

Questions to Stimulate M-level Engagement

Introduction

1. In the Introduction it is suggested that 'education is the process whereby competent persons come into being' (Baldelli 1971, p. 88). Is this correct? What other objectives might there be for education?
2. Suggest three reasons why it might be that '[c]itizenship education is not always taught with confidence or imagination'.
3. The National Curriculum requires that all teachers show the relationship between their own subject and others. This implies that '[all] teachers have to accept their responsibilities as teachers of citizenship' and also that citizenship teachers have a responsibility to teach other subjects. Describe four such lessons, one each for effective and relevant engagement with (a) mathematics, (b) a modern foreign language, (c) science, (d) food technology.
4. What was your litany of alarm as an adolescent? What is it now? Have you done anything to effect any changes to either/both?
5. How helpful is utopianism to either teacher or pupil?

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Chapter 1: Teaching Citizenship

1. How feasible is it to expect schools to enable ‘young people to become successful learners, confident individuals and responsible citizens’?
2. What does it mean to say that citizenship education is more than just a subject?
3. Into which of the eight teacher categories would you place yourself? Why?
4. What prevents teachers from taking risks with their teaching? Is this a good enough reason?
5. Read Case Study 1, then write a paragraph that names and describes a Principle of Practice which you would like to see adopted by all teachers.

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Chapter 2: School Ethos

1. Sum up your school ethos in 30 words or less (you need not share this with colleagues at school).
2. How many subjects at your school are taught by non-specialists? Should citizenship be any different? Why?
3. Which matters more – discrete provision or informed and committed teaching? Why?
4. Is the ‘culturallectomy’ (Florio-Ruane 2001, p. 23) discussed here inevitable? Is it possible to have a negotiated and wholly inclusive school culture?
5. In what ways might the organization and ethos of a large secondary school necessarily be different to those of a primary school with fewer than 300 pupils?

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Chapter 3: Identity

1. Describe 7 characteristics which – for you – constitute Britishness.
2. If we don't organize schools according to the perceptions of the professionals who run them, how else can they be effectively organized?
3. Offer and justify five arguments in favour of school uniforms.
4. Leighton is clearly annoyed by the English/British conflation. Is there such a conflation or stereotyping assumption that annoys you? Why does this matter?
5. Can collapsed timetable days be an effective way to develop citizenship education?

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Chapter 4: Diversity

1. Identify the social categories into which pupils can be placed.
2. Are there any moral imperatives, or is everyone entitled to their own beliefs?

Discuss in relation to:

- (a) the consumption of alcohol;
 - (b) protection of one's property;
 - (c) xenophobia;
 - (d) female circumcision.
3. Chapter 4 offers little in explicit reference to learners or staff with either seen or unseen disabilities. Why might that be, and how can the imbalance be addressed?
 4. 'of the three best-known dimensions of inequality . . . gender, and in particular boys' underperformance, represents the narrowest disparity' (Gillborn and Mirza 2000, p. 23). Why is it, then, that boys' "underperformance" appears to get the most coverage?
 5. In what ways might the approach to discriminatory language and behaviour in a large secondary school have to be different to that of an early years setting?

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Chapter 5: Pupil Voice(s)

1. Identify five avenues for pupil voice available at your school.
2. Summarize three arguments against and three in favour of schools as democratic institutions. Explain on which 'side' of this dichotomy you would place yourself.
3. Look at your response to question 1, Chapter four, and explain why all these groups can be expected to have the same opinion on all matters.
 - (a) Why does reading matter?
 - (b) What can teachers of citizenship education do to encourage it?
4. Find out about five of the people listed as notable role models in Case Study 5.

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Chapter 6: Political Engagement

1. Should democracy be taught in schools? Justify your answer.
2. Should parliamentary processes and language be part of the citizenship education curriculum? Justify your answer.
3. Look at the election manifestos of winning parties, and identify four promises that appear to have been kept. What does this tell us?
4. Either (a) discuss the possible benefits of a citizenship ceremony for school pupils; or (b) devise a citizenship ceremony.
5. Read one or more of the case studies on ruMAD? or AuSSI (or one from each). How can these be adapted for a school or schools in England?

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Chapter 7: Active Citizenship

1. Explain the difference between ‘active citizenship’ and ‘worthy acts’.
2. Identify three ways in which pupils can become active citizens without leaving the school grounds or raising money ‘for charity’.
3. Play best of three ‘paper, scissors, stone’ with someone. Who won? Did they survive? Would a pupil who lost survive? Which tells us . . . what?
4. Identify three potentially negative effects of active citizenship. How can these be guarded against?
5. What makes pupils organizing a day trip for their peers an example of active citizenship?

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Chapter 8: Social Order

1. Explain Comte's organic analogy.
2. Must societies be hierarchical? If so, are there any disadvantages to hierarchies? (If not, are there any benefits?)
3. Illustrate the 'Signification Spiral' with reference to a group other than young black men.
4. Identify three things/activities/beliefs now acceptable or mainstream in England that were not accepted (a) 30 years ago, (b) 100 years ago.
5. Describe at least three activities at Denbigh School that enable pupils to prepare for social change.

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Chapter 9: Political Knowledge

1. Why seats in the House of Commons are green and those in the House of Lords are red? Why was the Speaker's Chair formerly a commode? How does knowing these things help you as a citizen?
2. Conduct a brief cost/benefit analysis of protecting pupils from uncertainty.
3. Tutin says that '[s]ome people regard the best citizenship education as that which cannot be identified, traced or marked out, like an implicit theory of learning'. What do you think?
4. What five questions would you most like your pupils to ask about citizenship education?
5. Identify three motions for debate, each of which would be relevant to three different subjects in the National Curriculum; name and justify the subjects for each.

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Chapter 10: What Next?

1. Does assessment have a role in citizenship education that differs from its role in other subjects?
2. How can we reach and work with those colleagues who are nervous, uninformed, ill-informed, ill-equipped or ill-advised with regard to teaching citizenship education?
 - (a) Identify five books that you think all citizens should have read by the time they leave school.
 - (b) What do you intend to do to ensure that your pupils read these books?
3. What other key themes of citizenship education need to be considered in a radical approach?
4. What would you include in a citizenship National Curriculum for higher education?