Community Themes

_TEACHERS NOTES
RIBA KS4 | **Citizenship Activity**

INTRODUCTION /

This project is about introducing Key Stage Four students to activities of engaging with their social and spatial environment. It aims to develop foundations for further involvement with local environments and communities, by first involving them in gathering information about their local area through participatory mapping practices, such as walkabouts and transect walks, followed by activities of engagement with local community groups they have identified.

AIM /

To develop understanding and awareness of how to be an active and engaged citizen, able to participate in the conversations that shape our built environment ”

_Curriculum Links

Key Stage 4 Citizenship :

Key stage 4 teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

VOCABULARY /

ACTIVE CITIZENSHIP /

'is about how people behave towards one another, whether they help and support each other in their communities and work together in groups to improve things for everyone. Active citizens are people who have opinions and want these to be heard. They use democratic processes to make things happen, in their school, college, workplace or community.'

COMMUNITY /

- A group of people who live in a particular geographical locality
- A group whose members share common interests and values

EMPATHY /

'Imagining and understanding other people's point of view' and 'the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner'

HUMAN RIGHTS /

'Rights that are held to belong to any person. The United Nations Universal Declaration of Human Rights, 1948, sets out a full list of the rights that all people should have. These include the right to life, liberty, education, freedom of movement and equality before the law'

AGENCY /

'The capacity, condition, or state of acting or of exerting power'

CITIZENSHIP /

- 'The legal status attached to being regarded as a citizen of a country'
- 'The rights responsibilities and obligations that people have in their local community or country'

DEMOCRACY /

- 'A system said to be 'of the people, by the people, for the people'
- 'A system of government where people regularly elect their leaders and have a say in a way a country is governed'

GLOBAL CITIZENSHIP /

A global citizen has an ethic of care for the world or an Amor Mundi (love of the world) (see Hannah Arendt)

Oxfam say in 1997, 'We see the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- is outraged by social injustice
- participates in and contributes to the community at a range of levels from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions'

RIGHT TO THE CITY /

- A concept introduced by the urban theorist Henri Lefebvre in 1968 Le Droit à la ville, which is a 'demand…[for] a transformed and renewed access to urban life' .

- Anthropologist and Geographer David Harvey goes further by saying: 'The right to the city is far more than the individual liberty to access urban resources: it is a right to change ourselves by changing the city…the freedom to make and remake our cities.' He also says 'The right to the city is interdependent to all other existing human rights, integrally conceived and internationally recognised, and includes civic, political, economic, social, cultural and environmental rights. It includes also the right to liberty of assembly and organisation, the right to the full exercise of citizenship and to participation in the planning, construction and management of the city; the socially-conscious development of the habitat; the respect for minorities and for ethical, racial, sexual and cultural plurality; respect for immigrants and guarantees for the preservation of the historical and cultural inheritance.

GRASS ROOTS /

Grass roots means 'by the people for the people'. Grass roots community groups have been started by local inhabitants to remedy a local issue with local means independently, and often informally.

One of the earliest uses of the term grassroots was by Albert Beveridge who said 'This party [the Progressive Party] comes from the grass roots. It has grown from the soil of the people's hard necessities.'

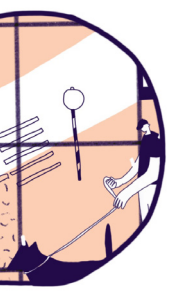
PLACE /

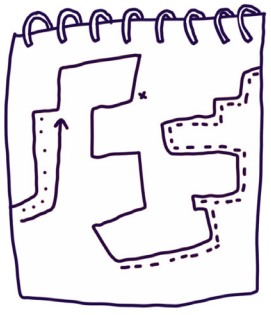
- Geographic characteristics of a locality
- Feeling or perception of a space or series of spaces

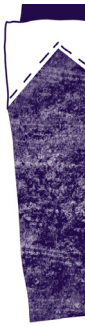
'The perception of place'

Although there is a clear physical correspondence between people and spaces, the relationships also involve a strong psychological component. People feel better in certain spaces. In other words, certain spaces stand out within the greater Space in which people circulate and, by standing out, are perceived differently. These are generally spaces perceived to contain certain qualities. Thus it can be said that these spaces are perceived as places by their users. They possess qualities that allow them to be perceived as a place, defined within the greater space of the city as a whole. Which means: they allow a place to be distinguished from a space.

It can therefore be accepted that behind the identification of a place lies a whole process of appreciation of the space, which may well be attributed to the perception people have (or will acquire) about the space. But from what basis does this perception develop? From the presence of environmental stimuli. From the widest range of stimuli of environmental features retaining a relationship not just with the objective and material nature of the elements of the environment, but also with its subjective nature – immaterial and imponderable. And – substantially – expressed as a product of people's interactions with the environment.







MATERIALS /

(same as session 3):

- Map from previous week
- Coloured felt tip pens or fabric pens if available. Crayons/oil pastels also work on fabric
- Printed photographs from walkabout session - and additional printed hotographs from homework during the week
- Depending on how far the map got last session, this session may require more or less time for making/finishing the map.
- PVA glue

OUTPUTS /

- Large-scale mapping of the local area

OUTCOMES /

- Understanding the unique opportunities and challenges in the local area
- Recognising the value of community in its broadest sense
- Empowering young people to be future active and aware citizens

ACTIVITY / GROUP MAP MAKINH

ACTIVITY:

Finish composing your map.

Have you included everything you noted on your walkabout? What is missing?

If necessary, an additional session can be added in here to work on the map - if timetable slots are available.

Discussion /

- What issues have you highlighted in your map?
- Are local inhabitants already working towards solving some of these issues? (Check your list of community groups.)
- Which of the community groups you identified in session one are tackling the issues you have highlighted?
- What project would you like to work on next on the basis of your walkabout, documentation and mapping? Which community group could you work with on this?

Display /

- Show the map somewhere public.
- Could you present your findings in assembly?

EXTRA ACTIVITY / (optional)

If you've enjoyed this:

- A subsequent session could invite community group leaders to come into the classroom or assembly to present what they do.
- Student-led projects could follow with community groups too: this project will have set foundations for further student-led projects.

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