



Citizenship

GCSE | AQA | 8100



2016 specification
first exams in 2018

Life in Modern Britain Activity Pack

for GCSE AQA Paper 2 (Theme 3.2)

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Teacher's Introduction

This Citizenship GCSE AQA theme 3.2 Life in modern Britain activity pack has been created specifically to incorporate the changes made to the 2016 GCSE Citizenship specification. This activity pack covers five parts of this section of the specification.

3.2 Life in modern Britain

- **3.2.1 What are the principles and values that underpin British society?**
- **3.2.2 What do we mean by identity?**
- **3.2.3 What is the role of the media and the free press?**
- **3.2.4 What is the UK's role in key international organisations?**
- **3.2.5 How can citizens make their voice heard and make a difference in society?**

This resource is intended as a varied activity pack to supplement classroom and individual learning of the specification for theme 3.2 Life in modern Britain. This will help develop students' knowledge, understanding and study skills. In addition, it will aid final examination preparation and revision so that pupils can undertake GCSE Citizenship successfully.

The main focus, therefore, is to reinforce pupil knowledge and understanding of the five parts of theme 3.2, while providing the vocabulary and analytical skills to undertake more detailed and precise examination answers. These activities can be used while teaching theme 3.2, to consolidate learning throughout the topic and as revision materials.

I hope that these engaging and fun activities prove useful to both pupils and teachers alike.

Teaching notes overleaf help you to fit them easily into any lesson, with suggested timings and answers for each activity.

May 2024

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Teacher's Notes

Section 3.2.1 – What are the principles and values that underpin

Activity 1	Aim	Define and rank British values.
	Prior knowledge	Understanding of value systems and their term definitions.
	Timing	10–15 minutes
	Answers	Students will create their own rankings Definitions to these terms can be broad, but may be along the lines of: 1) Obeying laws on the basis that everyone is equally subject to the law 2) The ability to choose and remove government representatives 3) A lack of restrictions on your life and availability of opportunities 4) Accepting that others in society will have views which you may not agree with 5) Valuing and learning from people's differences
	Extension activity	Identify any values which conflict or complement each other, or
	Extension timing	10–15 minutes
Activity 2	Aim	To be able to distinguish between rights, duties and values.
	Prior knowledge	Definitions of torture, taxes, wage, discrimination, homosexuality
	Timing	20–30 minutes
	Answers	Rights – freedom from torture, free healthcare at the point of need, being paid a minimum wage, learning to read, striking. Duty/obligation – need, obeying the law, obeying the police, reporting a crime, you have signed. Values – believing in your religion, not working on Sundays (right not fair), no discrimination against homosexuals
	Extension activity	Students are encouraged to think about points which could go in two columns: times of need (duty/obligation and value), believing in your religion on Sundays (right not fair), no discrimination against homosexuals
Activity 3	Aim	To design a society by choosing from a range of different policy options.
	Prior knowledge	Definitions of military and devolution.
	Timing	20 minutes
	Answers	This is a subjective activity where students can choose from a list of options in an article. There are no right or wrong answers.
	Extension activity	Students are encouraged to think about how else they could design a society, more, beyond the statements given, could be added.
	Extension timing	10 minutes

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Section 3.2.2 – What do we mean by identity?

Activity 4	Aim	To decide what your identity is, how it can change according to hybrid identity is.
	Prior knowledge	Definitions of black, mixed race and religion.
	Timing	20 minutes
	Answers	This is a subjective activity where students can agree or disagree they see themselves in different situations.
	Extension activity	Students are encouraged to think about what other factors make most important to them.
	Extension timing	10 minutes
Activity 5	Prior knowledge	For students to understand the major waves of immigration, and the UK's history.
	Prior knowledge	Some knowledge of the nationalities living in the UK. Stress to be expected to get all the answers right, but to have a guess, as the some/most answers correctly.
	Timing	10–15 minutes, plus 10 minutes to go through as a class.
	Answers	1066: French invaders from Normandy. 1800s: Irish refugees from wave of immigration from India. 1930s: Jewish refugees from Germany. 1970s: Ugandan Asians fleeing Uganda. 1980s onwards: Somali. 2000s: Polish economic migrants. 2007/8 onwards: Romanian and 2013: Syrian refugees.
	Extension activity	Students to identify which other nationalities emigrated to the UK. Students should also identify which nationalities are present in the UK. Students can use the Internet and come up with their own reasons for noting any skills shortage in the area at the moment. Students can be grouped to think about all the different ways of filling any skills shortage in UK industry, e.g. working in the NHS.
Extension timing	10 minutes per group to compare answers in groups. Pool answers from different parts of the UK as well, such as between the north and south, from Wales, Scotland and Northern Ireland.	
Activity 6	Prior knowledge	Understanding acceptable and unacceptable social values.
	Prior knowledge	Knowledge of what the following are: Muslim caliphate (religious symbol representing a black person); Sikh religious knives; significant symbols for Halloween for pagans.
	Timing	30 minutes
	Answers	This is a subjective activity, which students will feel differently about that examples 2, 3 and 4 are highly unacceptable. Example 1 can be argued on speech grounds, but many people will feel this is unacceptable on religious grounds. Example 6 is highly unacceptable as it is bullying and unacceptable as they are discriminatory.
	Extension activity	Students are encouraged to think of two situations – one highly unacceptable – to discuss in groups, and then as a class.
Extension timing	10–15 minutes	
Activity 7	Aim	To determine what decisions need to be made in different population years' time.
	Prior knowledge	Definitions of the Green Belt, wealth, EU, immigrants, tax relief, new greenfield sites and the green belt.
	Timing	20–30 minutes
	Answers	There are no correct answers. This is a subjective activity where students are able to justify the decisions they have made, first in pairs, then in groups. For question 4, students are encouraged to think of their own policies.
	Extension activity	Students to discuss which scenario is most likely. They can also use the UK population pyramid or other sources to help decide.
	Extension timing	20–30 minutes

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Section 3.2.3 – What is the role of the media and the free press

Activity 8	Aim	To consider various arguments around the role of the media and the free press.
	Prior knowledge	None
	Timing	20 minutes
	Answers	This is a subjective activity where students can agree or disagree with the media.
	Extension activity	To write a counter-argument against their own view of one of the exam questions.
	Extension timing	10–15 minutes
Activity 9	Aim	To be aware of the rights and responsibilities of the media.
	Prior knowledge	None
	Timing	20–30 minutes
	Answers	Rights: Acting without government interference or censorship, providing an accurate picture of events. Responsibilities: Protecting national security. Providing an accurate picture of events. Protecting the privacy of individuals. Ensuring the accuracy of information from the government. Acting as a whistle-blower when necessary. Protecting freedom of speech. Educating their readers/viewers.
	Extension activity	To identify which rights or responsibilities may conflict with one another.
	Extension timing	10–15 minutes
Activity 10	Aim	To understand what the Leveson Inquiry was, and why press regulation is important.
	Prior knowledge	Awareness of different UK newspapers.
	Timing	10–15 minutes
	Answers	1) The murder of a young girl 2) The News of the World 3) Phones hacked 4) Statutory press regulation 5) A pressure group that campaigns for more press regulation 6) It would infringe on their freedom of speech
	Extension activity	Students should research the pressure group Hacked Off, using the internet.
	Extension timing	15–20 minutes

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Section 3.2.4 – What is the UK's role in key international organisations

Activity 11	Aim	To understand that the UK is a member of several other important international organisations other than the EU.
	Prior knowledge	None
	Timing	15–20 minutes
	Answers	1) The UN 2) NATO 3) The Council of Europe 4) The World Bank 5) The WTO 6) The UN 7) The UN 8) The Commonwealth
	Extension activity	Students should, in groups, spend 30 minutes researching one of the organisations and produce a report that can be shared with the rest of the class.
	Extension timing	10–15 minutes
Activity 12	Aim	To understand what rights and responsibilities a government has when deciding its priorities.
	Prior knowledge	None
	Timing	15–20 minutes
	Answers	This is a subjective activity, so there are no right or wrong answers.
	Extension activity	Students to explain their reasoning for the top three ranking statements.
	Extension timing	15–20 minutes
Activity 13	Aim	To understand the difference between a campaigning NGO and a government and the use of case studies.
	Prior knowledge	None
	Timing	10–15 minutes
	Answers	These are subjective questions, so there is no right or wrong answer.
	Extension activity	Students should pick an NGO to research on the Internet, and then prepare a presentation in the form of a presentation to the class.
	Extension timing	15–30 minutes

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Section 3.2.5 – How can citizens make their voice heard and make

Activity 14	Aim	To complete the crossword.
	Prior knowledge	Opportunities and barriers to citizen participation
	Timing	30–45 minutes
	Answers	
	Extension activity	Design your own crossword.
Extension timing	30–45 minutes.	
Activity 15	Aim	Understand how those in power can be held to account.
	Prior knowledge	Understanding of legal restrictions.
	Timing	10 minutes
	Answers	The only actions that are clearly illegal are violent protest and civil disobedience. If civil disobedience is by definition illegal, it can occasionally be justified.
	Extension activity	Take the top three ranked actions and explain why you have planned them.
Extension timing	10 minutes	
Activity 16	Aim	Explore pros and cons of types of political activity.
	Prior knowledge	Understanding different forms of political engagement.
	Timing	15–20 minutes
	Answers	There are no right or wrong answers to these questions, but students should discuss the advantages and disadvantages they have identified.
	Extension activity	Determine what you think the most effective method is and explain why.
Extension timing	10 minutes	

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Activity 17	Aim	To understand what a trade union is.
	Prior knowledge	None
	Timing	10–15 minutes
	Answers	<ol style="list-style-type: none"> 1) A trade union is a type of sectional pressure group with a representative who represents its members on a wide range of issues. 2) The closed shop is the fact that members of the NUS have to join a union to work at university. 3) Going on strike means refusing to work for a particular period of time and conditions, whereas with an overtime ban you continue to work but refuse to work any overtime. <p>4) This question is subjective, and so there is no one correct answer. Students are encouraged to think about which union they might join and why.</p>
	Extension activity	
	Extension timing	10–15 minutes
Activity 18	Aim	Answer questions based on case studies provided.
	Prior knowledge	None
	Timing	15–20 minutes
	Answers	<ol style="list-style-type: none"> 1) UsForThem in 2020; Open Rights Group in 2005 2) Campaigning for school reopenings; Protecting digital rights 3) Both groups appear to have had mixed success: achieving some broader, long-term goals. 4) & 5) There are no right or wrong answers here, but students should
	Extension activity	Research and report to the class on a local pressure group.
	Extension timing	45–60 minutes
Activity 19	Aim	To understand the range of methods the UK media uses to influence public opinion.
	Prior knowledge	Awareness of different media organisations in the UK.
	Timing	30 minutes
	Answers	<ol style="list-style-type: none"> 1) Leading article in <i>The Sun</i> 2) Sky News' <i>The Pledge</i> 3) Mori Opinion Poll 4) <i>Daily Mirror</i> online opinion poll 5) LBC phone-in 6) Vote Leave Facebook adverts to over-60s 7) <i>Panorama</i> 8) <i>The Sun's</i> campaign for Sarah's Law 9) Sky News Leaders' Debate 10) Michael Crick doorstep interviewing politicians on Channel 4 news 11) An interview with Jeremy Paxman
	Extension activity	Students should use the Internet to look at a media campaign, and evaluate whether it was successful.
	Extension timing	30 minutes

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Activity 1: The key principles and values underpinning modern society today

Look at the following table. In pairs, make sure you have a good definition for each value. Check your answers with a teacher if necessary.

Then, in pairs, decide which values you think are the most important. Rank them from 1 to 5. Discuss with your partner. Then compare your rankings with another pair, and then the rest of your class. Are there any values that you think are more important than another? Give reasons for your views.

Value	Ranking	Definition
Respect for the rule of law		
Democracy		
Freedom		
Tolerance		
Respect for other cultures		



STRETCHING Activity

Which of these values do you think conflict with one another? Why? Are there any other values that you think are missing from the list? Give reasons for your views.

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Activity 2: The human, moral, legal and political duties, equalities and freedoms of

A right is something that you are entitled to. For example, everyone over the age of 16 has the right to vote in the UK.

A duty or an obligation is something that everyone has to do. For example, everyone has a duty to respect other people's views, even when they disagree with them, as part of freedom of expression.

A value is something that somebody believes in. For example, you may believe that it is a good thing to have an important holiday which people should be allowed off work, to spend with their families.



Use the following list. Place a tick in one of the columns for each idea. Discuss the ideas with other groups to check your answers. Give reasons for your views. Can you think of any ideas that could be in more than one column? Which ones, and why? Give reasons.

Idea	Right	Duty/Obligation
Freedom from torture		
Obedience to the law		
Free healthcare at the point of delivery		
Helping others in times of need		
Paying your taxes		
Believing in your religion		
Not working on Sundays		
Access to electricity and water		
Obedience to the police		
Being paid a minimum wage		
Reporting a crime		
No discrimination against homosexuals		
Learning to read		
Sticking to the rules of a contract you have signed		
Striking		



PEACH Activity

Which of these rights and obligations come into conflict with others? How do you think this happens? Which of these rights and obligations are most important? Which are most important to you? Which are most important to society? Which are most important to the world? Give reasons for your views.

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Activity 3: Key factors that create individual and global identities – design your own society

What would you like to see included within your own society?



Advanced students: Design your own society by filling in the table below in the following areas, giving reasons for each of your decisions.

Intermediate students: Complete the list of prompts overleaf. Fill in the table below in each area.

Area	Decision	
Education		
Healthcare		
Military		
Devolution		
Environment		
Taxes		

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1.
 - a) All education is free.
 - b) Education in school is free, but you have to pay for university.
 - c) All education should be paid for by individuals.

2.
 - a) All healthcare is free.
 - b) Most healthcare is free, but dentists and prescriptions have to be paid for.
 - c) All healthcare should be paid for by individuals.

3.
 - a) There is no military.
 - b) There is an army, a navy and an air force, but no nuclear weapons, and we can only defend ourselves.
 - c) There is a big military, including nuclear weapons, and we can invade other countries.

4.
 - a) There is devolution across the UK, with each of the regions of England having their own parliaments in Scotland, Wales and Northern Ireland.
 - b) There is a parliament in Scotland, assemblies in Wales and Northern Ireland, Greater Manchester and the West Midlands.
 - c) There is one central government in Westminster and the Scottish Parliament. Mayors are scrapped.

5.
 - a) The environment is the highest priority because all living things have a right to life.
 - b) The environment is medium priority, alongside industry and jobs.
 - c) Industry and jobs are much more important than the environment.

6.
 - a) Taxes are high, to pay for lots of the items above.
 - b) Taxes are neither low nor high.
 - c) Taxes are low, and expenditure on the items above will be low as a result.

Final Activity



How else would you design your ideal society? What would be the most important payments – such as unemployment benefits and the state pension? What would be your attitude to religious freedom and causing offence? What would your ideal countries be like? What else could you add? Give reasons for your ideas.

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Activity 4: What do we mean by identity?

Your identity is who you are. Some people like to have an individual identity, and others like to have a group identity, where they identify themselves as part of a group.



1. Look at the following list of groups you identify with. Which ones do you identify with? Give reasons for your views.

Ethnicity	White	Black	Asian	Mixed race	
Nationality	English	Irish	Scottish	Welsh	British
Age	10 or under	11–13	14–16	17–18	19–20
Gender	Male	Female	Transgender	Non-binary	
Religion	Christian	Muslim	Sikh	Buddhist	Jewish

2. Think about the following situations. Which of your identities is most important in these situations?

- a) At school.
- b) Watching an international football or cricket match.
- c) At home with your family.
- d) On holiday in a European country.
- e) At a party with other young people.

3. Some people have a multiple identity, where they are lots of different things (who has African-American, Irish and Creole French Caribbean ancestors) and others have a single identity (African-American, English, Scottish and German ancestors).

Think about whether anyone you know has a really interesting identity. Why?

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PEACH Activity

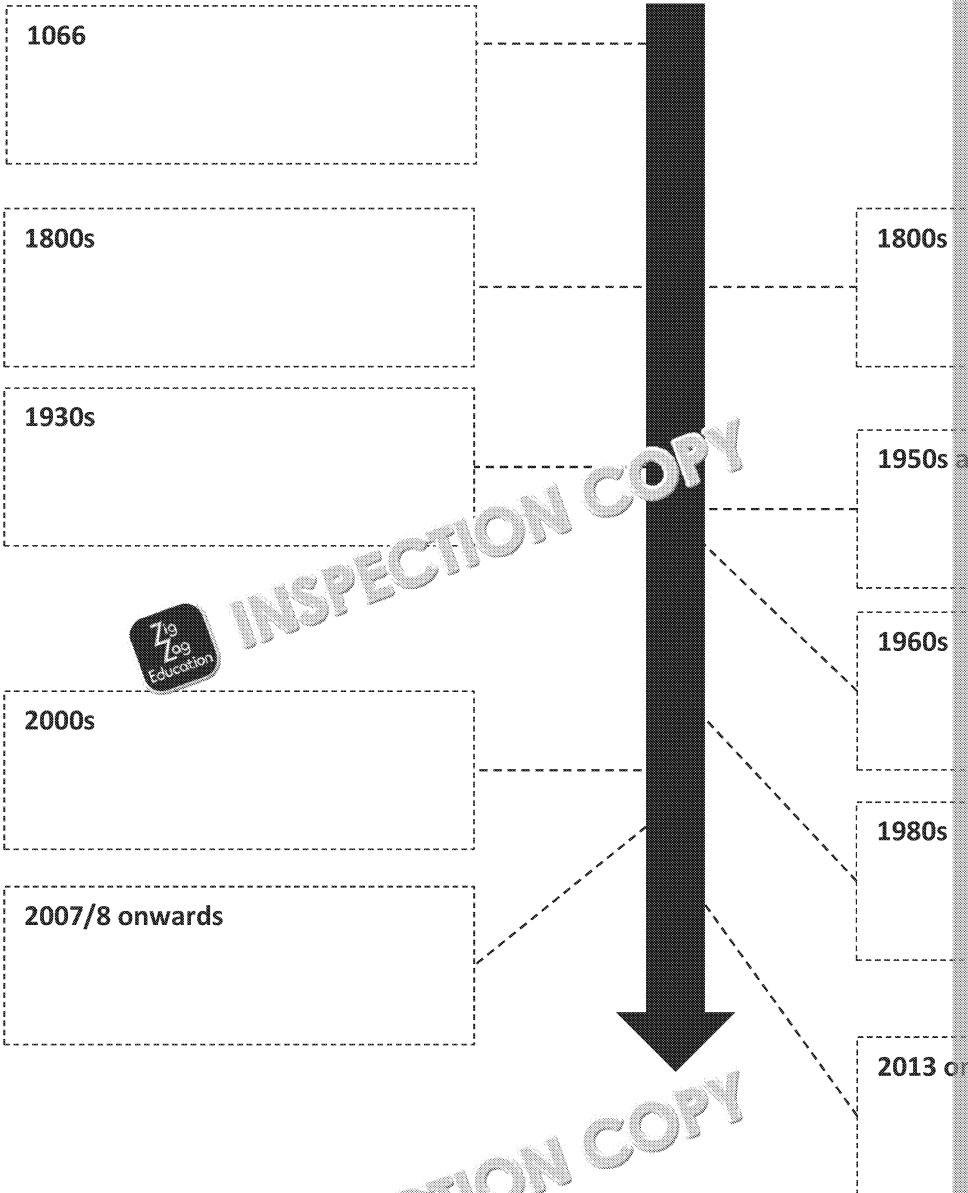
What other factors form part of your identity? What about a pet, hobbies, interests or support of sports teams, taste in music and art, and so on? Write a list of as many things as you can think of that make up your identity. Write a short paragraph about why these are the most important factors.

Activity 5: Changes and movement of population



Look at the following list of nationalities. When did these different groups arrive in the UK? Match the nationalities with the dates.

Polish economic migrants	Syrian refugees	First wave of immigration from India
Irish refugees from the Irish Potato Famine	Ugandan Asians fleeing Idi Amin	Jewish refugees from Germany
Second wave of immigration from India, along with immigrants from Pakistan and the Caribbean		Somalis fleeing civil war



PE TCH Activity

What other waves of immigration can you name that have come to the UK? Where have migrants settled in the UK? What benefits do migrants bring to the UK? Give reasons for your views.

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Activity 6: Mutual respect and understanding in a diverse society



1. Look at the following table. Place a tick in the column you feel the situation is unacceptable. Compare your list with a partner. Give reasons for your views.

	Situation	Highly unacceptable	Unacceptable	Neutral
1	Calls for a Muslim ban 			
2	A black golliwog doll in school			
3	A trans student (from male to female) must use the male toilet			
4	Threats to beat up anyone who doesn't support Scottish Independence			
5	A Sikh student brings a blunt knife into school 			
6	Teasing a new student for coming from a different part of the UK			
7	Two Sikh students get Diwali off school, but the pagan student has to come in on Halloween			
8	The local town council refuses to fly an LGBTQ+ flag during a Gay Pride event			
9	Other: 			
10	Other:			

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2. Debate each scenario in a group. What would you do as a group in each situation? Give reasons for your views.
 - a) A young Muslim calls for the UK government to be overthrown and for the establishment of an international caliphate, but only by non-violent means.
 - b) An English student brings a black golliwog doll to school to show their friend who is a person with a round smiley face and big red lips.
 - c) The school insists that a trans student, who was born male but is becoming a female, must use toilets, because that is the sex they were born into.
 - d) A Scottish student threatens to beat up anyone who does not support Scotland.
 - e) A student brings a blunt knife into school and says it is part of their religion.
 - f) A group of students tease a new student because they come from a different country. They say the student won't make any friends because they speak a different language.
 - g) Two Hindu students are given an extra day off school for Diwali, which is a religious festival. A pagan student has to stay at school on Halloween – which is also a religious festival, but Hinduism is not recognised as an official religion.
 - h) The local town council refuses to fly the lesbian, gay, bisexual, transgender and interfaith flag at the town hall to support a Gay Pride event in a local city.



STRETCH Activity

Look at the blank section of the table. What situations can you think of that you could add to the table? Think of a situation that is highly unacceptable. Compare your answers with other groups. Give reasons for your views.



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Activity 7: The diverse UK population



Look at the following three scenarios of how the UK population might look in 2036. You would answer the list of questions below, for each of the different scenarios. Discuss your answers in groups. Give reasons for your views.

Scenario 1:

The population of the UK is growing rapidly due to continuing migration from the EU, the Commonwealth and elsewhere into the UK. As a result, the population stands at 100 million, up from 65 million in 2016. In other words, the population of the UK has grown by one third. House prices have continued to rise, as house building cannot keep up with demand. Economic growth is strong, as immigrants are helping the UK to achieve full employment.

Scenario 2:

The population of the UK has grown, but not as much as in Scenario 1. This is because the UK has not joined the EU, but people still come into the UK from the EU, and the EU, but almost all of them are highly skilled. This means the UK has strong Economic growth is the same as other countries like China. The population growth is high, but it is not high.

Scenario 3:

The population of the UK has shrunk to 55 million, and is declining. Brexit has meant that people no longer come to the UK, and many young people in the UK are leaving to work in other countries for better jobs. Family planning and better job prospects have meant fewer women are having children, and more families are having only one child. As a result, the birth rate has fallen, and the population of the UK is going up as people grow older. Economic growth is weak, as fewer and fewer people are in full-time work.

1. What would be your recommended policies for Scenario 1? You can do anything you like to strengthen or weaken immigration controls, subsidise house building (although you can't allow more houses to be built on the green belt, encourage more flats than houses, encourage more or restrict population growth by increasing or decreasing maternity and paternity pay (although if you increase maternity and paternity pay, you will have to spend elsewhere).

1.
.....
.....
2.
.....
.....
3.
.....
.....

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2. What will be your top three policies for Scenario 2? Again, you can use the questions above, plus you should also consider what unemployment benefits you are paying.

- 1.
- 2.
- 3.

3. What will be your top three policies for Scenario 3? Again, you can use the questions above, although housing supply is no longer a problem. You can also include policies to encourage people to work for longer.

- 1.
- 2.
- 3.

4. What other policies would you include for each of the three scenarios? Make a choice for each policy to be added.

- 1.
- 2.
- 3.

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STRETCH ACTIVITY

Which scenario does it look most likely is coming true? Why do you think that?



Activity 8: The media, a free press and p



Look at the following statements about the media. Which do you agree with? Give reasons for your views.

'The job of the media is simply to provide us with the facts of what is going on'

Agree Disagree Reasons:

'The media should be free to comment on the actions of the government, and to criticise it if it is doing a poor job' – Fergus, Belfast

Agree Disagree Reasons:

'Sometimes there is too much opinion and analysis, and not enough news from the front'

Agree Disagree Reasons:

'There are too many media outlets, and too many different competing points of view'

Agree Disagree Reasons:

'The plurality of media outlets in this country is healthy for democracy – we need to hear different views' – Asha, London

Agree Disagree Reasons:

'Most of us use only one or two news outlets that agree with what we think and act as an echo chamber for our opinions' – John, Newcastle

Agree Disagree Reasons:

'Without the media, the government would be able to get away with a lot more than it does now' – Mohammed, Birmingham

Agree Disagree Reasons:

'In order to have a free media, we should privatise the BBC – government has no right to own a public organisation' – Daisy, Manchester

Agree Disagree Reasons:

'Thank goodness for the BBC World Service – at least we know what is going on around the world'

Agree Disagree Reasons:

'Newspapers and TV are out of date, so now the citizens, are now the reporters, and the media thanks to X, Instagram and Facebook' – Kelly, Southampton

Agree Disagree Reasons:



STRETCH Activity

Choose one of the statements you disagree with. Give yourself a challenge by writing a counterargument in favour of that statement.

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Activity 9: Rights and responsibilities of the media



Look at the following ideas about the media. In pairs, decide which are rights and which are responsibilities. Then, rank them in order of importance, and compare your views. Give reasons for your views.

Idea	Right	Responsibility
Protecting national security		
Providing an accurate report to their readers/viewers		
Being the first to break a story		
Protecting the privacy of individuals		
Ensuring that there is freedom of information from the government		
Acting as a whistle-blower when illegal actions are discovered		
Educating their readers/viewers		
Acting without government interference or censorship		
Ensuring balanced coverage without political bias		
Protecting freedom of speech		



STRETCH Activity

Are there any ideas above that directly contradict one another? Which idea should win out? Give reasons for your views.

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Activity 10: The operation of press regulation where censorship is used

Case study – the Leveson Inquiry

In 2011, the UK print media was rocked by phone-hacking scandals. In the worst case, a reporter hacked the phone of a girl who had been murdered, Milly Dowler. This led to the police thinking Milly Dowler may still be alive. As a result, the reporter responsible for the hacking was sacked and the newspaper, *News of the World*, closed down.

As this had been the latest in a long line of phone-hacking scandals, the government set up the Leveson Inquiry, a public inquiry looked at the role of the media in the case of individual people, including that of celebrities, and whether reform of press regulation was needed.

Prior to the phone-hacking scandal, the press had regulated themselves through the Press Complaints Commission. However, this was seen as inadequate, as this was members of the newspaper industry and their colleagues, and was seen to be ineffective.

As a result, the Leveson Inquiry proposed that there should be some form of statutory regulation. Newspapers would have to sign up to under a Royal Charter. If they did not do so, they left themselves open to damages in libel cases in the courts.

A pressure group was formed called Hacked Off, financed by celebrities such as those whose phones were hacked, and who welcomed press regulation. This was to defend their right to privacy.

However, the newspapers objected, describing the whole process as an attack on press freedom that had existed in the UK for hundreds of years. The government did not manage to agree a deal, and so far, the question of press regulation is still unsolved in the UK.

Questions:

- 1) What case led to the Leveson Inquiry?
.....
.....
- 2) Which newspaper was involved?
.....
.....
- 3) What has happened to that newspaper now?
.....
.....
- 4) What did the Leveson Inquiry recommend?
.....
.....
.....
- 5) Who are Hacked Off?
.....
.....

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6) Why did the newspapers object to press regulation?

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Discussion: Do you think there ought to be press regulation in the UK? (



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STRETCH Activity

Research the latest activities of Hacked Off, using the Internet.



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Activity 11: The role of the UK in international organisations



The UK is a member of several organisations. Using your own knowledge identify the following organisations to complete the table.

Question
1) Over 140 countries are members of this organisation.
2) This organisation is a ... organisation.
3) The ... is the only major European country to belong to this organisation.
4) This organisation counts Turkey, the UK and the USA as its members, but not Russia.
5) This is an international organisation which any country can join to promote world trade.
6) This organisation passed a declaration concerning the rights of children.
7) This organisation has its headquarters in New York.
8) The King is head of this organisation.
9) This organisation was set up originally to combat the threat of the old Soviet Union.
10) This organisation seeks to minimise tariffs between ... countries when they sell each other goods and services.
11) This organisation has Canada, Australia and South Africa as members, but not the USA.
12) This organisation ... includes a security council, of which the UK is one of five permanent members.



STRETCH Activity

Pick one of the four institutions and produce a short report on it with the rest of the class.

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Activity 12: Resolving international disputes



Look at the following statements in groups. Rank each statement in order of importance. Then, discuss your answers in groups. Give reasons for your views.

The first job of any government is to defend the security of its citizens.
Governments should not become involved in territorial disputes between other countries, such as between Russia and Ukraine.
We should not use force to enforce the protection of human rights through diplomatic, military, or economic means.
Human rights should be defended worldwide, even if that means we have to send troops into dangerous combat situations.
No-fly zones to stop dictators harming their citizens are a good idea, but we should not create them in other countries, otherwise we will have another situation like the Iraq War.
Countries should always obey international law, and need the permission of the United Nations to act militarily.
Our government has a responsibility to us to be open, honest and transparent in its decision-making.
Our government is allowed to spy on us in order to keep us safe.
We have a right to privacy that should not be intruded upon.
Sometimes the government will have to keep secrets from the public, in the interests of national security.
A government should never break the law.
Education and health spending should come above defence spending for any government.



STRETCH Activity

Which statements did you rank as the three most important? Circle them.

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Activity 13: How non-governmental organisations respond to humanitarian crises



Read the following article and answer the questions below.

NGO stands for non-governmental organisation. These are organisations that try to help people in need around the world. They usually do this either by campaigning or by administering some sort of project or projects. Most NGOs are not for-profit organisations. This means their main aim is to help people, rather than to make a profit and money.



Case study 1 – Amnesty International

Amnesty International is an international human rights NGO, set up in 1961. Amnesty International is primarily a campaigning organisation, set up to protect human rights around the world. Part of Amnesty International's job is to monitor human rights abuses around the world. It does this by sending observers to different countries to observe what is happening, and collects information on different countries. For example, Amnesty International is against the death penalty, and collects information on countries that still use the death penalty each year, and publishes a report with statistics on each country.

Sometimes Amnesty International will involve itself in protecting human rights that may have been violated in a humanitarian crisis that has been caused by a foreign government. Examples include the Rohingya Muslims in Thailand who have fled from Myanmar, and the persecution of the Uyghur people in Western China.



Case study 2 – Médecins Sans Frontières

Médecins Sans Frontières (MSF) is an international NGO, set up in 1971. MSF is a humanitarian organisation that provides emergency medical aid to people in need around the world. MSF works in areas of conflict, such as Syria, and in many other recent conflict zones. Although focusing on medical aid, MSF also finds itself commingled with other areas of human rights abuses that can occur in conflict zones. It is difficult for this charity to remain neutral and to provide aid to all sides in a conflict.

In 2014, MSF provided medical aid in West Africa in order to help with the Ebola virus. Along with other humanitarian organisations, this was a major effort and the Ebola virus was eventually contained.

1) Which organisation in the two case studies do you think is the most important?

.....

2) Is it acceptable for NGOs to interfere in the internal affairs of other countries?

.....

3) NGOs are only accountable to their members and financial backers. Do you think this is acceptable?

.....

.....



STRETCH Activity

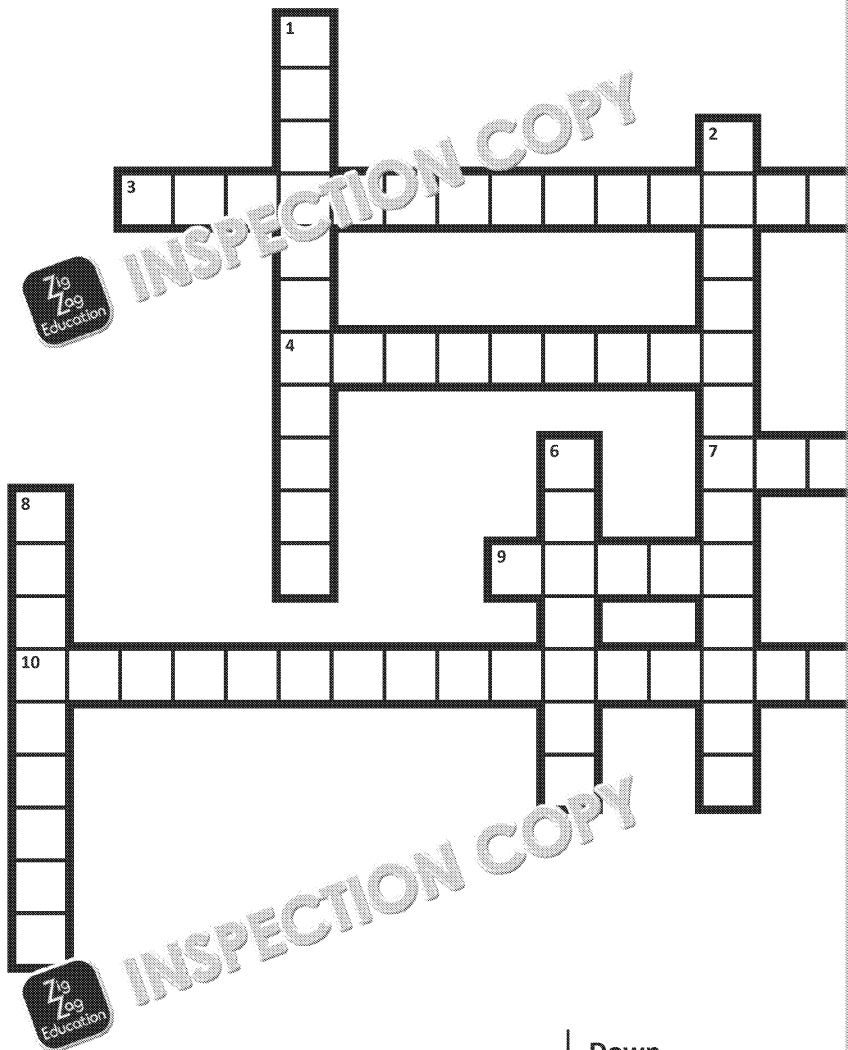
Research another NGO on the Internet, and then give a short presentation to the class.

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Activity 14: The opportunities and barriers to participation in democracy



Across

- 3 A group of people who organise to win elections and gain power (opportunity). (9,5)
- 4 The fact that some news stories are published from a particular point of view (barrier). (5,4)
- 7 The colour of your skin (barrier). (4)
- 9 Being under the age of 25 (barrier). (5)
- 10 The ability to do something being found in only a limited number of places (barrier). (12,5)

Down

- 1 Self-publishing on the internet (opportunity).
- 2 A collection of people who run the government (opportunity).
- 5 The differences in the way that society treats men and women (barrier).
- 6 Object to how someone is treated (barrier). e.g. going on a march.
- 8 Occurring once every year (barrier). Members of Parliament.

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LEARNING Activity

Design your own crossword based on the material in this pack and give it to another group of students in the class to complete it.



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Activity 15: The range of actions a citizen can take to hold those in power to account



Look at the following range of actions people can use to hold people in power to account. Decide which you think are legal and which you think are illegal.

Then, rank the different actions a person can take to hold those in power to account. Compare your answers with other groups and discuss which you think are the most effective.

Action	Legal/Illegal	
Voting a person out of office		
Refusing to do what they say – even if it means breaking the law peacefully		
Violent protest		
Cancel culture – ignoring what that person says on social media and blocking them and those who support them		
Actively campaigning for a political party that opposes the politician you are objecting to		
Taking that person to court if you think they are acting illegally		
Writing a letter to them, trying to persuade them to your point of view		
Joining a pressure group to campaign against the policy you object to		
Internet petition		
Cyber hacking your opponent's website (e.g. denial of service attack) to make it crash		

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Activity 16: Types of political action



Look at the list of political actions in the table below. In groups, decide the advantages and disadvantages of each action. Then, compare your answers with another group and decide which you think the most effective political action is, and why, giving reasons.

Political action	Advantages	Disadvantages
Joining a political party		
Standing for election		
Lobbying – holding a meeting with a decision-maker to persuade them to your point of view		
Advocacy – providing a voice to those who cannot speak for themselves		
Online petitions		
Joining a pressure group		
Joining a pressure group or political party		

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Activity 17: The role of organisations – case studies



Read the article and answer the questions overleaf.

A trade union is a type of sectional pressure group. These groups represent a nation as a profession, across a wide range of industries. For example, the National Union of Teachers in the schools across the UK. Issues include pay, working conditions, work curriculum, holidays, etc. In the list goes on. The Fire Brigades Union represents firefighters. There is even a union for students at university – the National Union of Students. The largest trade union in the UK is the Unite union, which has almost 1.5 million members.

Case study 1 – the National Union of Students

NUS is the National Union of Students, which is made up primarily of students at university. Its members are members of FE and HE colleges. Unlike most trade unions, the NUS means that if you go to university, you automatically become a member of the NUS. Supporters of the NUS believe that this is a good thing as it gives the NUS a large voice. Its influence, negotiating power and financial resources. Critics of the NUS argue that it does not give students a choice about whether or not they can join.

Case study 2 – Unite and the Birmingham bin strikers

In early 2017, refuse collectors who were members of the union in Birmingham went on strike at changes to their pay and conditions. Previously, they had worked four long shifts a day. They wanted them to work five shorter shifts in a day. Without agreement, the refuse collectors went on to protect their pay and conditions. The strike went on for over six months, with rubbish piling up in Birmingham, leading to more rats in the city. Eventually, an agreement was reached which led to the refuse collectors going back to work.

Case study 3 – The Rail and Maritime Transport Union

The RMT is the Rail and Maritime Transport Union. Its members include train drivers and conductors, including the London Underground. Since 2022, the RMT has been involved in a long dispute with train companies, who proposed removing guards from trains and closing ticket offices. RMT believes these measures will reduce costs and keep the railways competitive. However, the RMT says that a member of staff would be unsafe, and the closure of ticket offices would make rail travel unsafe for travellers. As a result, the RMT has organised wide-ranging industrial action, which has disrupted services nationwide.

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1) What is a trade union?

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2) What is a closed shop?



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3) What is the difference between going on strike and an overtime ban?

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.....

4) Which union of the three listed do you think does the best job for its members?



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.....



STRETCH Activity

Imagine you had to join a trade union. Which one would you choose? Give reasons for your views.



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Activity 18: Citizens working together



Read the two case studies, and then answer the questions below on your own, in pairs, and finally as a class with a teacher.

Case study 1 – UsForThem

UsForThem is a pressure group formed in May 2020 in response to schools being shut down as a result of the coronavirus pandemic in a local area. UsForThem quickly went national in its campaign. UsForThem claims to have thousands of supporters. It was formed by a former Conservative candidate who has good links with the government. As a result, it has had several meetings with the Department for Education about schools being closed, and when they might reopen.

In late 2020, the group was successful in keeping schools open in the run-up to Christmas. However, schools were then closed in early 2021 when a new strain of coronavirus emerged in the UK.

Case study 2 – The Open Rights Group

The Open Rights Group is a campaign to protect digital rights in the UK. In 2020, it ran a campaign to protect the amount and quality of information that people receive online. The group's campaign in 2020 was to challenge the Information Commissioner – the Information Commissioner oversees how digital advertisers – to a trial. The group argues that the ICO should have the jurisdiction to protect ordinary people from digital advertisers. The group's complaints, and the ICO's regulatory reforms.

- 1) When was each group set up?

UsForThem:

The Open Rights Group:

- 2) What is the aim of each group?

UsForThem:

The Open Rights Group:

- 3) Has either group had any successes? If so, why do you think it was successful?

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4) Do you agree with each group's aims? Why? Give reasons for your views.

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5) What do you think each group can now do to make itself more successful?

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STRETCH ACTIVITY

Research one pressure group in depth, and write a short report on it. Then present your findings to the class.



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Activity 19: Using the media to make



Look at the following ways the media can influence public opinion, and the examples given. Then, decide which three methods you think are the most effective. Give reasons for your views.

Method of influencing public opinion	Example
1. An editorial in a national newspaper	
2. A debate programme on a national TV news channel	
3. Commissioning a national scientific opinion poll	
4. Holding an unscientific online opinion poll	
5. Holding a radio phone-in	
6. Conducting a campaign of targeted advertisements on social media sites	
7. Producing a special in-depth TV programme looking at an issue for one hour	
8. Running a long campaign in a newspaper	
9. Organising a leaders' debate on TV during an election campaign	
10. Following politicians and shouting questions at them to try to catch them out	
11. In-depth interviews with politicians to clarify their positions and challenge them with tough questions	

Examples

Daily Mirror online opinion poll	An interview with Jeremy Paxman	LBC Radio phone-in	Leading article in <i>The Sun</i>
Mori Opinion Poll	<i>Panorama</i>	Leaders' Debate	Sky News' <i>The Pledge</i>



ETCH Activity

Pick a campaign run by an element of the media, and write a report on the issue, what methods were used, and whether the campaign was successful.

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