

OUR MANIFESTO FOR THE WORLD

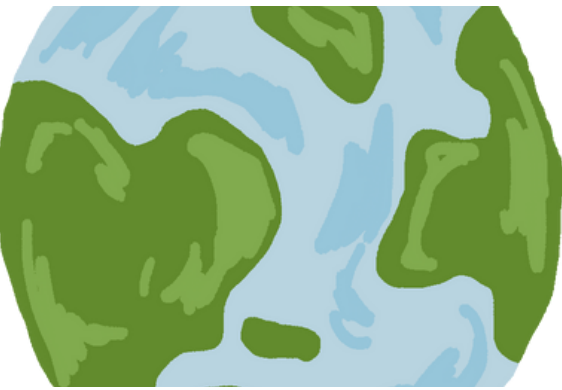
Guidelines for planning 'Taking Citizenship Action' for GCSE Citizenship Studies

These guidelines are adapted from the Pearson Edexcel GCSE Citizenship Studies specification 'Theme E: Taking citizenship action' pages 16-17. They may be further adapted to fit the other Citizenship Studies specifications. They are suggestions and do not supercede or replace the requirements of the specification.

Stages of the citizenship action

Students must follow the stages below

<p>1. Identify an issue, form a team and carry out initial research</p>	<ul style="list-style-type: none"> • Identify and research a global issue related to the <u>Sustainable Development Goals (SDGs)</u>. • Understand the roles of the Foreign, Commonwealth and Development Office (FCDO), Members of Parliament (MPs), Non-Government Organisations (NGOs) and individual citizens in implementing, promoting and advocating for the Goals. • Understand how the citizen may engage with their MP about issues that concern them. • Carry out preparation as outlined in the examination specification.
<p>2. Undertake primary research</p>	<ul style="list-style-type: none"> • Devise, carry out and analyse research to assess young people's opinions about and level of interest in the selected Sustainable Development Goal, its objectives and its importance.
<p>3. Represent their own and different points of view</p>	<ul style="list-style-type: none"> • Demonstrate their and others' understanding of the Goal by referring to their research and their own opinions. • Consider why some evidence or viewpoints may be more compelling or persuasive than others in relation to the Goal. • Use this evidence to make a case for what the team thinks should happen.



continued

<p>4. Plan the action</p>	<ul style="list-style-type: none"> • Identify who the action will target (the newly elected MP), set goals and identify success criteria. • Consider the most appropriate methods to use for the activity and devise a clear plan of action taking the time and resources available into account. • EG: A possible strategy would be to creatively demonstrate and communicate a mandate for action to the target MP. • Allocate tasks to team members, anticipate how to solve problems and devise how to record decision-making and progress. • The Oxfam guide for youth leadership is here
<p>5. Apply skills of collaboration, negotiation and influence as they deliver the activity</p>	<ul style="list-style-type: none"> • Demonstrate teamwork and role-awareness in delivering their activity. • Organise a school-based campaign to write and advocate a 'manifesto for the world' based on a selected Sustainable Development Goal. • Use this manifesto as a mandate to influence and persuade the constituency's newly elected MP.
<p>6. Critically evaluate their learning and the impact of the action</p>	<ul style="list-style-type: none"> • Consider the extent to which the action achieved its goals bearing in mind the role of the target MP to advocate on constituents' behalf. • Assess how well their action plan worked and how they might improve it in future. • Review what they have learnt about being a citizen, and the role of the citizen in influencing change in the world (eg: by building awareness and a mandate, by engaging decision makers)

