

Classroom Resources for Citizenship and Careers Education

Background Notes and Summary



Christine Thomas

Classroom Resources for Citizenship education and Careers Education

Background notes

Despite their unique contribution to young people's development, there are many links between the content of the **Citizenship education** and **Careers Education**. In considering this relationship the following documents are most useful:

- The programmes of study at key stage 3 and 4 for Citizenship
- The new (October 2009) 'Statutory Guidance: Impartial Careers Education' document which outlines 6 key principles of effective careers education and the new framework 7-19.
- The programmes of study at key stage 3 and 4 for PSHE Education: Economic Wellbeing and Financial Capability

Links in content

- Effective decision making
- Decisions relating to the local community and environment
- Diversity, stereotyping, equal opportunities
- Rights and responsibilities
- Globalisation
- Critical thinking and enquiry/using information effectively
- Economic understanding
- Debate - topical/controversial issues
- Working with community partners
- Working in groups

In developing these activities the aim is to:

- satisfy the requirements for both subjects equally (quite a challenge!)
- practice the common skills of group work, advocacy, reflection decision making, using information effectively and being an active citizen
- be fun and challenging

- be ambitious and innovative
- be flexible in terms of delivery style and length of time needed
- be user friendly for the teacher who may be a non-specialist

Classroom Resources for Citizenship and Careers Education - A Summary

	Activity	Notes
1.	Enterprise to benefit all - KS3	<u>Includes:</u> A social enterprise activity focusing on citizenship issues and careers concepts such as: employability skills, self-employment and volunteering
2.	Jobs, Jobs, Jobs - linking the world of work to Citizenship skills - KS3	<u>Includes:</u> Considering the skills that Citizenship develops Relating this to a range of jobs
3.	Young Mayor for Westbury - decision making exercise - who is the best person for the job? - KS3	Simple personal profile exercise Campaigning Mock interview Film clip
4.	My career, my financial rights - includes pensions - KS4	<u>Includes</u> Film clips A game A card exercise about money Campaigning about pensions
5.	5. Jobs are changing - linking world of work to Citizenship skills - KS4	<u>Includes</u> PowerPoint quiz about jobs and Citizenship skills Film clips Group research task
6.	Equal or not? - debate activity KS4	<u>Includes</u> Equality myths and truth card game Film clips

		PowerPoint presentation A debate Voting
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Appendix

The main common themes in more detail

SG = Statutory Guidance for Impartial Careers Education

All other references are from the appropriate programme of study

KC - key concepts

KP - key processes

RC - Range and content

CO - curriculum opportunities

NB Many of these themes underpin both subjects and this chart just shows the most explicit links

Theme	Citizenship	Careers Education
Effective decision making	KC 1.1a	SG 1.3
Decisions relating to the local community and environment	RC e	CO i
Diversity, stereotyping, equal opportunities	KC 3a/b RC i, k	SG 5.1 - 5.3
Rights and responsibilities	KC a/b RC a	KC 1.2d RC c SG 3.10
Globalisation	KC c RC k	RC d
Critical thinking and enquiry/ using information effectively	KP 1a-c CO i	SG 1.2 KP 2.2a/b CO h

Economic understanding	RC h	KC 1.4 KP 2.4
Debate - topical/controversial issues	CO a, and throughout	KC 1.3 - risks RC k - moral issues to do with money
Working with community partners	CO f	CO d CO g
Working in groups	CO c, and throughout	KP 2.3 f

Many of the common themes relate to the cross-curriculum dimensions and the skills and more information can be accessed via

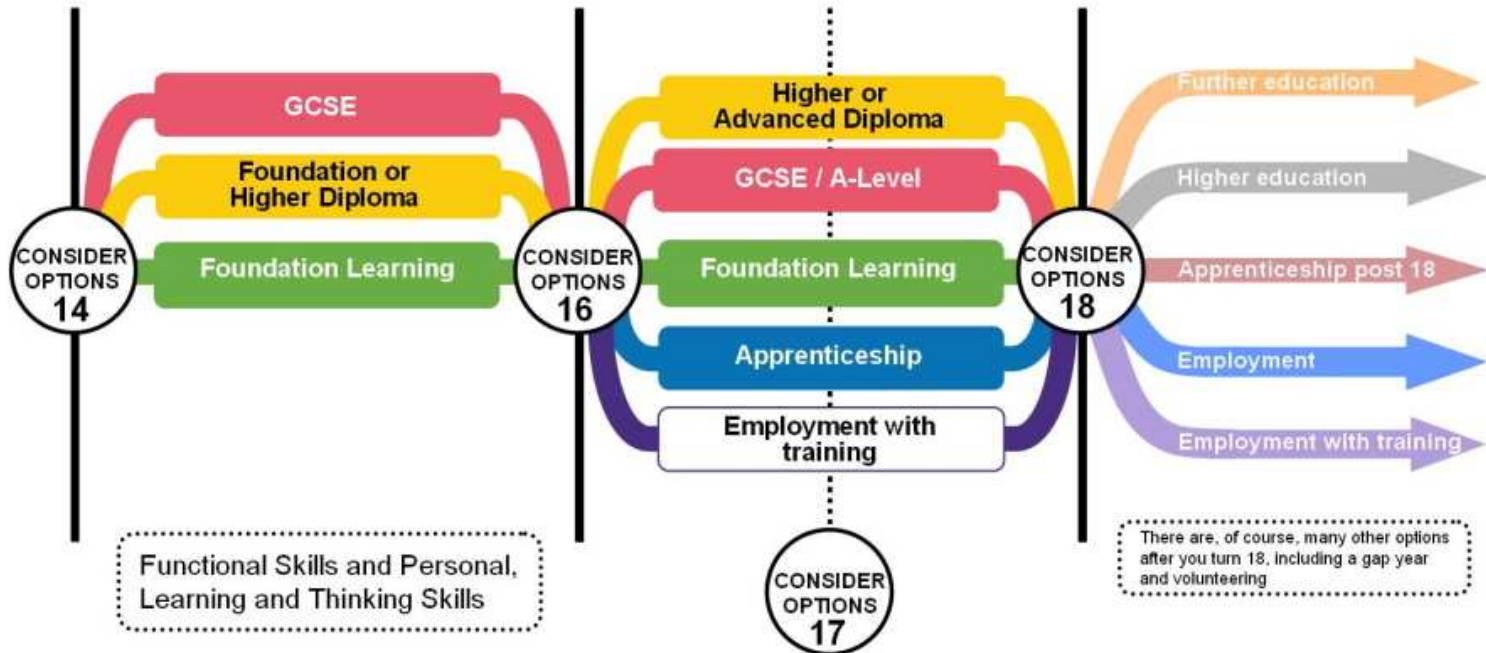
<http://curriculum.qcda.gov.uk/key-stages-3-and-4>

It is also worth visiting QCDA's 'Case studies' section which is regularly updated http://curriculum.qcda.gov.uk/key-stages-3-and-4/case_studies/index.aspx

These resources also support schools in ensuring that they provide impartial information, advice and guidance (IAG) on all the choices available to learners aged 14-19, as required as part of the 2008 Education and Skills Act (This made it statutory to provide all learners with information about all careers and course options 14-19). Also the Raising of the Participation Age (RPA) means that all young people will be required to continue in education or training until they are 18 by 2015 and so all young people will need excellent careers education and IAG in order to make appropriate choices. For more information on RPA visit <http://www.dcsf.gov.uk/14-19/> Contact your local IAG provider or Connexions service for further support or go to <http://www.cegnet.co.uk/14-19choices/>



Main routes through 14-19 education and training in 2015 and beyond



- Higher or Advanced Diploma

The Diploma combines theoretical study with practical experience based around a work-related curriculum. It is available at Foundation, Higher and Advanced level (Level 1 - Level 3).
- GCSE / A Level

GCSE and A level qualifications are regularly updated to ensure that they remain high quality, relevant and interesting. They can be combined with Diplomas.
- Apprenticeship

Apprenticeships allow students to learn at work and gain qualifications. The number and range of Apprenticeships is increasing hugely so 1 in 5 will take this route by 2020.
- Foundation Learning

This is for learners not ready for a full level 2 qualification and include a mix of learning to suit the individual.

CONSIDER OPTIONS Well before the decision points information and advice will be critical to guide young people to make the best choice for them in relation to their prior learning. Some students may change paths at 17 because there are more one year courses available after 16.

i For further information, please visit www.dcsf.gov.uk/14-19