Education Support Pack

Citizenship/PSHE
Local Democracy

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Contents

Introduction

This Pack

How does using Kar2ouche help students address issues related to Citizenship and PSHE? In order to explore the ideas, covered in the curriculum, discussion is essential and role-play allows students to rehearse situations, empathise with others and investigate issues in more depth. However, many of the themes to be discussed are sensitive and so potentially uncomfortable, especially if they are to be performed in front of peers. By using the computer and virtual role-play, students can deal with situations, ask questions and challenge assumptions in a less personally threatening or embarrassing way.

One of the benefits of using Kar2ouche is its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your students. At its most basic Kar2ouche can be used to create:

- storyboards
- animations
- publications.

However, depending on the tasks set, students can use the program to develop a whole range of thinking skills. The software enables them to:

- make sense of information – understand and visualise text
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate ideas to others.

The suggested units in this pack integrate class, group and pair discussions with a range of computer activities. These will help you work with students as they develop an awareness of democracy, community and local government. Not only will they understand more about rules, laws, crime and punishment they will also consider their own rights and responsibilities as citizens. In each unit there is a range of suggested activities linked to the National Curriculum. It is up to you to decide in which order you ask students to work through these. However, as you and your students become more familiar with the potential uses of Kar2ouche, it is likely that you will build on these activities and create your own activities including partially made storyboards.

Each unit consists of 1 to 2 lessons so the suggested introduction, development and plenary may need adapting, according to your preferred timings, the length of lessons and your students' age and attention span. In addition, depending on your students existing experience and knowledge, you may also like to do some work to define the key words listed in the Teacher Notes for each unit. Activities assume access to a network of PCs, however, if you only have access to 1 or 2 computers at a time you will be able to adapt the suggestions. Some of the storyboards could be picked out for students to complete by writing in words. Others work well with small groups. The aim is to provide a flexible tool that can be adapted to individual circumstances.

If you would like to share your plans or storyboards with other teachers and so add to this shared resource, you can e-mail them to **esp@kar2ouche.com.**

Assessment

There is no requirement for end of key stage assessment for PSHE and Citizenship. However, schools are expected to keep records of each child's progress and report to parents/carers. A description of assessment, recording and reporting for KS 1 & 2 is given in QCA's Initial Guidance for schools on PSHE and Citizenship, which was sent to schools or is available on the QCA website at **http://www.qca.org.uk/ca.**

Some of the suggested examples of evidence include:
– students' diaries and other individual written work
– case studies
– quizzes and questionnaires
– observation of participation in group tasks including role-play and drama
– discussions and debates
– games and outdoor activities
– assemblies
– performances and productions
– visits and field trips
– problem solving and responding to challenges.

Most of the work involving Kar2ouche requires students to work in pairs or small groups and ultimately to present ideas and work to larger groups. It is therefore worth spending some time with students exploring the skills of good group work and presentation. If they establish the criteria with you, they can then as a group reflect on how well they have done and identify the skills they want to improve.

The product from their work is usually a storyboard, animation or publication and can therefore provide evidence of their achievements. Students can be engaged in self and peer-reviews of these presentations, but will probably need some modelling of constructive criticism. Such self and peer review can inform redrafts and improvements before some work is formally submitted for your assessment.

Opportunities for presentation and review are indicated in the Teacher Notes of each unit. Access to a data projector is helpful for these sessions.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

Information-processing skills	Using Kar2ouche students can be encouraged to: • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	Using Kar2ouche students can be encouraged to: • work collaboratively to question text • observe events and predict subsequent action • consider consequences • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

Creative thinking skills	Using Kar2ouche students can be encouraged to: • offer individual interpretations of texts or situations • create original multimedia texts • add imagined scenes and events • respond imaginatively to texts and situations.
Evaluation skills	Using Kar2ouche students can be encouraged to: • consider how meanings are changed when texts are adapted to different media • review, modify and evaluate work produced • reflect critically on written text, their own work and the work of peers • compare and contrast their work with the work of others.
Communication	Using Kar2ouche students can be encouraged to: • engage in collaborative working and dialogue • listen, understand and respond critically to others • articulate ideas in groups of different sizes • use visual aids and images to enhance communication.

Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

* storyboards
* animations
* publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

* a summary of a particular event or piece of text in a specified number of frames
* witness reconstructions – step by step – as if for the police
* a summary with speech bubbles or caption containing important quotations
* a storyboard with their own commentary or summary in their own words
* alternative beginnings
* alternative endings
* before and after shots
* additional episodes
* alternative interpretations of a key moment where the text is ambiguous
* outlines of structure
* explorations of subtext through the use of thought bubbles
* illustrations of the difference between what people say and what they may think with reference to evidence
* presentations for class
* illustrations of alternative points of view/debate
* imagined meetings between characters
* photographs/freeze frames for a particular moment
* a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can complete partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – 'who says what?', 'what happens next?' etc.

Students can also create their own incomplete storyboards for other students to complete.

Animations

Students who have access to Kar2ouche out of class time, will enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show/interview
- film trailer
- advertisement
- musical score
- fashion show to show fashions of the time.

Publications

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels

- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

If You Haven't Used Kar2ouche Before –
A Starter

If students have not used Kar2ouche before, they should refer to the QuickStart Guide, or work through the Apprentice Activities in Kar2ouche *Composer*. However, if they haven't had time to do this, a good way of showing them the main functions is to demonstrate how to create a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. They can pick up other skills as they go.

To create a title slide

1   Ask students to open Kar2ouche – the first screen they see is the composition screen.

2   Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.

3   Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.
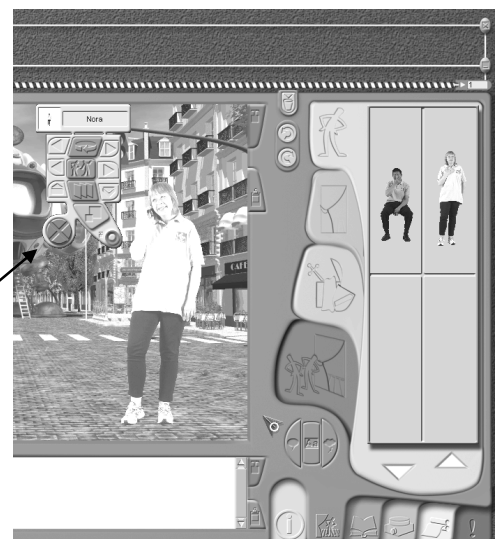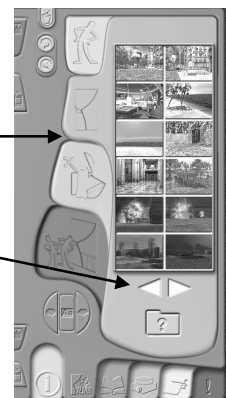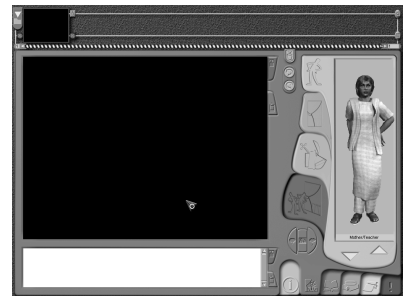
- To rotate the character students click on the left and right facing arrowheads at either side of the top icon.
- To repose the characters they click on the arrowheads either side of the central, characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.

4   Next ask students to add a text bubble. They can do this by left clicking on the text bubble icon. The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger they do this by passing the cursor over the right or bottom borders until a double arrowhead appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should hover over the top of the bubble until the hand appears, left click to grab it and then drag to position.
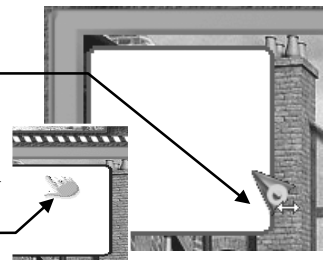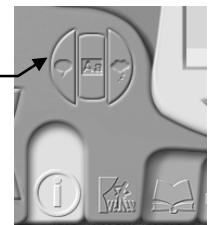
5   Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the text audio tab at the bottom of the screen.

Next they should click on the show controls icon at the top of this text audio frame. This will bring up the audio control panel.
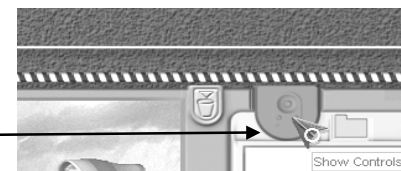
To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame.

Useful Contacts

General Citizenship and PSHE Websites

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and the suitability of the coverage for the students you are teaching.

BBC

Gives students the opportunity to find out about communities, recycling, helping others, making decisions and being responsible. **http://www.bbc.co.uk/education/id/citizen.html**

Learn UK

Provides information and resources on local democracy and the community.
http://www.learn.co.uk/citizenship/onlinelessons/ democracy/activity3.asp

Explore Parliament

Consists of information for teachers and activities for students on the British parliament.
http://www.explore.parliament.uk/

School Councils UK

Includes information for teachers on how to set up and run a school council. **http://www.schoolcouncils.org/how.php**

Teaching ideas

Contains activities and information for teachers and students on the need for rules and laws in society.
http://www.teachingideas.co.uk/re/rulesand.htm

All web addresses were correct at the time of going to press, but are subject to change. *You may like to add other addresses you come across below:*

Website	URL	Comments

Units

Teacher Notes

Unit 1.1 Democracy

Key Stage/Year	Key Stage 2/Years 5-6
Group Organisation	This activity begins with a class discussion, but for most of the lesson students will work in pairs using computers. If possible have a data projector available so that students are able to share their completed storyboards.
Suggested Timing	1-2 lessons.

Overview of Task

This activity allows students to understand the importance of democracy and how it works by considering school student councils. It also gives them an opportunity to explore who is responsible for making decisions at local and national level.

Key Words: council, process, democracy, representation/ representative, majority

Objectives

All students will: know how their views can be represented and that they can take part in a decision-making process.

Most students will: understand how to take part in the school's decision-making process through the school's council and understand how to discuss issues democratically by representing the view of the majority.

Some students will: have an understanding of which decisions they can have some influence over and which are the responsibility of the others.

National Curriculum References

KS2 PSHE & Citizenship

1 Developing confidence and responsibility and making the most of their abilities

1a to talk and write about their opinions, and explain their views, on issues that affect themselves in society; **1b** to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

2 Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events; **2g** what democracy is, and about the basic institutions that support it locally and nationally; **2h** to recognise the role of voluntary, community and pressure groups.

5 Breadth of opportunities

5a taking responsibility; **5c** participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting].

English

En1 Speaking and Listening

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas; **2e** respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion.

En2 Reading

3d draw on different features of text including print, sound and image, to obtain meaning.

En3 Writing

1a choose form and content to suit a particular purpose; **1c** use language and style that are appropriate to the reader.

2a plan – note and develop initial ideas.

9b inform and explain; **9d** review and comment on what has been read, seen or heard.

Outcomes

By the end of this activity, students will:

- be able to describe how a school council operates
- explore how democracy works in a school context
- complete a storyboard to consider who is responsible for school, local and national decisions.

Resources

Kar2ouche *Local Democracy*

- **School Council** storyboard
- **Charity Planning** storyboard
- **Who Decides?** storyboard

Activities.

Introduction

1. Hold a class discussion on what the students like or dislike about their school. List what things the students would like to change and ask how they think they could go about it.

2. Ask the students if they feel their views are represented in school. If so, how? The chances are that it's through a school council.

3. Students load and view the **School Council** storyboard. This storyboard explains how students are elected onto school councils and how they represent their year group.

> **Contents of storyboard** This presents a scripted scenario.
>
> **Frame 1:** Roger and Alison (students) in a classroom introducing themselves.
>
> **Frame 2:** Roger and Alison making speeches in the hall.
>
> **Frame 3:** Students putting their voting paper into a ballot box.
>
> **Frame 4:** Boy playing on a beach having exercised his proxy vote.
>
> **Frame 5:** Students counting votes.
>
> **Frame 6:** Children consoling students who failed to get onto the council.
>
> **Frame 7:** Roger and Alison listening to the concerns of their tutor group.
>
> **Frame 8:** As for Frame 7 with some students holding their hands up so the representatives can express the majority decision to the school council.

4. Explore whether this is how your school council is run. Talk about the similarities and differences. You might like to ask the following questions.
   - Would the students like to alter the way their school council is run?
   - What decisions has your school council made recently?
   - How were you consulted?

   If you don't have a school council explore why not and whether or not the class think it would be a good idea to start one.

Development

5. With a partner, students watch and complete the **Charity Planning** storyboard. This activity allows students to consider how issues can be discussed democratically.

   Contents of storyboard This presents a scripted scenario to be completed by students.

   Frames 1– 4: Children and teachers at the school council meeting discussing donations to charity. The head teacher has a new proposal for the students.

   Frame 5: Roger and Alison holding a meeting with their year group to explain the purpose of the meeting and how they should choose a charity.

   Frame 6 and 7: As for Frame 5 with some children having blank speech bubbles.

   Frame 8: Text boxes headed 'Charity' and 'Why?' to be completed by students.

   Frame 9: Composition window blank; caption window – Show a democratic method your year group could use in deciding which charity to support from the various suggestions put forward. Add as many frames as you want to the end of this storyboard to explain your ideas.

6. With the class, view the completed storyboards and, using a democratic method, decide which is the best. Consider how to safeguard the feelings of those who do not 'win'. You may use this opportunity to explore the purpose of secret ballots and whether the number of votes should be disclosed. Post-it notes stuck to the PCs with the favourite storyboards on may be one method to consider.

7. Spend a few minutes explaining to the students that they live in a democracy. This means a system of government that involves all the citizens sharing power. At this point you may wish to talk about local council and national elections and explore the similarities between these and the way school councillors are elected and how decisions about school policy are made. Try to refer to things that have happened in your school or local area.

Plenary

8. Students complete the interactive **Who Decides?** storyboard by deciding who makes the decisions in each situation. They will need to decide whether the decision maker is the students, teachers, head, governors, parents, local education authorities or government.

Contents of storyboard

Five frames showing the following statements. Students need to match these to the correct decision-making body. *Answers in italic.*

- You have the right to vote when you are 18. *(Government)*

- It is a good idea to do homework before going out to play or watching TV. *(Parent/Guardian)*

- The school club night will change from Tuesday to Wednesday. *(Head/Teachers)*

- A friendship zone will be created for people who do not have anyone to play with in the playground. *(Students/Teachers)*

- A new sports hall will be built on school grounds for the community to use. *(Local Education Authority/Local Council)*

- Children at Hillside School must wear uniform. *(Governors/Head)*

- You must be in bed by 9.00 pm. *(Parent/Guardian)*

- You must attend school. *(Government)*

Extension/ Homework

9. Students produce a storyboard to show one thing they would like to change in their school. They need to show who is responsible for making the change and how they can influence the decision-making process.

Student Notes

Unit 1.1 Democracy

Objectives

During this activity you will find out what democracy is and how it works by looking at school student councils. You will find out who is responsible for making decisions in school, your local community and at a national level.

Outcomes

By working through this activity you will:

*   work out how a school council operates
*   complete a storyboard showing how democracy works in a school context
*   learn who is responsible for particular decisions: school, local community or government.

Resources

To complete the activity you will need:

Kar2ouche *Local Democracy*

Activities

Introduction

1.   Talk about what you like or dislike about your school. Try to be fair in what you say. Say what you would like to change and explore how you might go about it.
2.   Do you feel that your views are represented in school? If so, how?
3.   Load and view the **School Council** storyboard.

     click here to open the **School Council** storyboard.

4.   Do you have a school council? If so, is this how it is run? Talk about the similarities and differences. Would you like to alter the way the school council is run? What decisions has your school council made recently? Were you asked for your opinion?

Development

5.   With a partner, watch and complete the **Charity Planning** storyboard.

     click here to open the **Charity Planning** storyboard.

6.   Watch everyone's storyboards and, with your teacher, decide how to show which ones you think are best. Think about how people who don't win might feel. What about people who only receive very few or no votes?
7.   Talk with your teacher about who decides what things happen in your school, the local area and nationally. Say what you think is meant by the word 'democracy'. Do you know how people become local councillors or members of parliament?

Student Notes

Plenary

8. Complete the interactive **Who Decides?** storyboard by deciding who makes the decisions in the situations shown.

    click here to open the **Who Decides?** storyboard.

Extension/Homework

9. Make a storyboard to show one thing you would like to change in your school. You need to show who is responsible for making the change and how you can influence any decisions.

    click here to open a **New** storyboard.

Unit 1.2 Local Government

Key Stage/Year	Key Stage 2/Years 5-6
Group Organisation	This activity begins with a class brainstorm. The students then work in pairs before moving into a larger group for the main part of the lesson. Students return to their paired work for the plenary. One computer for each pair is ideal and a class data projector would be useful.
Suggested Timing	One lesson. This could be extended to a second lesson if a local councillor is prepared to visit your school.

Overview of Task

During this activity students consider how taking part in an election can represent their views. They will also explore the role of a local councillor.

Key Words: candidate, election, manifesto, canvassing, debate, councillor

Objectives

All students will: take part in an election, considering which candidate would best represent their views.

Most students will: take the part of one of the candidates and expand upon their election manifesto.

Some students will: contact their local councillor and invite him/her to visit the school to investigate voting rights in the United Kingdom.

National Curriculum References

KS2 PSHE & Citizenship	**1 Developing confidence and responsibility and making the most of their abilities**
	1a to talk and write about their opinions, and explain their views, on issues that affect themselves in society; **1b** to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

2 Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events; **2g** what democracy is, and about the basic institutions that support it locally and nationally; **2h** to recognise the role of voluntary, community and pressure groups.

5 Breadth of opportunities

5a taking responsibility; **5c** participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting].

English

En1 Speaking and Listening

2b ask relevant questions to clarify, extend and follow up ideas; **2e** respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts; **3f** use different ways to help the group move forward.

En2 Reading

3b skim for gist and overall impression; **3d** draw on different features of text including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion; **3g** consider an argument critically.

En3 Writing

1a choose form and content to suit a particular purpose.

2a plan – note and develop initial ideas; **2c** revise – change and improve the draft.

9a imagine and explore feelings and ideas; **9b** inform and explain.

Outcomes

By the end of this activity, students will have:
- explored the election process by taking part in a class election
- produced a manifesto to support their views and opinions
- explored the role and the responsibilities of a local councillor.

Resources

Kar2ouche *Local Democracy*

- **Improvement** storyboard
- **Candidates** storyboard
- **Councillor's Week** storyboard

Sheet 1.2 *Manifesto*

Activities

Introduction
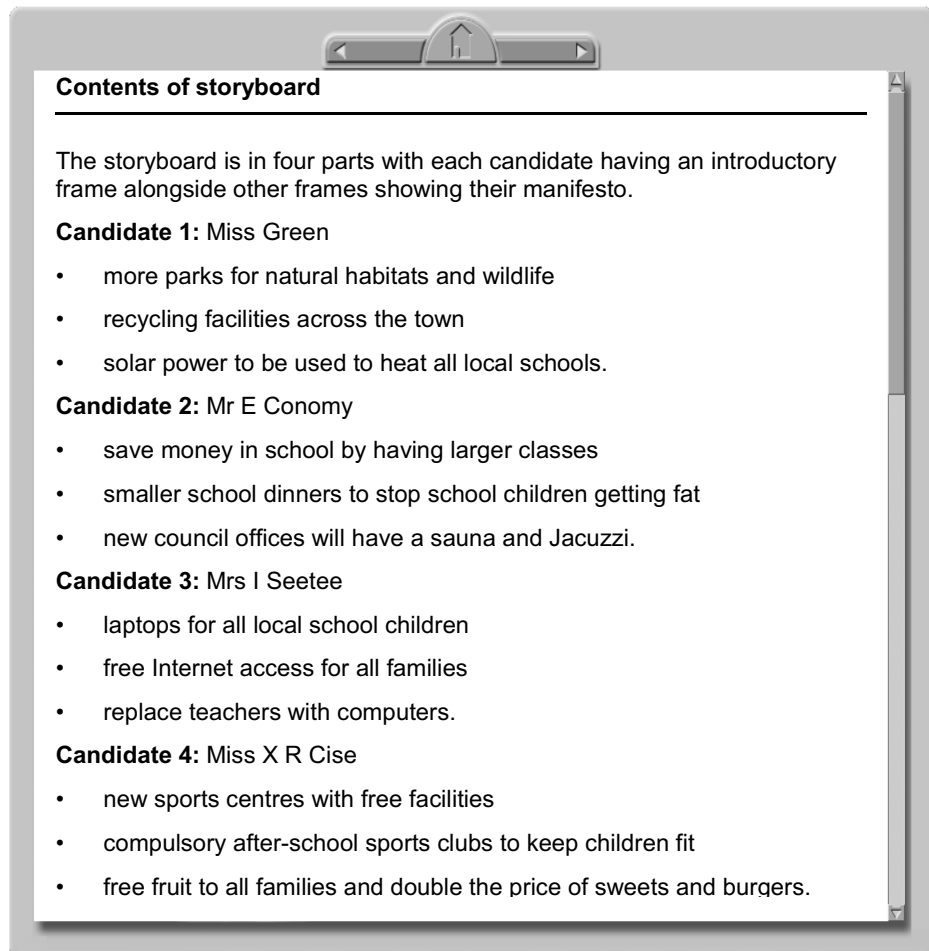
1. With the class, brainstorm and list anything that they would like to see improved in their local area.

2. In pairs students open a new storyboard to produce a poster showing one of the improvements they would like to see happen. Those who need more support can use the **Improvement** storyboard that provides a scaffold.

Contents of storyboard

Frame 1: Composition window – instructions on how to produce a poster.

Other Frames: Composition and caption windows – students are asked to respond to prompts and fill in information to complete their poster. This will be laid out in the printing screen.
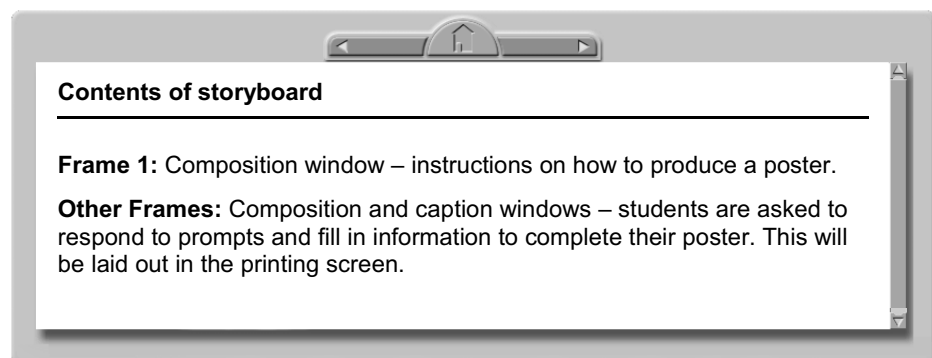
3. Explain to students that local councillors are the people who make decisions about local issues and that now the class need to elect someone to represent their views and opinions on what they would like for their local area.

4. Students watch the **Candidates** storyboard, which gives the manifestos of four people standing for the local council elections.

Contents of storyboard

The storyboard is in four parts with each candidate having an introductory frame alongside other frames showing their manifesto.

Candidate 1: Miss Green

- more parks for natural habitats and wildlife
- recycling facilities across the town
- solar power to be used to heat all local schools.

Candidate 2: Mr E Conomy

- save money in school by having larger classes
- smaller school dinners to stop school children getting fat
- new council offices will have a sauna and Jacuzzi.

Candidate 3: Mrs I Seetee

- laptops for all local school children
- free Internet access for all families
- replace teachers with computers.

Candidate 4: Miss X R Cise

- new sports centres with free facilities
- compulsory after-school sports clubs to keep children fit
- free fruit to all families and double the price of sweets and burgers.

Development

5. Divide the class into four groups, each group representing one of the candidates. Using Sheet 1.2 *Manifesto* the groups should further develop their election manifesto to try to win more votes.

6. Divide each group into pairs and tell them to produce a storyboard or poster to represent their candidate's views and election priorities.

7. Allow each group the opportunity to collate their work and then present it to the class using a data projector or on screen.

8. Using a secret ballot, or by a show of hands, decide who is going to represent the class. You may need to discuss how to run a fair and representative voting system. For example, are the children who represent a particular candidate going to be able to vote for themselves? Relate the debate to our political system and everyone's right to vote.

9. Once the successful candidate has been chosen, put their image up on the screen. How happy with the system are those who didn't vote for this candidate? Can they think of a better or fairer system?

10. Explain to the students that the procedure they have followed in the classroom takes many weeks in real life with the candidates having to do lots of things to ensure votes.

11. Discuss some of the activities that a councillor may be involved in over a typical week. Include meeting the public, attending meetings, canvasing for votes, being interviewed for local radio, holding a surgery for local people and communicating using the Internet.

Plenary

12. [Garth: Storyboard icon] Students open up the **Councillor's Week** storyboard. They need to insert the winning candidate into each frame and show an understanding of the role and the policies they support by answering questions.

Contents of storyboard

Frame 1: Instructions in composition window – put the winning candidate into all the following frames giving him/her a suitable pose and a speech bubble. Pretend you are the winning candidate and answer the questions in the speech bubbles. Remember any promises in the manifesto when you are answering.

Frame 2: Composition window – listening to the views of the electorate in a public meeting in a local hall.

Frame 3: Composition window – canvassing for votes at the front door of a house.

Frame 4: Composition window – meeting in the council chamber.

Frame 5: Composition window – being interviewed by local radio.

Frame 6: Composition window – talking to a person in a drop-in surgery.

Frame 7: Composition window – answering questions using e-mail.

13. If you have enough time, get the students to share their storyboards and conduct a discussion on any issues that arise.

Extension/ Homework

14. Students could write or e-mail their local councillor and invite them into school so they can talk about their work. If this is not possible the students could send him/her their completed **Councillor's Week** storyboards asking for comments and feedback. These could be sent as printed versions or as Quicktime movies.

Student Notes

Unit 1.2 Local Government

Objectives

During this activity you will see that by voting in an election you can get your views and opinions heard. You will also look at the role and responsibilities of a local councillor.

Outcomes

By working through this activity you will:
- take part in a class election
- complete a storyboard to produce a manifesto representing your views and opinions
- find out about the role and the responsibilities of a local councillor.

Resources

To complete the activity you will need:

Kar2ouche *Local Democracy*

Sheet 1.2 *Manifesto*

Activities

Introduction

1. Brainstorm all the things that you think could be improved in your local area.
2. Open a new storyboard and produce a poster showing one of the changes you would like to see. If you want help starting you could use the **Improvement** storyboard instead. If you're unsure ask your teacher.

   click here to open a **New** storyboard.

   click here to open the **Improvement** storyboard.

3. Watch the **Candidates** storyboard, which describes each person's manifesto.
   A manifesto tells you what a candidate intends to do if they win.

   click here to open the **Candidates** storyboard.

4. Elect the person who you think would best represent your views on what you would like for the local area.

Development

5. In your group take the role of one candidate. Using Sheet 1.2 *Manifesto*, add more information to your election manifesto to try to make it more attractive to the voters.
6. With a partner, produce a storyboard or poster to represent your candidate.

[Click here] to open a **New** storyboard.

Student Notes

7. Show your group's work using a data projector or on your screen.

8. Vote for the best candidate. How do you make sure this vote is fair?

9. Your teacher will display the winner's picture.

10. Elections can take a long time to prepare in real life. What sorts of things do political parties do before elections? What do people do when they have been elected?

11. Join in with a discussion on the types of activities that a councillor might do in a typical week.

Plenary

12. Open up the **Councillor's Week** storyboard. Put the picture of the winning candidate into the frames and add appropriate captions and speech bubbles whenever instructed.

    click here to open the **Councillor's Week** storyboard.

13. If there is enough time, share your storyboard with the rest of the class.

Extension/Homework

14. Write or send an e-mail to your local councillor and invite him/her into school so they can talk about their job. If this is not possible you could send your completed **Councillor's Week** storyboard to the councillor asking for any comments and feedback.

Sheet 1.2

Manifesto

Name of chosen candidate:	

Theme of Manifesto (*delete as necessary)
green issues and conservation/saving money and budgets/technology and computers/fitness*.

Main 3 Manifesto issues in the Candidates storyboard
1.
2.
3.

Other ideas you wish to add on the same theme:	**Main benefits of your plans to the local community:**
4.	
5.	
6.	

Pretend you are the candidate. Use the information above to write a short speech about yourself and your ideas.

You can add this to your storyboard during the next activity.

Write on the back of this page if you wish.

Teacher Notes

Unit 2   Rules and Laws

Key Stage/Year	Key Stage 2/Years 5-6
Group Organisation	Mainly in pairs, but with some group work and class discussion.
Suggested Timing	Two lessons.

Overview of Task

In this unit students will learn more about how and why rules and laws are made and why they can change in different situations.

Key Words: rules, laws, appropriate, compulsory

Objectives

All students will: understand why rules and laws are necessary.

Most students will: understand how you go about changing rules and laws.

Some students will: realise that we all live by different rules that are appropriate for our unique situation and location and that not all rules are the same for everyone.

National Curriculum References

KS2 PSHE & Citizenship

2 Preparing to play an active role as citizens

2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; **2g** what democracy is, and about the basic institutions that support it locally and nationally; **2h** to recognise the role of voluntary, community and pressure groups.

5 Breadth of opportunities

5a take responsibility; **5c** participate; **5d** make choices or decisions.

English   **En1 Speaking and Listening**

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas;
2e respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion.

En2 Reading

3b skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion; **3g** consider an argument critically.

En3 Writing

1a choose form and content to suit a particular purpose; **1c** use language and style that are appropriate to the reader; **1e** use features of layout, presentation and organisation effectively.

2a plan – note and develop initial ideas; **2c** revise – change and improve the draft.

9b inform and explain.

RE (National Expectations)   AT1 beliefs and teachings (what people believe); AT2 values and commitments (making sense of right and wrong).

Outcomes

By the end of this activity, students will have:
- completed a storyboard looking at different rules and why they are important
- designed a storyboard to show how a rule or law can be changed
- completed an interactive storyboard in which they have to choose whether the statements are laws or rules.

Resources

Kar2ouche *Local Democracy*
- **Why Rules?** storyboard
- **New School** storyboard
- **Law Change** storyboard
- **Rule Change** storyboard
- **Rules or Laws** storyboard

Activities.

Introduction

1. Working in pairs, students open Kar2ouche and load the **Why Rules?** storyboard. Following the instructions in the caption window they work their way through the activity, which asks the question, why do we need rules?

   Contents of storyboard

   First Frame: Instructions in composition window – In the caption window underneath each frame, write the reasons you think this rule exists. Add a character to represent you in the composition window. Insert a thought bubble and write what you think about this rule.

   Other Frames: Information in composition windows – examples of typical school rules.

   - Earrings must not be worn during PE.
   - Gameboys must not be brought to school.
   - Mobile phones must not be used in school.
   - Football is banned from the playground near the school building.
   - Correct kit must be worn for PE lessons.

2. Allow students to express some of their thoughts and comments.

3. Explain that they are going to attend a brand new school that, as yet, has no rules for the students to follow. Discuss the possible consequences.

4. Students load the **New School** storyboard and complete the activity by suggesting a suitable rule for each situation.

   Contents of storyboard

   First Frame: Instructions in composition window – In the caption window underneath each frame write in a useful rule for each area of the school. Write a sentence to explain why this is a sensible rule.

   Other Frames: Composition windows – pictures of various areas of a school including the playground, classroom, corridor, dining room, library and medical room.
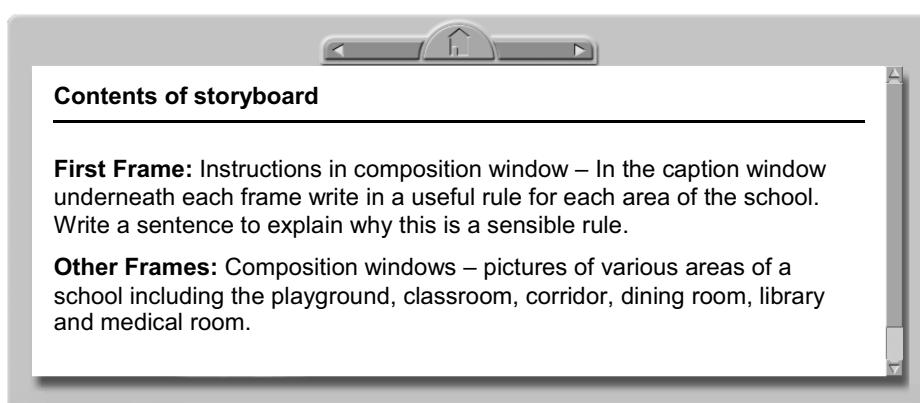
5. Using a projector, or on screen, give the students the opportunity to share their storyboards with the class. Discuss with the class why rules are necessary and link with the wider world including home. If there is time they could return to their storyboards and add frames for home and community rules.

Development

6. Explain that rules introduced by government, are called laws. With the class brainstorm laws that children know about and list them on the board. There is an opportunity to link to RE by talking about religious rules, for instance, the Ten Commandments. Get students to think about the similarities and differences between laws and rules.

7. In groups of four, ask students to take a rule or law with which they do not agree and create a storyboard showing how and why it could be changed. They need to make it clear how things would be improved by changing the law and what would happen if people break it. Some students may wish to use the **Law Change** storyboard while less able students could be directed to the **Rule Change** storyboard to get extra help with this activity.

Contents of Law Change storyboard

First Frame: Instructions in caption window – Add characters, backgrounds and props to create a 5 or 6 frame storyboard showing how and why you would change your chosen law and what you think should happen to people who break it.

Final Frame: Give a summary of your reasons why it is important to have laws and rules in society.

Contents of Rule Change storyboard

First Frame: Instructions in caption window – Add characters, backgrounds and props to the following frames. Fill in the questions in the caption windows and speech bubbles to show how and why you would change your chosen rule, and what you think should happen to people who break it.

Final Frame: Composition window – Complete the statement explaining why it is important for society to have rules and laws.

8. Students should add a few frames to their storyboards explaining how and why they would go about changing this rule or law.

9. Give each group the opportunity to present their completed storyboards to the class. Discuss any issues that result from their thoughts and ideas.

Plenary

10. Talk to the students about the need for rules and laws in communities and the need for them to accept those made on their behalf; e.g. the law on buying alcohol.

11. Students open the interactive **Rules or Laws** storyboard and by answering the questions correctly move to the winning post. The students are asked to decide which are rules and which are laws as well as other related questions to do with age, crime, safety etc.

Contents of storyboard

First Frame: Composition window – instructions on how to complete the storyboard.

Other Frames: Composition windows – questions about rules and laws.
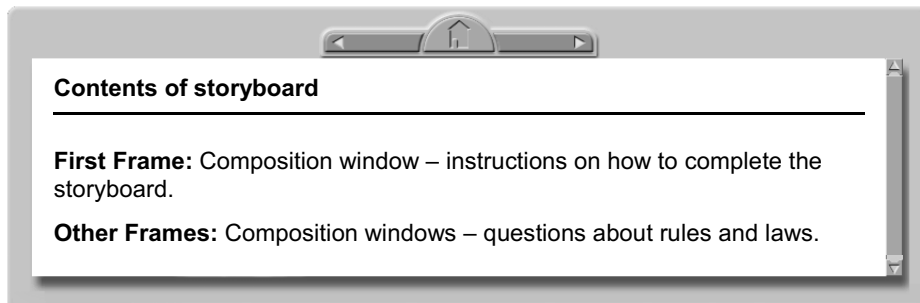
Extension/ Homework

12. Using Kar2ouche, students make a poster about one law of their choice. Some areas they could cover are laws to do with animals, age, stealing (mobile phones), pollution or racism.

Student Notes

Unit 2 Rules and Laws

Objectives

In this unit you will learn more about law and rule making and why they are different in different situations.

Outcomes

By working through this activity you will:
- complete a storyboard about rules and why they are important
- show what you would do if you wanted to change a rule or law
- demonstrate that you know the difference between rules and laws.

Resources

To complete the activity you will need:
Kar2ouche *Local Democracy*

Activities

Introduction

1. Load the **Why Rules?** storyboard. Following the instructions in the caption window, work your way through this activity about why rules are needed.

    click here to open the **Why Rules?** storyboard.

2. Share your thoughts and comments with the class.

3. Imagine that you are going to attend a brand new school that has no rules. Discuss the possible consequences of this with the class.

4. Open the **New School** storyboard and complete the activity by suggesting a suitable rule for each situation.

    click here to open the **New School** storyboard.

5. Share your storyboard with the class. Talk about how rules can be useful.

Development

6. What is the difference between a rule and a law? List any laws you know about.

7. In your group, choose a rule or law you do not agree with and create a storyboard showing how and why the law could be changed. You can either use the **Law Change** storyboard or the **Rule Change** storyboard to help you with this activity. Your teacher will help you choose which.

    click here to open the **Law Change** storyboard.

    click here to open the **Rule Change** storyboard.

Student Notes

8. Plan the way to improve or change that rule or law. How could you be involved in doing this? Add a series of frames to your storyboard explaining how you would go about changing this rule or law.

9. Present your group's completed storyboards to the class.

Plenary

10. Discuss why society, as a whole, needs rules and laws. Why do you think laws change?

11. Open the interactive **Rules or Laws** storyboard. Answer the questions correctly to reach the winning post.

    click here [K2] to open the **Rules or Laws** storyboard.

Extension/Homework

12. Using Kar2ouche, make a poster about one law. Describe the law and who or what it aims to protect.

    click here [K2] to open a **new** storyboard.

Teacher Notes

Unit 3 Rights and Responsibilities

Key Stage/Year	Key Stage 2/Years 5-6
Group Organisation	Students work mainly in pairs, but with some large group activities and full class discussion.
Suggested Timing	Two lessons.

Overview of Task

This unit covers the difference between needs and rights and helps students appreciate that they have various rights and responsibilities at home, at school and in the wider community.

Key Words: needs, wants, articles, convention, treaty

Objectives

All students will: recognise the difference between needs and rights and how children's rights are protected in society and that we all have a responsibility to uphold the law.

Most students will: identify how and why wants and needs might differ according to circumstances.

Some students will: understand why we need to prioritise our needs and wants.

National Curriculum References

KS2 PSHE & Citizenship

1 Developing confidence and responsibility and making the most of their abilities

1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; **1c** to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

2 Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events; **2d** that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can be in conflict with each other.

4 Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and to try and see things from their point of view.

5 Breadth of opportunities

5a take responsibility; **5d** make real choices and decisions.

English

En1 Speaking and Listening

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas; **2e** respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts.

En2 Reading

3d draw on different features of text including print, sound and image, to obtain meaning; **3g** consider an argument critically.

5a identify the use and effect of specialist vocabulary; **5g** engage with challenging and demanding subject matter.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways.

2a plan – note and develop initial ideas; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9a imagine and explore feelings and ideas; **9b** inform and explain; **9d** review and comment on what has been read, seen or heard.

Outcomes

By the end of this activity, students will have:

- produced a poster showing the difference between what they want and their rights and needs
- completed a storyboard prioritising the rights that they think are most important in the Convention of Children's Rights
- redesigned a storyboard to show their responsibility in protecting other children's rights.
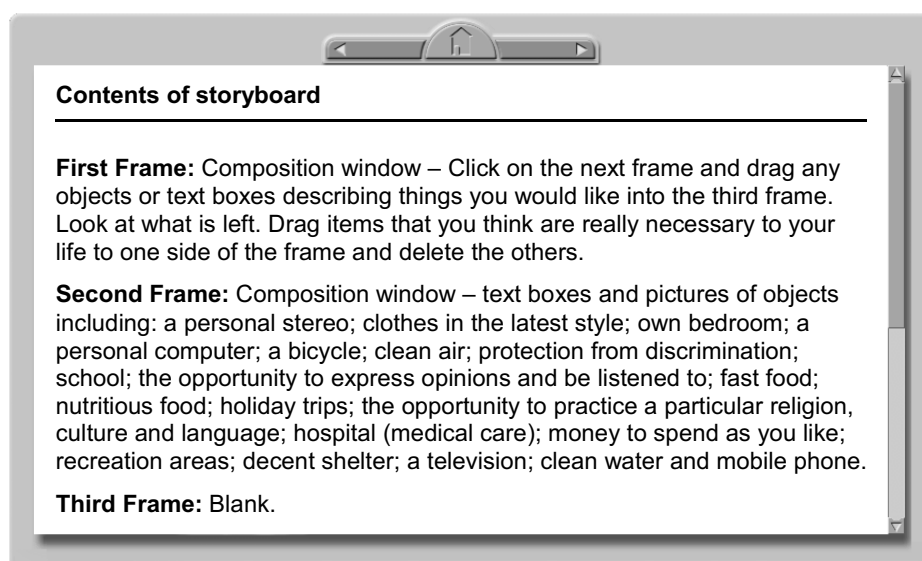
Resources

Kar2ouche *Local Democracy*

- **Needed or Wanted** storyboard
- **I Need** storyboard
- **I Want** storyboard
- **Children's Rights** storyboard
- **Convention** storyboard
- **Responsibility** storyboard

Activities.

Introduction

1. In pairs, students make a list of everything they would like for their birthday. They can be told that money is no object.

2. Give students the opportunity to share their 'birthday wants' with the class.

3. Now open the **Needed or Wanted** storyboard showing pictures of objects that children sort according to whether they are necessary to existence or just nice to have.

Contents of storyboard

First Frame: Composition window – Click on the next frame and drag any objects or text boxes describing things you would like into the third frame. Look at what is left. Drag items that you think are really necessary to your life to one side of the frame and delete the others.

Second Frame: Composition window – text boxes and pictures of objects including: a personal stereo; clothes in the latest style; own bedroom; a personal computer; a bicycle; clean air; protection from discrimination; school; the opportunity to express opinions and be listened to; fast food; nutritious food; holiday trips; the opportunity to practice a particular religion, culture and language; hospital (medical care); money to spend as you like; recreation areas; decent shelter; a television; clean water and mobile phone.

Third Frame: Blank.

4. Encourage students to share their decisions and list the 'needed' objects on a whiteboard. If you have a data projector available, show the objects. Discuss the distinction between necessity and luxury.

5. Divide the class so that some students design and produce a poster showing the basic needs we require to maintain a reasonable lifestyle while others show the things that most children want to make life more enjoyable.

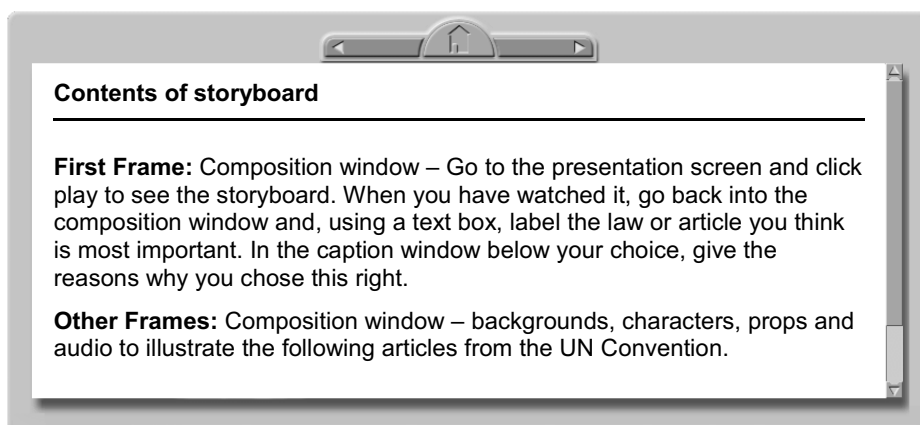6. You may want weaker students to open the **I Need** storyboard or the **I Want** storyboard to help them with this task. Each storyboard contains an outline poster, which the students complete by following the instructions in each frame.

Contents of both storyboards

First Frame: Instructions in the composition window – Click on the yellow printing button to look at the starter poster. Return to the composition screen and click on the second thumbnail above to continue. Follow the instructions.
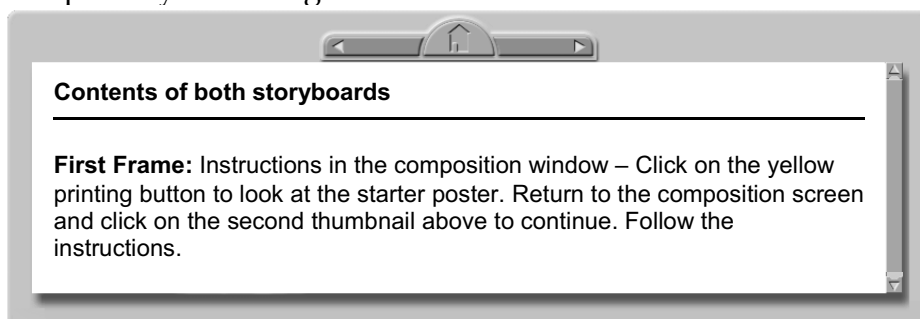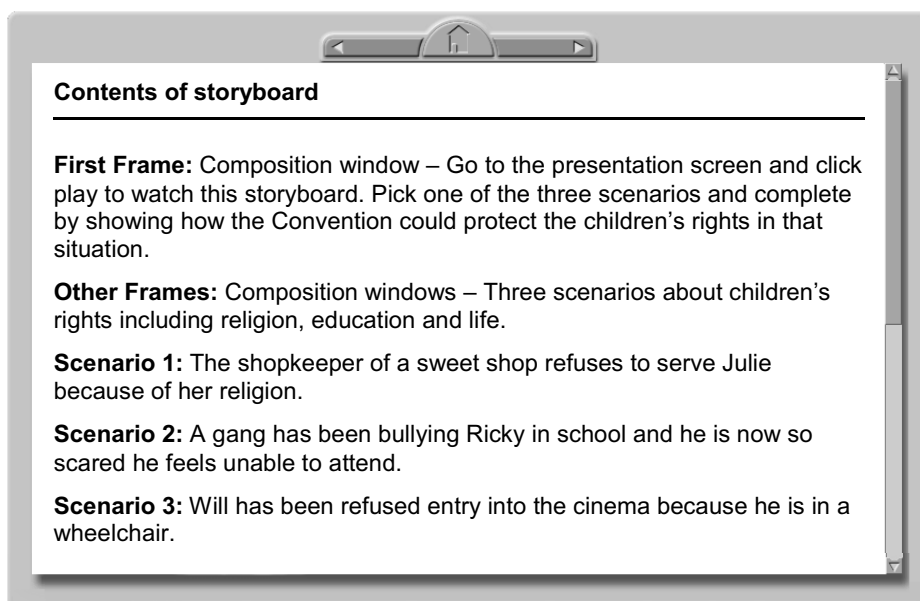
Development

7. Explain that the International Convention on the Rights of the Child protects their rights in society. The Convention regards everyone under 18 as a child. You may want to tell them that nearly every country in the world has signed and ratified this apart from the USA and Somalia. In ratifying the Convention governments have accepted the need to protect children's rights by the introduction of laws.

8. Students open and watch the **Children's Rights** storyboard, which shows them some of the articles protecting children's rights. Students complete the storyboard by deciding which they think are most important.

Contents of storyboard

First Frame: Composition window – Go to the presentation screen and click play to see the storyboard. When you have watched it, go back into the composition window and, using a text box, label the law or article you think is most important. In the caption window below your choice, give the reasons why you chose this right.

Other Frames: Composition window – backgrounds, characters, props and audio to illustrate the following articles from the UN Convention.

See Appendix 1 Unit 3 Text/Audio for recorded script on the main articles and Appendix 2 for other information on the Convention on the Rights of the Child.
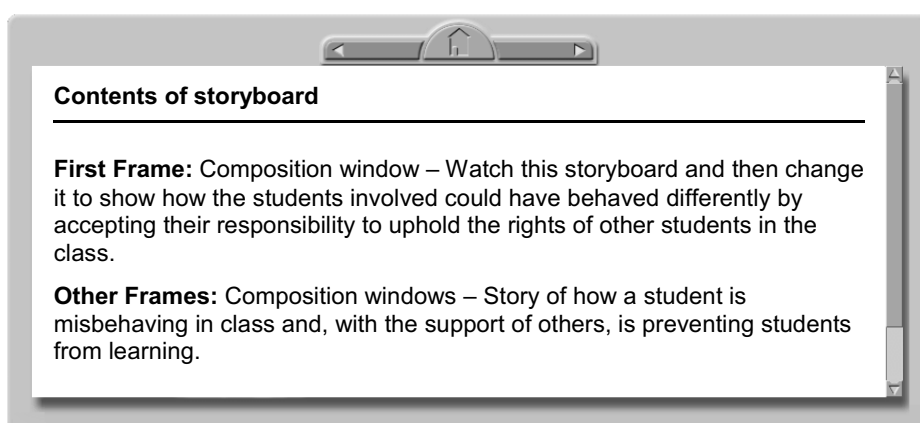
9. Students open and watch the **Convention** storyboard. They then pick one of the three scenarios to complete by showing which article would protect children in this situation. Those who are able might like to think about how the Convention is upheld in society.

Contents of storyboard

First Frame: Composition window – Go to the presentation screen and click play to watch this storyboard. Pick one of the three scenarios and complete by showing how the Convention could protect the children's rights in that situation.

Other Frames: Composition windows – Three scenarios about children's rights including religion, education and life.

Scenario 1: The shopkeeper of a sweet shop refuses to serve Julie because of her religion.

Scenario 2: A gang has been bullying Ricky in school and he is now so scared he feels unable to attend.

Scenario 3: Will has been refused entry into the cinema because he is in a wheelchair.

Plenary

10. Ask the class whose job or responsibility it is to ensure that those rights detailed in the previous activity are upheld. Use education as an example. Ask them to think about their own responsibilities and how they can get involved in upholding the rights of other children. For example, by supporting the school's anti-bullying policy or making sure they do not disrupt the learning of the other children in the class by their behaviour.

11. Students watch the **Responsibility** storyboard showing children behaving in such a way that it infringes the educational rights of other children. They re-storyboard the situation showing how the students can take responsibility for upholding the rights of others.

Contents of storyboard

First Frame: Composition window – Watch this storyboard and then change it to show how the students involved could have behaved differently by accepting their responsibility to uphold the rights of other students in the class.

Other Frames: Composition windows – Story of how a student is misbehaving in class and, with the support of others, is preventing students from learning.

12. Allow students the opportunity to share their storyboards and hold a class discussion on any issues that arise.

Extension/
Homework

13. Produce a poster or booklet on children's rights and
    responsibilities. Some students might want to look at the needs
    and rights of other groups such as the disabled or the elderly.
    If they have time they could write a convention for this group.

14. Students could research the other articles in the Convention of
    Children's Rights.

Unit 3 Rights and Responsibilities

Objectives

This unit will help you understand the difference between the things that you would like to have and those that you need. You will also find out about the various rights and responsibilities you have at home, at school and in the wider community.

Outcomes

By working through this activity you will:

•   produce a poster showing the difference between needs and the things that are nice to have

•   complete a storyboard on the Convention of Children's Rights

•   redesign a storyboard to show how you can protect the rights of other children.

Resources

To complete the activity you will need:

Kar2ouche *Local Democracy*

Activities

Introduction

1.   Make a list of everything you want for your birthday. You don't have to worry about money for this exercise!

2.   Share your 'birthday wants' with the class. How many of the things that you want are really necessary to your health, safety and general well-being?

3.   Open the **Needed or Wanted** storyboard. Complete it by choosing the objects that you think you have a right or need to have and those which you would just like.

     click here 🔲 to open the **Needed or Wanted** storyboard.

4.   Share your choices with the class so that your teacher can list the 'needed' objects on a whiteboard.

5.   Your teacher will ask you to produce either a 'basic needs' or 'I want' poster using Kar2ouche.

6.   If you want some help with this task open the **I Need** or the **I Want** storyboard to help you.

     click here 🔲 to open the **I Need** storyboard.

     click here 🔲 to open the **I Want** storyboard.

     click here 🔲 to open a **New** storyboard.

Student Notes

Development

7. Your teacher will explain about the International Convention on the Rights of the Child which protects your rights in society.

8. Open and watch the **Children's Rights** storyboard, which shows the main articles protecting your rights. Complete the storyboard by deciding which of the rights you feel are most important.

   click here to open the **Children's Rights** storyboard.

9. Open and watch the **Convention** storyboard. Pick one of the three scenarios to complete to show which Convention would protect you in this situation. If you can, say how this would work in a real situation. For example, is there a law or maybe a school rule?

   click here to open the **Convention** storyboard.

Plenary

10. Talk about who is responsible for making sure that your rights are protected and what you can do about it.

11. Watch the **Responsibility** storyboard showing children behaving badly in class. Change the storyboard to show what the students involved could do to make sure that other students have their right to education protected.

    click here to open the **Responsibility** storyboard.

12. Share your storyboard and take part in a class discussion.

Extension/Homework

13. Produce a poster or booklet on children's rights and responsibilities. If you want you could think about the rights of another group in society. For instance, the disabled or the elderly.

14. Research the other articles in the Convention of Children's Rights.

Teacher Notes

Unit 4 Crime and Punishment

Key Stage/Year	Key Stage 2/Years 5-6
Group Organisation	Mainly in pairs with some class discussion.
Suggested Timing	One lesson.

Overview of Task

In this unit students will consider: criminal acts; why people commit crime; how it affects others; what should be done to punish criminals and how victims can be supported.

Key Words: crime/criminal; offence; act; consequences, victim

Objectives

All students will: understand what constitutes a criminal act and consider the reasons why young people commit crimes.

Most students will: understand that there are different consequences of crime.

Some students will: understand that we all have a responsibility to be law-abiding citizens.

National Curriculum References

KS2 PSHE & Citizenship

1 Developing confidence and responsibility and making the most of their abilities

1a to talk and write about their opinions, and explain their views, on issues that affect themselves in society.

2 Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events; **2c** to realize the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities.

3 Developing a healthy, safer lifestyle

3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

4 Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

5 Breadth of opportunities

5d make real choices and decisions; **5h** find information and advice.

English

En1 Speaking and Listening (pair/group work option)

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas; **2e** respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts; **3f** use different ways to help the group move forward.

En2 Reading

3f distinguish between fact and opinion; **3g** consider an argument critically.

5a identify the use and effect of specialist vocabulary.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1e** use features of layout, presentation and organisation effectively.

2f discuss and evaluate their own and others' writing.

9b inform and explain; **9d** review and comment on what has been read, seen or heard.

Outcomes

By the end of this activity, students will have:
- identified some of the consequences of criminal acts
- considered why some people commit crimes
- looked at possible punishments for different crimes
- completed a storyboard looking at possible ways of 'putting things right'.
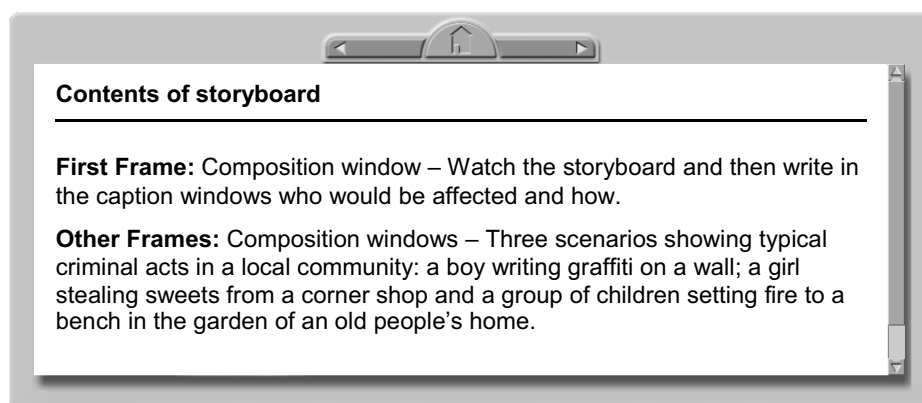
Resources

Kar2ouche *Local Democracy*

- **Criminal Acts** storyboard
- **Criminals** storyboard
- **Crime and Punishment** storyboard
- **Graffiti** storyboard
- **Shoplifting** storyboard
- **Vandalism** storyboard

Activities.

Introduction

1. Ask everyone in the class to write down a list of ten criminal acts.
2. Share ideas onto the whiteboard.
3. Students load the **Criminal Acts** storyboard and decide who would be affected by the crimes and how.

   Contents of storyboard

   First Frame: Composition window – Watch the storyboard and then write in the caption windows who would be affected and how.

   Other Frames: Composition windows – Three scenarios showing typical criminal acts in a local community: a boy writing graffiti on a wall; a girl stealing sweets from a corner shop and a group of children setting fire to a bench in the garden of an old people's home.
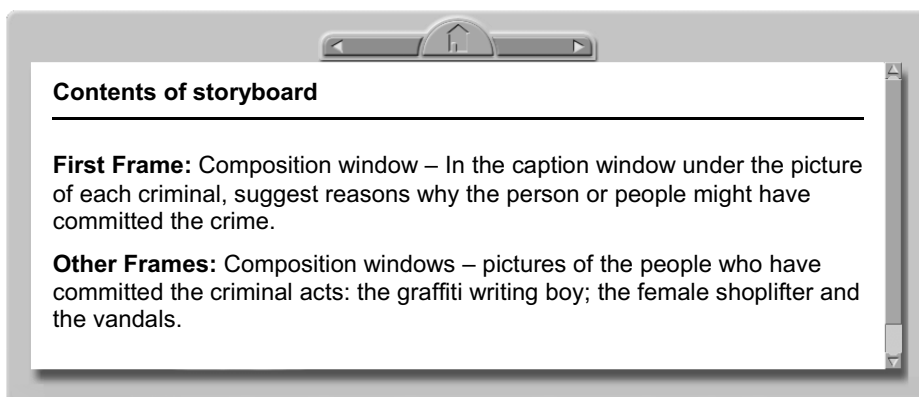
4. Conduct a class discussion on students' thoughts about who is affected, and who should put the situation right (who pays). Encourage the students to think beyond the immediate consequences. For instance, the owner of the corner shop would lose money, but this might eventually put up prices. In addition the shopkeeper might ban groups of children and so everyone would suffer.
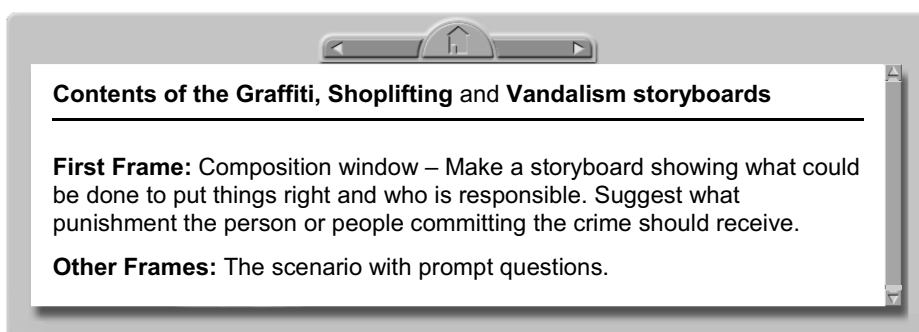
Development

5. The **Criminals** storyboard provides pictures of the criminals from the **Criminal Acts** storyboard. Pairs complete the storyboard by suggesting reasons why the person or people might have committed the crime. At this point, you may want to hold a short discussion on the reasons why young people commit crime.
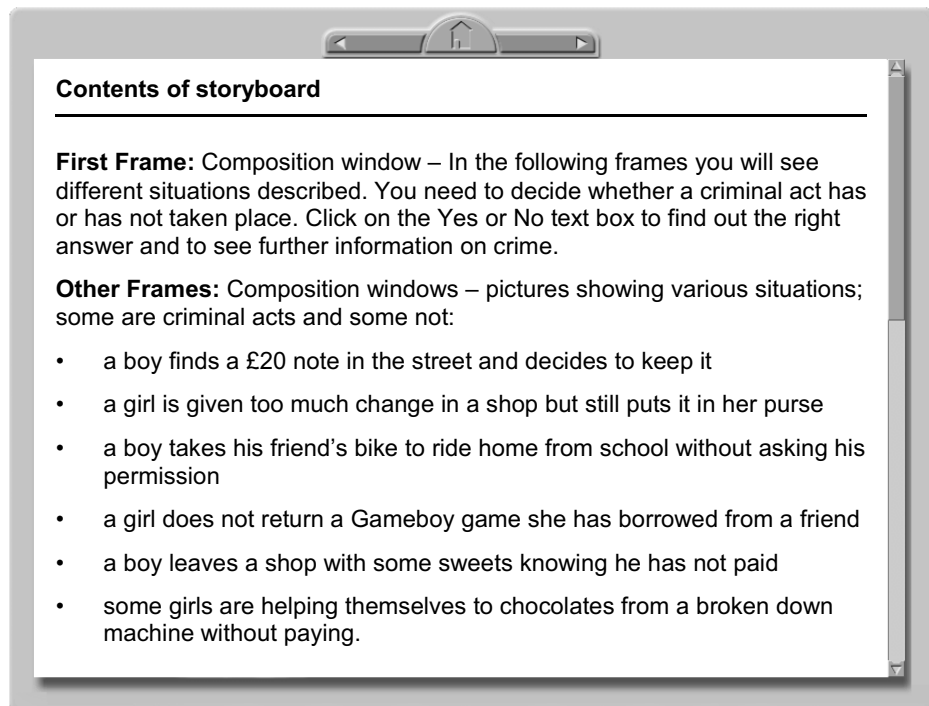
> **Contents of storyboard**
>
> **First Frame:** Composition window – In the caption window under the picture of each criminal, suggest reasons why the person or people might have committed the crime.
>
> **Other Frames:** Composition windows – pictures of the people who have committed the criminal acts: the graffiti writing boy; the female shoplifter and the vandals.

6. Students share their storyboards and discuss.

7. Having looked at crime and punishment students return to the scenarios they explored earlier: graffiti, shoplifting and vandalism. Each pair needs to choose one and create a storyboard to show what could be done to put things right. Ensure that the students know the difference between who pays to put things right and where the money comes from. For example, in the case of shoplifting, the shop owners pay, but the money will come from goods sold and increases in shoplifting will result in higher prices, so in the long term it is the public who pay the price.

> **Contents of the Graffiti, Shoplifting** and **Vandalism storyboards**
>
> **First Frame:** Composition window – Make a storyboard showing what could be done to put things right and who is responsible. Suggest what punishment the person or people committing the crime should receive.
>
> **Other Frames:** The scenario with prompt questions.

8. Allow each pair to show their completed storyboards to the class and then decide on the best ideas for putting the different situations right.

Plenary

9. Students complete the **Crime and Punishment** interactive storyboard by deciding whether a criminal act has taken place. There is also information on what the students should do in each situation.

Contents of storyboard

First Frame: Composition window – In the following frames you will see different situations described. You need to decide whether a criminal act has or has not taken place. Click on the Yes or No text box to find out the right answer and to see further information on crime.

Other Frames: Composition windows – pictures showing various situations; some are criminal acts and some not:

- a boy finds a £20 note in the street and decides to keep it

- a girl is given too much change in a shop but still puts it in her purse

- a boy takes his friend's bike to ride home from school without asking his permission

- a girl does not return a Gameboy game she has borrowed from a friend

- a boy leaves a shop with some sweets knowing he has not paid

- some girls are helping themselves to chocolates from a broken down machine without paying.

Extension/ Homework

10. Students make up a storyboard telling the story about a young person who is caught shoplifting.

Student Notes

Unit 4 Crime and Punishment

Objectives

In this unit you will think about the meaning of the phrase criminal act. You will also talk about why people commit crimes, how it can affect others, what should be done to punish criminals and how victims of crime can be helped.

Outcomes

By working through this activity you will:

*   identify some of the consequences of criminal acts
*   consider why some people commit crimes
*   look at possible punishments for different crimes
*   complete a storyboard looking at possible ways of 'putting things right'.

Resources

To complete the activity you will need:

Kar2ouche *Local Democracy*

Activities

Introduction

1.   Make a list of ten criminal acts.
2.   Share your list with the class.
3.   Load the **Criminal Acts** storyboard and decide who would be affected by the crimes and how. Think about who is responsible for putting things right.

     click here K2 to open the **Criminal Acts** storyboard.
4.   Talk about who is affected by the crimes, who should put the situation right and who pays.

Development

5.   Open the **Criminals** storyboard and look at the pictures of the criminals. Complete the storyboard by suggesting reasons why the person or people might have committed the crime and how you think they should be punished.

     click here K2 to open the **Criminals** storyboard.
6.   Share your storyboard and discuss.

Student Notes

7. Now think again about the scenarios you worked on earlier and choose one to work on. Try to work out what could be done to put things right. Add a sentence saying how you think the young criminals should be punished.

   click here to open the **Graffiti** storyboard.

   click here to open the **Shoplifting** storyboard.

   click here to open the **Vandalism** storyboard.

8. Show your completed storyboards to the class and then, with the class, decide on the best ideas for putting the different situations right.

Plenary

9. Load and complete the **Crime and Punishment** interactive storyboard. You need to decide whether a criminal act has or has not taken place in the different situations.

   click here to open the **Crime and Punishment** storyboard.

Extension/Homework

10. Using a new storyboard tell the story about a young person who is caught shoplifting.

   click here to open a **New** storyboard.

Appendices

Appendix 1
Text and Audio Files

The following text replicates what is in the text/audio palette of Kar2ouche and is included here for your reference when planning activities for students.

The accents have been varied to avoid students developing stereotypical views about particular regions. There are, however, insufficient scenarios to cover all possible accents. Different accents are represented in other PSHE/Citizenship titles.

Text/audio for Unit 1.1 Democracy

School Council storyboard

Scene: Two students in a classroom

Roger/ Alison:	Our names are Roger and Alison and we're the school council reps for our year.
Narrator:	Anyone elected onto the school council represents the class or year group in the main school council.
Roger:	We were elected last term. We had to make speeches to say why we would be good councillors and then everyone voted.
Alison:	There were nine people who stood for election.
Narrator:	Anyone can put him or her self up for election. You have to make a speech to let everyone know why you would make a good councillor. You can make posters too and give out leaflets. At this point you are called a candidate.
Roger:	We all voted by putting ballot papers into a special box and then two children were chosen to count them. Everyone had one vote each.
Narrator:	This is called a secret ballot; on the ballot paper you put a cross by the name of the candidate who you want to represent your class or year on the council.
Alison:	Everyone voted. One boy was going to be on holiday when the election took place so he told our teacher who he wanted to elect before he went and she made sure he had his vote.
Narrator:	It is important that everyone understands that they have the right to vote, even if they're not in school on the day of the election, so that their opinion is represented.

Roger:	When the votes were counted we had the highest number of votes out of our year. I was really proud of myself and so were my parents.
Narrator:	The candidates with the highest number of votes are elected. The others can have another go next year.
Alison:	Some children were disappointed that the person they voted for didn't get onto the council.
Narrator:	Although everyone's vote counts, it is only the opinion of the majority (or most) that is carried through to the council. This is how democracy works.
Roger:	It's our responsibility to listen to the views of all the children in our year and make sure they are properly represented.
Narrator:	The school council reps have to meet with their year group before school council meetings and discuss any issues that might be affecting the children. They will also tell the children what was discussed at the last meeting and raise any issues that arose as a result of that meeting.
Alison:	Sometimes we have to take a vote on certain issues and then take the majority decision back to our school council meeting.
Narrator:	The reps might need to ask the year group to decide which design they like best for the new adventure playground.
Narrator:	Lots of the children will have very different opinions and it is important that everyone's view is heard but, at the end of it all, a vote would be taken, and the design that most of the children like would be the one the reps put forward at the school council meeting.

Charity Planning storyboard

Scene: Full School Student Council meeting

Roger:	(*Chair of the Student Council*) First item on the agenda; raising money for charity. Head teacher, you have a proposal for the council.
Mr Shaw:	Thank you. Please ask your year groups if they would like to raise money for a charity this year.
Mr Shaw:	Each year group can choose the charity they would like to support, but they must do so in a proper democratic way.
Roger:	Could each representative hold a meeting with your year group's student council to consider this proposal?

Scene: Year Group Student Council meeting in classroom

Roger:	The head wants us to decide if we wish to raise money for a charity this year and if so for which one.
Alison:	With your friend, I want you to continue this storyboard by giving arguments for or against charities.
Alison:	You need to fill in the speech bubbles in the next few frames and then in the final frame decide which charity you want the year to support and why.
Roger:	Add as many extra frames as you need to show a democratic method your year group could use in deciding which charity to support from the suggestions put forward.

Text/audio for Unit 1.2 Local Government

Candidates storyboard	Miss Green:	I will create more parks for natural habitats and wildlife.
	Miss Green:	I will also introduce more recycling facilities across the town.
	Miss Green:	I will make sure that solar power will be used to heat all local schools.
	Mr E Conomy:	I will save money in schools by having larger classes.
	Mr E Conomy:	I will introduce smaller school dinners to stop school children getting too fat.
	Mr E Conomy:	I will ensure that all new council office buildings are equipped with a sauna and Jacuzzi.
	Mrs I Seetee:	I will provide laptops for all local school children.
	Mrs I Seetee:	I will ensure free Internet access for all families.
	Mrs I Seetee:	I will replace teachers with computers.
	Miss X R Cise:	I will build new sports centres with free facilities.
	Miss X R Cise:	I will introduce compulsory after-school activities to keep children fit.
	Miss X R Cise:	I will provide free fruit to all families and double the price of sweets and burgers.
Councillor's Week storyboard	Narrator:	With a total of 8,354 votes, here is the winning candidate.
	Adult female:	I think we need more safe play areas for our children. Do you agree and what are you going to do about providing more?
	Adult male:	Can I count on your vote in the local election?
	Adult female:	Can I count on your vote in the local election?
	Adult male:	Only if you improve road safety in the area. Do you intend to do anything about this and if so what?

Adult female:	What are you going to do to save money for the council?
Interviewer:	Congratulations on being elected as the local councillor. How are you going to encourage people to recycle more waste rather than just putting rubbish in their bins?
Adult male:	My next-door neighbours are keeping me up at night. What should I do?
Adult female:	I agree with the things you said in your manifesto. How can I get involved in helping you to make them happen?

Text/audio for Unit 2 Rules and Laws

Rules or Laws storyboard

Narrator:	You must arrive at school on time.
Roger:	Yes, this is a rule. Both you and your parents have a responsibility for you to arrive at school on time.
Alison:	This is not a law. Try again.
Narrator:	You must attend school.
Alison:	Yes, this is a law. Children of certain ages must go to school.
Roger:	This is more than just a rule. Try again.
Narrator:	Between what ages is school compulsory?
Alison:	Children in England, Scotland and Wales have to attend school between the ages of 5 and 16. In Northern Ireland it is between 4 and 16.
Alison:	Children in Northern Ireland have to attend school between the ages of 4 and 16. In England, Scotland and Wales it is between 5 and 16.
Roger:	Good try, but wrong. Try again.
Narrator:	What can happen if you do not attend school?
Alison:	Not only will you get into trouble with the school, you will not receive the free education that you have a right to.
Alison:	Also, your parents or guardians could be fined or even end up in prison!
Roger:	Unlikely. Try again.
Narrator:	You must wear school uniform.
Roger:	Yes, this is a rule. It is up to the governors of the school to decide if school uniform is compulsory.
Alison:	This is not a law. Try again.
Narrator:	You must not damage other people's property.
Alison:	Yes, this is a law and is called criminal damage. It is an offence to damage, without good reason, something that belongs to someone else.
Roger:	This is more than just a rule. Try again.

Narrator:	You must not have a mobile phone in school.	
Roger:	Yes, this is a rule. Many schools do not allow mobiles in school while others insist they are turned off during lessons.	
Alison:	This is not a law. Try again.	
Narrator:	You must not stay out after 10 p.m.	
Roger:	Yes, this is a rule often made by parents or guardians as they have a responsibility to look after and protect their children.	
Alison:	This is not a law. Try again.	
Narrator:	This is a regulation passed by the government that must be obeyed by everyone.	
Alison:	Yes, this is the law.	
Roger:	This is more than just a rule. Try again.	
Narrator:	This is a code of behaviour, often made by parents, guardians or teachers.	
Roger:	Yes, this is a rule.	
Roger and Alison:	Well done, you have completed the **Rules or Laws** storyboard and have reached the winning post.	

Text/audio for Unit 3 Rights and Responsibilities

Children's Rights storyboard	Narrator:	The United Nations Convention on the Rights of the Child was agreed by most countries and signed by the United Kingdom government in 1991. This storyboard illustrates some of the most important laws or articles that protect you.
	Julie:	Article 2: All children are entitled to have these rights whatever their colour, sex, religion, nationality, culture, language, disability or race.
	George:	Article 3: Children should be considered when adults or guardians are making decisions on their behalf.
	Julie:	Article 6: All children have the right to live and develop as individuals.
	George:	Article 7: All children have the right to a name and a nationality.
	Julie:	Article 9: All children have the right to live with their own parents where this is the best option.
	George:	Article 12: All children have the right to a point of view and their opinions should be respected.
	Julie:	Article 14: All children have the right to think and follow the religion of their choice with parental guidance.
	George:	Article 27: All children have the right to a standard of living that enables them to develop properly.
	Julie:	Article 28: All children have the right to a free education.

Convention storyboard

Scenario 1: A young girl in a sweet shop.

Julie: I would like a bar of chocolate and a packet of mints, please.

Shopkeeper: We do not serve your sort in this shop.

Julie: But I only want a few sweets.

Shopkeeper: No! Now get out of my shop.

Scenario 2: A boy in his bedroom.

Mother: Ricky, are you going to school today?

Ricky: No, I'm staying at home.

Mother: Are you feeling ill again?

Ricky: No. I'm too scared to go.

Mother: Why? Are you in trouble with the teachers?

Ricky: No. There's a gang of people who have been bullying me in school.

Scenario 3: Two boys at the entrance of a cinema. One is in a wheelchair.

Kevin: Two tickets for 'Queen of the Squares' please.

Attendant: You can come in, but your friend can't.

Will: Why not?

Attendant: It's company policy – people in wheelchairs aren't allowed into the cinema. It's a health hazard and what about the stairs?

Responsibility storyboard

Scene: An English lesson.

Teacher: Quiet, everyone, so we can get started.

George: Is the lesson going to be as boring as usual?

Kath: Yeah, I bet it's writing essays yet again.

Teacher: If you both listened, you'll find out.

George: Well, I'm going to do nothing. Who's going to join me?

Kath: I will. What you doing tonight, Kevin?

Kevin: I think I'll go and hang about the shops.

Teacher: Will you all be quiet so we can get on with the lesson.

Text/audio for Unit 4: Crime and Punishment

Crime and Punishment storyboard

Narrator:	Is this a criminal act?
Kath:	A boy finds a £20 note in the street and decides to keep it.
Kath:	Yes. It is a crime to keep something that you find, unless you have good reason to think it is not possible to find out who the owner is. You should give the money to a responsible adult to hand in to the nearest police station.
Kath:	Wrong. This is a crime. Click 'Yes' this time to find out more.
Kevin:	A girl is given too much change in a shop, but still puts it in her purse.
Kevin:	Yes, this is theft. It is a crime if you take something that belongs to someone else with the intention of not giving it back. The girl should have pointed out the mistake and returned the money.
Kath:	A boy takes his friend's bike to ride home from school without asking his permission.
Kath:	Yes. It is a crime to take a bicycle, without the owner's permission. In fact it is an offence just to ride a bike without the owner's permission. You should always ask before borrowing anything.
Kevin:	A girl does not return a Gameboy game she has borrowed from a friend.
Kevin:	Wrong, this is not a crime. However, you should always look after other people's property and return it when you promised.
Kevin:	Yes, although this is not the way to treat your friend, it is not a criminal offence.
Kath:	A boy leaves a shop with some sweets knowing he has not paid.
Kath:	Yes, this is theft. It's a crime if you take something that belongs to someone else with the intention of not giving it back. You always need to pay for any goods before you leave the shop.
Kevin:	Some girls are helping themselves to chocolates from a broken down machine without paying.
Kevin:	Yes, this is theft. It is a crime if you take something that belongs to someone else with the intention of not giving it back. The girls should report the broken machine to its owner if at all possible.

Appendix 2
The United Nations Convention on the Rights of the Child

191 Countries have signed this convention.

You have rights **BUT** you also have a responsibility to other people to protect their rights.

YOU HAVE THE RIGHT TO:

1. be considered a child under the age of 18 (unless in a country where legal rights are conferred earlier)
2. protection from discrimination
3. consideration when adults make decisions about you
4. government policy and guidelines supporting your rights
5. guidance from your family
6. life
7. a name and nationality
8. an identity
9. live with your parents where this is the best option
10. go to your own country in order to be with your parents
11. protection from kidnapping
12. say what you think and have your opinions about decisions affecting you considered
13. get information and say what you think unless it is contrary to other people's rights
14. think what you like and follow the religion of your choice, with parental guidance
15. meet with others and set up clubs, societies and organisations that do not interfere with the rights of others
16. privacy
17. access to non-harmful information through media such as TV, radio, newspapers
18. be brought up by your parents if possible
19. defence against hurt, violence, abuse and neglect
20. care and protection outside the family when parents cannot bring you up
21. best adoptive care

22. protection as a refugee

23. support for disabilities in order to lead a full life

24. the best health care

25. an independent check of your treatment and living conditions when living away from home

26. government support if you are poor or in need

27. a standard of living that enables you to develop properly

28. education

29. an education that enables you to develop your abilities, skills and personality as far as possible

30. use your own language and practice your own culture and religion

31. play and free time

32. protection from work that is bad for your health or education

33. be safeguarded from taking, making, and selling narcotic drugs

34. be protected from sexual abuse

35. not be abducted or sold

36. protection from exploitation

37. protection from cruel punishment and torture

38. protection from war and not to be in an army or fight under the age of 15

39. help if you have been hurt, neglected or badly treated

40. legal defence and your age taken into account if you are accused of breaking the law

41. your country's laws (international laws)

42. be told about your rights under the UN convention.

For further rights and the role of governments in administering these see the UN website.

Appendix 3
Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that you are always considering ways of differentiating the lessons that you teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that you and/or a learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely-used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

> 'From 1988-90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that not only were they more autonomous but also more motivated.'
>
> Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by you to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, you can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief soundclips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to you, support research projects and use findings to develop additional features that will help to move learning forward.