



Can you be
different?

*resources for understanding
internationalisation and
cultural change in communities
for Key Stages 3 and 4.*

YOUNG CITIZENS
IN THE
STREETS



resource directory
Citizenship Education in Northern Ireland

KEY STAGE 3

Written and edited by Lorraine Heffernan, University of Ulster

This resource directory has been produced in anticipation of a citizenship curriculum in Northern Ireland. It has been produced for teachers to assist with the development of course material for Key Stage 3 students.

This resource would not have been possible without the professional expertise emanating from the following individuals who contributed towards the review of many resources, presented articles and quotations relating to the core concepts of Diversity and Interdependence, Equality and Justice, Democracy and Active Participation, underpinned by Human Rights Principles.

Michael Arlow University of Ulster, Pamela Hayes University of Ulster, Professor Alan Smith University of Ulster, Professor Audrey Osler University of Leicester, Don Rowe Citizenship Foundation, Jan Newton Citizenship Foundation, Brice Dickson Northern Ireland Human Rights Commission, Professor Tony Gallagher The Queen's University of Belfast, Christine Melby Cross and Passion College, Elizabeth Rooney St. Joseph's College, Eileen O'Hara St Louise's Comprehensive College, Year 8 Students St Louise's Comprehensive College, Sam Campbell Dromore High School, Vivienne Waddell Hunterhouse College, Lesley Emerson Malone Integrated College, David Agnew Wellington College, Yvonne Beggs Integrated College Dungannon

Also sincere appreciation to:

Colm Regan 80:20 Educating and Acting for a Better World, Dorothy Black CCEA, Patrick Corrigan Amnesty International, Karen O'Shea CDU, Brendan Green CDU, Rob Watling University of Leicester, Hugh Starkey University of Leicester, Una O'Connor University of Ulster, Alan McCully University of Ulster, Bernie Kells University of Ulster, UNESCO Programme Team, University of Ulster, Carmel Gallagher CCEA.

The SCPE Project team would also like to extend their appreciation to the Citizenship Foundation, CCEA (Northern Ireland Council for the Curriculum, Examination and Assessment), the SCPE Advisory Committee and the 25 pilot SCPE Schools.



Funded by the EU Peace and Reconciliation Fund

Design by Page Setup

For further information, please contact:

Address: Social, Civic and Political Education
School of Education
University of Ulster
Coleraine BT52 ISA

E-mail: mj.arlow@ulst.ac.uk
l.heffernan@ulst.ac.uk
b.kells@ulst.ac.uk

Tel: 028 70 324699
028 70 324154

Fax: 028 70 323021

Web Site: <http://www.ulst.ac.uk/unesco>

Contents

Foreword	4
<i>By Michael Arlow, SCPE Project Director</i>	
Background and Structure	4
<i>By Lorraine Heffernan, SCPE Project Manager</i>	
SECTION ONE	
Citizenship Education Resources	6
Citizenship Education: A Practitioner's View	
<i>By Christine Melby, Cross and Passion College, Ballycastle</i>	
SECTION TWO	
Diversity and Interdependence Resources	14
"Miss, what is CZ on our timetables?"	
<i>By Elizabeth Rooney, St. Joseph's College, Belfast</i>	
SECTION THREE	
Human Rights Resources	22
Children are Doing it for Themselves	
<i>By Lesley Emerson, Malone Integrated College, Belfast</i>	
SECTION FOUR	
Equality, Justice and Sustainable Development Resources	28
Teaching Justice and Equality to a Year 9 Class	
<i>By David Agnew, Wellington College, Belfast</i>	
SECTION FIVE	
Democracy and Active Participation Resources	38
Democracy at Dungannon	
<i>by Yvonne Beggs, Integrated College Dungannon</i>	
SECTION SIX	
Internet Resources	48
Information Communication Technology in Citizenship Education	
<i>By Sam Campbell, Dromore High School</i>	
SECTION SEVEN	
Other Documents	54
Calendar of International Dates	
Universal Declaration of Human Rights - A Summary	
United Nations Convention on the Rights of the Child - A Summary	

Foreword

By Michael Arlow, SCPE Project Director

The recently published CCEA Curriculum Review Consultation Document asserts that "Education has a responsibility to contribute towards the maintenance of peace"¹ particularly in view of the new institutions and more local control of Northern Ireland affairs.

Young people too are interested in, and are concerned about political developments in Northern Ireland and beyond. Research (Democratic Dialogue Report 6) has indicated that young people here feel "alienated from political parties and politicians, but not from politics."² They want to explore controversial issues but recognise that they need the knowledge and skills to do so. 79% expressed the desire to learn about politics in school. Yet only 1/3 of young people surveyed recently had specific classes in school which addressed such issues as sectarianism. The Social, Civic and Political Education Project (SCPE) is an attempt to respond to these challenges.

The SCPE Project initially a two-year project (September 1998 to August 2000), with funding secured by the Citizenship Foundation, has now been absorbed into the Curriculum Review process being undertaken by CCEA. For the next three years, with funding from CCEA and the International Fund for Ireland Community Bridges Programme, the project will complete the curriculum development work, and begin to create the:

- resources
- training programmes
- support structures

to introduce a programme of Citizenship Education to the Northern Ireland Curriculum at Key Stage 3.

SCPE Project offers a programme, which has been devised by curriculum developers in collaboration with teachers. It is based on research and practice. It is being thoroughly piloted and offers rewards to teachers in terms of professional development, and to young people, a new and exciting vehicle for their exploration of social, civic and political issues.

SCPE aims to encourage creativity, engagement and flexibility both for teachers and for young people by using an issues based investigatory approach. SCPE aims to encourage participation. It speaks the language of engagement, challenge and opportunity.

The Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child will have an increasing impact on both British and Irish Law and the Northern Ireland Curriculum. They provide the values base for the SCPE programme.

The SCPE core concepts are:

- Pluralism – Diversity and Interdependence
- Social Justice – Justice and Equality
- Democracy – Democracy and democratic participation

Each concept is investigated in local, regional/European and global contexts. The curriculum itself offers various routes by which teachers and pupils may explore these concepts.

The curriculum is also investigatory in the sense that it allows young people to explore their own identity. This demands that teachers and pupils explore controversial issues in the classroom. Often young people are reluctant to express their views openly. Through a process of relationship and trust building, young people need to be given permission to express who they are.

The SCPE programme is challenging at many levels for both teachers and pupils. Through the investigation of the core concepts it aims to help young people to develop an understanding:

- of the diverse nature of our society and the wider world
- of the struggles and opportunities presented by diversity
- of the challenge to build and maintain a fair society
- of how they can participate in civil society and democratic processes.

Background and Structure

By Lorraine Heffernan, University of Ulster

Social, Civic and Political Education (SCPE) and citizenship education is not a textbook driven curriculum, it is to be led by the enthusiasm and interest of the students and teacher. The SCPE project team felt it necessary to produce a Resource Directory that would help the citizenship educator access material that was not only relevant but also may promote an exploratory curriculum. Resources within this publication have the potential to transfer the skills and values associated with citizenship education at Key Stage 3. By no means does this directory represent a definitive list of citizenship materials, it is however a comprehensive sample of what resources are in existence. There are a plethora of valuable, original and inspirational resources but due to space constraints they could not be included in this publication.

The resource directory has been organised into seven sections. All the resources mentioned are suitable for use with Key Stage 3 students. The highlighted resources in Section One to Five incorporate the following types of items: CD-ROM, Posters, Photo Packs, Video Packs, Textbooks, Reference Books, Academic Books, and Activity Books, Books for Young People and Information Packs. Section Six is a guide on Internet resources. Section Seven provides a list of international dates of celebration and remembrance, summaries of the two human rights instruments and a poster highlighting diversity for use in the classroom.

1 CCEA, Developing the Northern Ireland Curriculum, 1999, Belfast. p18

2 Fearon K, et al 1997 Politics: the Next Generation Democratic Dialogue Report, Belfast, p7

While this has been produced for citizenship education in Northern Ireland it has wider application and can be used within the Civic, Social and Political Education curriculum in the Republic of Ireland and for citizenship education in Great Britain.

Section Framework

Each section opens with the CCEA definition of the particular core concepts or value as outlined in the Curriculum Review Consultation Document. This is supported by quotations from academics in the field of citizenship education. Contributions were also offered by teachers and students involved in the initial pilot cohort. The students offer honest and inspirational reflections on their experience of citizenship education, whilst the teachers provide experiential insights and recommendations on teaching citizenship in Northern Ireland.

Sections One to Five list a selection of resources applicable to the particular core concept. A short description is given, highlighting content and methodology. Information is provided on how to access each resource, including price, ISBN, publisher and accessing details.

Section One: Citizenship Resources

The section on citizenship highlights resources that have been designed specifically to teach an entire course on citizenship education. Many of the issues and concepts outlined in these texts will incorporate diversity and interdependence, equality and justice, democracy and active participation and human rights education. Christine Melby, Cross and Passion College, offers her insight into how citizenship education can enhance mutual understanding and enthuse students.

Section Two: Diversity and Interdependence Resources

Diversity and interdependence resources have emanated from publishers in Northern Ireland and beyond. A rich bank of resources which aid the exploration of identity, symbolism, culture, diversity and interdependence from a local and global context are all outlined. An article by Elizabeth Rooney, St. Joseph's College, outlines how education for diversity and interdependence can aid Year 8 student's orientation into post-primary education.

Section Three: Human Rights Resources

The resources included in Section Three refer to a range of rights and responsibilities within society, including women's rights, children's rights, community rights, individual rights which are explored in light of the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child. A practical example on how to embed human rights and responsibilities within the whole school ethos is offered by Lesley Emerson at Malone Integrated College.

Section Four: Equality, Justice and Sustainable Development Resources

Section Four is split into issues relating to equality, justice and sustainable development. This section contains material of a general justice and equality nature as well as resources that focus on specific issues such as child labour, slavery, refugees among many others are emphasised. David Agnew, Wellington College, indicates how he introduced the concepts of justice and equality in an innovative fashion with the Year 9 students.

Section Five: Democracy and Active Participation

Resources within the democracy and active participation section go far to represent the various facets of exploration. Issues relating to themes of peace/conflict, voting, government, the transition to democracy and structures of democracy. An award winning school council at Dungannon Integrated College outline their approach to democracy and active participation within their school, authored by Yvonne Beggs.

Section Six: Internet Resources

A section on Internet sites is offered as a guide to using ICT for citizenship education. There are many and varied Websites that have the potential to aid classroom investigation within citizenship education. Sam Campbell, Dromore High School, offers his advice when using the Internet as a teaching and learning tool and the challenges it can pose. Additionally, the Internet can be used to help teachers research specific issues or topics relating to citizenship education. Many classroom activities can be printed free of charge from Websites on citizenship education.

Section Seven: Other Documents

This section acts as an information source for the teacher to enhance classroom activity. Firstly a calendar of international dates is presented. The intention of this is to inspire a classroom or whole school activity around one of the dates outlined, be it International Human Rights Day (December 10th) or World Teachers Day (October 5th). Following this are summaries of the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. It may be worth photocopying these and placing them on the classroom wall for familiarisation purposes.

We hope that this Citizenship Education Resource Directory, Key Stage 3, will be a valuable tool for educators in Northern Ireland and we wish you every success when developing a citizenship programme within your school.

Inevitably there will be other valuable resource that are not included in this directory and we would be most grateful for information, suggestions or items to be included in any future publications. Please use the form on page 59 and return your comments to the University of Ulster.

section one

SECTION ONE

Citizenship

Citizenship education aims to develop the capacity of young people to participate in a fair and inclusive society throughout their lifetime.

Objectives of Citizenship

Through the investigation of issues relevant to themselves and society, both locally and globally, pupils should have opportunities to:

- Explore and clarify personal and social values in relation to the core concepts of diversity and interdependence; equality and justice; democracy and active participation; and
- Engage in democratic processes that foster;

The right to be heard and the responsibility to listen to others;

The right to be treated fairly and the responsibility to treat others in a similar fashion; and

Understanding of the consequences of individual and collective decisions and subsequent actions.³

"We believe that citizenship has a clear conceptual core, which relates to the induction of young people into the legal, moral and political arena of public life. It introduces pupils to society and its constituent elements, and shows how they, as individuals, relate to the whole. Besides understanding, citizenship education should foster respect for law, justice, democracy and nurture common good at the same time as encouraging independence of thought. It should develop skills of reflection, enquiry and debate".

Done Rowe, The Citizenship Foundation

"Doing citizenship this year has really changed my way on how I judge people for example by their hairstyle, how they dress etc. The most important thing that I found out in citizenship is that we should not really fight with people because of their religion. If I were to tell someone about to study citizenship, I would say go ahead as it's brilliant. The subject and issues that you are investigating help you understand things more clearly".

Year 8 Student

Citizenship Education: A Practitioner's View

By Christine Melby, Cross and Passion College, Ballycastle

A world wide recognition of the need to educate young people in citizenship competencies has prompted curriculum planners in Northern Ireland to focus on strategies that will assist our young people in becoming engaged and motivated to work for the common good of all citizens here. One response to this challenge has been the development of a Social, Civic and Political Education programme (citizenship education), jointly undertaken by the University of Ulster, CCEA and the Citizenship Foundation.

As a practitioner representing one of the 26 pilot schools, I shared with many colleagues a desire to be part of a learning process that would facilitate the empowerment of young people in moving towards a plural, just and democratic society (SCPE 1999). Drawing on the Universal Declaration of Human Rights and the Convention on the Rights of the Child, this curriculum initiative has prompted a sense of ownership amongst practitioners and encouraged like minded professionals to work together in endorsing a more democratic classroom experience.

Engagement with the current SCPE pilot, which has entered its second phase, has thus brought with it an opportunity to share expertise in a way that is both challenging and informative. The identification of the core concepts of diversity and interdependence, justice and equality and democracy and active participation and the promotion of sensible, practical, active methodologies for the classroom have been significant achievements. Equally significant has been the shared experience and group support that encouraged debate and valued all contributions in an atmosphere of mutual regard.

With the crucial first pilot year completed, for this practitioner the challenge now lies in developing a pedagogy which creates learning experiences that will support diversity and promote understanding about mutual interdependence rather than merely teaching subject matter.

SCPE has provided a focus for rewarding initiative in the classroom in an environment which affirms self esteem in our young people; it has promoted awareness of the needs of others, encouraged open mindedness and, above all, brought a sense of ownership to the learning where the role of the practitioner has been to empower our young people so that they can learn to know, learn to do, learn to live together and learn to be (UNESCO 1996).

Citizenship in Focus Series

Book 1: Teachers Resource

Book 2: Democracy in Action

Book 3: The Citizen and the Law

Book 4: Human Rights

Book 5: Global Concerns

Price: Book 1 £19.99 / Book 2 £4.50 / Book 3 £4.50 / Book 4 £4.50 / Book 5 £4.50

ISBN: 000 327363 6 / 000 327345 8 / 000 327346 6 / 000

327347 4 / 000 327362 8

Publisher: Collins Educational

Order: Collins Educational

Westerhill Road

Bishopbriggs

Glasgow G64 2QT

Tel: 0870 900 20 50

E-mail: Education@harpercollins.co.uk

Web: <http://www.CollinsEducation.com>



A pack of five concise volumes comprising a teacher's resource text and four class texts covering Democracy, Citizenship, Human Rights and Global Concerns. The texts are aimed at Key Stages 3 & 4 and have a magazine style format, full of contemporary issues. Issues are covered in units and can be mixed and matched to best suit the needs of the class. The teacher's resource offers lesson planning and photocopyable worksheets. Questions to prompt discussion and ideas for further activities are included throughout.

The Practice of Citizenship - Towards a Broader Concept of Civics Education: Basic Learning Materials on Peace, Human Rights, Democracy and Tolerance

Price: To be determined

Publisher: United Nations Educational, Scientific and Cultural Organisation - UNESCO

Order: Paolo Fontani

Department of Education for a Culture of Peace
UNESCO

7 Place de Fontenay

75352 Paris 07 SO

France

Tel: 0145 68 10973

Web: <http://www.unesco.org>



The Practice of Citizenship, a kit for civics education comprising a number of learning materials, has been developed by UNESCO to assist its Member States in promoting values, attitudes and behaviour upon which a culture of peace can be found.

The publications selected in this kit offer basic learning materials towards a broader concept of civic education, which includes the varying dimensions of peace, human rights, democracy and international understanding. The kit contains the following which can be ordered individually from UNESCO:

- Declaration and Integrated framework of Action on Education for Peace
- Human Rights and Democracy
- Manual for Human Rights Education at primary and secondary levels, Tolerance: the threshold of peace
- Culture of democracy: a challenge for schools
- Introducing Democracy: Eighty Questions and Answers, Tolerance in Films
- Guidelines for Curriculum and Textbook Development in International Education
- School effectiveness and education for democracy and non-violence, and finally
- A selected list of UNESCO practical and reference materials related to civics education.

These and many other free resources on citizenship education can be ordered through the UNESCO Website

Politeia Network for Citizenship and Democracy in Europe - Newsletter

Price: Free

Publisher: Politeia Network for Citizenship and Democracy in Europe

Order: Politeia Newsletter

Prinsengracht 915

1017 KD Amsterdam

Tel: 00 31 20 521 7600

E-mail: info@publiek-politiek

Web: <http://www.politeia.net> or <http://www.publiek-politiek.nl>



The network for citizenship and democracy in Europe is an organisation of more than 1000 persons and institutions that are active within the field of citizenship and political education within Europe. The goal of the network is to promote the social and political participation of all European citizens. The newsletter is published four times a year in a printed and on-line version, and a valuable resource for all those interested in education for citizenship and democracy. Articles within emanate from partners in European initiating citizenship education, advice on new resources, valuable Websites, conferences and support networks.

Citizenship for All - A Wide Ability Teacher's Resource Guide

Price: £38.50
ISBN: 0 7487 3196 2
Publisher: The Citizenship Foundation
Order: Stanley Thornes Publishers
Ellenborough House
Wellington Street
Cheltenham GL50 1YW
Tel: 01242 - 267276
E-mail: info@citfou.org.uk
Web: <http://www.citfou.org.uk/index.html>



This resource describes itself as a wide ability resource guide for teachers and offers much to the present or future practitioner of citizenship education. It is an attractive, photocopyable text, which looks at citizenship within the whole school experience and aims to assist teachers in promoting discussion and dealing with controversial issues in the classroom. The text combines a simple and effective layout, where tasks are clearly defined and well resourced with lesson planning and helpful suggestions. Issues dealt within include - Bullying, Friendship, Rights and Responsibilities and Law and Order.

Citizenship Ireland

Price: Free resource on Internet
Producer: North West Teacher's Centre
24 Temple Road
Stratfoyle
Londonderry BT47 6TY
Tel: 028 71 861116
E-mail: juneneill@advisoryemu.freeserve.co.uk
Web: <http://www.transformconflict.org>

The citizenship and human rights Website provides teachers with a practical guide when developing a democratic climate within the whole school and the individual classroom. The resource offers strategies for facilitating dialogue and exploring diversity. It indicates approaches to dealing with controversial issues and human rights, while providing relevant links to other websites and written resources to support work in the classroom. It clearly outlines the meaning of finding cross-border partner schools and of establishing worthwhile links through video and computer conferencing, student encounter and residential.

Young Citizen's Passport

Price: £3.99
ISBN: 0 340 78076 2
Publisher: The Citizenship Foundation
Order: Stanley Thornes Publishers
Ellenborough House
Wellington Street
Cheltenham GL50 1YW
Tel: 01242 - 267276
E-mail: info@citfou.org.uk
Web: <http://www.citfou.org.uk/index.html>



A comprehensive guide to the law for young people, for classroom or personal reference. Covers areas such as Family and Friends, Health, Home, Law, Leisure, Safety, Travel, and Work. A pocket-sized, colourful and creative guidebook that will appeal to the young eye. Certainly a street wise guide for any young citizen. Most recent edition refers to the new Human Rights act.

In.Tuition - The Irish Independent CSPE supplement for Junior Certificate

Price: £6.60 - 20 issues annually
Publisher: The Irish Independent
Order: Linda Beatty
Education Development Executive
Independent Newspapers
90 Middle Abbey Street
Dublin 1
Tel: 00 353 1 7055988
Web: <http://www.independent.ie/>



Published specifically for the Civic, Social and Political Education curriculum in the Republic of Ireland In.Tuition is a valuable resource for all citizenship classrooms. Available each year from September and running over the course of the academic year, the Irish Independent publishes 20 In.Tuition supplements. Each week, In.Tuition takes a topic and uses current affairs to demonstrate various aspects that may be followed up in the classroom. Correspondents and outside experts explore different issues within the theme. These articles are peppered with questions to provoke classroom discussion and projects, design quizzes, puzzles and crosswords to test students understanding of the issues. Students receive a copy of the Irish Independent on the day of their CSPE class so that they can find other relevant and up-to-date examples for themselves.

section one

Citizenship Education Resources

Discovering Citizenship

Book 1: A Teaching Toolkit

Book 2: A Student Guide

Price: Book 1 £29.99 / Book 2 £5.00

Publisher: CSV Education for Citizenship

Order: CSV Education for Citizenship

237 Pentonville Road

London N1 9NJ

Tel: 0207 278 6601

E-mail: education@csv.org.uk

Web: <http://www.csv.org.uk>



The Discovering Citizenship series is a valuable toolkit when proceeding with citizenship education with students at Key Stage 3 and 4. Active learning is promoted and guidance for group work is provided throughout. Many valuable exercises support student attainment of knowledge, skills and understanding to enable young people to play an effective role within society. The resource leads to an action project on a chosen community issue with clear and straightforward guidelines. A rich resource for any citizenship educator.

Tomorrow's Citizens

Price: £28 per annum (individual rate)

Publisher: The Questions Publishing Company Ltd

Order: The Questions Publishing Company Ltd

Freeport BM 742

Birmingham B1 3BR

Tel: 0121 212 0919

E-mail: sales@questpub.co.uk

Web: <http://www.questpub.co.uk/>



A new journal specifically designed for those teaching citizenship education, launched in summer 2000 with three issues annually. Every subscriber will receive a magazine per term containing 64 pages filled with:

- Curriculum planning resources for citizenship/PSHE.
- Features on issues relating to citizenship/PSHE in education.
- News including new Government policy on successful citizenship stories.
- Reviews of books and resources on citizenship and related issues.
- Access to subscribers Website that offers up-to-date news, discussion forums for practitioners, downloadable resources and links to other useful resources.

The first journal in the series has application for the practitioner in Northern Ireland and beyond. Reports on young offenders, the refugee issue, school councils, prejudice reduction activities all form part of this resource. It will bring the citizenship educator up to speed with developments in the United Kingdom within the field of citizenship education.

School Ties

Video Resource

Price: £14.99

Producer: Channel 4

Order: Channel 4 Schools

PO Box 100

Warwick CV34 6TZ

Tel: 01926 436444

E-mail: info@schools.channel4.co.uk

Web: <http://www.channel4.com/schools>



A localised Northern Ireland drama that centres on a joint EMU initiative between a Catholic and Protestant school - St. Bernard's and Grovemount Secondary Schools respectively. The EMU initiative involves the two schools designing a millennium monument that symbolises the future in Northern Ireland. The programme is divided into three episodes and could be used individually, then followed by classroom discussion. In addition to it being a lively and enjoyable story, a number of issues relating to the citizenship classroom are highlighted, namely; democratic processes in school, decision making, how to initiate ground rules, team work - this would also be a very useful resource for the compilation of an action project for citizenship education.

Citizenship 2000

Video Resource

Price: £7.50

Produced: BBC Northern Ireland

Order: The Education Company

Unit 4 Building1

Mallusk Park,

Mallusk Road,

Newtownabbey

BT36 8GW

Tel: 028 90 844023

E-mail: info@edco.co.uk

Web: <http://www.bbc.co.uk/northernireland/education/spring2000>



The Citizenship 2000 video resource has been produced to support the new curriculum for citizenship in Northern Ireland. The video resource places particular emphasis on the duties, responsibilities and rights which individuals have as citizens and examines ways in which young people can play an active role in the life of the local communities and beyond. Each of the five twenty minute programmes concentrates on at least one of the following concepts, which are underpinned by the Universal Declaration of Human Rights:

- Diversity and Interdependence
- Equality and Justice and
- Democracy and Active Participation

The programmes are positive and inspirational. They foster the subtext that human rights are everyone's rights and should be worked out in a democratic and tolerant way. Students have the opportunity to learn that it is good to have and express opinions and that it's healthy to question other opinions and sources of information in a respectful way. Teacher notes, guidance material and methodologies can be downloaded from the BBC education Web Site. The five programmes include:

- The Price of Fashion
- Fermanagh Youth Shadow Council
- Pluralism
- Policing
- Human Rights at School

Each programme focuses on the Northern Ireland situation but provide an international context with case stories emanating from South Africa and East Timor. A must for citizenship educators and suitable for use with Key Stage 3 and 4 students.

Your Life 1 - The Complete Course for PSHE and Citizenship

Teacher's Resources 1 £8.99

Student's Handbook 1 £12.99

ISBN: 00 327354 7 / 000 327355 5

Publisher: HarperCollins

Order: HarperCollins Publishers

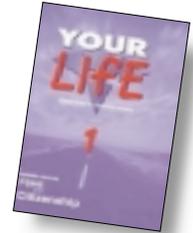
Freepost GW2446

Glasgow G64 1BR

Tel: 0870 0100 442

E-mail: Educational@harpercollins.co.uk

Web: <http://www.CollinsEducation.com>



A valuable tool for those wishing to teach both citizenship education and Personal, Social and Health Education. It is a contemporary series designed specifically for Key Stage 3 students.

Your Life 2 and 3 are currently in development and ready to order in 2001. The student handbook is content rich, which explores many and varied citizenship issues among them children's rights, community, media and bullying. Others issues covered include your body, smoking, exercise and feelings, which feature in the PSHE programme. The teacher's resource book offers many activities and methodologies to support the investigation of the issues outlined in the student's book.

An ideal body of work helpful for those who intend to teach a course of Citizenship and PSHE in tandem.

section one

Citizenship Education Resources

Young Citizen...Growing Up Young Citizen...In the Street

Price: £4.99 Each

ISBN: 0 7502 2346 4 / 0 7502 2345 6

Publisher: Wayland Publishers Ltd

Order: Littlehampton Book Services

10-14 Eldon Way

Lineside Estate

Littlehampton

West Sussex

BN17 7HE

Tel: 01903 733733

E-mail: orders@lbsltd.co.uk

Web: <http://www.manning-partnership.co.uk/lbs.html>

The author, Kate Brooks has created two colourful magazine style resources to examine life as a young citizen. The resource focuses on personal and social issues, for example - 'Growing Up' deals with problems that effect young people as they move from childhood to adulthood. Self-image, health, rights, relationships, responsibilities, and emotions are all examined from an issues based perspective. By contrast In the Street gives advice to young people when they are outside home and trusted with more responsibility. Negotiation, attitudes, safety, relationships and responsibilities all form the backdrop to the investigation. Comic strips, questionnaires and quizzes are just a few of the methodologies used. A valuable resource for pursuing personal and social related issues.



Teaching Values - Reaching Kids

Price: £19.50

ISBN: 0 88160 299 X

Publisher: The Learning Works Inc.

Order: Incentive Plus

2e Fernfield Farm

Whaddon Road

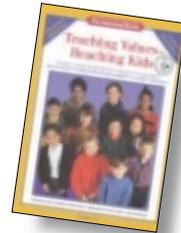
Little Horwood

Milton Keynes MK17 0PS

Tel: 01908 526120

E-mail: orders@incentiveplus.co.uk

Web: <http://www.incentiveplus.co.uk>



Activities to help teach honesty, respect, co-operation, perseverance, compassion, responsibility, courage and tolerance, with a section devoted entirely to teach associated skills. An invaluable tool for teachers preparing young people to become responsible and caring adults, helping to resolve conflicts, reaching out to help other people, working co-operatively with others and clarifying their own thinking about values. The topics covered stimulate thought-provoking questions and discussions. Although produced for an American audience it will have application in Northern Ireland and beyond.

Values and Visions - A Handbook for Spiritual Development and Global Awareness

Price: £14.00

ISBN: 0340644125

Publisher: Manchester Development Education Project,

Christian Aid and CAFOD

Order: Bookpoint Ltd

39 Milton Park

Abingdon

Oxon OX14 4TD

Tel: 01235 400414

E-mail: orders@bookpoint.co.uk

Web: <http://www.bookpoint.co.uk>



The spiritual theme underlying this book is not synonymous with religion and the authors describe spirituality as a source of creativity that is open to us all, it sparks inquiry, ideas observations, insights, empathy, artistic expression, earnest endeavour and playfulness. The resource while primarily Christian focused, offers other religious perspectives including the Jewish, Hindu and Muslim traditions. The activities and exercises outlined in this resource link with RE, PE, Science, Maths, History, Geography and Citizenship. Values and Visions investigates a range of concepts that promote a sense of self, self worth, interdependence and community. This would be a useful resource to initiate self-reflective work within a citizenship framework.

The Citizenship Video Pack - What is Good Citizenship?

77 minutes / 18 units
Price: £41.13
Producer: Team Video
Order: Team Video
105 Canalot
222 Kensal Road
London W10 5BN
Tel: 0208 960 55 36



The Citizenship Video Pack was produced to encourage students, between the ages of 15 and 18, to consider what is meant by citizenship and how it is practised. Well known personalities, offer their professional and personal definitions of citizenship and this leads the debate forward to examine power, equality, rights and responsibilities, the law and war. The video is presented in 18 units and photocopyable activity sheets accompany the video that encourage listening skills and stimulate understanding. A worthwhile resource when investigating citizenship, its diversity of interpretations and how it is practised. This resource will certainly stimulate an interactive class debate.

Teacher Education and Human Rights

Price: £17.50
ISBN: 1 85346 406 6
Publisher: David Fulton
Access: The Centre for Citizenship Studies in Education
School of Education
University of Leicester
21 University Road,
Leicester LE1 7RF
Tel: 0116 252 3681
E-mail: ccse@le.ac.uk
Web: <http://www.le.ac.uk/se/centres/citizenship/index.html>



Human rights are high on the international agenda but also have direct implications for teachers and students in the classroom. This book, written by Audrey Osler and Hugh Starkey, examines children's rights, identities and the school curriculum to discuss how we might best educate children and young people for citizenship, drawing on human rights as the basis for educational policies and practices. Drawing on case studies from the UK, Europe and internationally, the authors provide practical suggestions for ways in which teachers can increase young people's awareness of the importance of securing their rights and those of others in the community. Looking particularly at how teachers might challenge injustice, racism and xenophobia, they examine human rights as a basis for educational policies and discuss how international human rights instruments can be incorporated into the teacher education curriculum. A helpful resource for citizenship educators.

section two

SECTION TWO

Diversity and Interdependence

The concept that society is comprised of diverse groups and benefits when people have a sense of belonging, a respect for others and an understanding of the importance of co-operative activity. This will involve the exploration of issues relating to community identity, customs, traditions and festivals, prejudice and discrimination, symbolism, conflict and reconciliation, the common good, social and civic responsibilities and public/community service.⁴

“Pluralism is a fact of life, not an abstract idea. Ethnic, religious and cultural diversity exists within all societies and the number of distinctive groups with distinctive needs is increasing. Dominant groups have a tendency to assimilate minorities into their way of thinking. Assimilation should be resisted – it reduces flexibility and the extent to which a society can adapt to change.

Pluralism can take many forms. Some approaches emphasize our similarities. Others emphasize and celebrate difference. By far the most difficult form of pluralism to achieve in practice goes beyond these. It is a form of ‘critical pluralism’ that recognises and challenges inequalities in power and status between different groups in society. This requires members of society to have a high degree of political awareness”.

**Professor Alan Smith, UNESCO Chair,
University of Ulster**

“Throughout this year we have been studying a subject called Social, Civic and Political Education (Citizenship). The most enjoyable thing I have done is Diversity and Interdependence, I enjoyed this because we got to learn about the differences and similarities within Northern Ireland and our community. It was fun because we did lots of role-plays connected to this. The good thing about this class is when you give your opinion there is no right or wrong answer to it. In this class people seem to communicate more than in other classes”.

Year 8 Student

Miss, what is Cz on our timetables?

By Elizabeth Rooney, St. Joseph's College, Belfast

"Miss, what is Cz on our timetables?" chorused the eager 8W class as they sat down in my classroom for the first time last September. Where to begin? Cz sounded so strange and mysterious to them but the full blown word soon emitted a variety of possible meanings.

So began the year during which we looked at Diversity and Interdependence and Human Rights. It was to be an interesting, challenging and rewarding year. The pupils enjoyed the novelty and variety. The staff enjoyed being part of something new and valuable.

We enjoyed the 'getting to know you' sessions we had at the beginning of the year. These were very useful as the pupils came up from 8 feeder primary schools. There was a lot of noise and movement as they raced from pillar to post as they changed identities - blue/brown eyes, Westlife/Steps fans, Manchester United/Liverpool supporters, the possibilities were endless. 'All about me' gave them the opportunity to do a self-portrait. My task was to identify each pupil from the portraits and the key words drawn around them.

Having studied diversity in the classroom we moved to diversity in Belfast - races, cultures, religions and tastes were investigated. Looking at foods from different countries and their increasing availability in Belfast showed us that the world is a small place (even if we think Northern Ireland is the centre of the Universe!)

"Journeys to School" followed as were plotted routes and pinpointed various cultures and creeds we meet on our way. This expanded to looking at Northern Ireland and how diverse it is. Global diversity was tackled by comparing the lives of children here with children in the third world. This generated a lot of discussion as our privileged 11 and 12 year olds grasped the reality of life so far away from their experience.

Inevitably this brought us to rights and laws which protect us. Pupils were shocked and horrified that people like us had such poor opportunities and life chances. Human rights issues were approached by using materials from "The Rights Stuff" (Amnesty International). Various games where rights/need/luxuries could be identified and discussed were introduced. Sorting, games helped pupils prioritise and think critically about the differences between basic needs and luxuries. A game gleaned from the 'Different Drums'⁵ get together was altered slightly and used to help pupils appreciate that 'money isn't everything' and that some of the 'haves' in society are not always as well off as they may appear to be.

A bill of rights for all the people in the College was negotiated and drawn up. This generated a lot of debate within the group as we tried to decide the rank order of the rights and if there could be one.

At the end of the year some of the pupils were interviewed by the University of Ulster. Their enthusiasm and willingness to express opinions impressed them. They had enjoyed the years work and the 'something different' they has been promised had been delivered to their satisfaction!

September 2000. Another new beginning. Another question from the same enthusiastic, now 9W, class. "Miss, what will we be doing this year in Citizenship".

⁵ Different Drums are a musical drumming group who explore diversity/interdependence through the different drums of Northern Ireland and the world. For information on education workshops, contact 028 71 269731

section two

Diversity and Interdependence Resources

Cultural Symbols in Northern Ireland Disc

Price: 50p

Publisher: Community Relations Council

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



A practical, attractive and very useful resource which helps introduce pluralism and diversity issues into the classroom by examining cultural symbols in an accessible, informative and non threatening way. The disc offers pupils a hands on opportunity to challenge representations of cultural identity in Northern Ireland and to learn about the significance of symbolism to each of the communities in this contested society. Symbols such as the Shamrock and the Bowler hat form part of the representations depicted on this resource. This disc will prompt lively debate and discussion that may inspire young people to compile their own symbols disc which highlights their own sense of identity. A must for all citizenship educators in Northern Ireland.

It's the Label that Makes the Difference

Price: £7.50

Publisher: Stephen Hall

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



A well designed booklet, authored and illustrated by Randall Stephen Hall. Uniquely set within the context of Northern Ireland, it acts as a thought-provoking stimulus to initiate discussion on the Northern Ireland conflict. While not designed specifically for Key Stage 3 students, the illustrations and dialogues could be readily used in the classroom setting to stimulate discussion on conflict and its existence within society.

A Tapestry of Beliefs - Christian Traditions in Northern Ireland

Price: £9.99

ISBN: 0 85640 633 3

Publisher: The Blackstaff Press

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



This resource provides an accessible survey and a comparative study of the Christian traditions active in Northern Ireland. While religion is not the only factor in the Northern Ireland conflict, myth and misinformation about the similarities and differences that exist between the four largest Churches (Catholic, Protestant, Church of Ireland and Methodist) and the score of smaller denominations. In this new book, representatives of each Christian tradition provide clear statements of their actual beliefs, practices and structures. Written by members of the denominational traditions, each chapter follows broadly similar themes: their origins, doctrinal position, sacraments and ordinances, spirituality, worship and liturgy, buildings and artefacts, and attitudes to other denominations. This book will be of use to the citizenship classroom and as well as the Religious Education curriculum. While academic in nature it will provide a well informed insight into the major religions in Northern Ireland.

An Ulster Wean's A-Z

Price: £3.99

ISBN: 0 85640 581 7

Publisher: Community Relations Council

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



A colourful picture book set within the context of Northern Ireland. Each page is devoted to illustrations of Northern Ireland which highlight a certain letter or letters of the alphabet. For example A for Armagh, E for Enniskillen,

L for Lamas Fair, S for Stormont, T for Torr Head and so forth. The illustrations and descriptive words highlight the diversity that exists within Northern Ireland. Very beneficial resource especially when used in partnership with A Companion to An Ulster Wean's A-Z. (See below). A frieze of illustrations is also available at £5.00.

A Companion to An Ulster Wean's A-Z

Price: £3.00

ISBN: 1 898276 20 X

Publisher: Community Relations Council

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



Companion to An Ulster Wean's A-Z can be best described as an activity book which has the potential to initiate school or community based cultural traditions activities around themes such as language, story, music, symbols, sports & games. This creative resource highlights the richness of culture within Northern Ireland and explores interdependence, difference, commonality, pluralism and diversity. It also gives names of organisations and individuals to contact, who have expertise in specific areas, for example story telling. A very useful tool for exploring community, interdependence and diversity within Northern Ireland and for initiating a citizenship action project.

Scene "United"

Video Resource

Price: £6.00

Producer: BBC Northern Ireland

Order: Southern Education and Library Board

Library Service

Southern ELB

3 Charlemont Place

The Mall

Armagh BT61 9AX

Tel: 028 37 525353

Web: <http://www.selb.org/>

Teenager Francie McGinley seeks to break the sectarian divide in his hometown of Tullykeel by setting up a Manchester United Supporters Club. The programme investigates pluralism,

diversity, interdependence and difference in this small rural community while the Northern Ireland peace process forms the political backdrop to this inspiring drama. There are many and varied characters in the programme that will entertain all viewers. Being a Manchester United fan is more important to these local supporters than sectarian issues and political allegiance. Well worth viewing as part of the citizenship curriculum as it is a high quality production, which received a BAFTA in 1998.

The Cultural Traditions Dictionary

Price: £9.99

ISBN: 0 85640 636 8

Publisher: Blackstaff Press

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



This reference book, though not specifically designed for use in schools, will provide a very useful resource for those examining diversity, pluralism and interdependence both at a local and global level. Beautifully illustrated and explores the historical evolution of symbols common to us all in Northern Ireland. Compiled in a dictionary format which is easy to use and explanations are detailed concisely & sharply.

A Young Person's Guide to Cultural Diversity in Northern Ireland

Price: £1.00

Publisher: Community Relations Council

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



A lively and colourful magazine-style resource aimed at teenagers, which explores some of the differences and similarities between young people in Northern Ireland.

section two

Diversity and Interdependence Resources

The magazine poses questions for young people to discuss and to reflect upon. Stereotyping, language, sport, symbols, music, among other themes are all explored. While not designed specifically for classroom use its application within the context of citizenship education is appropriate. It is an ideal young person's guide to the exploration of diversity and interdependence in Northern Ireland and beyond.

“Seeing Sense”: The Prejudice Awareness Suitcase

Price: Free

Producer: Derry City Council and the Holywell Trust

Order: Derry City Council

98 Strand Road

London/Derry

Tel: 028 71 365151

E-mail: Info@derrycity.gov.uk

Web: <http://www.derrycity.gov.uk>

This resource is an innovative educational resource originally developed by Jan Durk Tuinier and Geu Visser of The Peace Education Projects, Utrecht, Holland. The project is being adapted for use in Northern Ireland through a joint initiative with Derry City Council and Holywell Trust and is funded through the Department of Education by the EU Peace Programme. The adaptation is not merely a translation but builds on the methods and concepts of the Dutch model to create a resource which is relevant to the Northern Ireland Curriculum. The project is appropriate to a Personal and Social Education Programme and could provide a platform for teachers to introduce curriculum initiatives in Citizenship and Human Rights Education, which has to be an integral part of the Northern Ireland Curriculum. “Seeing Sense” is targeted at pupils at Key Stage 3.

The main objectives of the resource are:

- To challenge young people to think about their perceptions and know that what is true for one person may not necessarily be true for another.
- To promote critical thinking skills.
- To raise awareness and an appreciation of the cultural diversity within our society.

In pairs the pupils ‘travel’, with the aid of a passport, through the game circuit, exploring the themes:

Do you see what I see? / True or False? / Fact or Opinion?

/ Ordinary or Strange? / Stereotypes / Prejudice / Symbols / The Scapegoat / Bullying / Equality / Discrimination

The pupils’ passport is used to record their answers to questions posed by the game circuit and also their thoughts and feelings on the issues raised. Prior to their participation in the game circuit it is recommended that the young people are introduced to the themes through a series of classroom activities, detailed in the accompanying Teacher’s Guide. The Teacher’s Guide contains ideas for extension/follow-up work, a list of useful complementary resources (including relevant web sites) and details of agencies who are willing to support schools in addressing issues raised by this resource. The “Seeing Sense” game circuit challenges the participants to examine their perceptions, to realise that things are not always as they seem and to discover that false perceptions can lead to prejudice and discrimination.

Who Do You Think They Are?

Price: £5.00 (which includes 1 Tutor, 1 Participant and 1 Pen Picture booklet)

Publisher: Community Relations Council

Order: Community Relations Council

Information Centre

21 College Square East

Belfast BT1 6DE

Tel: 028 90 227555

E-mail: info@community-relations.org.uk

Web: <http://www.community-relations.org.uk/>



This resource comprises a cultural identity pack containing tutor, participant and pen picture booklets. The pack is designed to encourage groups to challenge stereotypes and recognise the diversity of culture in Northern Ireland. A related *Who Do You Think They Are?* Exhibition can be booked by organisations for events, contact the Community Relations Council for details.

The Symbols Interactive Experience - CD-ROM

Price: Free

Produced: The Nerve Centre

Order: The Nerve Centre

7/8 Magazine St.

Derry BT48 6HJ

Tel: 028 7126 0562

Email: jennifer@nerve-centre.org.uk

Web: <http://www.symbols.org.uk>



The Symbols Interactive Experience is a series of educational CD-ROMs exploring major symbols of cultural identity in Northern Ireland. The first CD-ROM, entitled 1916 - Lest We Forget, explores the symbolism of the Battle of the Somme and the Easter Rising, events, which shaped history of the twentieth century Ireland. The memory of the Battle of the Somme and its Easter Rising lives on today in the annual rituals of remembrance; in flags, banners, memorials and wall murals; and within symbols such as the Poppy and the Easter Lily.

This interactive experience of the cultural dimensions and symbols of remembrance combines text, photographs, images and illustrations with film archive, period music, video and audio. Contributions include historians, politicians, journalists, community workers, poets, writers, public servants and school pupils. The educational potential of the CD-ROM has been developed by academic advisors and teachers from the Western Education and Library Board. It contains a range of curriculum-based educational support materials for Key Stage 3 and 4 in both History and English.

The Community Relations Council has also provided funding for a training programme from groups seeking to use the CD-ROM within their cultural diversity and community relations work. Details of the programme and training support materials are available at the Symbols Website.

Appreciating Differences - Multicultural Thematic Units

Price: £17.95

ISBN: 1 57310 013 7

Publisher: Teaching and Learning Company

Order: Incentive Plus

2e Fernfield Farm

Whaddon Road

Little Horwood

Milton Keynes MK17 0PS

Tel: 01908 526120

E-mail: orders@incentiveplus.co.uk

Web: <http://www.incentiveplus.co.uk>



Appreciating Differences provides an inclusive and effective approach to teaching for and about physical, social, economic differences in the world. The activities highlighted in the resource, have the potential to instil a sensitivity and appreciation towards others. Although authored and published for use in America, it has global relevance. It will provide a useful tool when investigating sectarianism in Northern Ireland as well as investigating other issues such as gender and disability.

Investigating Morals and Values in Today's Society

Price: £14.75

ISBN: 0 86653 443 1

Publisher: Good Apple Inc.

Order: Incentive Plus

2e Fernfield Farm

Whaddon Road

Little Horwood

Milton Keynes MK17 0PS

Tel: 01908 526120

E-mail: orders@incentiveplus.co.uk

Web: <http://www.incentiveplus.co.uk>



Stimulating and interesting activities concerning moral dilemmas are included in this toolbox of ideas for classroom teachers to use. This resource compares historical and cultural readings with today's morals and values. Famous individual biographical studies such as George Washington, Florence Nightingale and Mother Teresa are documented and then discussed through activities. Contents: Building the self image - dynamics of working in a group - leadership - teacher as a moral coach - attributes of moral principals. An excellent case study approach to exploring diversity and interdependence.

Roots of the Future: Ethnic Diversity in the Making of Britain

Price: £9.95

ISBN: 1 85442 179 4

Publisher: Commission for Racial Equality

Order: Central Books

99 Wallis Road

London E95LN

Tel: 0181-986 5488

E-mail: cre@centralbooks.com

Web: <http://www.cre.gov.uk>



A resource book documenting how Britain has benefited from immigration and ethnic diversity throughout its history. With over 200 colour and monochrome illustrations, it will appeal to young people. Rich in information as it details immigration past and present and the contributions that Britain's ethnic minorities have made to society. An innovative resource that will give an academic and informative backdrop to multiculturalism in today's society.

Exploring World Religions - Interactive CD-ROM

Price: £59.99

ISBN: 0172120276

Produced: Granada Learning

Order: Granada Learning

Granada Television

Quay Street

Manchester M60 9EA

Tel: 01264 342992

E-mail: info@granada-learning.com

Web: <http://www.granada-learning.com/yitm/religions/>



Exploring World Religions offers an insight into six different religions. The disc concentrates on the religions most commonly studied in primary schools: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Although created specifically for use with Key Stage 2 students it could be used as a valid tool with the early stages of Key Stage 3 when exploring diversity within Year 8. Key themes such as Places of Worship and Pilgrimage, People, Holy Books, Festivals and Beliefs are all examined. Illustrated audio interviews present a view of each religion through the eyes of children who are brought up under these faiths. Exploration of the topics on the disc is encouraged through an interactive notebook, and knowledge can be tested using a team quiz. An interesting resource that exposes young people to other traditions and religious cultures.

Diversity 21 - An Introduction to Ourselves Brochure

Price: Free

Publisher: Diversity 21/ Northern Ireland Millennium Company

Order: Diversity 21/ Northern Ireland Millennium Company

3rd Floor Interpoint Centre

20-24 York Street

Belfast BT15 1AQ

Tel: 028 90 258866

E-mail: nimfest@nics.gov.uk

Web: <http://www.diversity21.co.uk>



Diversity 21 is an initiative of the Northern Ireland Millennium Company designed to explore and celebrate cultural diversity in Northern Ireland at the turn of the Millennium. It comes at the end of a period of research and consultation, which clearly demonstrated the need to highlight work, which had cultural diversity as its motivating force and subject. As well as providing a much-needed promotional platform for cultural diversity work already happening, Diversity 21 is launching new projects and opportunities whereby individuals and groups can avail of tailored exhibitions and workshops which provide information, stimulate the imagination and explore diversity in an open, creative and accessible way. The brochure contains information on exhibitions and projects on offer as part of the Diversity 21 initiative.

Diversity on Display – An exhibition on the lives and culture of Northern Ireland's ethnic minorities

Price: £5.00

Publisher: Northern Ireland Council for Ethnic Minorities

Order: Northern Ireland Council for Ethnic Minorities

3rd Floor, Ascot House

24-31 Shaftesbury Square

Belfast BT2 7DB

Tel: 028 90 128645

E-mail: NICEM@n-ireland.freereserve.co.uk



This resource was produced to mark the United Nations International Year against Racism in 1997 and supported an exhibition of the same title. While not produced specifically for use in schools, it will have application when investigating the culture and religious background of ethnic groups in Northern Ireland. The resource is organised into two sections, Section One gives an historical overview of ethnic minorities in Northern Ireland while Section Two outlines in details their religious background. The resource also has a substantial list of contacts for ethnic minority groups. Also a series of A4 posters accompany the pack which would be worth placing on the classroom wall.

section three

SECTION THREE

Human Rights

The core concepts of;

- Diversity and Interdependence
- Equality and Justice
- Democracy and Active Participation

emerge from and are complementary to the more detailed from work of the values articulated in the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child.⁶

"If we are to develop an inclusive concept of citizenship within a pluralist society and a form of citizenship education which genuinely supports and enables the development of democratic practice at all levels, then we need to develop a new concept and vision of multiculturalism which is itself founded on human rights and which is inclusive of all citizens, majority white populations as well as minorities. This will require a recognition of the complex ways in which racism operates in British society at both institutional and interpersonal levels. It will also require research and understanding of the ways in which individuals and groups have successfully challenged and overcome racism".⁶

Audrey Osler, University of Leicester

"The most important thing I think I have learned is Human Rights during our citizenship class. We learned how people were being denied basic human rights and what some children had to do to get food, shelter and water. I was shocked but want to learn more and help others who are denied their rights. I think I am a more responsible person now from having learnt about the human rights that all people have".

Year 8 Student

⁶ CCEA Northern Ireland Curriculum Review - Phase 1 Consultation, Proposal for changes to the Northern Ireland Curriculum Framework, April-June 2000, Belfast, p20

Children are Doing it For Themselves

By Lesley Emerson, Malone Integrated College, Belfast

On December 10th, International Human Rights Day, Professor Brice Dickson, of the Northern Ireland Human Rights Commission, launched the Malone College Bill of Rights. The Good Friday Agreement has placed rights and equality at the very heart of the ongoing efforts to “the achievement of reconciliation, tolerance and mutual trust and to the protection and vindication of the human rights of all.” However, human rights are not just for the “big people.” One group of Belfast children, who are aged between 12 and 14 and attend Malone Integrated College, have drawn up their own Bill of Rights to suit their school.

Establishing the Commission

The process began in 1999 at a special assembly on Human Rights Day to encourage children to speak out against injustice and to do all that they could to protect the rights of others. As a result, a Human Rights Commission was established in the college. Pupils applied to join, were interviewed by a teacher, a parent governor and member of the non-teaching staff and argued their case for a position. Thirteen pupils were appointed as Malone’s “human rights commissioners”.

Children & their Sense of Fairness

As any teacher will recognise, children have an innate sense of justice. Whether complaining about the length of homework or the timing of tests, the words “that’s not fair” resonate around school corridors. However children’s notion of justice extends beyond their own world. For example, they intuitively know that the exploitation of children through forced labour is wrong and that men and women should be treated equally. Such instincts, to protect and respect the rights of others, were abundantly clear as the Malone Commissioners sat down to discuss their Bill of Rights.

Consultation & Negotiation

The Commission invited all pupils, staff (teaching and non-teaching) and governors to make submissions to be considered for the Bill. Many hours of discussion, negotiation and compromise followed. The result was the pupils’ *own* historic document with detailed descriptions of thirteen key rights.

These included the right to:

- Security of person
- Education
- Freedom of thought, conscience and religion
- Express a national and cultural identity

The Bill in Practice

After formal presentation to the principal and further negotiation, the Bill has been passed. The commissioners do not see this Bill as just “holding teachers accountable”. Rather they see its purpose as ensuring that the rights of *all* members of the school community are equally protected. It is to have a direct impact on all aspects of school life. For example, the principle that “*no group should ever be punished because of the behaviour of some of its members*” means teachers can’t punish a whole class if they can’t find the guilty party. Similarly, the principle that “*no-one should be subjected to degrading treatment*” means that the tradition common to most schools of taking advantage of substitute teachers is deemed unacceptable. Such behaviour isn’t just a breach of discipline, it is an infringement of the rights of the teacher.

These 12-14 year old children have not shied away from the more difficult features of life in Northern Ireland. For example, in an integrated school such as Malone, the question of national identity and cultural expression are of obvious significance. The Bill specifies that “*there are people here who think of themselves as British, Irish or other nationalities. We should be confident of our own opinion but respect the nationality and cultural identity.*” By being up front in the need for religious, cultural and political tolerance, pupils are not hiding their differences but rather celebrating their diversity.

If we educate children to respect each other’s rights and we provide them with an environment in which their rights are respected, we are investing in their future and the future of our entire society.

The following represent some of the articles in the Malone College Declaration of Human Rights.

The Universal Declaration of Human Rights states that:

1. Everyone has the right to life, liberty and security of person.

In Malone College we should all try to make sure that everyone feels secure.

2. Everyone has the right to education.

In Malone College we should be thankful that we have this right and make sure that we don’t do anything to stop others from learning.

3. Everyone has the right to freedom of thought, conscience and religion.

In Malone College we should understand that others around us come from different religious backgrounds. We should discuss this and understand that everyone has the right to be different.

4. Everyone has the right to a nationality.

In Malone College we should understand that there are people here that think of themselves as British and people who think of themselves as Irish. We should be confident of our opinion but respect the opinions of others.

section three

Human Rights Resources

The Right's Stuff

Price: €6.00

Publisher: DEFY, Amnesty International and Trócaire

Order: Amnesty International

Sean MacBride House

48 Fleet Street

Dublin 2

Tel: 00 353 1 677 6361

E-mail: info@amnesty.iol.ie

Web: <http://www.amnesty.ie>



The Right's Stuff is a must for anyone interested in teaching for and about human rights. It's full of active methodologies, which are well explained, easy to facilitate and are both fun and interesting. This resource emphasises the importance of participation through the use of a variety of youth centred activities including role-plays, simulations, moving debates, charades, values clarification and discussion. Human rights are divided into four categories within the resource, which are Survival, Development, Protection and Participation Rights and each activity investigates these categories individually and then in tandem. It is important to note that each activity will require more time than one period.

Basic Human Rights and Responsibilities - A Human Rights Education Module for First Year Civic, Social and Political Education

Price: €3.00

Publisher: Curriculum Development Unit (CDU)

Order: Curriculum Development Unit

Sundrive Road

Dublin 12

Republic of Ireland

Tel: 00 353 1 453 5487

E-mail: info@cdu.cdvvec.ie



Basic Human Rights and Responsibilities offers the teacher an entire module that can be followed in sequence or used according to specific interest. The resource offers a core unit of study, which investigates the Universal Declaration of Human Rights. Three optional pathways are then on offer to deepen an understanding in Children's Rights, Specific Groups Rights and finally Gender and Human Rights. This resource was designed specifically for the Civic, Social and Political Education curriculum in the Republic of Ireland but has global application. The entire module is interwoven with active methodologies, case studies, classroom activities, ideas for action projects and guidance notes for the teacher/facilitator. A welcome resource for the citizenship educator.

Making Human Rights Work - A Handbook of Human Rights Education Methodologies and Activities for 2nd and 3rd Year Civic, Social and Political Education Teachers

Price: €3.00

Publisher: Curriculum Development Unit (CDU)

Order: Curriculum Development Unit

Sundrive Road

Dublin 12

Republic of Ireland

Tel: 00 353 1 453 5487

E-mail: info@cdu.cdvvec.ie



A new resource produced for Civic, Social and Political Education teachers in the Republic of Ireland but it has strong application in terms of human rights education for citizenship curricula. The aim of the resource is to provide teachers with a handbook of activities for teaching about human rights and responsibilities from a national, European and global perspective. Active methodologies, reference information, case studies based on legal dilemmas, quizzes and stories all help to teach for and about human rights. It is a very innovative resource in that it introduces the student to the African Charter of Human and People's Rights and highlights the commonalities between the Charter and the Universal Declaration of Human Rights. A rich resource and one that will enhance human rights education in any citizenship classroom.

Women's Rights - Changing Attitudes 1900 - 2000

Price: £10.99

ISBN: 0 7502 2214 X

Publisher: Wayland Publishers and Amnesty International

Order: Development Education Centre

Gillett Centre

998 Bristol Road

Selly Oak

Birmingham B29 6LE

Tel: 0121 472 3255

E-mail: info@tidec.org

Web: <http://www.tidec.org>



A hardback handbook which gives a concise historical overview of the emergence of women's rights during the twentieth century from the Suffragette movement to modern day feminism. It provides an overview of the dramatic changes in the lives of women during the 20th Century and attempts to achieve equality. This is a useful reference book when investigating gender, rights and responsibilities. It also offers the reader a list of additional texts suitable for further study and organisations to contact for additional information and a glossary of terms, which may enhance the student's vocabulary.

Talking Rights: Taking Responsibilities - Activities for secondary English and Citizenship

Phone: £13.00
ISBN: 1 871440 14 9
Publisher: UNICEF
Order :UNICEF
Unit 1
Galleywood
Chelmsford
Essex CM2 8TU
Tel: 01245 476315
E-mail: info@unicef.org.uk
Web: <http://www.unicef.org>



An attractive, user friendly, photocopyable resource published by UNICEF, which deals with key rights issues and is rooted in the UN Convention on the Rights of the Child. It places children's rights firmly at the heart of the curriculum and stimulates active participation amongst pupils in the classroom situation. This resource represents an ideal starting point for all practitioners in the area of development education but the clearly defined programme of study and guided lesson planning coupled with excellent photocopyable resources mean that the non specialist or teachers new to citizenship education will feel confident in its application.

United Nations Children's Rights - A Teachers' Pack

Price: £18.00
ISBN: 1 873 942 12 5
Publisher: Lucky Duck Publishing
Order: Lucky Duck Publishing
34 Wellington Park
Bristol BS8 2UW
Tel: 0117 973 2881
E-mail: luckyduck@dial.pipex.com



United Nations Children's Rights - Teachers' Pack was designed for use with Key Stage 4 students. It offers the teachers a foundational and concrete path on which to being investigating the UN Convention on the Rights of the Child, specifically Articles 12 & 28. The resource offers a ten-week course, which is active in nature, stimulates co-operation and participation. The resource also offers a three-day version of the ten-week course. It is photocopyable and is a must for learning about human rights for the older student. It is user friendly and offers the teacher/facilitator advice and tips. The students should find the pack fun to examine human rights through role-play & drama sequences, case studies and activities.

A Human Rights Action Project - A Module for 2nd Year CSPE

Price: £2.00
Publisher: Curriculum Development Unit (CDU)
Order: Curriculum Development Unit
Sundrive Road
Dublin 12
Republic of Ireland
Tel: 00 353 1 453 5487
E-mail: info@cdu.cdvec.ie



This module suggests four stages to an action project on a human rights issue for CSPE in the Republic of Ireland. It also has application for citizenship education in Northern Ireland when deciding on a group action project in Year 10. The module aims to deepen students' understanding of human rights and responsibilities and to develop in them an appreciation and understanding of community. This sense of community participation is developed through the establishment of a student community working co-operatively on an action project. It is a user friendly and colourful module, which can be photocopied.

Thursday's Child Performance Pack

Price: £45.00
Publisher: UNICEF
Order: UNICEF
Unit 1
Rignals Lane
Chelmsford
Essex CM2 8TU
Tel: 01245 476315
Web: <http://www.unicef.org.uk>
E-mail: edweb@unicef.org.uk



Thursday's Child is a musical based on the UN Convention on the Rights of the Child. The pack includes the score, script, backing CD, poster and licence application. Set in an unspecified time and place, a group of children make a journey to happiness, on the way encountering situations of child labour, child soldiers and street children. With over 25 catchy numbers children from 8 - 18 can perform together, in groups as small as 30 or over 100. The backing CD allows groups with no live music facility to perform a fully instrumented performance. Score and script are fully photocopyable by the purchaser. Licence fee £50 one performance, three performances £140.00. All profits to UNICEF programmes world wide.

section three

Human Rights Resources

Human Rights Education Newsletter

Price: £10.00 annually
Publisher: Centre for Global Education
Order: Centre for Global Education
College of Ripon and York
Lord Mayor's Walk
York YO31 7EX
Tel: 01904 716839
E-mail: global.ed@dial.pipex.com



The Centre for Global Education publishes three Human Rights Education Newsletters annually, which provide a valuable source of information for the human rights and citizenship educator. The resource provides a wealth of information on national and international projects, contemporary articles, recommended resources, book reviews, classroom activities, conference reports and details on events/conferences that promote human rights & citizenship education. A tool that puts you in close touch with others doing similar work. At £10 annually, it's money well spent.

Learning to Participate - Human Rights, Citizenship and Development in the Local Community

Price: £5.95
ISBN: 0 948838 45 0
Publisher: Development Education Centre
Order: Development Education Centre
Gillett Centre
998 Bristol Road
Selly Oak
Birmingham B29 6LE
Tel: 0121 472 3255
E-mail: info@tidec.org
Web: <http://www.tidec.org>



Learning to Participate focuses on understanding human rights, citizenship and developmental issues within the local community and is applicable for use at Key Stage 4. The UN Convention on the Rights of the Child is the tool used to examine the barriers to human rights and citizenship, investigating issues such as homelessness, racism, policing among others. Examples of good and bad practice are drawn from Great Britain. A valuable resource and will stimulate thoughtful discussion and participation in any classroom.

Implementing Children's Rights - What can the UK learn from International Experience?

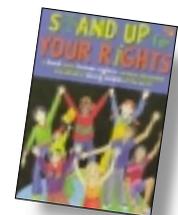
Price: £7.50
ISBN: 1 899120 77 7
Publisher: Save the Children
Order: Save the Children
Publication Sales
Save the Children
17 Grove Lane
London SE5 8RD
Tel: 0171 703 5400
E-mail: Publications@scfuk.org.uk
Web: <http://www.scfuk.org.uk>



This resource highlights models for the implementation of children's rights internationally and issues of particular concern to the United Nations Committee, which periodically reviews the political actions of governments in relation to the Convention. By considering successful examples from other countries, this study focuses on what could be achieved in the UK through a more ambitious approach. The issues include, the legal status of the Convention, reviewing and harmonising domestic legislation, national action plan, economic policy and dissemination of the Convention. This resource will be of interest to both policy-makers and practitioners within the field of children's rights as well as academic and research institutes concerned with the implementation of the UN Convention on the Rights of the Child.

Stand Up for Your Rights - A book about Human Rights - Written, Illustrated and Edited by Young People of the World

Price: £8.75
ISBN: 1 85434 573 7
Publisher: Peace Child International
Order: Peace Child International
The White House
Buntingford
Herts SG9 9AH
Tel: 01763 274459
E-mail: RescueMission@compuserve.com
Web: <http://www.oneworld.org/peacechild>



This 96 page colourful resource aimed at students between 10-15 years of age brings the Universal Declaration of Human Rights to life and makes it relevant to the needs of the 21st Century. Each article within the UDHR is devoted a descriptive page and simplified through text, story and picture. Since it was written & produced by young people for young people, it makes it an ideal resource for students, who should find it both enjoyable and stimulating. Cartoons, poetry, inspirational

stories and personal recollections all frame this resource. It could be used as an informative resource within the classroom and one that can stimulate further debate. A professional resource and one that will aid any student or teacher when investigating human rights and responsibilities.

At What Age? Questions to answers that affect your life

Price: Free
 Publisher: Children's Law Centre
 Order: Children's Law Centre
 3rd Floor, Philip House
 123 - 137 York Street,
 Belfast BT15 1AB
 Tel: 028 90 245704
 E-mail: info@childrenslawcentre.org
 Web: <http://www.childrenslawcentre.org>



A colourful poster containing information that answers questions affecting the lives of young people, from getting married to drug & alcohol use. The poster has been designed to help young people, their parents and professionals work with and understand laws which affect children. Produced by the Children's Law Centre, Northern Ireland. It will prove a useful resource for any Key Stage 3 & 4 classroom wall.

Nuncamas - Teaching about Human Rights and Responsibilities

Price: €4.65 IR
 Nucamas Update €1.35 IR
 ISBN: 1 8700 72 31 6
 Publisher: Amnesty International and Trócaire
 Order: Amnesty International
 Sean MacBride House
 48 Fleet Street
 Dublin 2
 Tel: 00 353 1 677 6361
 E-mail: info@amnesty.iol.ie
 Web: <http://www.amnesty.ie>



Nuncamas means never again and was the title for the Argentinean National Committee for Displaced Peoples' Report on human rights abuses in that country during the reign of the generals. Written for use with upper Key Stage 3 and lower Key Stage 4 students, it examines human rights and responsibilities from a local and global perspective. Written for use within the Republic of Ireland but its applicability is wider due to its global framework. Nuncamas Update accompanies and enhances the original, as additional five case studies and updated resources were created to accompany the original 1993 publication.

Why Human Rights? Video Pack

Price: £37.60
 60 minutes 9 units
 Produced: Team Video
 Order: Team Video
 105 Canalot
 222 Kensal Road
 London W10 5BN
 Tel: 0181 960 55 36



International case studies form the immediate backdrop to this profound and moving programme. Examples of human rights abuses from Turkey, Chechnya, Brazil, Israeli occupied territories, China / Tibet, Indonesia & East Timor and Pakistan are all relayed on screen. It is both a global and local resource, which also examines abuses within the United Kingdom. Topics examined cover rights and responsibilities surrounding street children, the death penalty, genocide, freedom of expression, refugees, disappearance, torture and prisoners of conscience. Student activity sheets support each of the 9-video units. The activities include self-expression, debates, role-plays, written assignments, poetry and radio and TV projects.

Right Directions - A Peer Education Resource on the UN Convention on the Rights of the Child

Price: £4.99
 ISBN: 0 85260 161 1
 Publisher: Save the Children
 Order: Publication Sales
 Save the Children
 17 Grove Lane
 London SE5 8RD
 Tel: 0171 703 5400
 E-mail: Publications@scfuk.org.uk
 Web: <http://www.scfuk.org.uk>



This is a guide to help young people think about their rights through a range of fun and lively activities based around the United Nations Convention on the Rights of the Child. The activities cover a wide range of important youth issues such as bullying, discrimination, poverty, homelessness, health, and expressing an opinion. In all it provides 40 activities, from producing a news report about child soldiers or role-playing a bullying situation, to debating a health issue or building a shelter from blankets, garden canes and string. A very aesthetic resource which will bring children's' rights to life.

section four

SECTION FOUR

Equality and Justice

The concept that all should be treated alike, regardless of difference. This will involve the exploration of issues relating to human dignity, human rights and responsibilities, equality, inclusion, stewardship of the environment and sustainable development.⁷

“The Northern Ireland Human Rights Commission is convinced that education on diversity and human rights is absolutely essential for a civilised, just and equal society. The more information that is available about the values and principles underlying respect for rights and justice the better for all concerned. There will always be difficult balancing acts to strike between the rights of individuals and rights of society, education will help us all to ensure the balance is struck appropriately”.

Brice Dickson, Chief Commissioner, Northern Ireland Human Rights Commission

“I’m learning loads of new things in citizenship education. This year I have been learning about equality and justice and we looked at homeless people and organisations that help them. I never realised it was such a big problem in Northern Ireland. It make me feel lucky to have a nice home and I’m lucky as I’ve loads of people to help me. When I’m older I’d like to do some voluntary work with the Simon Community or another organisation that helps homeless people”.

Year 9 Student

Teaching Justice and Equality to a Year 9 Class

By David Agnew, Wellington College, Belfast

"OK Year 9. Any student who wants to leave this class can get up now and go".

This wasn't an ill-advised method of getting pupils away for their lunch. Nor was it an abdication of responsibility from a teacher seeking an easier life. It was just the opening gambit I used at the start of Year 9 class in PSE for a 'Citizenship' lesson on Justice and Equality.

The pupils looked at each other, unsure how to react. Some thought I was joking but I reaffirmed my offer. "If you wish to leave the class, get up and go now." Some tried to test the water. "Can we really leave the class?" asked one student who was beginning to seriously consider the proposal.

"Yes", I replied. But still no one took up the bait. And then - the moment was gone.

"Rights, Year 9, why did no-one leave the class."

"Guilt", said one, guiltily.

"Fear of reprisals", said another honestly.

"Couldn't be bothered," said another one rather too honestly.

And so the responses came.

The bottom line, the students agreed, was that they did not leave because they feared the consequences. This was the response that I was hoping for and it led naturally onto the rest of the lesson on Justice and Equality.

section four

Equality, Justice and Sustainable Development Resources

GENERAL

Issues Series

Price: £6.45 Book / £1.50 Study Guide

Publisher: Independence

Order: Independence

Educational Publishers

PO Box 295

Cambridge CB1 3XP

Tel: 01223 566130

E-mail: issues@independence.co.uk

Web: <http://www.independence.co.uk>



The Issues Series offer the educator a comprehensive and contemporary approach to investigating specific issues with students. A vast array of subjects are investigated in the series, each issue is devoted to the exploration of one topic. Every possible aspect of the issue is investigated through articles submitted by experts within the field. Each resource also lists useful organisations to contact when pursuing the investigation. A must for all teachers and will give an informative backdrop.

Issues include: Future of the Countryside, Separation and Divorce, Bereavement, Bullying, Homelessness, Animal Welfare, Smoking, Alcohol, Young Offenders, Population Matters, Sexual Health, What a lot of Rubbish, Drug Abuse in Sport, Surrogacy and IVF, Transport Revolution, Monarchy or Republic?, Disabilities, Child Abuse, Food for Thought, Equal Opportunities, Vegetarianism, Cancer, Private Lives, The Euthanasia Debate, Racism, Ageing Matters, Stress, Education, Climate Change, Poverty, Abortion Debate, Single & Lone Parents, Coping with Eating Disorders, Gambling, Impact of Tourism, Illegal Drugs, Censorship, Consumerism, Mental Illness, Ethics of Genetic Engineering, Homosexuality, Work Revolution, Internet.

Talking About Justice

Video Resource

Price: £14.99

Produced: Channel 4

Order: Channel 4 Schools

PO Box 100

Warwick CV34 6TZ

Tel: 01926 436444

E-mail: info@schools.channel4.co.uk

Web: <http://www.channel4.com/schools>



There are three programmes in the series, 'The Street', 'Family Life' and 'All Work No Play'. Each programme deals with a

specific legal dilemma and highlights the young person's rights whether innocent or guilty when in the situation. Each programme utilises a drama sequence to highlight these dilemmas. The Street looks at issues surrounding stop and search techniques used by the Police in suspicious circumstances. The programme is interspersed with young people perspectives and advice from professionals such as a solicitor and a Police Officer. 'Family Life' is more personal in nature and highlights issues such as underage sex, using the pill, homosexuality, domestic violence and homelessness. It forms a useful introduction to a number of youth centred issues and is more suitable for upper Key Stage 3 and 4 students. The final programme in the series 'All Work No Play' focuses on the rights of young people at work identifying a number of issues relating to young people in the workplace, for example accidents at work.

Why Civil Liberties? Video Pack

Price: 37.60

73 minutes 7 units

Produced: Team Video

Order: Team Video

105 Canalot

222 Kensal Road

London W10 5BN

Tel: 0208 960 55 36



This video pack provides an introduction to civil liberties and rights for today's young citizen. It was produced with the help of students from a variety of backgrounds, who themselves set the agenda and asked the questions. Issues such as racism, rights and disability, sexuality, sexual harassment, miscarriages of justice, freedom of expression and the environment are all investigated from a realistic perspective. Produced for use with 14 to 18 year olds which should relate to the specifics of their lives. A real eye opener and will enhance the activities of any citizenship classroom.

HOMELESSNESS

Outhouse - Don't leave home without it!

Price: Free CD-ROM

Producer: Simon Community Northern Ireland and Northern Ireland Centre for Learning Resources

Order: Simon Community Northern Ireland
57 Fitzroy Avenue

Belfast BT7 1HT

Tel: 028 90 232882

E-mail: Simon@sourceni.com

Web: <http://www.sourceni.com/sourceni/simoncommunity/>



Outhouse is a creative and interesting way to investigate homelessness in Northern Ireland and beyond. It is appealing and approaches the issue of homelessness on a personal level introducing the user to people who are both ordinary & extraordinary, and who have experienced homelessness. Youth homelessness is a very serious problem in Northern Ireland, last year 11,000 households reported to the housing executive as "homeless", while 52% of these were under the age of 25. Sections of the CD-ROM gives advice and tips on maintaining a house, and another section shatters the stereotype of homelessness. Outhouse appeals to educators of Home Economics, PSE, English, Maths and Citizenship. Since the CD-ROM was produced in Northern Ireland it adds a local dimension to the resource - a must for all educators in Northern Ireland.

WORK

Production and its Effects - The Southern Perspective on Development Series

Price: £5.99

ISBN: 1 869818 98 9

Publisher: Development Education Project

Order: Development Education Project
c/o The Manchester Metropolitan University
801 Wilmslow Road

Didsbury

Manchester M20 2QR

Tel: 0161 4452495

E-mail: depman@gn.apc.org

Web: <http://www.mmu.ac.uk/>



A key resource when examining the nature of work and its impact globally. It begins by asking the student to investigate work at its very basic level. The four sections throughout the book provide a gradual step by step approach to assessing the issue of work. Migration and urbanisation issues, child labour,

multinational corporations and the Green Movement, all give an overarching approach to learning about work. The resource is interlaced with active teaching approaches, stimulating discussion, quizzes and group activities.

Our News, Our Views - Children's Rights, Child Labour and The Media

Video Resource

Price: £12.80

Published: Anti-slavery International

Order: Anti-slavery International

The Stableyard

Broomgrove Road

London SW9 9TL

Tel: 0207 9249555

E-mail: antislavery@gn.apc.org

Web: <http://www.antislavery.org>



The video is aptly entitled "Our news Our views" since the video was researched, directed, produced and presented by a group of young people. A news reportage style is used and a vox pop on the street to gauge knowledge of child slavery which is very effective. Nine news reports emanate from the programme dealing with a variety of complex child slavery centred issues ranging from child labour in the UK, USA, India to the positive and negative effects of child labour. This is well presented and allows young people to take the lead. The young people competently interview a number of professionals working for such organisations as Christian Aid, Article 12, Save the Children, among others. This piece of work could be inspirational when planning a citizenship action project. A resource pack accompanies the video, which will provide useful guidance for the citizenship teacher.

Children have Rights - Comix I and II

Price: Free

Publisher: UNICEF

Order: UNICEF

Education Department

55 Lincoln's Inn Fields

London WC2A 3NB

Tel: 0207 405 5592

E-mail: info@unicef.org.uk

Web: <http://www.unicef.org.uk>



Two eight-page comics that should appeal to upper Key Stage 3 and 4 students. It uses a comic style format to investigate children and work from a local and global perspective. The UN Convention on the Rights of the Child is the measuring tool

section four

Equality, Justice and Sustainable Development Resources

against which child labour exploitation issues is assessed and examined. Comic II looks at the state support for families and children, street children, bullying, and the reciprocity of rights. Since both are free resources, it would be worth ordering one for each child when investing UN Convention on the Rights of the Child and the world at work.

REFUGEES

Human Rights, Refugees and UNHRC

Price: Free

Publisher: United National High Commissioner for Refugees (UNHRC)

Order: United National High Commissioner for Refugees (UNHRC)

27 Fitzwilliam Street Upper

Dublin 2

Tel: 00 353 1 632 8675

E-mail: iredu@unhcr.ch

Web: <http://www.unhcr.ch>



This teaching pack is a useful tool for those wishing to investigate the refugee issue. It highlights activities and concepts suitable firstly for 9 to 11 year old, then 12 to 14 year old and finally with 15 to 18 year old age group. It examines the refugee issue initially at the basic level and progressing to more difficult concepts with the older age group. It also offers the teacher useful information surrounding the refugee situation including articles that highlight global situations. A number of colourful A4 posters within the pack stimulate and provoke thoughtful discussion within the classroom environment, including Spot the Refugee, How does it Feel, and What's Wrong Here. A very useful resource for those wishing to pursue investigation of the refugee issue.

Forging New Identities - Young Refugees and Minority Students Tell their Story

Price: £5.70

Publisher: Minority Rights Group

Order: Minority Rights Group

379 Brixton Road

London SW9 7DE

Tel: 0207 978 9498

E-mail: minority.rights@mrg.sprint.com

Web: <http://www.minorityrights.org>



An ideal resource for teachers investigating the refugee issue from a case study approach. Young refugees now living in London and Amsterdam offer their biographies, both positive

and negative attributes, about present circumstance and past memories. The resource offers student worksheets that are photocopyable and initiate reflection on personal lives, values and memories. A guide is also offered to the students that lists information on the countries that the refugees fled from as well as listing contact details for additional information.

Refugees - We left because we had to. An Educational Book for 14-18 Year Olds

Price: £6.00

ISBN: 0 946787 04 2

Publisher: The Refugee Council

Order: The Refugee Council

3 Bondway

London SW8 1SJ

Tel: 0207 582 6922

E-mail: info@refugeecouncil.demon.co.uk

Web: <http://www.refugeecouncil.org.uk>



A substantial resource that covers all the facets of the refugee issues. It examines refugees in history and in contemporary society from a global perspective, what happens on arrival to Britain, how refugees are treated and what the students can do to help improve the situation. Case Studies, quizzes, discussion activities, brainstorm, organising a campaign and active methodologies are all illustrated to tackle and investigate the issue. A worthwhile resource when investigating the issues, as it is a substantial resource and very good value for money.

Off Limits - Refugee Voices

Video Resource

Price: £4.99

Producer: Channel 4

Order: Channel 4 Schools

PO Box 100

Warwick CV34 6TZ

Tel: 01926 436444

E-mail: info@schools.channel4.co.uk

Web: <http://www.channel4.com/schools>



"...To be a refugee is no easy thing...we don't want to be refugees...it's our situation by circumstance". This profoundly moving documentary traces the lives of four young people who found themselves refugees after conflict erupted in their home countries. Conflict situations in Vietnam, Somalia, Turkey and Bosnia form the backdrop to this programme. It lends a personal profile of each of the young people interviewed one that the viewer can readily identify and empathise with. All of the stories while tremendously sad, are also uplifting

and inspirational in nature. This programme would be helpful to schools investigating the refugee issues in Year 9 under the backdrop of justice and human rights. A very useful element in the programme is the account of the young people's experience of being a student in British schools. Their experiences have been over-archingly negative, experiencing bullying and racist comments on a daily basis. Ideally this documentary targets the ability of upper Key Stage 3 and Key Stage 4 students. A valuable resource for the citizenship educator and one that frames the refugee issues sensitively and coherently.

Why do they have to fight? Refugee Children's Stories from Bosnia, Kurdistan, Somalia and Sri Lanka

Price: £4.50

ISBN: 0946787182

Publisher: The Refugee Council

Order: The Refugee Council

3 Bondway

London SW8 1SJ

Tel: 0207 582 6922

E-mail: info@refugeecouncil.demon.co.uk

Web: <http://www.refugeecouncil.org.uk>



This resource gives an unbiased account of refugee children's stories with sections devoted to case studies from Bosnia, Kurdistan, Somalia and Sri Lanka. As well as highlighting many and varied personal biographies, the resource gives an historical overview of the reasons underlying the conflict and movement of refugees. A fascinating resource that highlights differences in language, culture, religion and so forth, while in tandem describes the commonalties between all refugees. The final section of the resource looks to the future for refugees and inspires the student to help others in the situation. A very useful tool for examining and investigating the issue.

RACISM

Toolkit for Tackling Racism in Schools

Price: £10.95

ISBN: 1 85856 188 4

Publisher: Trentham Books Limited

Order: Trentham Books Limited

Westview House

734 London Road

Oakhill

Stoke on Trent

Staffordshire

England

Tel: 01782 745567

E-mail: tb@trentham-books.co.uk

Web: <http://www.trentham-books.co.uk/>



Designed as a toolkit, this book can be used for staff development and curriculum planning when tackling racism within the post primary school environment. It offers very good classroom based activities, which investigate the historical evolution of racism, stereotypes, attitudes, violent behaviour and our responses as a community. A very useful resource for not only tackling racism within the classroom but throughout the whole school.

Talking About Race

Price: £14.99

Video: 3 x 20-minute programmes

Television Programme, Teachers' Guide and Pupils' Book

Producer: Channel 4

Order: Channel 4 Schools

PO Box 100

Warwick CV34 6TZ

Tel: 01926 436444

E-mail: info@schools.channel4.co.uk

Web: <http://www.channel4.com/schools>



"If you're white it's alright" is just one quote that sets the tone for this wonderful production. The programme centres on a group of 12 young people who spend a weekend residential in Cambridge to discuss race issues. The programme follows their formal and informal activities - from round table discussions to a disco. The 12 young people consist of a wide and diverse group representing the UK, USA, France and Germany among others. The school community and racial tensions within are investigated and discussed by the young people. Three programmes examine race, the first 'Who are we?' looks at

section four

Equality, Justice and Sustainable Development Resources

identity, the second 'Mixing it?' investigates multiculturalism and the final programme in the series 'Futures' assesses our future world. A very useful tool for the citizenship teacher to stimulating discussion in the classroom. One that the young people will certainly enjoy and readily identify with.

True Colours

Video Resource 15 minutes

Price: To be determined

Producer: Children's Law Centre

Order: Children's Law Centre

101 University Street

Belfast

BT7 1HB

Tel: 028 90 245704

E-mail: info@childrenslawcentre.org

Web: <http://www.childrenslawcentre.org/>

A video produced by young people in Northern Ireland which investigates the roots of racism within communities. The video begins to debate a legal definition of racism, the role of race-relations legislation and support mechanisms. This resource is currently in production and will be launched in February 2001. For further information please contact the Children's Law Centre.

POLICING

Inside Out

Video Resource 15 minutes

Price: To be determined

Producer: Children's Law Centre

Order: Children's Law Centre

101 University Street

Belfast

BT7 1HB

Tel: 028 90 245704

E-mail: info@childrenslawcentre.org

Web: <http://www.childrenslawcentre.org/>

This video investigation determines the relationship between young people and the police as it exists in Northern Ireland today. This video is currently in production and will be ready early 2001. For further information please contact the Children's Law Centre.

CHILD LABOUR

Break the Rules

Price: £2.50

Publisher: Oxfam

Order: Oxfam

Oxfam Publishing

274 Banbury Road,

Oxford OX2 7DZ

Tel: 01865 313713

E-mail: Oxfam@bebc.co.uk

Web: <http://www.oxfam.org.uk/>



This magazine introduces young people to the issues surrounding the manufacture of designer clothes and trainers. Presented in a magazine style format, information is offered on garment workers in Asia and home workers in the United Kingdom. Case studies, role-play, comic strips are just a few activities used to investigate the injustices within the clothing industry. The material is clearly and colourfully presented. This resource should also prove a useful tool when instigating an action project as it gives plenty of ideas and useful contacts.

SLAVERY

The Changing Face of Slavery

Price: £15

Publisher: Anti-Slavery International

Order: Anti-Slavery International

The Stabelyard

Broomgrove Road

London SW9 9TL

Tel: 0207 501 8935

E-mail: <http://www.antislavery.org>

Web: m.miel@antislavery.org



This education pack is suitable for use with Key Stage 3, it is directly linked to the National Curriculum and can be used with History, RE, PHSE, Modern Studies and English. It presents two human rights programmes, dramatically bringing to life slavery, past and present. Part 1 investigates the Transatlantic Slave Trade, how and why it began and the arguments for and against its abolition. It encourages students to examine their understanding of slavery issues and looks at its existence in today's world. Part 2 looks at children working in Britain during the Industrial Revolution, why they worked and what life was like. It links the historical with the contemporary by exploring child labour around the world today, the reasons and the alternatives. The theme of children's rights runs

throughout. The pack also contains 40 pages of photocopyable support material for teachers. It raises challenging questions and introduces new ideas, helping students tackle the subjects of slavery and human rights.

AGEISM

Attitudes to Youth and Ageing

Price: Free

Publishers: Age Concern

Order: Age Concern NI

3 Lower Crescent

Belfast

BT7 1NR

Tel: 028 90 245729

E-mail: infodep@ace.org.uk

Web: <http://www.ageconcernni.org>

This module entitled Attitudes to Youth and Ageing was created to promote the United Nations International Year of Older Persons, 1999. It was designed specifically for use within the citizenship curriculum in Northern Ireland. It addresses attitudes that young and old have towards one another, including those that may be based on ignorance or prejudice. It encourages both groups to respond to the other in the spirit enshrined in equality legislation, the DENI document 'Towards a Culture of Tolerance: Education for Diversity'. It is an innovative resource and one that will bring young and old together discussing relevant issues.



disabled people prefer. The activities and resource sheets explore the use of language, the rights of the disabled people and the cause of disability globally. Disability is defined, barriers faced by disabled people in Britain investigated which carries the student through to the examination of this real life issue globally. A must for the citizenship educator when highlighting the need to understand the factors surrounding disability and its consequences.

Including Disabled People in Everyday Life - Video and Training Resource

Price: £9.95

ISBN: 1 84187 012 9

Producer: Save the Children

Order: Publication Sales

Save the Children

17 Grove Lane

London SE5 8RD

Tel: 0207 703 5400

E-mail: Publications@scfuk.org.uk

Web: <http://www.savethechildren.org.uk>

Including Disabled People in Everyday Life video and training resource were designed to help disabled children and adults participate more in family and community life. The resource pack will be useful to anyone who want to make their activities more accessible to disabled people - including carers, disability-focused organisation, health, education and community development staff and disabled people.



DISABILITY

Challenging a Disabling World

Price: £8.50

Publisher: Milton Keynes World Development Education Centre

Order: Development Education Dispatch Unit (DEDU)

Freeport NEA3807

Leeds LS6 2YY

Tel: 0113 278 4030

E-mail: dedu@leedsdec.demon.co.uk

Web: <http://www.leedsdec.demon.co.uk>

An activity pack containing support information relating to disability and development issues. Produced for use with Key Stage 3 and 4 students. This resource presents a new approach to describing disability through two models; one entitled the Individual model and the other the Social model that many



section four

Equality, Justice and Sustainable Development Resources

CRIME

Crime and Punishment Video Pack

60 minutes 11 units

Price: £41.13

Producer: Team Video

Order: Team Video

105 Canalot

222 Kensal Road

London W10 5BN

Tel: 0208 960 55 36



A resource produced for the 14 to 17 year old age group, which examines our diverse and often contradictory attitudes towards crime and punishment. Ex-prisoners, victims, Police, Prison Wardens, the media, Politicians and criminals all give their own insight into the criminal and penal systems while examining alternative models to prison sentences. Photocopyable materials support this video resource which offers core arguments transcribed for analysis in the classroom, role plays and moral dilemmas, background information and contact addresses. A very professional resource which highlights the complexities within the justice system. It is also very impressive as five teenagers research and presented the programme and could act as an inspirational tool when designing a citizenship action project.

among others, which effectively investigate the issues surrounding world trade and its complexities. A valuable tool for the citizenship educator.

Off Your Trolley - The Great Supermarket Challenge

Price: £4.00 IR

Publisher: Development Education for Youth (DEFY)

Order: DEFY

17 Upper Stephen's Street

Dublin 8

Tel: 00 353 1 4751826

E-mail: defy@iol.ie

Web: <http://www.defy.ie>



This resource contains nine educational activities designed to explore issues of justice in the global supermarket. Designed for use with youth groups. This also has strong application for use within the citizenship classroom. Active methodologies such as the Chocolate Chain Reaction and The Great Banana Split highlight the ripple effect that your local community can have on the global community. The resource is interlaced with factual information and statistics, which will really give the student food for thought. A resource that is easy to use and the activities will appeal to any fun loving student.

SUSTAINABLE DEVELOPMENT

Xchanging the World

Price: 13.95

ISBN: 1 874709 03 3

Publisher: Reading International Solidarity Centre

Order: Development Education Dispatch Unit (DEDU)

Freeport NEA3807

Leeds LS6 2YY

Tel: 0113 278 4030

E-mail: dedu@leedsdec.demon.co.uk

Web: <http://www.leedsdec.demon.co.uk>



Xchanging the World provides useful activities, which explore the connections between the goods we buy on high street and the people who produce them. A wide-ranging pack which examines the structures which govern world trade and economics. It examines how the system can maintain poverty and inequality. This resource can be used with upper Key Stage 3 and Key Stage 4 students. This resource provide a plethora of active methodologies, including role play, crosswords, games

The World We're In - Teaching Development, Justice and Exclusion

Price: £5.00

ISBN: 0 95351 360 2

Publisher: 80:20 Educating and Acting for a Better World

Order: 80:20 Educating and Acting for a Better World

St Cronan's Boys National School

Vevay Road

Bray

Co. Wicklow

Phone: 00 353 1 2860487

E-mail: info@8020.ie

Web: <http://www.developmenteducationireland.org>



Designed to assist teachers in sourcing information, reports, websites and promotes active learning methodologies. This text is primarily designated as a geography resource for the promotion of development education but has a clear application to other subject areas dealing with human rights issues including citizenship education. A very practical guide, this resource outlines how to obtain information on the World Wide Web and how to make use of the Web as a teaching tool in the classroom. It demonstrates how to get best use from

section four

Equality, Justice and Sustainable Development Resources

Government, NGO and 'Third World' sites. Guidance is also given on how to use case studies, photograph resources, graphs and charts. A most useful addition to the practitioner's reference bank.

75/25 - Ireland in an Increasingly Unequal World

Price: £7.50

ISBN: 0 9516077 1 5

Publisher: 80:20 Educating and Acting for a Better World

Order: 80:20 Educating and Acting for a Better World

St Cronan's Boys National School

Vevay Road

Bray

Co. Wicklow

Phone: 00 353 1 2860487

E-mail: info@8020.ie

Web: <http://www.developmenteducationireland.org>



This text offers a comprehensive introduction to global development and justice issues and is amply illustrated with exemplar material from Irish and British sources. The statistics and case studies outlined are up-to-date and extensively researched and provide the informed practitioner with a handy source of relevant reference material. The glossary and expanded resource list have a cross-curricular application and offer links with Geography, RE, PSE and citizenship education.

Exploring Interdependence - A Development Education Module for Civic, Social and Political Education

Price: £2.00

Publisher: Curriculum Development Unit (CDU)

Order: Curriculum Development Unit (CDU)

Sundrive Road

Dublin 12

Republic of Ireland

Tel: 00 353 1 453 5487

E-mail: info@cdu.cdvec.ie



Very impressive resource that allows the student and teacher to explore themselves and their relationship with the world regardless of geographical distance. The activities in this module are user friendly, connect with our personal profiles and have the propensity to make interdependence real and concrete. The activities stimulate discussion, group work, co-operation and investigation. By the closing of the module the students and teachers are then asked to explore the possibility of compiling an action project on the concept of global

interdependence, while providing useful organisations to contact. This module is a must for the citizenship educator and student.

Education for Sustainable Development in Northern Ireland

Price: Free

Publisher: One World Centre and Environmental Education Forum

Order: One World Centre

4 Lower Crescent

Belfast BT7 1NR

Tel: 028 90 241879

E-mail: info.oneworldcentre@cinni.org

Web: <http://www.cinni.org/oneworldcentre/>



The aim of this resource is to illustrate the existence and potential role of education for sustainable development in the Northern Ireland curriculum and to show how it can be used as a framework for the integrated delivery of Government policies. The document outlines the values, knowledge and understanding underpinning education for sustainable development. Included in the resource is a matrix which shows the progression in knowledge, skills and values promoted through education for sustainable development from Key Stages 1 to 4. Examples of good practice are illustrated, support organisations in Northern Ireland and valuable resources to deliver a programme. A rich and inspirational documents which will enhance any sustainable development programme.

Developing a Global Dimension in the School Curriculum

Price: Free

ISBN: 1 86192 204 3

Publisher: Department for International Development (DFID)

Order: Department for International Development

94 Victoria Street

London SW1E 5JL

Tel: 0845 3004100

E-mail: enquiry@dfid.gov.uk

Web: <http://www.dfid.gov.uk/>



This booklet outlines the benefits that a global dimension in teaching can bring to young people and identifies opportunities for building this into all key stages and subjects. Examples of good practice, with information on where schools can go for further resources and support are all included.

section five

SECTION FIVE

Democracy and Active Participation

The concept that government receives its power from the mandate of its citizens and that democracies function by virtue of the active engagement of people at all levels of society. This will involve exploration of issues relating to authority and consent, participation, lobbying, voting, pressure groups, influence of the media, rules and the law.⁸

“Democracy is about the right to have a view, to express it and to be heard. With this right comes the responsibility to accord similar opportunities to others. Citizenship is about the process of exercising those rights and responsibilities. It should be a recognition and celebration of our role as active members of a public community. Education, in all its aspects, prepares people for a variety of aspects of life, and equips us as individuals, as members of a community, and as participants in an interdependent network of different communities. At its core, education for democracy should encourage us to engage with and value the diversity of our world”.

**Professor Tony Gallagher, School of Education,
The Queen’s University of Belfast**

“It has been a very interesting subject (citizenship) and has been very different from other subjects we have done this year because instead of just taking down notes and listening to one point of view we all get a chance to interact with the class like doing role plays and saying what our rights should be and our responsibilities to others. I think the most important thing I have learnt about is the conflict in Northern Ireland because I have grown up in it and I am still growing up in it. It is important for me to know what is going on in my country and to try and understand why this conflict started and we were thinking of ways to resolve it.”

Year 8 Student

Democracy at Dungannon

By Yvonne Beggs, Teacher, Integrated College Dungannon, Dungannon

The Student Council is an integral part of the Integrated College Dungannon. It is made up of 18 students, one student to represent each form class. The process for election has evolved in the five years since the School's formation. At present each form class makes nominations for the positions of class representative. All nominees have the opportunity to address their form class stating why they want to be a member of the council and what they hope to achieve. A vote is then taken to decide on the nominee from each class. The form teachers oversee this process during PSHE time.

The term of office is a year and when a new council convenes, votes for the positions of chairperson, vice-chairperson and secretary are taken. The chairperson chairs the meetings and the secretary takes the minutes. The Student Council is presented with badges in assembly. After each meeting, minutes are circulated to the Principal and the Board of Governors. The council's suggestions are then acted on appropriately.

Monthly meetings are held and the students set the agenda, it ranges from charity fundraising, student concerns to plans for school trips and general improvements. The council endeavours to instil a sense of responsibility among its reps and we try to raise its profile in the community by involving the local press as often as possible. The Student Council Co-ordinator (a member of the teaching staff) is present at each meeting and puts forward the views of the staff.

The work of the 1999-2000 Student Council was awarded by the presentation of a Gold Gulbenkian Youth Award and it gave the students great pride to have their hard work recognised at this level. The students benefit a lot from the Student Council because they get a say in what they think would be good for the College. A chairperson, vice-chairperson and a secretary were also elected.

During the year the Student Council was responsible for organising and completing a 24-hour fast for Trócaire. The aim was to help those struggling in Honduras after Hurricane Mitch. In February and March we collected sponsorship. The total raised was £664.64 enough to build a home for ten people in Honduras.

We also raised money for Children in Crossfire, our aim was to provide clean water for children in developing countries. In November and December we sold T-shirts and badges at lunchtime. The total raised was £375.26 enough to feed 375 children for one week. To recognise our contribution, guest speakers came to the College.

The Student Council also raised awareness of the need for sustainable development in our world. We raised £447.50 for the World Wildlife Fund for Nature whose aim was to protect Europe's carnivores.

We were involved in a Fair Trading Tea Party, which encouraged us to buy Fair Trade produce, to help labourers in the third world. We had a nomination for the Diana Memorial Fund, our Year 12 student Sandra Busby. We organised school discos, lockers, a workshop on 'Children's Rights', and a trip to the Millennium Dome.

The Student Councillors received the Gulbenkian Youth Awards - for our contribution to the wider world. Our representatives went to Malone House in Belfast to collect the gold award and a prize of £250. Clearly overall this year's Student Council has been a great success.

section five

Democracy and Active Participation Resources

PEACE/CONFLICT

Biting the Moral Bullet - Issues of Peace and Justice

Price: £25.99

ISBN: 0 340 66410 X

Publisher: Hodder & Stoughton

Order: Hodder & Stoughton

39 Milton Park

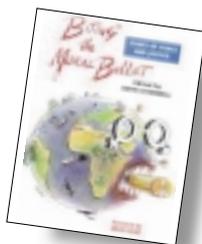
Abingdon

Oxon OX14 4TD

Tel: 01235 400414

E-mail: orders@bookpoint.co.uk

Web: <http://www.bookpoint.co.uk>



Designed for use with Key Stage 4, but many of the case studies and activities outlined could easily be used with Key Stage 3 students. Deals with a host of issues that relate to the concepts of peace and justice, for example refugees, militarism, defence, violence/non-violence among many more. Professionally designed with a multitude of thought provoking cartoons to stimulate classroom discussion. A real active approach to learning is promoted through the resource and a priceless resource for any citizenship educator.

Children Working for Peace - A Manual for the Teacher to use in the Classroom

Price: £15.00

ISBN: 1 871 440 09 2

Publisher: UNICEF

Order: UNICEF

United Kingdom Committee

1 Rignals Lane

Chelmsford

Essex CM2 8TU

Tel: 01245 476315

E-mail: info@unicef.org.uk

Web: <http://www.unicef.org.uk/>



An inspiring teaching pack which seeks to counter the negative images of countries that have experienced conflict, as well as improving relationships within the classroom and school community. Case studies from Sri Lanka, Lebanon, Liberia and Northern Ireland are all highlighted to explore affirmation, communication, co-operation and problem solving. It is inspiring to see Northern Ireland included in this resource and especially to see methodologies currently used to stimulate & encourage peace. The pack was designed for use with young

people between the ages of 10 and 18 and can be adapted accordingly to the level of the group. An active approach to learning is encouraged throughout.

The Green Line

Video and Training Booklet

Price: £26.99

Publisher: Foyle Youth Institute

Order: Foyle Youth Institute

39 Templeton Park

Maydown

Waterside

London/DerryBT47

Tel: 028 71 264555

E-mail: thekingisalive@hotmail.com



The Green Line enables young people to explore the Northern Ireland situation through a comparison of the conflict in Cyprus. Designed to allow young people to compare, contrast and draw parallels with Northern Ireland, the video and accompanying training pack enables the practitioner to raise issues relating to diversity, nationality, culture, tradition, religion, language and politics. Suitable for use with upper Key Stage 3 and 4 students. The video offers an insight into the thinking on both sides of the 'Green Line' ranging from the personal to the political. The accompanying booklet provides many ideas for discussion including exercises and active methodologies.

Northern Ireland A Place Apart? - Exploring Conflict, Peace and Reconciliation in these Islands

Price: £7.50

ISBN: 0 9535136 3 7

Publisher: 80:20 Educating and Acting for a Better World & The Glenree Centre for Reconciliation

Order: 80:20 Educating and Acting for a Better World

St Cronan's Boys National School

Vevay Road

Bray

Co. Wicklow

Phone: 00 353 1 2860487

E-mail: info@8020.ie

Web: <http://www.developmenteducationireland.org>



This resource came into being as a direct result of the collaborative work of the Glenree Centre for Reconciliation and 80:20 Educating and Acting for a Better World. It was designed for use with students aged 14 and above.

The resource is based upon three key ideas:

1. The conflict in Northern Ireland is not just about Northern Ireland - it is about both of these islands (Ireland and Great Britain) and needs to be addressed on both islands.
2. There is a need for educational resources, which deal with conflict and its consequences.
3. Young people have a need and a right to engage with issues of conflict, peace and reconciliation.

A rich resource that encourages the development of critical thinking skills, open discussion, negotiation and co-operation within a group. Divided into four sections which prepares the group for the discussion of key issues relating to Northern Ireland, the impact of conflict and meaning of reconciliation and finally offers key sources of additional information.

So Everybody Fights? A Teaching Programme on Development Education for 9 - 13 year olds

Price: £3.25

ISBN: 0 905911 53 7

Publisher: Irish Commission of Justice & Peace and the Irish Council of Churches

Order: The Churches' Peace Education Programme

Inter-church Centre

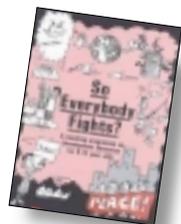
48 Elmwood Avenue

Belfast BT9 6AZ

Tel: 028 90 662992

E-mail: icpep@unite.co.uk

Web: <http://www.niweb.org/icpep>



Produced in the Republic of Ireland, the text in this resource focuses on the Irish perspective and Ireland's relationship with the wider world. Some teaching sections within the book are in Gaelic and would be a useful for those schools teaching Irish as a subject or within the Irish medium. It is a rich resource designed for use with the 9 to 13 year old age group and its ethos is clearly a Christian religious perspective.

Exploring Humanitarian Law (EHL) Protecting Life and Human Dignity During Conflict

Price: To be announced

Publisher: International Committee of the Red Cross (ICRC), Geneva

Order: Cross Border and Cross Community project British and Irish Red Cross Societies

87 University Street

Belfast BT7 1HP

Tel: 028 9024 6400

E-mail: rdebaere@redcross.org.uk

Web: <http://www.redcross.org.uk> or <http://www.redcross.ie> or <http://www.icrc.org>



This resource is part of a world wide education project commissioned by the International Red Cross and currently being piloted in 20 countries around the world, including Northern Ireland. Final modules should be available from March 2001, but pilot material is available free of charge. Using the materials, young people are encouraged to look at issues associated with conflict throughout the world, near and far, from a humanitarian perspective and examine their own rights and responsibilities within the broader framework of human rights and humanitarian law. EHL can be used within a classroom setting or as an after school (youth group) activity. EHL contains three modules:

1. Humanitarian Perspective: bystander, humanitarian acts, to protect or not, individual response and acts individual conscience etc.
2. International Humanitarian Law: restraint of violence, surrender, reciprocity, protection of victims, prisoners etc.
3. Humanitarian Action: neutrality, impartiality, refugees, displaced persons, humanitarian response etc.

section five

Democracy and Active Participation Resources

Making Peace - Teaching about Conflict and Reconciliation at Key Stage 3 & 4

Price: £11.00

ISBN: 1 870 727 21 5

Publisher: Oxfam

Order: Oxfam

Oxfam House

274 Banbury Road

Oxford OX2 7DZ

Tel: 01865 313600

E-mail: oxfam@oxfam.org.uk

Web: <http://www.oxfam.org.uk>



This resource promotes the investigation of the complex relationship that exists between peace and conflict. Using a case study approach to investigate Bosnia, Israel & Palestine, Mozambique and El Salvador. A historical backdrop to the conflict in each of these countries is offered to build up a mental image of each situation. Poetry, newspaper articles, cartoons and photographs all aid the investigation of peace and conflict. Classroom activities are interwoven in the resource which investigate the children's own unique experience of conflict and peace building which links to the international context. A worthwhile resource when investigating complex issues in a user friendly and simple fashion. Oxfam have produced a wide range of resources for citizenship education, see their Website for further information.

Dealing with Conflict

Price: £15.75

ISBN: 1 850 72 222 6

Publisher: British Friends of Neve-Shalom~Wahat al Salam

Order: Development Education Dispatch Unit (DEDU)

Freepost NEA3807

Leeds LS6 2YY

Tel: 0113 278 4030

E-mail: dedu@leedsdec.demon.co.uk

Web: <http://www.leedsdec.demon.co.uk>



This pack, which was designed for use with Key Stage 4 students but has application for use with upper Key Stage 3 students. It examines conflict and its resolution at a myriad of levels. This resource uses experiential learning to teach for and about the transformation of conflict towards a peaceful resolution. It highlights approaches and ideas developed at the School for Peace in the Arab/Jewish village Neve-Shalom~Wahat al Salam. It introduces core concepts and key aspects of citizenship education through the development of skills in problem solving, co-operation, mediation and peace

building. This resource gives a strong overview of the Israel-Palestine conflict, the role of the media in conflict and explores the world's different religions.

Speak Your Piece - Video and A Guide for Teachers, Youth and Community Workers

Price: Video £19.99 / Guide £4.95

Producer: Channel 4 and University of Ulster

Order Video: Channel 4 Schools

PO Box 100

Warwick CV34 6TZ

Tel: 01926 436444

E-mail: info@schools.channel4.co.uk

Web: <http://www.channel4.com/schools>

Order Guide: School of Education

University of Ulster

Coleraine BT52 1SA

Tel: 028 70 324975

E-mail: AW.McCully@ulst.ac.uk

Web: www.ulst.ac.uk/unesco/cpspeakpiece



Speak your Piece was set up in 1995 at the University of Ulster at Coleraine to support those in the formal and informal education sectors in the handling of controversial issues with young people in Northern Ireland. The project's central resource was a Channel 4 TV series, *Off the Walls*, consisting of five programmes on the themes of Identity, Culture, Religion, Politics and Future Choices. Speak Your Piece was founded on the principle that educators have a positive contribution to make in helping young people engage with controversial social, cultural, religious and political issues by:

- enabling dialogue which is forthright and inclusive
- providing alternatives to violence and avoidance as ways of resolving conflict
- facilitating participatory decision-making, which encourages democratic processes.

Working with two pilot groups of teachers and youth workers collaboratively, the project drew on the practitioner skills of each to identify innovative and experiential approaches to handling controversy. These are illustrated in the publication, *Speak Your Piece: A Guide for Teachers, Youth and Community Workers*. The final report of the project can be found at the website.

A State Apart

CD-ROM

Price: £19.95

Producer: BBC Northern Ireland

Order: The Educational Company

Unit 4 Building1

Mallusk Park,

Mallusk Road,

Newtownabbey

BT36 8GW

Tel: 028 90 844023

E-mail: info@edco.co.uk

Web: <http://www.bbc.co.uk/northernireland/education/spring2000>



A State Apart offers an interactive chronicle of the past 30 years of the conflict in Northern Ireland. It was produced by BBC Northern Ireland and co-funded by the Community Relations Council for Northern Ireland under the Peace and Reconciliation Fund of the European Union. Using personal testimonies, video footage, photographs, newspapers, election results and maps, the user is immersed in the turbulent history of Northern Ireland. It can be viewed from the perspective of both individual citizens and key politicians who have been the prime movers in the various political developments on the island of Ireland. The title reflects the politics of the province from the beginning of the Civil Rights period in the late 1960's to the Good Friday Agreement of 1998. It traces the thirty-year long process of a society coming to terms with itself in a democratic vacuum. Suitable for upper Key Stage 3 and 4 Students.

Power To Heal - Creative Approaches to Conflict

Price: £16.50

Publisher: Churches Peace Education Programme

Order: Churches Peace Education Programme

48 Elmwood Avenue

Belfast BT9 6AZ

Tel: 028 90 662992

E-mail: icpep@unite.co.uk

Web: <http://www.niweb.org/icpep/>



Reconciliation, tolerance, negotiation, mutual respect and agreement - these are the issues tackled in Power to Heal. Through a series of carefully chosen student-centred activities, Key Stage 3 students are encouraged to develop skills associated with listening, mediation, negotiation and problem-solving for use at home, school and within the community. Photocopyable worksheets graded to facilitate mixed ability teaching are included. This resource pack will supplement the investigation of democracy and active participation within the citizenship curriculum.

The EMU Promoting School Project Peer Mediation Manual

Price: £50.00

Publisher: EMU Promoting School Project

Magee College

University of Ulster,

Londonderry BT48 7JL

Tel: 28 7137 5225

E-mail: emu@ulst.ac.uk

Web: <http://cain.ulst.ac.uk/emu/>

The EMU Promoting School Project Peer Mediation Manual is geared to upper primary lower secondary school age children. It provides a step by step approach to training students to become peer mediators. It describes in detail the exercises needed in a programme of seven workshops. It also gives advice on the format and delivery of preparation meetings for staff. There is a wealth of information about exercises that can be undertaken in the classroom to reinforce the learning. Each manual comes with a free games book, and laminated aide-memoires for peer mediators.

section five

Democracy and Active Participation Resources

Peer Mediation - A Process for Primary Schools

Price: To be determined

Publisher: To be published in Spring 2001

Order: Jerry Tyrrell,

EMU Promoting School Project

Magee College

University of Ulster

Londonderry

BT48 7JL

Tel: 28 7137 5225

E-mail: emu@ulst.ac.uk

Web: <http://cain.ulst.ac.uk/emu/>

Peer Mediation - A Process for Primary Schools, highlights the story of a conflict resolution movement in schools in the United Kingdom, and throughout the world. Based on the extensive experience of peer mediation in Northern Ireland, it draws on the experience of peer mediation in practice throughout the world. It traces the inspiration behind peer mediation, its development as a reaction to pessimism of the Cold War, and the increasing violence in schools in the USA. It explores the link between the skills that children display in using peer mediation in the playground and the skills that politicians have had to use to sustain the fragile peace process in Northern Ireland. The book challenges society's obsession with academic achievement as the sole measure of education, and argues that schools have to change if they are serious about allowing children to participate in peer mediation and other forms of democratic engagement. It is both authoritative and accessible to the ordinary reader, well researched and easily readable.

VIOLENCE

Off Limits- Talking About Violence

Price: £12.99

2 x 25-minute television programmes and Teachers' Guidance

Notes are available in Talking About Race Teacher's Guide

Producer & Publisher: Channel 4

Order: Channel 4 Schools

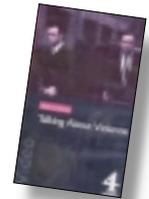
PO Box 100

Warwick CV34 6TZ

Tel: 01926 436444

E-mail: info@schools.channel4.co.uk

Web: <http://www.channel4.com/schools>



The two programmes on this video look at violence from a variety of perspectives. The first programme 'On Screen' looks at the employment of violence on television and its glamorisation. On Screen centres on a group of young people watching various programmes on television and later they discuss the impact of the programme and the violence viewed. Issues such as the classification of films, censorship and gender attitudes towards violence are all discussed. The second programme 'For Real' investigates the factors that lead people to be violent. The same group of young people examine this real issue, but it is interwoven with perspectives from those serving life sentences in British prisons. The young people in the programme are articulate and interested in this life issue, which effects them at school. The school perspective is maintained throughout. The citizenship teacher may find this an interesting and useful resource when examining & discussing conflict within the school community and beyond.

Democracy and Active Participation Resources

VOTING

Book 1: From Belfast to the Balkans: Was "Democracy" part of the Problem?

Book 2: Beyond the Tyranny of the Majority - an appraisal of all the main voting procedures.

Book 3: Consensus Voting Systems - an easy guide to the preferendum and matrix vote.

Book 4: The Politics of Consensus - a comprehensive guide to the preferendum, the quota Borda system and the matrix vote.

Price: Book 1 £12.50 / Book 2 £7.50 /

Book 3 £2.50 / Book 4 £12.50

Publisher: The de Borda Institute

Order: The de Borda Institute

36 Ballysillan Road,

Belfast BT14 7QQ,

Northern Ireland

Tel: 028 90 71 1795

E-mail: pemerson@deborda.freemove.co.uk

Web: <http://members.tripod.co.uk/deBordaInstitute/>



The de Borda Institute seeks to promote inclusive democratic voting procedures on all occasions of social choice, whether political or not. Such occasions concern both the election of representatives and the resolution of disputes. In both instances, these procedures ensure that everybody contributes to the outcome in such a way that no one faction wins a victory but everyone gains the best possible compromise.

All of the above publications while academic in nature give an overview and deep insight into the various inclusive voting methodologies available to democracies. The introduction of these inclusive voting procedures could enrich a democratic environment within any classroom or whole school.

Why Vote?

Price: £37.60

45 minutes 7 units

Producer: Team Video

Order: Team Video

105 Canalot

222 Kensal Road

London W10 5BN

Tel: 0208 960 55 36



Three young people direct important questions to all the main parties in Westminster and are very articulate in their approach. Mark Thomas political stand up comedian and activist also offers his insight to the whole democratic process and voting system. Unfortunately no specific Northern Ireland politicians are represented but this may lead young people to instigate an action project incorporating the views of the Northern Ireland Assembly Members. This video is also accompanied by a resource book which offers photocopyable activity sheets, before and after viewing activities, biographies of the participants, policy information on the political parties, glossary of political terms and extracts transcribed for students analysis. Designed for use with 14 to 17 years olds and an ideal resource for exploring democracy with Year 10 students.

section five

Democracy and Active Participation Resources

TRANSITION TO DEMOCRACY

Our Country Our Future - A Teaching Pack about South Africa

Price: £9.95

Publisher: Research on Education in Southern African, University of London

Order: Development Education Dispatch Unit (DEDU)

Freepost NEA3807

Leeds LS6 2YY

Tel: 0113 278 4030

E-mail: dedu@leedsdec.demon.co.uk

Web: <http://www.leedsdec.demon.co.uk>



This insightful resource was authored by a group of coloured South African teachers, who have highlighted what British students need to know and understand about South Africa at the moment of its transition to democracy. Using active learning methodologies this resource shares the experiences and perceptions of those most affected by apartheid, and brings to life their hopes for the future at a time of momentous change. A wonderful resource if contemplating the investigation of both Northern Ireland and South African experiences of moving towards a more democratic environment. Strong issues such as the historical background to the conflict, causes of black-on-black violence, environmental pollution and the future consequences of decisions and actions.

GOVERNMENT

Desert Island - an Introduction to Citizenship

Price: £17.95

ISBN: 1860833 85 3

Publisher: First and Best in Education Ltd.

Order: Incentive Plus

2e Fernfield Farm

Whaddon Road

Little Horwood

Milton Keynes MK17 0PS

Tel: 01908 526120

E-mail: orders@incentiveplus.co.uk

Web: <http://www.incentiveplus.co.uk>



A very creative resource, which inspires young people to undertake the development of a society on a desert island, from building a safe home to creating a government structure. Informative sections are offered to the student on parliaments, elections, local governments and the legal system. After analysing and investigating this information the student is then encouraged to revisit the island and to recommend suggestions to create a stable society. Key issues explored are the nature of community, the rights and responsibilities of being a citizen, democracy, the law and public services. An ideal resource for citizenship education when investigating democracy and active participation.

Democracy and Active Participation Resources

All Together Now - Community Participation for Children and Young People

Price: £6.95

ISBN: 1 899120 53 X

Publisher: Save the Children

Order: Publication Sales

Save the Children

17 Grove Lane

London SE5 8RD

Tel: 0207 703 5400

E-mail: Publications@scfuk.org.ukWeb: <http://www.scfuk.org.uk>

This resource takes a critical look at the reality of children's and young people's involvement in community life. The report argues that, contrary to conventional adult wisdom, children and young people are competent to take part in collective decision making. Indeed, their input is vital if we are to solve today's social problems, and to build healthy, functioning communities for the future. In turn, children will develop new skills, self-respect, and a greater stake in community life. Examples of models being developed in different parts of the country are presented, together with suggestions for action. All Together Now gives practical examples from Save the Children's work showing how children and young people can be encouraged to take part and have a real say in how things are done.

It recommends ways of increasing opportunities for active involvement, promoting children's participation in decision making, promoting children's needs in public administration, and reducing social exclusion. While not a specific teaching resource this resource can aid and support any teacher initiating an action project with students in Year 10.

Empowering Children and Young People Training Manual - Promoting Involvement in Decision-making

Price: £15.00

ISBN 1 899120 47 5

Publisher: Save the Children

Order: Publication Sales

Save the Children

17 Grove Lane

London SE5 8RD

Tel: 0207 703 5400

E-mail: Publications@scfuk.org.ukWeb: <http://www.scfuk.org.uk>

A manual to help professionals empower children so that they can contribute to the decisions which affect them as individuals and as a group, at unit, local and national levels. It will help to ensure success by providing a training tool for both professionals and young people. It examines the importance of empowerment to children and young people, the benefits of empowerment to children and professionals alike, the barriers to empowerment, and the need for workers and organisations to understand their own intentions. All the material is photocopyable and, in particular, the checklists and exercises have been designed to be photocopied as handouts. The activities detailed will enhance the democracy of any classroom and school - a rich resource when initiating active participation in school.

section six

SECTION SIX

Internet Resource Guide

The following list is by no means a comprehensive list of websites available to the citizenship educator and student. It is merely to give a brief sample to indicate the types of free Internet resources available to the user. For simplification purposes each Website has a corresponding key to indicate where the strengths of the Website lie.

The key coding system incorporate the following:

- ① = External Links
- ② = Materials
- ③ = Facts and Statistics
- ④ = Multi-media
- ⑤ = Contains information, reports, documents, and news

The Web sites have been categorised according to the following topics:

- Education
- Citizenship
- Diversity and Interdependence
- Human Rights
- Equality and Justice
- Democracy and Active Participation

Information Communication Technology in Citizenship Education

By Sam Campbell, Dromore High School

As a teacher with more years behind than still to come, the thought of ICT was very frightening. The idea of sitting in front of a class using computers and not knowing what to do next was not a pleasant thought. Thank goodness it need not be like that. Social, Civic and Political Education with its lack of one specific textbook, encourages the teacher to look for new resources and methodologies.

The range of resources available to the teacher on the Internet is vast, especially in a subject such as Citizenship. It is important however to look at the sites that could be used before allowing the pupils access to a computer. It is also a good idea to limit the number of sites visited. Tasks and questions should be thought out beforehand and each pupil should know what they are expected to look for.

I have never had any success using ICT with a large class so in this pilot citizenship scheme I used a small tutorial group of 12 pupils. This gave each pupil his or her own computer and made the task less stressful for myself. Experience suggests that it is wise to begin with a local issue, perhaps just using the local newspapers to look at different viewpoints.

ICT is never an end in itself but a means to allowing a more rewarding method of teaching and learning. In a very real sense the follow-up session is as important as the use of ICT. The students report back and discussion can take place with many differing viewpoints being examined.

Finally, as more and more schools are linked through ICT, it will be possible for a number of schools to study the same project through web-conferencing and video link-up. In spite of the mistakes we will make, it will prove a rewarding experience for both pupil and teacher.

section six

Internet Resources

Education

CCEA
<http://www.ccea.org.uk/>
② ⑤

Critical & Creative Thinking in Education
<http://www.teachthinking.com>
① ② ③ ④ ⑤

Department of Education NI
<http://www.deni.gov.uk/>
② ⑤

Northern Ireland Network for Education
<http://www.nine.org.uk/>
① ② ③ ④ ⑤

Scoilnet
<http://www.scoilnet.ie>
① ② ③ ④ ⑤

Teaching Times - educational news
<http://www.teachingtimes.com/>
② ③ ⑤

The Hub
<http://www.the-hub-ni.com/>
② ③ ⑤

The Queen's University of Belfast
<http://www.qub.ac.uk/>
① ⑤

University of Ulster
<http://www.ulst.ac.uk>
① ⑤

Citizenship

Centre for Citizenship Studies in Education
<http://www.le.ac.uk/education/centres/citizenship/>
① ② ⑤

Council for Education in World Citizenship
<http://www.cewc.org.uk>
② ③ ⑤

Centre for Citizenship and Human Rights
<http://arts.deakin.edu.au/cchr/>
① ⑤

Citizenship Foundation
<http://www.citfou.org.uk/>
① ② ⑤

CIVICUS
<http://www.civicus.org/>
① ② ⑤

CIVNET - international resource for civic education
<http://www.civnet.org/>
① ② ⑤

CIVITAS - an international ngo promoting civic education
<http://www.civnet.org/civitas/civitas.htm>
① ② ⑤

Education Quest
<http://www.education-quest.com>
① ② ③ ④ ⑤

Global Citizenship
<http://www.globalcitizenship.co.uk>
① ② ⑤

Institute for Citizenship
<http://www.citizen.org.uk/>
② ③ ⑤

Institute for Global Ethics
<http://www.globlethics.org/>
① ② ⑤

UNESCO - Education for Peace, Human Rights & Democracy
http://www.unesco.org/human_rights/index.htm
⑤

Diversity and Interdependence

Anglican Online
<http://anglicansonline.org/>
⑤

Belfast Islamic Centre
<http://www.ummah.net/bicnews/index.html>
① ⑤

Church of Ireland
<http://www.ireland.anglican.org/home.html>
① ⑤

Clonard Monastery
<http://www.clonard.com/default.htm>
⑤

Corrymeela
<http://www.corrymeela.org/index.html>
⑤

Community Relations Council
<http://www.community-relations.org.uk/>
⑤

KEY	
External Links	①
Materials	②
Facts & Statistics	③
Multi-media	④
Contains information, reports, documents and news	⑤

Cradleboard - Native American Curriculum
<http://www.cradleboard.org/>

1 2 3 5

Diversity 21
<http://www.diversity21.co.uk>

1 5

Free Presbyterian Church
<http://www.sermonaudio.com/main.asp>

1 4

Garvaghy Road Residents Coalition
<http://www.garvaghyroad.org/>

5

Green Circle - education development and diversity
<http://www.greencircle.org/index.html>

1 5

Methodist Church In Ireland
<http://www.irishmethodist.org/index.html>

1 5

Northern Ireland Churches
<http://www.nidex.com/churches.htm>

1 5

Northern Ireland Millennium Company
<http://www.millennium-ni.co.uk/>

1 5

OrangeNet
<http://www.orangenet.org/>

1 5

Peace Education Programme
<http://www.niweb.org/icpep/index.html>

2 3

Presbyterian Church Ireland
<http://www.presbyterianireland.org/index.html>

5

Resource for Diversity
<http://alabanza.com/kabacoff/Inter-Links/diversity.html>

2 3 5

Surname History
<http://www.swyrich.com/Default.cfm>

3 5

The National Trust
<http://www.nationaltrust.org.uk>

5

UlsterNet
<http://www.ulster.org.uk/ulsternet/>

1 5

Whitewell Metropolitan (Belfast)
<http://www.whitewell.com/index.htm>

1 5

World Council for Churches
<http://www.wcc-coe.org/>

1 3 5

Multi-Cultural Resource Centre
<http://www.mcrc.co.uk>

1 5

Human Rights

Amnesty International
<http://www.amnesty.org/>

1 5

Children's Law Centre
<http://www.childrenslawcentre.org>

2 3 5

Convention on the Rights of the Child
<http://www.unicef.org/crc/>

2 5

Derechos Human Rights
<http://www.derechos.org>

1 2 3 5

Human Rights Education
<http://www.hrea.org/>

1 5

Human Rights Internet
<http://www.hri.ca/>

1 2 5

Institute for Global Communications
<http://www.igc.org/igc/gateway/index.html>

1 5

Northern Ireland Human Rights Commission
<http://www.nihrc.org>

2 3 5

One World
<http://www.oneworld.org>

1 2 3 5

Save the Children
<http://www.savethechildren.org.uk/>

2 3 5

UN CyberSchool Bus
<http://www.un.org/Pubs/CyberSchoolBus/>

2 3 5

UN High Commission for Human Rights
<http://www.unhchr.ch/>

5

KEY	
External Links	1
Materials	2
Facts & Statistics	3
Multi-media	4
Contains information, reports, documents and news	5

section six

Internet Resources

United Nations Human Development Programme - Human Development Report
<http://www.undp.org/hdro>

1 2 5

UNICEF State of the World's Children
<http://www.unicef.org/sowc>

2 3 5

Equality and Justice

Citizens Advice Bureau
<http://www.nacab.org.uk/index.ihtml>

3 5

Cafod
<http://www.cafod.org.uk/racismfs.htm>

3

Commission for Racial Equality
<http://www.cre.gov.uk/index.html>

3 4

DEFY
<http://www.defy.iol.ie>
Key Stage

FAIR (Families Acting for Innocent Relatives)
<http://www.victims.org.uk/>

3 4

Free the Children
<http://www.freethechildren.org>

2 3 5

Global Outlook
<http://www.globaloutlook.org.uk/index.html>

1 2

Me Too - Minority Violence
<http://www.metoo.org.uk/>

2 5

One World Net
<http://www.oneworld.net/>

1 4 5

Oxfam UK
<http://www.oxfam.org.uk/>

2 5

Royal Ulster Constabulary
<http://www.ruc.police.uk/>

2 3 4

Simon Community
<http://www.sourceni.com/sourceni/simoncommunity/>

1 2 3 5

Take a Stand - Stop the Violence
<http://www.takeastand.com/>

2 5

The Hunger Site
<http://www.thehungersite.com>

2 3 5

The IT Learning Centre
<http://www.itlearningcentre.com/>

2 3 4

The Refugee Council
<http://www.refugeecouncil.org.uk/>

5

Trócaire
<http://www.Trócaire.org/inde.html>

2

US Child Labour Internet Directory
<http://www.natlconsumersleague.org/kidlabur.htm>

1 5

Waste Watch
<http://www.wastewatch.org.uk>

2 3 5

Democracy and Active Participation

Alliance Party
<http://www.allianceparty.org/>

5

Charter 88
<http://www.citizen21.org.uk>

3 5

Citizens Advice Bureau
<http://www.nacab.org.uk/index.ihtml>

5

Civic Forum
<http://www.civicforumni.org>

3 5

Community Service Volunteers
<http://www.csv.org.uk>

2 5

Conflict Archive on the Internet
<http://cain.ulst.ac.uk>

1 2 3 5

Conservative Party
<http://www.tory.org.uk/>

4 5

KEY	
External Links	1
Materials	2
Facts & Statistics	3
Multi-media	4
Contains information, reports, documents and news	5

DUP
<http://www.dup.org.uk/default.htm>
⑤

Encore - European Network for Conflict Resolution
in Education
<http://www.niweb.org/encore/index.html>
① ③ ⑤

Fianna Fail
<http://www.fiannafail.ie/>
⑤

Green Party
<http://www.belfast.co.uk/nigreens/index.html>
⑤

Fine Gael
<http://www.finegael.com/>
⑤

Labour Party (Ireland)
<http://www.labour.ie/core.tmp>
⑤

Liberal Democrats
<http://www.libdems.org.uk/>
⑤

National Endowment for Democracy
<http://www.ned.org/>
② ③ ⑤

Northern Ireland Office
<http://www.nio.gov.uk/index.htm>
③ ⑤

Ombudsman
<http://ombudsman.nics.gov.uk/>
③

Parades Commission
<http://www.paradescommission.org/>
③ ⑤

Peace People
<http://www.peacepeople.com/>
① ③ ⑤

Public Achievement
<http://www.publicachievement.org/>
① ③ ⑤

Rock the Vote
<http://www.rockthevote.org>
① ② ③ ④ ⑤

The Mediation Network for Northern Ireland
<http://www.mediation-network.org.uk/>
⑤

Ulster-Scots
<http://www.geocities.com/Athens/Rhodes/1677/ullans.html>
① ⑤

Natural Law Party
<http://www.natural-law-party.org.uk/>
④ ⑤

Northern Ireland Labour
<http://www.labourni.org/>
① ④ ⑤

Northern Ireland Office Web Site
<http://www.nio.gov.uk>
⑤

Northern Ireland Women's Coalition
<http://www.niwc.org/>
⑤

Progressive Unionist Party (PUP)
<http://www.pup.org/>
⑤

Sinn Fein
<http://www.sinnfein.ie/>
⑤

Social Democratic and Labour Party
<http://www.sdlp.ie/>
⑤

Socialist Workers Party
<http://www.clubi.ie/swp/>
⑤

Ulster Democratic Party
<http://www.udp.org/>
⑤

Ulster Unionist Party (UUP)
<http://www.uup.org/>
⑤

Workers Party
<http://www.workers-party.org/>
⑤

Welcome to the White House
<http://www.whitehouse.gov/>
② ③ ⑤

Z Net Magazine
<http://www.zmag.org/>
③ ④ ⑤

KEY	
External Links	①
Materials	②
Facts & Statistics	③
Multi-media	④
Contains information, reports, documents and news	⑤

section seven

SECTION SEVEN

Other Documents

International Dates

Why not organise a classroom, school or community based citizenship activity around one of these internationally celebrated dates.

January

- 1 January World Peace Day
- 15 January Martin Luther King Day

February

- 14 February St. Valentine's Day
- 21 February International Mother Language Day (UNESCO)

March

- 8 March International Women's Day
- 17 March St. Patrick's Day
- 21 March International Day for Elimination of Racial Discrimination
- 22 March World Day for Water

April

- 7 April World Health Day
- 22 April Earth Day

May

- 3 May World Press Freedom Day (UNESCO)
- 15 May International Day of Families
- 25 May World Africa Day

June

- 5 June World Environment Day
- 4 June International Day of Innocent Children Victims of Aggression
- 17 June World Day to Combat Desertification and Drought

July

- 12 July Orange Order Parades

August

- 6 August Hiroshima Day
- 9 August International Day of the World's Indigenous People
- 12 August International Youth Day

September

- 8 September International Literacy Day
- 19 September International Day of Peace
- 26 September Declaration of the Rights of the Child

October

- 1 October International Day for the Preservation of the Ozone Layer
- 5 October World Teachers Day (UNESCO)
- 6 October International Day for Children
- 16 October World Food Day
- 17 October International Day for the Elimination of Poverty
- 24 October United Nations Day

November

- 16 November International Day for Tolerance (UNESCO)
- 20 November Universal Children's Day (UNICEF)
- 25 November International Day for the Elimination of Violence against Women

December

- 1 December International Aids Day
- 3 December International Day for the Disabled
- 5 December International Volunteer Day for Economic and Social Development
- 10 December International Human Rights Day

section seven

Other Documents

International Human Rights Instruments

This part of the resource directory provides you with summaries of two human rights instruments that countries throughout the world have adopted in order to protect individuals or groups of individuals against all forms of discrimination. However, there are many other instruments including the European Convention on Human Rights ratified in 1950 and the African Charter on Human and Peoples' Rights, which entered into force in 1986. Also there are other instruments under development including a draft declaration on the rights of indigenous peoples. To learn more about new and existing less well know instruments access the Office of the High Commissioner for Human Rights at <http://www.unhchr.ch/>. You'll be surprised to find out the myriad of instruments that exist.

The Council for Curriculum Examinations and Assessment in Northern Ireland (CCEA) have adopted the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child as the values base within the citizenship curriculum in Northern Ireland. However it would be worth investigating the content and components of other international instruments for commonalities or differences.

A **declaration** is a list of agreed rights, freedoms and responsibilities, which should be protected and promoted by everyone but it is not binding in law.

A **convention** is an agreed list of rights and freedoms, which a government signs and is legally bound to give its citizens.

Universal Declaration of Human Rights - A Summary

Source: SINIKO Towards a Human Rights Culture in Africa by Amnesty International

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language, for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.

18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
 19. Everyone has the right to say what they think and to give and receive information.
 20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
 21. Everyone has the right to help choose and take part in the government of their country.
 22. Everyone has the right to social security and to opportunities to develop their skills.
 23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
 24. Everyone has the right to rest and leisure.
 25. Everyone has the right to an adequate standard of living and medical help if they are ill.
 26. Everyone has the right to go to school.
 27. Everyone has the right to share in their community's cultural life.
 28. Everyone must respect the social order that is necessary for all these rights to be available.
 29. Everyone must respect the rights of others, the community and public property.
 30. No one has the right to take away any of the rights in this declaration.
- United Nations Convention on the Rights of the Child - A Summary**
Source: *The Rights Stuff* by DEFY, Trócaire, Amnesty International
- Articles**
1. *Who is a child?* Every human being below 18 years unless the laws of a country say differently.
 2. *Non discrimination.* All children are entitled to all of the rights in the Convention and therefore the State must protect the child without any exception whatsoever.
 3. *Best interests of the child.* The best interests of the child should be the driving force behind any actions concerning them.
 4. *Implementation of rights.* It is up to the State to make sure that the rights in the Convention are implemented.
 5. *Parents, family, community rights and responsibilities.* The State must respect the role of parents and family in bringing up a child.
 6. *Life, survival and development.* All children have the right to life and the State is obliged to ensure the survival and development of the child.
 7. *Name and nationality.* Children have the right to a name, a nationality, to know and be cared for by their parents.
 8. *Preservation of identity.* If a child illegally loses their identity the State must help the child to find out what they are.
 9. *Non-separation from parents.* If a family is separated for some reason the State has to give the child information about the whereabouts of missing family members.
 10. *Family reunification.* A child has the right to keep regular contact with both parents if they live in different countries and should be able to travel in order to ensure this.
 11. *Illicit transfer and non-return of children.* The State shall combat child kidnapping.
 12. *Expression of opinion.* As a child you have a voice and the right to have others listen to your opinion.
 13. *Freedom of expression and information.* If you need information you have the right to get it, you also have the right to express yourself in writing, art, etc.
 14. *Freedom of thought, conscience and religion.* States are to respect the right of the child to freedom of thought, conscience, and religion, subject to parental guidance.
 15. *Freedom of association.* You have the right to meet with who you want as long as you are peaceful you can gather in groups.
 16. *Privacy, honour, reputation.* Nobody can interfere with your rights to privacy, family, home or correspondence.
 17. *Access to information and media.* You should have access to information from a number of different sources and of protection from harmful materials.

section seven

Reference Resources

18. *Parental responsibility.* Both your parents or guardians have the responsibility for your upbringing and the State should provide them with assistance where necessary.
19. *Abuse and neglect (while in family care).* You are entitled to protection from all forms of maltreatment by parents or guardians. If this ever happens the State has the responsibility to ensure you are protected in some way.
20. *Alternative care for children in the absence of parents.*
This means that you have the right to special protection if you are temporarily or permanently deprived of your family. If this ever happens your cultural background must be taken into account as an important part of your well being.
21. If you live in a country where *adoption* is allowed, any adoption that takes place should always be based on your best interests.
22. If you ever become a *refugee* you are entitled to special protection.
23. You have the right to benefit from *extra help and education*, if this is what you need to enjoy a full life in society.
24. *Health Care.* You have the right to the highest standard of health and medical care available.
25. *Periodic Review.* Any child who is placed for care, protection or treatment has the right to have the placement reviewed at a regular basis.
26. *Standard of Living.* Parents have the responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.
27. *Education.* You have the right to free primary education.
28. *Aims of Education.* The aim of education is to help you develop your personality and talents, to prepare you for a responsible adult life, respect for human rights as well as the cultural and national values of your country and that of others.
29. *Children of minorities and indigenous children.* If you belong to a minority or indigenous group you have the right to enjoy your culture and to practise your own language.
30. *Play and recreation.* You have the right to rest and leisure, to play and take part in recreational, cultural and artistic activities.
31. *Economic exploitation.* You have the right to be protected from harmful forms of work and against exploitation.
32. *Narcotic and psychotic substances.* You should be protected from narcotic drugs and from being involved in their production or distribution.
33. *Sexual exploitation.* You have the right to protection from all forms of sexual exploitation and abuse.
34. *Abduction, sale and traffic.* The State has the job of protecting children from being abducted, sold or trafficked.
35. *Other forms of exploitation.* You have the right to be protected from all forms of exploitation.
36. *Torture, capital punishment, deprivation of liberty.*
You have the right not to be subjected to torture or degrading treatment. If detained, not to be kept with adults, sentenced to death nor imprisoned for life without the possibility of release. The right to legal assistance and contact with family.
37. *Armed conflicts.* If you are under 15 years you are not supposed to be recruited into the armed services or to take part in armed conflicts.
38. *Recovery and re-integration.* If you are ever the victim of armed conflict, torture, neglect, maltreatment or exploitation you have the right to receive whatever treatment you need in order to become a full part of society again.
39. *Juvenile justice.* If you are ever accused of breaking the law or are found guilty of breaking the law you should be treated in such a way that helps you maintain your self dignity and not to suffer negative effects on rejoining society.
40. *Dissemination of the Convention.* You have the right to be informed of your rights and the state should be involved in this.

Note: The Convention has 54 Articles in all and articles 41 - 54 are mostly concerned with its implementation and entry into force.



Comments

Please photocopy before completing

The Social, Civic and Political Education Project would greatly welcome your comments on this directory. Please return to us with any information on resources, recommendations or ideas to:

Social, Civic and Political Education Project
University of Ulster
School of Education
Coleraine BT52 1SA
Co. Londonderry
