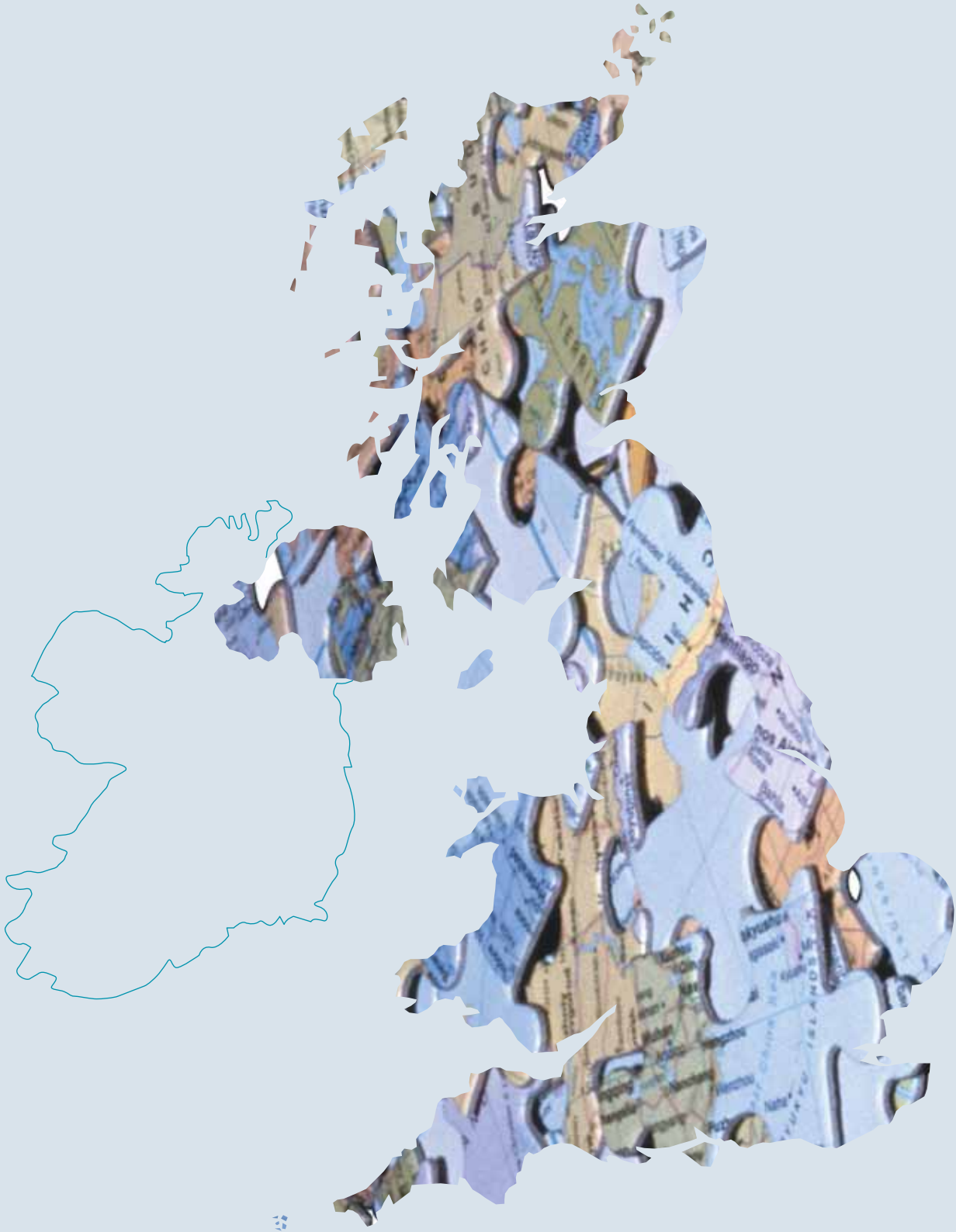


Citizenship materials for ESOL learners

2010 edition with new and updated sections



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.

The materials were updated in 2010. This work was commissioned by the Home Office.

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Copies of this publication in PDF format, as well as adaptable Word versions of the learning activities, can be downloaded from our website:

www.esolcitizenship.org.uk

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The new edition of Citizenship materials for ESOL learners

This pack contains some new and updated sections:

1 What is citizenship? updated/new

1.2: Vocabulary for citizenship

This has been revised.

1.3: What does citizenship mean to you?

This is new and replaces the previous 'Becoming a UK citizen'.

1.5: Responding to stereotypes

This is new and replaces the previous 'Exploring values, beliefs and opinions'.

2 Parliament and the electoral system updated

2.2: The role of the MP: Using reference material; reporting and discussing information

This has been revised.

2.3: Contacting an MP: Reading and finding information

This has been revised.

2.7: Quiz: How much do you know about MPs?

This has been revised.

2.8: The Cabinet

This has been revised.

4 The United Kingdom as a diverse society updated/new

4.3: Women's rights

This is new and replaces the previous '4.3: Body language'.

4.5: Civil partnership

This is new and replaces previous '4.5: Festivals, holidays and celebrations', which has been moved to a new 'Section 14: Faiths and beliefs'.

4.6: Different kinds of families

This is new.

11 Volunteering and citizenship new

This is new and replaces the previous 'Section 11: Community engagement'.

11.1: What is volunteering?

This is new.

11.2: Volunteering and active citizenship

This is new.

11.3: Choosing volunteer activities

This is a revised version of the previous 'Choosing volunteer activities'.

11.4: Becoming a volunteer

This is a revised version of the previous 'Becoming a volunteer'.

11.5: Supporting learners in volunteering

This is new.

Answers to learners' activities

updated

13 Getting involved in your community

new

13.1: Getting involved in your local community

This is new.

13.2: Fundraising for a school

This is the previous 'Fundraising for a school'.

13.3: Comic Relief

This is a revised version of the previous 'Comic Relief' that was in Section 11.

13.4: Producing a booklet for new arrivals

This is new.

13.5: Producing a poster for new arrivals

This is new.

14 Faiths and beliefs

14.1: Religions in Britain

This is new.

14.2: Festivals and celebrations

new

This is a revised version of the previous 'Festivals and celebrations'.

14.3: Faith schools

This is new.

14.4: Interfaith activities

This is new.

14.5: Building bridges case study

This is new.

14.6: Giving a talk on a religious theme

This is new.

Acknowledgements

This pack was originally produced by NIACE and LLU+ for the Department for Education and Skills and the Home Office. The updated sections were developed by NIACE and LLU+ for the Home Office.

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 and Judith Kirsh, ESOL Teacher-Educator.

The Project Administrators were Dal Munder and Bhupinder Nijjar. The materials were written by Annie Bell, Elizabeth Goldman, Judith Kirsh, Mazhar Malik, Jo Smith, Helen Sunderland, John Sutter, Chris Taylor and Meryl Wilkins.

Consultation

We are grateful to the following organisations that piloted the draft Citizenship Materials for ESOL Learners pack and provided learning materials and valuable feedback:

- APEX Leicester Project
- Bolton College
- Brighton Hove and Sussex Sixth Form College
- Chinese ICT Open Learning Centre, Newcastle
- Croydon CETS
- Hastings College
- Leicester College
- Liverpool Community College
- NETT Sheffield
- Newcastle College
- Open Doors International Language School, Plymouth
- Refugee Council
- Sheffield College
- Suffolk College
- Thomas Danby College
- Tower Hamlets College
- Walsall College of Arts and Technology
- Waltham Forest College

We are grateful to the National Council of Faiths and Beliefs in Further Education (fbfe) for their critical reading of Section 14.

Contributors

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

- Bradford Metropolitan District Council Human Resources Department
- Exeter CVS
- Hackney Museum
- Sonja Roffey and Charlotte Haenlein, Oxford and Cherwell College
- Stockport English Language Service
- Tower Hamlets College
- Yorkshire and Humberside Refugees and Asylum Seekers consortium

Citizenship materials for ESOL learners: 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 settlement (indefinite leave to remain) in the UK or British 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 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 Entry 1, 2 or 3. They have been piloted with a range of ESOL providers.

In 2010, the Home Office commissioned further work on the materials to update three sections and add three new sections. The new sections are designed to encourage discussion and debate on a range of issues – faith and beliefs, culture and community – to support the new regulations regarding UK citizenship.

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 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.

Differentiation

It is likely that the level of individuals' and groups' English language skills will vary, even though they have been assessed overall as Entry 1, 2 or 3. For example, a learner who has lived and worked in the UK for 20 years, but who has had little or no formal English language training, may have speaking and listening skills at Level 1, but writing skills at Entry 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 topics of the Citizenship Materials for ESOL Learners pack are a flexible 'menu' of topics suitable for delivery at Entry 1, 2 and 3 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 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 sections and the learning materials are designed for learners working towards Entry Levels 1, 2 and 3. 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 ESOL core curriculum. The entire pack including the updated sections is duplicated on the CD-ROM and on the Website in PDF format. The learners' activities are also available in Word format on the CD-ROM and Website so they can be adapted.

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 E1, E2 and E3 activity; and
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 E1, E2 or E3. 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.