

Citizenship materials for ESOL learners in Scotland



This project was commissioned by the Department for Education and Skills and the Home Office and managed by NIACE and LLU+ at London South Bank University.

© Crown copyright 2006, unless stated otherwise



Published by NIACE (National Institute of Adult Continuing Education)
(England and Wales)
21 De Montfort Street
Leicester LE1 7GE

Company registration number: 2603322

Registered charity number: 1002775

NIACE has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient financial resources.

You can find NIACE online at **www.niace.org.uk**



LLU+ at London South Bank University is a national consultancy and professional development centre for staff working in the areas of literacy, numeracy, dyslexia, family learning and English for Speakers of Other Languages. We also have specialists in learning support, language and maths, and the application of learning styles approaches to teaching and learning.

For further information see: **www.lsbu.ac.uk/lluplus**

Copies of this publication can be obtained from:

Scottish Qualifications Authority
Hanover House
24 Douglas Street
Glasgow G2 7NQ

SQA Customer Contact Centre:
Tel: 0845 279 1000; Fax: 0141 242 2244
Email: customer@sqa.org.uk
Please quote ref: AD3001

ISBN 1 85969 665 1

An electronic version of these materials is available on our Website at:

www.esolcitizenship.org.uk

Designed and typeset by Creative, Langbank, Scotland
Printed and bound in the UK by Aspect Binders and Print Ltd

Contents

Acknowledgements	v
Citizenship materials for ESOL learners in Scotland: Notes to teachers	vi
Section 1: What is citizenship?	1
1.1 <i>Citizenship and society: An overview</i>	8
1.2 <i>Vocabulary for citizenship</i>	14
1.3 <i>Becoming a United Kingdom citizen</i>	16
1.4 <i>Stereotypes</i>	20
1.5 <i>Exploring beliefs, values and opinions</i>	24
Section 2: Parliament and the electoral system	27
2.1 <i>The Houses of Parliament</i>	32
2.2 <i>The role of the MP: Using reference material; reporting and discussing information</i>	36
2.3 <i>Contacting an MP: Reading and finding information</i>	40
2.4 <i>Asking an MP for help: Case studies 1</i>	46
2.5 <i>Asking an MP for help: Case studies 2</i>	48
2.6 <i>Asking an MP for help: Case studies 3</i>	50
2.7 <i>Quiz: How much do you know about MPs?</i>	58
2.8 <i>The Scottish Parliament</i>	62
2.9 <i>Local councillors</i>	66
Section 3: Geography and history	71
3.1 <i>Finding information on the United Kingdom map</i>	76
3.2 <i>Geographical areas</i>	78
3.3 <i>Flags and symbols of the United Kingdom</i>	80
3.4 <i>Population of cities in the United Kingdom</i>	84
3.5 <i>Finding out about the suffragettes</i>	86
3.6 <i>Finding out about kings and queens</i>	90
3.7 <i>Finding out about places of interest</i>	98
Section 4: The United Kingdom as a diverse society	107
4.1 <i>Diversity now</i>	112
4.2 <i>A diverse history</i>	116
4.3 <i>Body language</i>	118
4.4 <i>Culture and diversity</i>	120
4.5 <i>Festivals and celebrations: Finding information</i>	122
Section 5: The United Kingdom in Europe, the Commonwealth and the United Nations	127
5.1 <i>The United Nations, the Commonwealth and the European Union: Quiz</i>	132
5.2 <i>The European Union: Flags and countries</i>	134
5.3 <i>History of the Commonwealth</i>	138
5.4 <i>History of the Commonwealth</i>	143

Section 6: Human rights	147
6.1 <i>Human rights legislation</i>	152
6.2 <i>Human rights legislation: Case studies</i>	156
6.3 <i>Flowers from Kenya</i>	162
Section 7: Working in the United Kingdom	167
7.1 <i>What's your job?</i>	172
7.2 <i>Interviews</i>	174
7.3 <i>Reading and questioning a wage slip</i>	176
7.4 <i>Contract of employment</i>	180
7.5 <i>Understanding minimum wage law</i>	184
7.6 <i>Discrimination at work</i>	188
7.7 <i>Comparing salaries</i>	192
Section 8: Health	195
8.1 <i>Children's health</i>	200
8.2 <i>Absence letters to school</i>	206
8.3 <i>Using a pharmacy</i>	210
Section 9: Housing	215
9.1 <i>Accommodation</i>	220
9.2 <i>Renting</i>	222
9.3 <i>Types of accommodation</i>	226
9.4 <i>Sharing a flat</i>	230
Section 10: Education	235
10.1 <i>Education systems</i>	240
10.2 <i>The school timetable</i>	244
10.3 <i>Pupil progress (Primary)</i>	248
10.4 <i>Pupil progress (Secondary)</i>	256
10.5 <i>Helping with homework</i>	260
10.6 <i>Studying ESOL</i>	264
Section 11: Community engagement	271
11.1 <i>Fund-raising for a school</i>	276
11.2 <i>Choosing volunteer activities</i>	280
11.3 <i>Becoming a volunteer</i>	284
11.4 <i>Comic Relief</i>	288
Section 12: Knowing the law	295
12.1 <i>Legal vocabulary: People and places</i>	300
12.2 <i>The law courts: Reading text</i>	302
12.3 <i>Legal age requirements</i>	306
12.4 <i>Drugs and the law</i>	310
12.5 <i>Drugs Web search task</i>	314
12.6 <i>Immigration and asylum</i>	316
Answers to learners' activities	319

Acknowledgements

This pack was produced by NIACE and LLU+ for the Department for Education and Skills and the Home Office.

NIACE and LLU+ are grateful to the Scottish Qualifications Authority for their contribution to the development of this Scottish version of the pack.

NIACE was represented by Chris Taylor, Development Officer for Literacy, Language and Numeracy.

LLU+ at London South Bank University was represented by Helen Sunderland, Assistant Director, Head of ESOL Division.

The Project Administrator was Dal Munder.

The materials were written by Robin Ashton, Annie Bell, Elizabeth Goldman, Judith Kirsh, Mazhar Malik, David Maule, Jo Smith, Helen Sunderland, John Sutter, Chris Taylor and Meryl Wilkins.

Contributors

Contributions of learning materials were gratefully received from the following institutions:

- Bradford Metropolitan District Council Human Resources Department
- Charlotte Haenlein, Community English School
- Exeter CVS
- Hackney Museum
- Langside College, Glasgow
- Shawlands Academy, Glasgow
- Sonja Roffey, freelance writer and teacher
- Stockport English Language Service
- Tower Hamlets College
- Yorkshire and Humberside Refugees and Asylum Seekers consortium

Citizenship materials for ESOL learners in Scotland: Notes to teachers

Introduction

The aim of these materials is to:

- support teachers in developing learners' English language skills;
- support teachers in developing learners' knowledge of life in the UK;
- support application for citizenship.

NIACE and LLU+ were commissioned by the Department for Education and Skills and the Home Office to produce this pack, drawing on existing good practice in ESOL provision and the recommendations of the Advisory Group chaired by Sir Bernard Crick, in their report, *The New and the Old*. We looked at the six broad categories of study proposed in the Crick recommendations and built on them. This pack of learning materials is divided into 12 sections about different aspects of citizenship for delivery through ESOL provision. The sections are not presented in order of importance or course delivery.

The materials are designed for ESOL learners working towards Access 3, Intermediate 1 and Intermediate 2 (Entry Level 1, 2 or 3 in England).

Principles of good practice

Course content should be learner-centred and course delivery should be learner-friendly in terms of teaching methods and assessment. Authentic and local materials should be used wherever possible and materials should be current and relevant to learners.

The materials in the pack have been referenced to the Scottish Qualifications Authority (SQA) ESOL specifications and the *Adult ESOL Core Curriculum*. Additional materials produced locally should also be referenced where possible.

Learning should draw as much as possible on the learners' own knowledge and experience so that learners will feel engaged, peer teaching can take place, active learning is encouraged and individual experience is acknowledged and valued.

As with any group of learners, teachers should ensure that discussion of 'sensitive' issues (for example gender and equality, human rights, drugs, HIV/AIDS) is handled in a professional manner. Work on these issues should be underpinned by the principles of respect for individual viewpoints, non-confrontational ways of expressing opinions and adherence to guidelines, policies and legislation on equality issues. Some topics, for example the place of drugs and sexual issues in UK youth culture, are probably best approached in as factual and informative a way as possible.

The different content which may be appropriate for learners in England, Scotland, Northern Ireland and Wales has been considered. This pack is designed for learners in Scotland. A separate pack has been developed for England.

Differentiation

It is likely that the level of individuals' and groups' English language skills will vary, even though they have been assessed overall as Access 3, Intermediate 1 or Intermediate 2. For example, a learner who has lived and worked in Scotland for 20 years, but who has had little or no formal English language training, may have

speaking and listening skills at Intermediate 2, but writing skills at Access 3 or lower. Course content should therefore take account of such variations and differentiation should be incorporated into lesson planning, where appropriate. Advice is given on differentiation in the teachers' notes for each section.

The menu

The 12 topics of the *Citizenship Materials for ESOL Learners* pack are a flexible 'menu' of topics suitable for delivery at Access 3, Intermediate 1 and Intermediate 2 through ESOL classes. The content of each course will vary depending on the needs and interests of the learners and the profile of the local area. Learners who have lived in the UK for some years will have very different needs from new arrivals. It is intended that learners and teachers 'pick and mix' from this menu.

Section 1: What is citizenship?

No matter which sections learners and teachers choose to cover, and in which order, we recommend working on Section 1: What is citizenship? Learners need an opportunity to discuss what citizenship means to them and the teacher needs an opportunity to make explicit the purpose and the requirements of the course. Learners and teacher can then agree objectives and set these down in the individual learning plan. Bilingual or mother tongue teaching would facilitate learning at this stage. Through the pilot of the draft materials, ESOL teachers reported that most learners at Entry 1 (✉ Acc 3) found this section and the discussion of abstract ideas difficult at the beginning of the course.

The learning materials pack

This pack is divided into 12 sections and the learning materials are designed for learners working towards Access 3, Intermediate 1 and Intermediate 2. The learning materials *are not designed to be complete*. This is not a definitive pack, and teachers will need to add local information and activities. All the learning materials are referenced to the SQA ESOL specifications and the ESOL core curriculum. The entire pack is duplicated on the CD-ROM. The CD-ROM can be used to adapt the learning activities.

Each section follows the same template:

1. a list of topics teachers could cover in the section;
2. a list of sources of the materials used;
3. a list of Websites and resources;
4. teachers' notes with suggestions for Access 3, Intermediate 1 and Intermediate 2 activity;
5. example learning activities.

How to use the materials

This pack contains examples of the kinds of materials a teacher could develop for the learners she/he is working with. We have tried to give, as examples, learning activities which can be adapted and used in a variety of ways for Access 3, Intermediate 1 and Intermediate 2. For one resource we have suggested several uses. To be economical with effort, we propose extension activities too, using the same basic source. Teachers will need to adapt the example materials to suit their learners and it will be very important to collect a bank of authentic source materials from the local community.

The learners

Each group using these learning materials will have different skills and needs. The teacher knows the learners and will know how the materials should be adapted to meet those needs. We have assumed that learners will have had an initial interview and a personal profile will have been drawn up which will inform the choice of the ESOL citizenship content.

Drawing on the expertise of others

Some of the proposed topics may require subject specialist input. ESOL teachers cannot be expected to be experts on Parliamentary democracy, the Commonwealth, human rights and employment legislation! We suggest teachers invite guest speakers and draw on the expertise of other staff in their organisations, speakers from the local community and local politicians. We suggest that learners are given choices about which local people to invite.

The learners themselves may be a resource, especially if they have lived in the country for some time. Learners who are active in a local faith group or work as a volunteer in their child's school may be willing to speak to the group about their experience.