

This leaflet provides a starting point for schools to discuss the links between citizenship and design and technology (D&T).

Schools need to decide which opportunities to develop as explicit citizenship provision. This leaflet maps the areas where the two programmes of study are compatible. It also suggests some opportunities for teaching citizenship through D&T, referring where appropriate to relevant units in the D&T scheme of work.

## Promoting citizenship through design and technology (D&T)

D&T contributes to citizenship by:

- enabling pupils to resolve conflicting demands during their design and make assignments, justify the decisions they make, and begin to take responsibility for their actions when making products;
- enabling pupils to take into account how products will be used and who will use them;
- providing opportunities to gather information, make choices and reflect on how technology affects society as pupils work cooperatively with a range of people during the design and make assignment;
- providing opportunities to think and intervene creatively to improve quality of life.

Citizenship programme of study	D&T programme of study	Examples of opportunities for citizenship through D&T [and relevant units in the D&T scheme of work]
<b>1 Knowledge and understanding about becoming informed citizens</b>		
<b>b</b> The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	<b>Evaluating processes and products</b> <b>3</b> Pupils should be taught to: <ul style="list-style-type: none"> <li><b>c</b> identify and use criteria to judge the quality of other people's products, including the extent to which they meet a clear need, their fitness for purpose, whether resources have been used appropriately, and their impact beyond the purpose for which they were designed [for example, the global, environmental impact of products and assessment for sustainability]</li> </ul>	Learning how social conformity plays a part in creating and determining the 'needs' of the user of a product during product evaluation [Unit 7B(i) Designing and making for yourself, Focus food; Unit 7B(ii) Designing and making for yourself, Focus: resistant materials; Unit 7B(iii) Designing and making for yourself, Focus: textiles]
<b>f</b> The work of community-based, national and international voluntary groups	<b>Developing, planning and communicating ideas</b> <b>1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li><b>a</b> identify relevant sources of information, using a range of resources including ICT</li> </ul>	Identifying, producing and evaluating products or systems needed for a local event during an activity week, working on a challenge set by a community-based voluntary group [Unit 7E Activity week]
<b>h</b> The significance of the media in society	<b>Developing, planning and communicating ideas</b> <b>1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li><b>a</b> identify relevant sources of information, using a range of resources including ICT</li> </ul> <b>Evaluating processes and products</b> <b>3</b> Pupils should be taught to: <ul style="list-style-type: none"> <li><b>c</b> identify and use criteria to judge the quality of other people's products, including the extent to which they meet a clear need, their fitness for purpose, whether resources have been used appropriately, and their impact beyond the purpose for which they were designed [for example, the global, environmental impact of products and assessment for sustainability]</li> </ul>	Learning about the role the media can play in marketing products during focused practical tasks. During product evaluation, learning that marketing is an important part of designing and making a product and considering the relative merits of different approaches used to market those products [Unit 7B(i) Designing and making for yourself, Focus: food, Unit 7B(ii) Designing and making for yourself, Focus: resistant materials, Unit 7B(iii) Designing and making for yourself, Focus: textiles, Unit 7D Using control to control a display, Focus: control and structures]

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<p><b>i</b> The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations</p>	<p><b>Evaluating processes and products</b></p> <p><b>3</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>c</b> identify and use criteria to judge the quality of other people's products, including the extent to which they meet a clear need, their fitness for purpose, whether resources have been used appropriately, and their impact beyond the purpose for which they were designed [for example, the global, environmental impact of products and assessment for sustainability]</li> </ul>	<p>During product evaluation, learning about the importance of reusing and recycling in design and how to minimise environmental damage when selecting materials/ingredients, <i>eg by disposing of plastics, cutting coolants, nylon fabric</i></p> <p>[Unit 9A(i) Selecting materials, Focus: food, Unit 9A(ii) Selecting materials, Focus: resistant materials, Unit 9A(iii) Selecting materials, Focus: textiles]</p>
<p><b>2 Developing skills of enquiry and communication</b></p>		
<p><b>a</b> Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources</p>	<p><b>Developing, planning and communicating ideas</b></p> <p><b>1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>e</b> consider aesthetics and other issues that influence their planning [for example, the needs and values of intended users, function, hygiene, safety, reliability, cost]</li> </ul>	<p>During design and make assignments, learning about the optimum use of materials/ingredients to reconcile a number of criteria including environmental and social ones. Also during design and make assignments, understanding the cultural context of D&amp;T and learning about the influence of major design groups and how products are influenced by technological advances</p> <p>[Unit 9A(i) Selecting materials, Focus: food, Unit 9A(ii) Selecting materials, Focus: resistant materials, Unit 9A(iii) Selecting materials, Focus: textiles, Unit 8F The world of professional designers]</p>
<p><b>b</b> Justify orally and in writing a personal opinion about such issues, problems or events</p>	<p><b>Developing, planning and communicating ideas</b></p> <p><b>1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>e</b> consider aesthetics and other issues that influence their planning [for example, the needs and values of intended users, function, hygiene, safety, reliability, cost]</li> </ul>	<p>Integrated into the activities listed at a), especially when evaluating processes and products</p> <p>[Unit 9A(i) Selecting materials, Focus: food, Unit 9A(ii) Selecting materials, Focus: resistant materials, Unit 9A(iii) Selecting materials, Focus: textiles, Unit 8F The world of professional designers]</p>
<p><b>c</b> Contribute to group and exploratory class discussions, and take part in debates</p>	<p><b>Developing, planning and communicating ideas</b></p> <p><b>1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>e</b> consider aesthetics and other issues that influence their planning [for example, the needs and values of intended users, function, hygiene, safety, reliability, cost]</li> </ul> <p><b>Evaluating processes and products</b></p> <p><b>3</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>c</b> identify and use criteria to judge the quality of other people's products, including the extent to which they meet a clear need, their fitness for purpose, whether resources have been used appropriately and their impact beyond the purpose for which they were designed [for example, the global, environmental impact of products and assessment for sustainability]</li> </ul>	<p>Integrated into the activities listed at a), especially during product evaluation when pupils are divided into groups, given a product and asked to brainstorm the benefits, resources and consequences and come to a group view on the balance of factors</p> <p>[Unit 9A(i) Selecting materials, Focus: food, Unit 9A(ii) Selecting materials, Focus: resistant materials, 9A(iii) Selecting materials, Focus: textiles]</p>

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<b>3 Developing skills of participation and responsible action</b>		
<p><b>a</b> Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own</p>	<p><b>Developing, planning and communicating ideas</b></p> <p><b>1</b> Pupils should be taught to:</p> <p><b>a</b> identify relevant sources of information, using a range of resources including ICT</p> <p><b>Evaluating processes and products</b></p> <p><b>3</b> Pupils should be taught to:</p> <p><b>c</b> identify and use criteria to judge the quality of other people's products, including the extent to which they meet a clear need, their fitness for purpose, whether resources have been used appropriately, and their impact beyond the purpose for which they were designed [for example, the global, environmental impact of products and assessment for sustainability]</p>	<p>During design and make assignments, working effectively within a team, discussing and responding to information and explaining views when reviewing product outcomes. During product evaluation, discussing the impact on people's lives, eg <i>workers, consumers, manufacturers</i>, of the increase of mass production, both in this country and in other parts of the world                      [Unit 8C Using ICT to support making]</p>
<p><b>b</b> Negotiate, decide and take part responsibly in both school and community-based activities</p>		<p>During design and make assignments, identifying and evaluating products or systems needed for a local event, school trip or competition by applying the knowledge, skills and understanding they developed during the product evaluation activities and focused practical tasks                      [Unit 7E Activity week]</p>
<p><b>c</b> Reflect on the process of participating</p>		<p>During b), writing a final review based on their negotiation with others, their design log, design folio and their product, with an appropriate beginning and end, and a clear topic-led structure                      [Unit 7E Activity week]</p>