2005G and Key Stage 4 Ref: 2111-2006DWO-EN, which are the main source of guidance for Leading in learning.

ICT across the curriculum: ICT in citizenship DfES 0197-2004G

The **ICT across the curriculum** (ICTAC) pack is a set of materials designed to promote the use of ICT across all subjects in schools. The ICT in citizenship guide is designed to raise awareness of how ICT can be applied and developed in citizenship, analyse the opportunities that exist in citizenship for developing and applying ICT and consider how ICT can enhance the teaching and learning of citizenship.

Pedagogy and practice: Teaching and learning in secondary schools
DfES 0423-2004G

The **Pedagogy and practice** materials consist of a suite of 20 study guides supported by a series of video sequences on DVD. All the guides are helpful in the development of functional skills and independence, but those with particular relevance include: Teaching models; Group work; Guided learning; Active engagement techniques; Developing reading; Developing writing; Using ICT to enhance learning; and Developing effective learners.

All of the materials listed are available for download from the National Strategies web area, along with the 10 other subject booklets in this series and a suite of e-learning modules.

Visit: **www.standards.dcsf.gov.uk/nationalstrategies**

A dedicated website for the Functional Skills Support Programme (FSSP) provides a first point of contact for all functional skills support. It includes the Learning and Skills Improvement Service (LSIS) training modules for functional skills for the post-16 sector and a series of booklets to support teaching functional skills in diplomas. The FSSP website can be accessed at: **www.fssupport.org**

For case studies and further guidance about planning for functional skills, visit: **http://curriculum.qcda. gov.uk/key-stages-3-and-4/skills** and select functional skills.

Acknowledgement

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