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RIGHTS AND

RESPONSIBILITIES

EDUCATION FOR

DEMOCRACY

POLITICAL LITERACY

HUMAN RIGHTS

LAW AND THE LEGAL

SYSTEM

MORAL AND

CRITICAL THINKING

CO-OPERATION AND

UNDERSTANDING IN

IRELAND

ANTI-RACIST

EDUCATION

MOTOROLA YOUTH

PARLIAMENT

MOCK TRIALS

WORK WITH YOUNG

OFFENDERS

YOUTH WORK

SUPPORTING

Superb citizenship education is already happening in schools, local councils and communities throughout the UK and has been for years.



Photo from performance of 'Making a Difference', Theatre Royal Stratford East

Hardly any of it is actually called Citizenship Education – after all it's not the label which counts but what students get out of it. Their confidence, sense of belonging and willingness to engage really do begin to grow when given genuine opportunities to participate in decision making and positive action.

Some views about young people are determined by negative images alone. Bullying, racist attacks and people thrown over bridges 'for a laugh'. When we read that only 12% of 18-24 year-olds vote in local council elections, what can we do? Either despair, complain about how we live in "a selfish society" or reject the poison of cynicism and promote the many examples of young people's altruism and generosity. We will only make a difference by nurturing our students' instinct to question and care and encouraging them to decide that it is their business to get involved, seeing that they have real choices – albeit some more than others. We believe that effective citizenship education can make that difference. It is not just the latest in a string of ideas, devised by a

government which wants children to understand parliament. At its best it helps to make sense of some of the most problematic issues in their lives.

Our aim is to offer support to colleagues introducing Citizenship, on top of the already huge number of existing responsibilities and pressures of league tables and OFSTED. Good citizenship education is likely to be more difficult in places where teachers feel their own rights are ignored. However, the task need not be daunting if schools realise how much they are doing already and that you can start anywhere – within or outside the formal curriculum. We work with schools on a daily basis and it is very often because of their devotion to putting respect at the heart of the institution and involving students and local communities that they are thriving – irrespective of their SATs, SEN, EAL, A – C and free school meals statistics. We hope you find this newsletter useful. Please let us know.

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Special thanks
to Iris Burton,
John Hayward,
Fiona Hogg and
Eddie Parkinson

How spicy can citizenship education be?

There is a fear that citizenship will be bland and uninteresting, lacking either spice or diversity (Lat Blaylock, TES 24/3/00). The curriculum was created according to an adult agenda and will certainly fail if it is delivered in a finger wagging way. However, if we get it right, citizenship can provide teachers with the opportunity to devise a curriculum that students will see as relevant, interesting and useful. During the development of our material on legal rights and responsibilities, 80% of students said they found the work interesting and over 95% of them found it worthwhile to learn about the law.

We at the Citizenship Foundation have always tried to produce resources which are activity-based, rooted in young people's experience and well trialled in the classroom. We are now trying to make sure that an exciting range of new material is available to schools before the new orders become statutory in 2002. For example, we are developing classroom resources to support the **Young Citizen's Passport** which young people have consistently told us is highly accessible and full of invaluable information for the young citizen.

Information heavy lessons (such as a plough through the details of the Sex Discrimination Act) can be both difficult for the teacher and indigestible for students. The diet must be laced with the kind of

colour that comes from using real case studies which grab the attention. Students need to understand both how the law impacts on ordinary people but also why it is important to know about their rights and responsibilities. The skills through content approach should encourage critical thinking and discussion of the problematic aspects of specific laws (such as 'in whose interest was the law written?' 'should it be scrapped altogether?'). Students need to be able to recognise injustice and the danger of unthinking obedience. Discussions like these are not classroom rehearsals of debates which students might one day hold for real. We do not see citizenship education as *preparation for* citizenship. It engages young people as citizens here and now.

During a recent INSET, we asked teachers to look at the contents of the new orders and decide which aspects they felt to be the most important. Overwhelmingly, it was the area of rights and responsibilities which colleagues felt was the most important component. Coming a close second was understanding the UK as a pluralist, diverse society and the need for mutual respect and understanding. Third was the importance of resolving conflicts fairly. These are important areas and will need creative strategies in order to be realised. It will not be in anyone's interest – least of all

teachers – if citizenship reverts to dull old-fashioned civics. Students will vote with their feet if it does. It is up to all of us, whether in the classroom or not, to share our ideas and make it work.

The National Curriculum for pupils aged five to 11 and 11 to 16 can be found on the National Curriculum web site at www.nc.uk.net

We phoned staffrooms around the UK for comments on the idea of Citizenship Education. Staff responses appear throughout the newsletter.

"It is something I'm looking forward to... The Citizenship Foundation has been producing materials to support teachers for years and made a phenomenal contribution to citizenship education with its promotion of the mock trials competitions, providing a tremendous opportunity for pupils."

"I know absolutely nothing about it I'm afraid"

Good practice

If you are interested in ideas for developing your citizenship education, you might like to visit our website (www.citfou.org.uk). We collect and disseminate examples of good practice in primary and secondary schools, local councils, communities and non-governmental organisations, including:

- developing a whole school ethos
- good citizenship in the playground
- working with creative arts
- anti-bullying campaigns
- mutual respect
- working with parents
- developing the school council
- links with Save the Children
- partnership with your local council
- peer mediation
- volunteering in the community
- human rights-based teaching
- working with refugees
- history and citizenship
- global citizenship
- anti-racism
- improving communication and consultation
- UK school link with Ghana
- intergenerational work
- RE and Citizenship
- organising a referendum
- increasing young people's participation in local government
- using the web for dialogue between schools
- organising a Citizenship or Human Rights Day
- talking about sexuality
- theatre and citizenship
- running a youth parliament competition across the curriculum

All examples include contact details. We are aware of the tremendous range of good practice and urge you to let us know about yours. Students are welcome to make enquiries and we plan to include articles and information written by and for students in future issues, so that young people can access ideas and each other.



Year 6 lunchtime helpers at Dog Kennel Hill Primary School, Southwark. They are trained to look out for any upset or lonely students, and can be identified by a yellow sash.

“I haven't given it much thought... I'm just so caught up with administration and day to day issues...”

“Anything that supports the rights of young people has to be a good thing”

Citizenship Education:

How on Earth can we do all that?

That is the question being posed in schools up and down the country. How do we plan for high quality citizenship education for all, in a way that has progression and real significance in the lives of our pupils? Clearly citizenship is about far more than curriculum provision alone. It is also about the rights of students and staff, how they treat each other and who is listened to and valued. Each school can make its own decisions about the how, the who and the what and the answers depend on its unique circumstances: staff, students, resources, ethos, community. The 'What' refers to resources, experience and methodology, which is dealt with elsewhere in this newsletter. As to the 'How' and 'Who', you might want to consider the following examples as starting points:

HOW The structures through which the Citizenship curriculum will be delivered	WHO Identifying the most appropriate people to prepare and ensure delivery	ADVANTAGES / DISADVANTAGES
Cross-curricular NB – the Citizenship orders include suggested subject links	All teachers of relevant subjects	<ul style="list-style-type: none"> • Avoids finding new time slot • Can say that everyone is involved • Problems of co-ordination • Citizenship could get lost in curriculum • Citizenship issues grafted on to already full syllabuses
Integrated with PSHE and / or discrete modules within PSHE	PSHE teachers, often form tutors with occasional external speakers / visitors / specialists	<ul style="list-style-type: none"> • Uses existing time slot • Many teachers already negative about PSHE. Might see Citizenship as unwelcome extra burden • Possible time pressure
Self-standing Citizenship courses	Self-selected Citizenship specialists, building on existing experience	<ul style="list-style-type: none"> • Enthusiastic staff • Team approach – productive • Enables coherent planning • Rest of staff might feel they have no obligation to Citizenship • Needs to be consistent with whole school ethos
Adapted Humanities courses	Humanities teachers	<ul style="list-style-type: none"> • Lends itself well to certain aspects of Citizenship, eg working of parliament • May not involve whole school
Special events / experiential competition / community events	All staff? Events organisers	<ul style="list-style-type: none"> • Impact / fun • Takes Citizenship away from being just another subject • Superficial? Not enough time to reflect? • Excellent / essential complement to curriculum-based citizenship education

From our contact with schools, it is clear that most are considering a combination of the above approaches – most often within a PSHE/Citizenship framework and the Humanities. In our experience, a solely cross-curricular strategy cannot deliver a citizenship course to all students. Ideally, in the long term, a specialist team of staff working in discrete lesson time (however labelled), with key concepts and skills reinforced elsewhere in the curriculum (arts, humanities, RE, science and technology) is most likely to deliver effectively.

Of course, whichever way you choose, we can support and advise you.

Constructing an overall curriculum map for PSHE and Citizenship

Individual staff, departments, schools and LEAs are busy devising ways of delivering the Citizenship curriculum. We compiled an audit for primary and secondary schools in consultation with teachers. You can find it on our website (www.citfou.org.uk). We have included the model below which was created by a team of advisers and teachers in Coventry. It encourages schools to think about school ethos and special events as well as formal curriculum work and will hopefully help colleagues looking for somewhere to start. Please contact us with any other planning frameworks you have found useful.

Target year group	PSHE or Citizenship	Aspect (topics or units – in terms of K/U, concepts, issues, skills or values)	Possible ways of providing for aspect				No. of hours	Advantages or disadvantages
			Discrete time	Through others	Special events	School ethos		
E X A M P L E								
Year 10	Both	Knowledge / Understanding The work of parliament, the government & the courts in making and shaping the law. Concepts Democracy; justice; fairness; equality. Skills Debate; critical evaluation of views; research a topical issue; express, justify and defend an opinion; contribute to discussion.	eg: Drugs - choices/legalise cannabis debate	History e.g. founding NHS; Hitler and courts/laws*	Youth Parliament competition Theatre group e.g. Making a Difference* Outside organisations e.g. British Youth Council*, Charter 88*, Hansard Society*, Operation Black Vote*	Everyone involved in decision making and rules - to develop importance of consultation / democracy Fairness and consistency in application of rules School councils/links with Youth Forums		Co-ordination is needed Unless the core element of the topic is taught in PSHE/Citizenship time, there will be no entitlement for all Need Citizenship co-ordinator to offer support for subject teachers to ensure issues are not repeated Might be difficult to involve all students in special events

*The Citizenship Foundation has information on these

Resources

Good Thinking: Education for Citizenship and Moral responsibility

Three courses of study for Key Stages 3, 4 and 5. Introduces students to moral ideas, language and debate underpinning citizenship. Encourages critical thinking.

(In preparation – published by Evans Brothers due autumn 2000) by T. Huddleston and D. Rowe

Citizenship For All

A wide-ability resource book covering many personal, social and citizenship issues.

Edited by Don Rowe, published 1998 by Stanley Thornes, £35 ISBN 0-7487-3196-2

Charity matters

Activities to help students understand the role and work of

charities and issues underlying charitable giving.

By Tony Thorpe, published by Directory of Social Change, £9.95 ISBN 1-900360-41-1



Young Citizen's Passport

An award-winning comprehensive guide to the law for young people.

Includes: health, home, law, leisure, safety, travel and work.

Edited by Tony Thorpe, published by Hodder and Stoughton £3.99 with large discounts for bulk purchase ISBN 0-340-78076-2

Understand the Law

2nd edition, 1995
Four volumes of active learning

units covering all aspects of the law as it affects young people at home, school, work, shopping and in personal relationships.

Limited numbers available from the Citizenship Foundation @ £15 each

Edited by Don Rowe and Tony Thorpe, published by Hodder and Stoughton

The National Foundation for Educational Research is in the process of compiling a comprehensive list of current materials and those being developed – in written, audio-visual and ICT form – for Citizenship Education. The intention is to put this information on the National Grid for Learning (NGfL) in the near future. You can access our extensive resources list (www.citfou.org.uk)

More help on its way for Citizenship

Although it has not been widely publicised as yet, there is considerable work underway to assist schools in implementing the new Citizenship curriculum in both primary and secondary schools, writes David Kerr.

The DfEE has set up a Citizenship Education Working Party to tackle implementation issues. Its members are drawn from schools, LEAs, support organisations and include a number of people who were on the original Citizenship Advisory Group. The Working Party has established sub-groups

to look in more detail at the pressing issues of assessment and accreditation, teacher training, community involvement and the sharing of good practice.

The latter sub-group involves discussion of a site for Citizenship on the National Grid for Learning (NGfL). The aim is to produce a package of recommendations and materials from the sub-groups to assist schools. This will be made available by September 2001 at the latest, giving secondary schools a further year to prepare for September 2002 when

Citizenship acquires the status of a National Curriculum subject.

So the message is – you are not alone. There is plenty of time to review your existing provision and plan for 2002. More help will be available as the sub-groups report, new resources emerge and money for training and implementation is allocated.

David Kerr is a member of the Citizenship Education Working Party and Senior Research Officer for the NFER (National Foundation for Education Research)

Assessment – is it an issue?

EVERYONE KNOWS that schools have lost a good deal of the freedom they once had to experiment or develop innovative courses without having to assess pupils' progress or provide accreditation. Should schools see the new Citizenship framework as providing the freedom to introduce pupils to important skills and issues free of the restriction of a rigid syllabus and formal examination? A dreary exam syllabus would kill it stone dead.

However, pupils are surely entitled to some credible form of feedback for the work they do. If it's worth doing, is it not worth assessing? All teachers are familiar with the difficulties of taking non-exam lessons because 'they don't matter'. And with the best will in the world, many teachers will take more seriously those subjects for which their pupils are going to take an external exam.

Recent experience with the short course GCSE suggests that pupil motivation can improve if there is something tangible to be gained at the end. Certainly the statutory orders provide a framework which is broad enough to be the basis of either a full or short course GCSE in Citizenship. Advances in examination techniques, including course work and skills-based assessment can surely make their contribution to provide stimulating and relevant courses. Publication of new syllabuses is expected later this year.

It will be vital to monitor the effects on teaching styles and learning outcomes for schools deciding to go down the public examination route. Will all interest and spontaneity be stifled or will the status of the whole area be significantly raised and, with it, pupils' achievement? One of the arguments against formal assessment is that those who don't pass will be labelled 'failed citizens'. We know there are numerous ways to gauge achievement and would very much like to hear your ideas and experience. **Careful planning and good resource material which starts with the experience and concerns of young people will be essential to avoid a return to the old failed 'top down' civics approach.**

Professional development – now the priority

The Citizenship Foundation organises and contributes to a variety of in-service training events. We are now planning a considerable expansion of training and development activity, including regional one-day seminar/workshop-based conferences during the second half of the summer term (see dates below). Issues to be addressed will include: whole school policy; curriculum alternatives; democratic involvement; political literacy; human rights education; moral education; review of resources.

- 3 July Bristol University**
- 5 July Leeds Metropolitan University**
- 7 July London: The Charity Centre**
- 10 July Loughborough: The Co-operative College, Stanford Hall**

For more information contact Graham Morris at the Citizenship Foundation.

North-South School Links

Students at Key Stages 3 & 4 will explore 'the world as a global community'. The orders stress the importance of developing skills of enquiry, communication, participation and responsible action.

North-South Linking can be used as a means of encouraging young people to explore and learn from their peers in Africa, Latin America, the Caribbean and South Asia.

Contact the World Links Team at: The Central Bureau, 10 Spring Gardens, London SW1A 2BN Tel: 020 7389 4503 www.wotw.org.uk

SCHOOL COUNCILS U.K.
TRAINING FOR 2000
TEACHER AND PUPIL
TRAINING DAYS
in London & Manchester

"School and class councils.. can be a most excellent training ground in responsibility for future citizens; also an obvious sign that a school takes citizenship learning seriously!"

Prof. Bernard Crick

Training resources are available

Please contact:
Flo Gold
School Councils UK,
57 Etchingham Park Road,
Finchley N3 2EB
Tel: 0181 349 2459
Fax: 0181 346 0898
flo@scocon.demon.co.uk
www.schoolcouncils.org



Conferences

TIDE (Teachers in Development Education)

University of Birmingham, Saturday
10 June 2000
Contact DEC (Birmingham): 0121 472
3255 info@tidec.org

Oxfam Education Global Citizenship

University of Hertfordshire, 30 June &
1 July 2000
Contact Clare Gardner or Mary
Young: 020 7931 7660

Education in Human Rights Network: 'Overcoming Barriers to Participation'

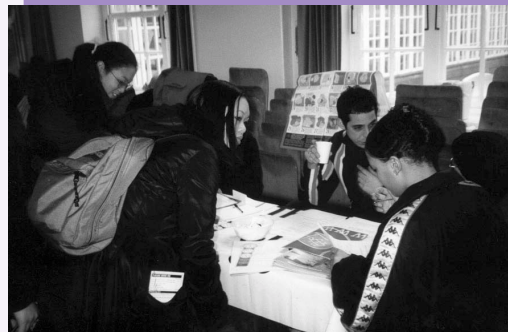
University College of Ripon and York,
York, 14-16 July 2000
Contact Chrissie Dell or Emi Kimura:
01904 716839
global.ed@dial.pipex.com

"We need agreement on what makes a good citizen and we must have expert help and good quality resources. The Citizenship orders might sound brilliant – but the important thing is making it work in a practical way"

"If teachers don't teach citizenship anyway, they probably shouldn't be teaching"

"The idea is nice, but it seems a bit nannying, a bit Big Brotherish"

"I'm glad it's compulsory and enables you to construct an interesting teaching course, but it must be a separate subject, with specialist teachers and INSET – they should prescribe skills and pedagogy"



Year 11 students from Highbury Fields School, Islington, at the Amnesty International table for their 'Volunteers in the Community' fair.

We want to provide whatever information you tell us will be most useful in future newsletters. Please contact:

Carrie Supple, the Citizenship Foundation, 15 St Swithins Lane, London EC4N 8AL.

Tel: 020 7929 3344 Email: info@citfou.org.uk Website: www.citfou.org.uk

Citizenship Education –

Who Can Help?

Amnesty International

Human Rights Education .
99 Roseberry Ave, London EC1R 4RE
Tel. 020 7814 6200
www.amnesty.org.uk

Anne Frank Educational Trust

Touring exhibition antisemitism/
racism/discrimination/anti-racism.
POB 11880, London N6 4LN Tel. 020
8340 9077 www.annefrank.org.uk

Anti-Slavery International

Offers workshops, resources and
training in human rights issues, linking
directly to the curriculum.
Thomas Clarkson House, The
Stableyard, Broomgrove Road,
London SW9 9TL Tel. 020 7501 8920
www.antislavery.org

**Birmingham Development
Education Centre**

Resources, contacts, projects. Global,
environmental, political issues.
998 Bristol Road, Selly Oak,
Birmingham B29 6LE Tel. 0121 472
3255

British Youth Council

Peer education, youth councils,
parliament, policy, decision making,
crime.
2 Plough Yard, Shoreditch High Street,
London EC2A 3LP Tel. 020 7422 8640
www.byc.org.uk

**Centre for Citizenship Studies in
Education**

In partnership with schools, LEAs, the
voluntary sector and other
organisations. Classroom activities,
research, resources, information,
training – including financial literacy
and race equality.
University of Leicester, 21 University
Road, Leicester LE1 7RF Tel. 0116
2523681 www.le.ac.uk/education/
centres/citizenship/cs.html

Changemakers

Helps young people to set up projects
for bringing about positive change in
their lives.
Baybrook Farm, Lower Goodney, Nr
Wells, Somerset BA5 1RZ Tel. 01458
834767

Charter 88

Democracy/rights and responsibilities/

voting/constitution/participation/
democracy.

16 – 24 Underwood St, London N1
7JQ Tel. 020 7684 3878
www.charter88.org.uk
Charter88 also set up
www.citizen21.org.uk as a one-stop
shop for a range of citizenship
organisations, resources, links, events.
Information on Bill of Rights, voting,
parliament, freedom of information .

Centre for Global Education

Works with teachers and teacher
educators to include a global
perspective in the curriculum.
College of Ripon and York St. John,
Lord Mayor's Walk, York YO3 7EX Tel.
01904 – 716839

Citizenship Foundation

Resources for all ages, research,
information, training, national, mock
trial and youth parliament
competitions – all aspects of
citizenship, including law-related and
moral education.
Ferroffers House, Shaftesbury Place,
off Aldersgate Street, London EC2&
8AA Tel: 020 7367 0500
www.citfou.org.uk

Commission for Racial Equality

Works in partnership with individuals
and organisations for justice, diversity,
equality.
Elliott House, 10 -12 Allington St,
London SW1E (Education Tel. 020
7932 5200) www.cre.gov.uk

Community Service Volunteers

Active learning in the school and local
community. Training and materials.
Awards schemes.
237 Pentonville Road, London N1 9NJ
Tel. 020 7278 6601 www.csv.org.uk

**Council for Education in World
Citizenship**

Resources, broadsheets on
international issues, information,
training. Global and multi-cultural
citizenship. Organisers of Model UN
events.
Sir John Lyon House, 5 High Timber
Street, London EC4V 3NS
www.cewc.org.uk

Development Education Association

National umbrella body supporting

and promoting raising awareness and
understanding of global and
development issues in the UK. Staff
can advise you on details of your local
Development Education Centre.
3rd Floor, 29–31 Cowper St, London
EC2A 4AP Tel. 020 7490 8108
www.dea.org.uk

Education in Human Rights Network

Brings together educationalists,
activists and lawyers concerned about
promoting human rights in schools.
Centre for Global Education, College
of Ripon and York St. John, Lord
Mayor's Walk, York YO3 7EX
Tel. 01904 656771 www.hrea.org

European Resource Centre

Provides information on Europe and
support for the development of the
European dimension in the curriculum.
The Central Bureau, The British
Council, 10 Spring Gardens, London
SW1A 2BN Tel. 020 7389 4733/23

Friends of the Earth

Educational resources designed to
help young people develop an
understanding of the environment and
support active citizenship for both
formal and informal education sectors.
26 Underwood St, London N1 7JQ
Tel. 020 7490 1555 www.foe.co.uk

Global Express

Rapid response information series for
schools on world events in the news.
Room 2, Panos Institute, 9 White Lion
St, London N1 9PD Tel. 020 7278
1111 www.dep.org.uk/globalexpress

The Hansard Society

Promotes knowledge of Parliamentary
democracy, resources, mock
elections, conferences.
St Philips Building North, Sheffield
Street, London WC2A 2EX
Tel. 020 7955 7478 www.hansard-
society.org.uk

Institute for Citizenship

Research, development projects,
especially for junior schools and
projects encouraging greater voter
participation.
62 Marylebone High St, London W1M
3AF Tel. 020 7935 4777
www.citizen.org.uk

...Continued overleaf...

JMU Foundation for Citizenship

School-based Good Citizenship Awards, especially in Merseyside, public lectures, resources. Liverpool John Moores University, Roscoe Court, 4 Rodney Street, Liverpool L1 2TZ
Tel. 0151 231 3852 www.livjm.ac.uk/citizen/

Kick It Out

Campaign to eradicate racism in football in partnership with national, local, professional and amateur groups.
Business Design Centre, 52 Upper Street, London N1 OQH Tel. 020 7288 6012 www.kickitout.org

National Consumer Council

Represents the interest of consumers, particularly disadvantaged groups in society. Global implications for consumer actions. NCC is currently working with the Institute for Citizenship to develop resources for KS3.
20 Grosvenor Gdns, London SW1W ODH Tel. 020 7881 3049
www.ncc.org.uk (education site pages soon)

National Youth Agency

Promotes young people's involvement in democracy/ youth policy and provision/resources on racism, sexual exploitation, independent living, confidence.
17-23 Albion St, Leicester LE1 6GD
Tel. 0116 285 3700 www.nya.org.uk

One World Trust

Educating young people and the wider public about the UN, international law and world government. Offers speakers and resources.
505 Norman Shaw North, London SW1A 2JF

Operation Black Vote

Encourages and inspires greater political participation from the UK's African, Caribbean and other ethnic minorities.
16 - 24 Underwood St, London N1 7JQ Tel 020 7833 1988
www.obv.org.uk

Oxfam Education Unit

Promotes global citizenship as a whole school theme. Teachers can borrow and order resources from the resources base and can use it as a drop-in research centre (Mon. and Wed. 2 - 6 p.m. all year. Other times

by arrangement).
4th Floor, 4 Bridge Place, London SW1V 1XY Tel. 020 7931 7660
www.oxfam.org.uk/coolplanet/

Parliamentary Education Unit

Information for students and teachers about the work of Parliament.
Room 604, Norman Shaw Buildings (N), London SW1A 2TT Tel. 020 7219 2105 www.explore.parliament.uk

Refugee Council

The largest organisation helping refugees in the UK. Includes an education department.
3 Bondway, London SW8 1SJ Tel. 020 7820 3000 www.refugeecouncil.org.uk

Runnymede Trust

Independent think tank on race relations, ethnicity and cultural diversity, pan-European contacts.
11 Princelet St, London E1 6QH Tel. 020 7600 9666 www.fhit.org/runnymede

Save the Children Fund

An organisation for children, dedicated to championing their rights and making a real difference to their lives. SCF has regional offices in the UK running local projects, often in partnership with schools and communities.
17 Grove Lane, London SE5 8RD
Tel. 020 7703 5400
www.savethechildren.org.uk

School Councils UK

Experienced training and support agency in the area of school/ class councils. For staff and students.
57 Etchingham Park Road, London N3 2EB Tel. 020 8349 2459
www.schoolcouncils.org

The 1990 Trust

National Black organisation set up to protect and pioneer the interests of Britain's Black communities.
Winchester House, Rm12, 9 Cranmer Road, Kennington Park, London SW9 6EJ Tel. 020 7735 9010
www.blink.org.uk

Trentham Books

Specialises in equal opportunities, citizenship, supporting bilingual children's learning and social justice.
Westview House, 734 London Road, Oakhill, Stoke-on-Trent, Staffs ST4 5NP
Tel. 01782 745567 www.trentham-books.co.uk

UNICEF

Focusing on the United Nations Convention on the Rights of the Child and its relevance to Citizenship Education.
55 Lincoln's Inn Fields, London WC2A 3NB Tel. 020 7405 5592
www.unicef.org.uk

UPFRONT

Broad range of PSHE and Citizenship resources available free of charge.
Bounty House, Vincennes Road, Diss, Norfolk IP98 6BB
Tel. 01379 649500

OTHER WEBSITES**Newswise**

www.ndirect.co.uk/~sapere/Newswise
Free educational resources. Designed to improve literacy, encourage thoughtful discussion and promote citizenship. Based on topical stories selected from the national press e.g. work on the Stephen Lawrence Inquiry. Prejudice, stereotypes etc. Questions and activities. Aimed at primary and secondary schools. Mixed ability. Includes a discussion forum.

Re:membering Education

www.remember.mcm.com
Aimed at teachers and lecturers. To develop creativity, sense of responsibility, spirituality, emotional literacy. Encourages parents and communities to work together. Newsletter. Ideas. Themes. Cross-curricular work. INSET and Conferences advertised. Games. Assemblies. Subject by subject lesson ideas.

Britkid

www.britkid.org
Lively. Original. Aimed at young people whose home or school is not in an ethnically mixed area. About race, racism and life. Interactive. Features a group of 9 young British people with different backgrounds living in "Britchester". User chooses who to meet and is introduced to their home, friends, life, religion. Author (Chris Gaine) discusses dilemmas re. stereotyping, language

Children's Express

www.childrens-express.org/
Works with young people 8 - 18, interested in journalism and issues. The news agency produces news and comment by children, for everyone. Recent stories e.g. fathers in prison.