



Visiting Citizenship Ceremonies A guide for schools



June 2009

Introduction

The following guide has been created through work with Mayflower School and the Registry Office, as a request from the then Mayor Ann Jackson and the Catherine Sutton, Senior Registrar.

Since then the visits have been part of a community cohesion project called 'Tower Hamlets School Linking' with some 16 primary schools paired so that they have contrasting ethnic and cultural populations, or are in contrasting parts of the Borough. These schools visited in pairs for the children to celebrate their identities and welcome new citizens, and for them to meet and work with each other.

There is a powerpoint, video clips, and resources available online.

It is a significant event for the children not only to visit and see, but to present themselves as young citizens of the Borough, welcoming new citizens.

Its aims are:

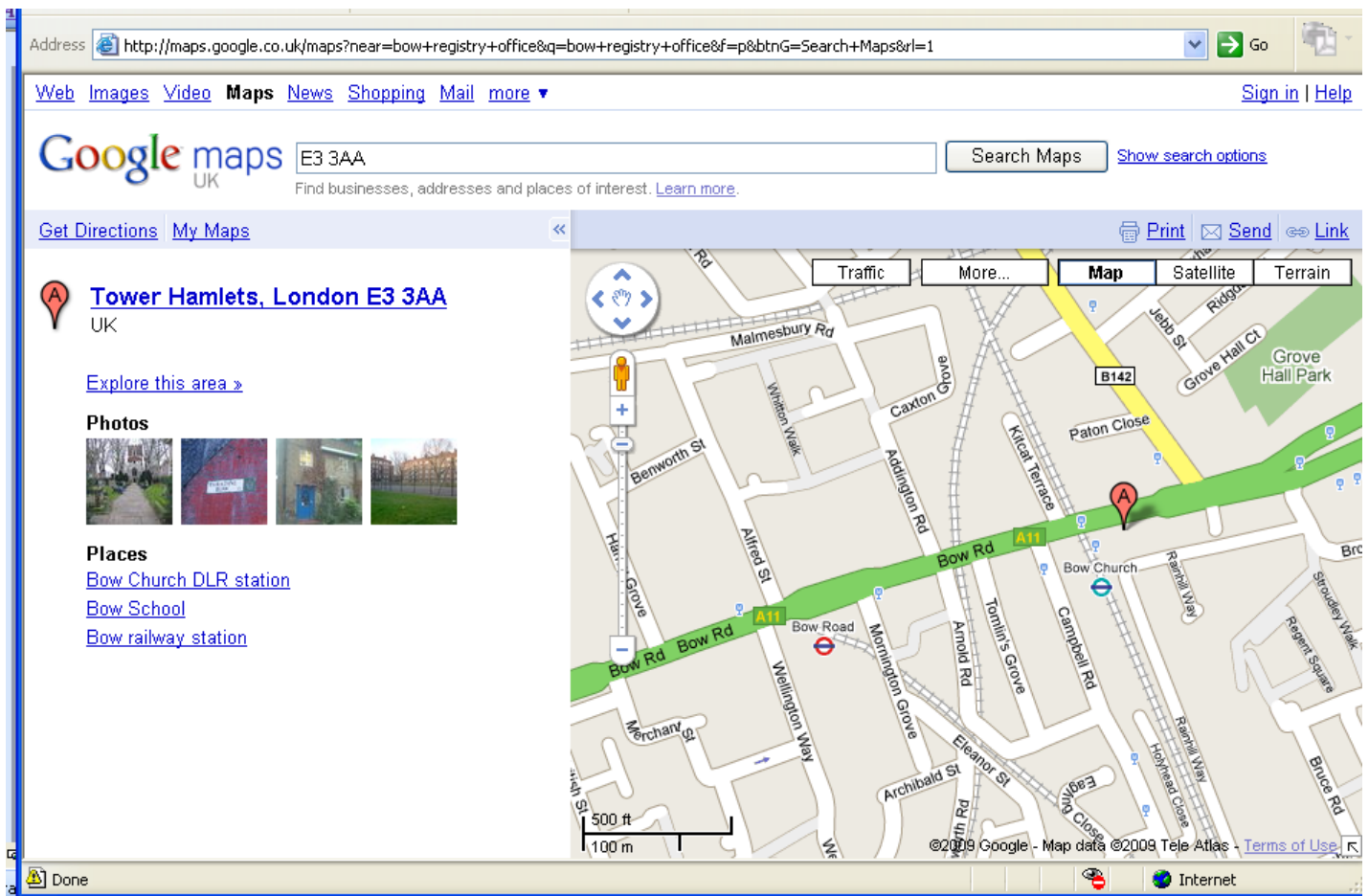
1. They can see the changing population of Tower Hamlets.
2. They are learning about how people become citizens.
3. They are representing themselves as citizens of the Borough.
4. They are exploring their individual identities and those of the communities they are members of.
5. They are seeing a legal ceremony that celebrates immigration and newcomers, and welcomes them to the Borough.

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... this document is being updated using feedback from teachers and children.

Location of Bow Registry Office, using Google Maps:



Nearest Underground: Bow Road

Nearest Dockland Light Railway Station: Bow Church

Nearest Bus Stop: Bow Church Station Stop
Bus Routes: 25, 425, 741, 744, D8

To see video clips, pictures, and a powerpoint of the citizenship ceremony please go to www.global.lgfl.net and click on the tab, 'webquests' at the top of the page, and then click on 'primary webquests' and then on 'citizenship ceremony'. You will need 'quicktime' to see the videos.

Citizenship Ceremony

The citizenship ceremony is the final part of someone becoming a British Citizen. During it they publicly make their legal pledge and oath that completes the process of them becoming a citizen.

How to Organise a Citizenship Ceremony Visit



The citizenship ceremonies in Tower Hamlets take place at several venues. The central one is Bow Registry Office, on the high street, five minutes to the right on exiting the Bow Church Dockland Light Railway station. The building is famous for its place in the history of the suffragettes, where protests and speeches were made.

To arrange for your class to visit a ceremony, they take place on Tuesdays (afternoons 3-3:45) and Thursdays (mornings 11-11:45), with about 20 new citizens each time, you need to contact the Catherine Sutton, Superintendent Registrar, Tower Hamlets, Register Office, Bromley Public Hall, Bow Road, London E3 3AA, Te: 020 7364 7983, Fax No: 020 7364 7885 e-mail: catherine.sutton@towerhamlets.gov.uk

The ceremony only lasts about 30-40 minutes. If you want your children to take part and read their speeches in the ceremony alongside the Mayor it is vital that you allow Catherine to see copies and to choose which can be used in the ceremony.

An exhibition of the speeches not read out can be made in the room if they are printed out in large text and delivered to Catherine's team before the day. As it is a public ceremony the children need to have practised their speeches, to read them clearly, loudly and slowly.



The rest of the class need to sit quietly as part of the audience. It is an impressive and moving ceremony.

For further advice and help contact, michael.newman@towerhamlets.gov.uk tel: 020 7364 6405.

Organisational tick list:

- Explore the guide and the online resources to plan what you want to do and why
- Book the ceremony visit (Tuesday afternoon; Thursday morning 10:30-12:00)
- Transport and route for visit checked (see map)
- Risk analysis done (see fire procedure at back, and example to be added)

- Class introduced to citizenship ceremony through webquest/powerpoint and video clips.
- Class does identity and community activity
- Class writes speeches
- Speeches selected for reading at ceremony (six in total for the ceremony)
- Children practice selected speeches
- Selected speeches sent to HEC/Registrar, Catherine Sutton, for consent, catherine.sutton@towerhamlets.gov.uk;
- All speeches printed out and sent to Registry Office to create exhibition for the visit.

The visit:

- Children whose speeches are selected bring copies of them on the visit
- Worksheets/pens and clipboards needed for visit
- teachers take cameras for their class pictures

Afterwards:

- follow-up activities
- feedback to HEC on visit, review and further ideas

Before the Ceremony

There is a webquest online at www.global.lgfl.net . Click on the upper tab 'webquests' and then on 'primary' and you will see listed 'Citizenship Ceremonies'. This has four areas, the first introduces the ceremony with video clips, a powerpoint, and examples of speeches made by Mayflower school children. You can use this to see how a ceremony goes and review the content and nature of the children's contributions – it is also to be used to introduce the idea of a citizenship ceremony to your class.

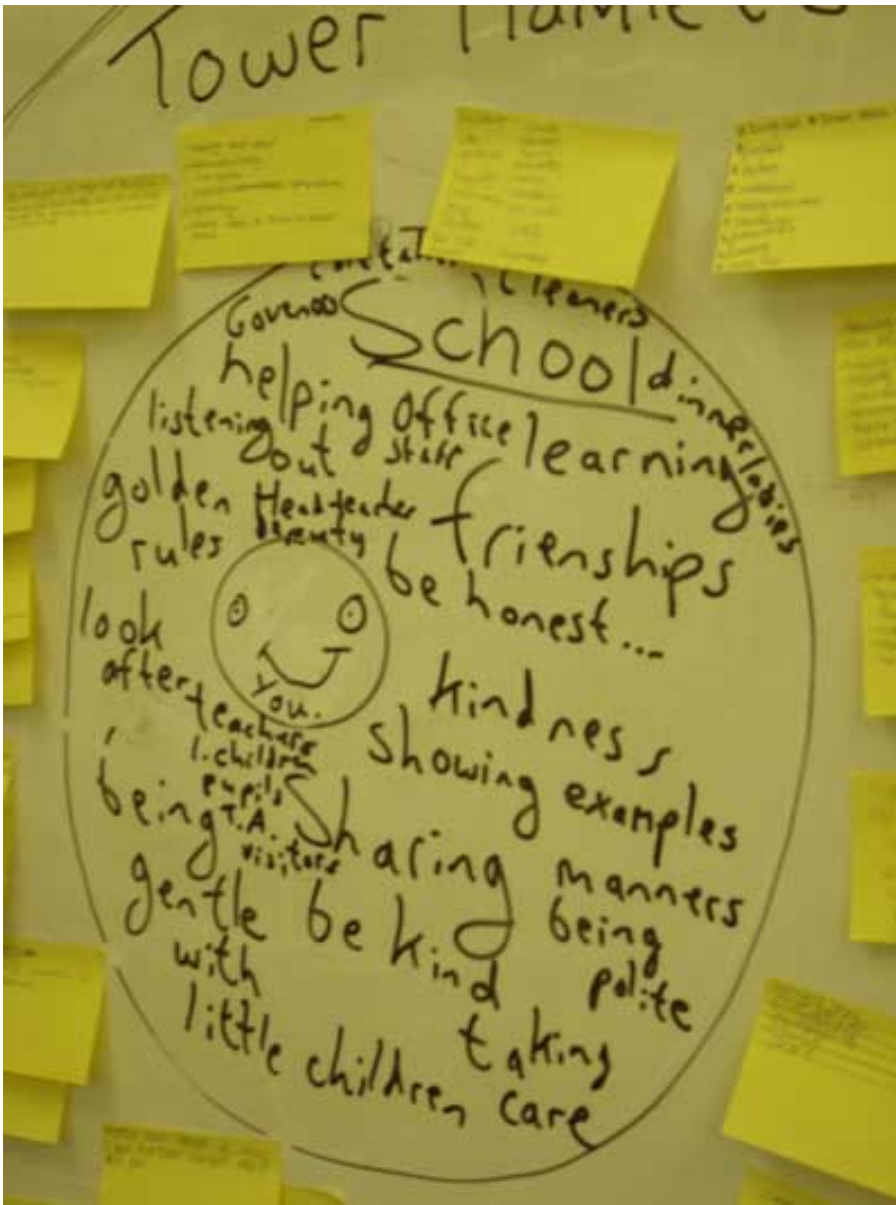
The purpose of this activity is to be a **compelling learning experience** – in which the children make decisions about the activity, the activity is about real world events, and there are actions as a result.

The children need to learn what the ceremony is about, and to write short, one paragraph speeches, that can be read out as part of the ceremony, welcoming and celebrating new citizens to Tower Hamlets.

The purpose and structure of the ceremony can be presented through the powerpoint, which shows key moments, with relevant chosen video clips.

The speech writing needs to be in the context of the multiple communities that the children are members of.

Individual identity	Children can create a personal shield using a template. This can be split into four sections. Their favourite hobbies, dreams, likes, people... see example sheet. They can then give a spoken presentation to the whole class.	Intro 5minutes Drawing 30 minutes Presentations 20 minutes
Communities	Use a whiteboard, draw three concentric circles, the small inner one is 'Myself' (and this is represented by the last activity, or a similar one). The next is 'the school', the next is 'Tower Hamlets' and the next is 'Great Britain'.	Set-up Need: white board and stick-its.
	Introduction of activity: you are all members of these communities and we are going to think about what they mean? Starting with the school. You could get children to discuss in pairs, and then take hands and write the ideas in the circle on the board (see picture).	15 minutes
	Tower Hamlets as a community. Having done it for their school now	20 minutes

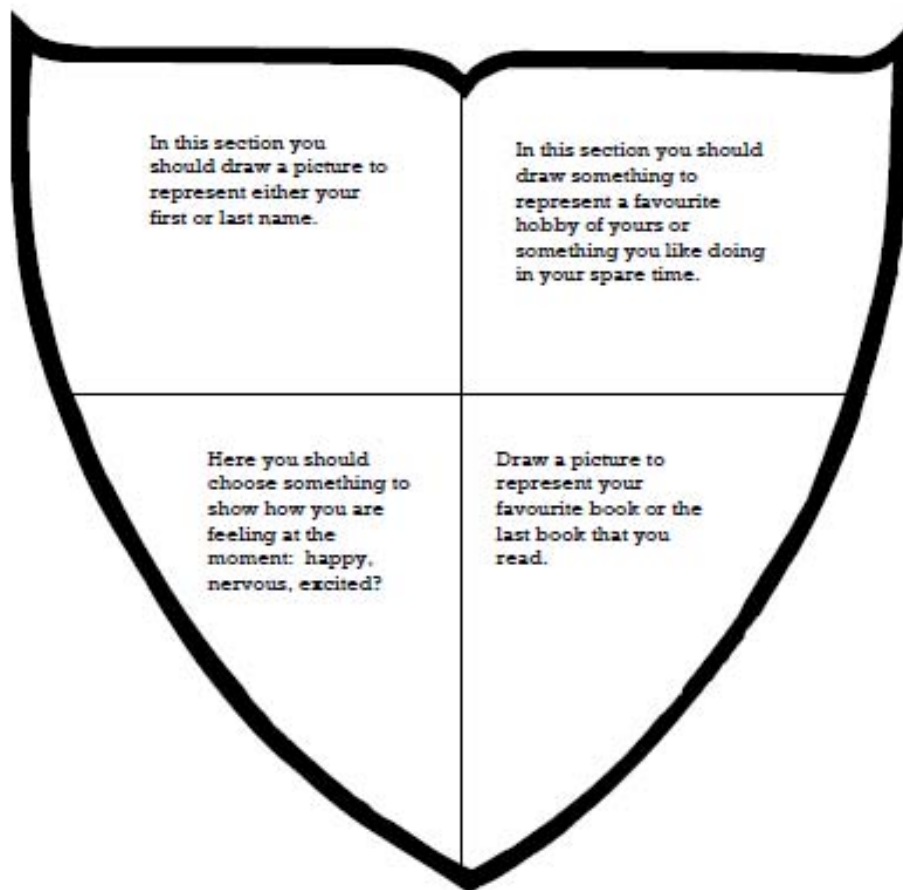


Examples of a class discussion on what helps make their school a community, who are its members and what helps them, what are its values, how do its members behave...

A Coat of Arms

Copy the shape of the coat of arms below onto A3 paper. Now draw pictures for each section of your coat of arms. You should make your coat of arms as imaginative, colourful and attractive as possible but remember you mustn't use any words!

When you have finished swap your shield with a partner and explain what each of your pictures represents. Your teacher may then ask you to present your partner's shield to the rest of the class.



WDWTWA Introductory Module - Lesson 1: One lesson activity to explore the question ‘Who Do We Think We Are?’

Lesson title: Different identities

Key Stage: Suitable for Key Stages 2 and 3, with adaptations

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Identity and diversity: living together in the UK</p> <p>a) Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.</p> <p>b) Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.</p> <p>c) Considering the interconnections between the UK and the rest of Europe and the wider world.</p> <p>d) Exploring community cohesion and the different forces that bring about change in communities over time.</p>	<p>Citizenship</p> <p>1. The changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared</p> <p>2. Migration to, from and within the UK and the reasons for this</p>	<p>Aims:</p> <p>To encourage pupils to explore different ways they describe themselves</p> <p>To develop pupils language around expressing their identities</p> <p>To help pupils recognize that they have many ways of describing themselves and each other</p> <p>To encourage pupils to examine the ways that identities change over a day/week/month</p>	<p>STARTER: Ask pupils to think of 3 words that they would use to describe themselves – write down the words – they do not need to show them to anyone.</p> <p>MAIN ACTIVITY: Divide pupils into groups to look at words they can apply to themselves and to the members in the group according to themes:</p> <ul style="list-style-type: none"> In their families: e.g. nephew, brother, sister, auntie About sports: e.g. Arsenal supporter, netball player, swimmer Music interests Extra interests: religion, diet (e.g. vegetarian, keeps to halal or kosher meals), clothing style Beliefs. <p>When they have carried out that exercise ask pupils to decide which of the ways of describing themselves would they choose in the following circumstances? (Continued)</p>	<p>All resources are optional and dependent on the pupils’ needs.</p>
<p>Key processes, and/or themes</p>	<p>Curriculum opportunities</p>	<p>To assist pupils to develop ideas around multi identities</p>		
<p>Critical thinking and enquiry Pupils should be able to:</p> <p>a Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems.</p> <p>Taking informed and responsible action Pupils should be able to:</p> <p>c Analyse the impact of their actions on communities and the wider world, now and in the future.</p> <p>d Reflect on the progress they have made, evaluating what they have learnt,</p>	<p><i>PSHE – Key Stage 2</i></p>	<p>To explore the concept that identities can be chosen</p> <p>To explore how identities develop in relationships to those around them.</p>	<p>When they have carried out that exercise ask pupils to decide which of the ways of describing themselves would they choose in the following circumstances? (Continued)</p>	<p>Notes</p> <p>For Key Stage 2 or those not used to exploring issues about themselves alter the first exercise to: ask pupils to identify and what animal they like and what are the 3 characteristics that they would use to describe it. Are there any of those characteristics they would like to have themselves.</p> <p>(Continued)</p>

			<ul style="list-style-type: none"> • To a stranger of their own age from another town • To a stranger of their own age from another country • To a parent of a friend • To a visiting teacher from another country • To someone important visiting the school <p>Ask the pupils in their groups to present their answers and their thoughts.</p> <p>PLENARY: Ask the pupils to return to the 3 things they wrote down at the start of the exercise – do they think they would still use those 3 things to describe themselves or are there others they would use? Is it possible to describe a person in 3 words?</p> <p>Ask the pupils to write some of the key words on to boards for display – using the themes and the outcomes of the exercise.</p>	<p>Spend time exploring the concept of characteristics before moving on to the second stage.</p> <p>For Key Stage 3 - or those with higher abilities, or as an extension</p> <p>Ask pupils to discuss other categories that may be used to describe people.</p> <p>Discuss the difference between using titles to describe yourself and those used by other people to describe someone. Are there differences – what are they and do they have any consequences?</p> <p>To differentiate skills within the lesson ask pupils to prioritize their identities when meeting other people.</p>
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What Happens During the Visit



Introduction

The Registrar will have given permission for your children's speeches to be included in the Ceremony. Remember this is a large thing, it is a legal ceremony.

There is an opportunity to put up the texts of the children's speeches as part of a display for the people coming to the ceremony (this can be done the day before or early in the morning before the ceremony).

As they arrive there is fruit juice, coffee, tea and biscuits in a reception space, where the quotes will be exhibited. This will allow all your children to feel that their writing is part of the event.

Arrival

They will be expecting you. Once you enter, there is a reception corridor with stairs. You go to the first floor and will be met at the door. This is the room for the reception and ceremony, sometimes it is split into two parts, if there are two classes visiting, with 60 children it maybe used as one room. The sound can be difficult to hear in the one room layout, and the children will need to be extra loud.



Before

Arriving at 10:30 will allow your classes to socialise informally in the reception space. It gives them time to look at the other speeches, and to talk to each other about the event, or about news.

There is a proposed question sheet if you want the children to be more focused.



If you are part of the School Linking Project the children should be paired with a student from their link school, or be put into mixed groups. If they are reading their speeches it is important that they can sit quietly and practice their speech, and see the space where they will be making it, and meet the Registrar.

During

They can have an activity during the ceremony, this is optional, but it may help the children to focus. At the end they could compare their answers to their partners... or help each other to fill them in.



The ceremony begins at 11:00 and will end at about 11:30. It is very important that the children are silent and listen. They can have the worksheets with pencils and a clipboard.

The children will be seated at the back of the audience, as the rest of the people are friends or relatives of the soon to be new citizens.



The Registrar will open the ceremony and then introduce the children, who will make their speeches at the lectern, and will then be followed by the Mayor.

The citizens will take their oath, and will be presented with a certificate and medallion by the Mayor, having their pictures taken.



Everyone will sing the National Anthem, and the Registrar will make concluding remarks to end the ceremony.

After

After 11:30 the new citizens pose with the Mayor and Registrar for photographs, this is an opportunity for your children to share their sheets and help each other, and if it is possible to meet the Mayor or the registrar.



There will be refreshments for the children (there will be a cost of £50 for refreshments and staff time). It would be good for the teachers to take a group picture of the children with the Mayor and Registrar in celebration of their visit and for the schools.

Some of the details of the visit will be negotiated with the Registrar and Mayor beforehand, and will need be confirmed with the schools prior to their visit such as would you like to interview people after the ceremony, and would you like to film the event.



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Citizenship Ceremony Activity Sheet Before Ceremony Starts

Names:

When was the Hall built?

Where is the picture of the woman holding the rose?

What kind of light is hanging from the ceiling?

What questions would you ask the Registrar?

What questions would you ask a new citizen/ the Mayor?

Citizenship Ceremony Activity Sheet during Ceremony

Names:

What was the room like?	
What important things were in the room?	
What did you like about what the Registrar said at the beginning?	
What was an important thing that one of the children said?	
What did you like about what the Mayor said?	
To become citizens what did the people have to say?	
What countries were the people from?	
If it was a ceremony for children what would you change?	

Follow-up

There is a set of suggested follow-ups on the webquest referenced at the beginning of this guide.

Some ideas are:

1. writing a report on the ceremony for the class or school, and doing an assembly on it to share what you have learnt, or/and a display. You can see the video and powerpoint that Mayflower school used for their assembly, as well as their scripts on the webquest.

2. creating your own ceremony for newcomers to your school – with a certificate and maybe a guide to help new children.

3. looking at what citizenship means in this country and others. How is it defined? How is it celebrated? Is there a test?

4. exploring the countries that the new citizens have come from.

5. what is it that gives citizens rights and protection? In some countries they have constitutions? What is a constitution and how does it work?

6. Amnesty International have a great card game, downloadable from the web, that looks at how refugees have contributed to our culture and history.

Seeking Safety a KS2 pack on refugees and asylum seekers:

http://www.amnesty.org.uk/uploads/documents/doc_17808.pdf

Credit to the Nation Card game:

http://www.amnesty.org.uk/uploads/documents/doc_17796.pdf



This page will be updated soon (June 2009).

Using the webquest

Most webquests are stand alone on-line learning resources, this is one is aimed at teachers, using it with their students in preparing for and following-up the visit to the Citizenship Ceremony.

There is an introductory front page, from which you can click on 'info' and go to the teacher's advisory page. Or click on 'Menu', and go to the page that has the index. You have a choice of four different areas.

To review the ceremony you click on task 1, this has an indexed table of short video clips, that cover the whole ceremony, and has interviews with the Mayor and Registrar. Next to it are pictures and notes on the ceremony.

Task 2 has suggested activities to do before the visit. This area will be growing, and will have a downloadable version of this document.

Task 3 has some ideas about following-up your visit.

Task 4 is for deeper work, looking at constitutions and the nature of citizenship.

To find the webquest:

www.global.lgfl.net and then click on the top tab called 'webquests', and then go to 'primary webquests', and choose 'citizenship ceremony'.

We would welcome any feedback, ideas, pictures and reports as a result of your work and visit, so that we can share it with other schools in Tower Hamlets, and share it with other parts of the UK.

Humanities Education Centre, PDC. English Street, London E3 4TA
Tel: 020 7364 6405 e-mail: hec@gn.apc.org

Many thanks to Bow Registry Office, Catherine Sutton and her team, and Ann Jackson, and Mayflower Primary School.



8.2 Staff must note the following points:-

NEVER obstruct or misuse fire extinguishers.

NEVER obstruct a fire exit or escape route.

NEVER wedge open a fire door (these are designed to stop the spread of fire, heat and smoke and are clearly signed **Fire Door – Keep Shut**).

NEVER store clothing, paper or any other combustible materials near a source of heat or ignition.

NEVER cover electrical equipment or allow it to become overheated.

ALWAYS report any defects in fire doors or equipment immediately to Facilities Management.

9 **FIRE DRILLS**

9.1 Fire Drills will be conducted at least twice each year.

9.2 A register of all Fire Drills with comments etc. must be kept. Shortly following the Drill, a meeting of all Fire Wardens will be convened to analyse the conduct of the Fire Drill and discuss any problems encountered.

10 **FIRST DAY FIRE INDUCTIONS**

All new staff must be shown the positions of fire exit doors/routes etc., the **Break Glass Call Points**, and be given Fire Drill instructions. It is the responsibility of each Manager/Section Head to ensure that this is carried out.

FIRE EVACUATION

Bromley Public Hall

Emergency Evacuation

Staff safety is of paramount importance. This guidance note has therefore been produced to inform staff of the procedures to be followed to minimise any risk of fire and those to be followed in the event of a fire/emergency.

It is not sufficient to provide premises with efficient fire alarm systems and fire fighting equipment. Staff must also be mindful of the serious consequences of a fire with the possible loss of life and property and should, therefore, ensure they are fully conversant with the practices and procedures for prevention.

We hope that these steps will alleviate some of the concerns that you may have and would welcome any suggestions you may have.

Thank you in anticipation of your co-operation.

**Facilities Management
Environment & Culture**

1 DISCOVERY OF FIRE

- 1.1 In the event of discovering a fire or suspicion of a fire, a member of staff should sound the alarm by activating the nearest 'FIRE ALARM BREAK GLASS CALL POINT'.

2 THE ALARM CALL TO FIRE BRIGADE

- 2.1 On hearing the Fire Alarm (the continuous ringing bell), the Premises Attendant on duty will telephone the Fire Brigade by dialling 9-999, stating clearly that there is a fire at **THE REGISTRARS OFFICE, BROMLEY PUBLIC HALL, BOW ROAD, LONDON E3 3AA**. The Premises Attendant must wait until this information has been repeated back to him/her before concluding the 999 call.

3 EVACUATION

- 3.1 On hearing the Fire Alarm, all staff, other than the designated Fire Wardens, will **IMMEDIATELY** leave the building by the nearest available route – **DO NOT USE THE DISABLED LIFT – DO NOT STOP TO PICK UP PERSONAL BELONGINGS**. Staff are requested to take responsibility for any visitors they may have with them while in the building.
- 3.2 As part of the evacuation procedure, Fire Wardens will ensure that staff use the nearest available fire exit route at the time of the sounding of the fire alarm.
- 3.3 Premises Attendants will position themselves outside the building to ensure that nobody inadvertently gains access.
- 3.4 On hearing the Fire Alarm, the Fire Marshall will, without personal risk, go to the control point and ensure that the Fire Brigade have been notified. S/he will assume control and receive reports from Fire Wardens and deploy Fire Wardens where necessary to prevent persons from re-entering the building. The Fire Marshall will also act as the main point of liaison with the Fire Brigade.

4 DISABLED PERSONS AND PERSONS WITH SPECIAL NEEDS EVACUATION

- 4.1 On hearing the Fire Alarm, people in a wheelchair or unable to use the stairs, or with a sight or hearing impairment shall be escorted to the refuge staircase lobby, where they will wait for evacuation by the Fire Brigade. The Fire Warden should be advised where people are waiting and should advise the Fire Marshall.
- 4.2 On the arrival of the Fire Brigade, the Fire Marshall will advise them of the location of people awaiting evacuation and Brigade Officers will then undertake the evacuation.
- 4.3 Managers are responsible for ensuring the evacuation of all staff and visitors with disabilities/special needs, including ensuring a member of staff remains with them, pending evacuation.

5 ASSEMBLY POINT

- 5.1 All staff will walk directly to the Assembly Point, which is the **GARDEN CAR PARK**. Staff must keep to the pavement and NOT walk on the roads. Any staff who have vehicles within the complex will not visit or move them.
- 5.2 To assist Managers in undertaking a roll call, it is important that Sections remain together at the Assembly Point to ensure that no one has been left in the building. Any person not accounted for must be notified to the Fire Marshall.

No person must re-enter the building until instructed to do so by either the Fire Brigade or the Fire Marshall, whichever is applicable at the time.

6 DUTIES OF FIRE WARDENS (AND DEPUTIES)

- 6.1 On hearing the fire alarm, the Fire Wardens will check their designated area to ensure that all persons (including visitors) vacate the premises (where possible, closing doors behind them) and report to the Fire Marshall that their area is clear. If a Fire Warden sees smoke penetrating from underneath a closed door, or the external face of the door handle is warm to the touch, the door should not be opened but s/he should move away from the fire and ensure that the rest of the area is clear.
- 6.2 The Fire Wardens must not take unnecessary risks. If it is safe to do so, small fires such as items smouldering in waste paper bins can be extinguished by using the nearest appropriate extinguisher. If there is any doubt about the size or origin of the fire **DO NOT** attempt to tackle it. The Fire Wardens should never attempt to tackle a fire, however small, which is located between them and the escape route, unless it is necessary for the escape of the Fire Wardens themselves.
- 6.3 All Fire Wardens must report to the Fire Marshall that areas are clear/unclear as soon as they exit from the building. The Fire Marshall will then be able to liaise with the Fire Brigade. Fire Wardens may be deployed, if necessary, by the Fire Marshall to prevent persons from re-entering the building.
- 6.4 Fire Wardens should ensure that they are aware of the absences of other Fire Wardens so that they can provide cover. Fire Wardens will receive training in evacuation procedures, basic fire prevention and use of extinguishers.
- 6.5 Up to date lists of all Fire Wardens are located on each floor. For more information, contact Facilities Management.

7 MANAGERS' RESPONSIBILITIES

- 7.1 Managers must ensure that:-
- Staff know their appointed Fire Wardens and that they must take appropriate instructions from them in the event of a fire.
 - Staff are familiar with all alternative ways of leaving the building.
 - New staff, including trainees, work experience trainees etc., are made aware of points (a) and (b) above and of the location of the **FIRE ALARM BREAK GLASS CALL POINTS** as soon as they commence work.
 - New staff are given a copy of this fire evacuation leaflet and sign for its receipt.

RESPONSIBILITIES OF ALL STAFF

- 8 All staff must ensure that:
- 1 a) They know what to do in case of a fire.
 - 2 b) They know the nearest means of escape.
 - 3 c) They are aware of the location of fire alarm points and extinguishers.
 - 4 d) They are aware of the evacuation assembly point.