

CITIZENSHIP EDUCATION

CLASSROOM ACTIVITIES FOR TEACHERS



Grade 1-3



Preface

In today's complex and ever changing world, the importance of teaching citizenship to our children cannot be overstated. Although the curriculum, textbooks and teaching-learning activities, directly or indirectly, provide some impetus for inculcating social responsibility, our education system still leaves a lot to be desired.

The Teachers' Resource Centre (TRC) with support from Public Interest Law Association of Pakistan (PILAP) embarked upon this challenging but significant initiative of developing educational material and a training and classroom support programme for schools to promote citizenship as a key thrust area in school education. The pilot project is being implemented in 9 schools of Karachi including 3 public, 3 private and 3 NGO/Trust run schools from January 2017 to August 2018.

The citizenship education material developed by TRC is divided into three booklets grade wise from grade 1 to grade 10. The first booklet covers grade 1 to 3, the second grade 4 to 6 and the third covers grade 7 to 10. A total of 120 classroom activities have been developed on four broad citizenship themes which include country, environment, ethics and digital citizenship. Within each of these overarching themes, there are many related sub themes which expand upon the central idea.

TRC hopes that the booklets will serve the following important purposes:

- provide teachers and schools with clear, crisp and doable ideas to raise awareness and integrate citizenship concepts and practices into classroom teaching and beyond.
- promote a culture where students start to think constructively about social responsibilities and take informed action to bring in or contribute towards well being of the community around them.
- encourage teachers, schools and education policy makers to adopt citizenship as a cross cutting curricular theme rather than an isolated domain.
- serve as the much needed meaningful, contextually relevant and grade/age appropriate educational resource to fill in the gap which exists as far as organic learning materials are concerned.
- lay the groundwork for further enriching work on similar themes to fortify citizenship values in our education system across all types of schools.

Based on this material, TRC will conduct a comprehensive capacity building programme for teachers from schools selected for the pilot. On-site classroom support will also be extended to the trained teachers to assess impact as well as facilitate them in effectively using the material with students.

We sincerely hope that this repository of lesson plans will go a long way in bringing about curriculum, teacher education and assessment reforms to integrate citizenship consciously across all subject areas and set performance benchmarks for students, teachers and schools to reinforce its significance in our education policy framework.





A Note for Teachers

The booklets are intended primarily for teachers use. If a non-teacher and/or a citizenship advocate finds these useful, you are most welcome to read and use them in an academic and non-academic setting.

For teachers using these lesson plans, it is important to know that 12 activities have been planned for each grade level. Guidelines have been provided at the beginning of the lesson plans to introduce the material and skillfully incorporate given resources into the classrooms. Furthermore, the activities have been drafted in such a way that teachers can either integrate them within the subjects being taught or teach these citizenship activities as a separate subject. The activities have been planned and compiled into booklet introducing four basic themes – Ethics, Environment, Country and Digital Citizenship.

To enable teachers to include these activities effectively in their daily planning & teaching:

- every activity has an introduction that gives an overview of the purpose & subject matter of the activity
- objectives & expected learning outcomes (ELO's) are explicitly stated for each activity so that students' understanding of the subject can be gauged
- pre-lesson preparations are mentioned clearly under the heading 'Materials required'
- the methodology of every activity is specified stepwise to facilitate the execution of the activity, and also to help divide the activity over a number of classes, if so desired due to time constraints
- resource material and sample worksheets are provided wherever required

Training workshops have also been planned to guide teachers in implementing them into their classroom practice.

Since efforts have been made to cover all grades from 1 to 10, we would like to share some guidelines to help you plan and implement these activities in a result oriented way for maximum impact:

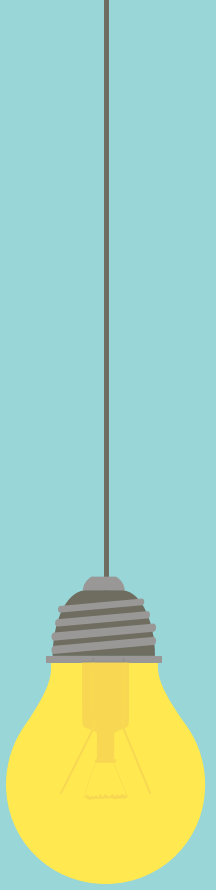
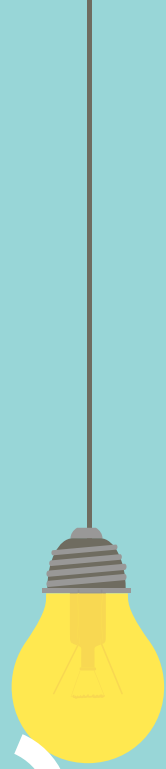
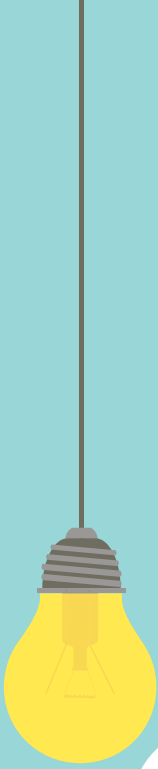
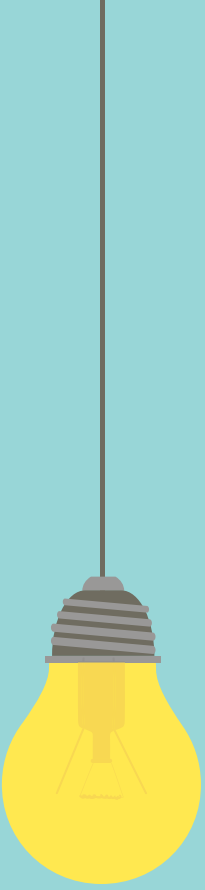
For teachers of grade 1 to 3, it would be helpful if you:

- encourage inquiry, exploration and socialization for children to learn and adapt to preliminary concepts of citizenship
- use active learning methods to introduce and reinforce key concepts to enable them to connect citizenship values to things/situations/practices around them to some extent
- foster open ended discussion to engage children in expressing themselves to a level they can do with ease
- gently guide children to think beyond right and wrong answers by presenting age and context appropriate

cues (case studies, examples from real life, anecdotes, stories).

- tell stories and let them share their own. Parents/caregivers/older children can also be brought in as story tellers to disseminate active citizenship messages.
- celebrate good behaviour and positive actions in classrooms to promote a culture of appreciation, kindness and respect. You can also add on to the classroom rules or ethos practices that promote these values (sharing, caring, being kind, being polite, waiting for your turn, not interrupting when someone is talking, helping/comforting someone in need, showing courage, telling the truth no matter what etc).
- help children learn and remember words which reflect citizenship values. The newly learnt words can be displayed in classrooms for instant, visual reference and reminder and can be integrated into language teaching effectively.
- while planning for co-curricular activities (theaters, plays, musicals etc.) citizenship themes can be taken as central ideas to weave the event around for positive reinforcement and as a reflection of school's cultural priorities.





Grade-1



Activity 3

GR-1 ETHICS

Safety – Only Talk to People You Know

Children can acquire courage to handle real dangers if guided properly. Literature can be a very powerful teaching tool. In fact, people in stories, poems and plays can influence children almost as much as the real people who read with them. Therefore, reading to and with them, encouraging them to read on their own and talking with them about the books they read are important ways to help them learn about and develop the values of strong character, find ways to overcome their fears and become confident to face the world.

~Unknown

OBJECTIVES

- Understand that communicating with strangers can pose dangers to our security and safety

MATERIALS REQUIRED

- Chart paper/board and marker/chalk
- A story on dealing with strangers
- (Sample stories can be 'The Berenstain Bears Learn about Strangers' by Stan & Jan Berenstainor, and 'Jimbo, Don't Go' by Teena Raffa-Mulligan).

METHODOLOGY

Step 1 Make a web showing the word “stranger” on a chart paper or board. Students talk to each other in pairs to discuss the definition of the word. Elicit answers from them and put them on the chart paper/board.

Step 2 Share with students that it is best to stay away from strangers even if they offer you something you are interested in.

Step 3 Read the story to the students. Discuss the main characters' reactions, feelings and important points as the story is read.

Step 4 By referencing the text, students will verbalize important rules for themselves and other classmates to follow regarding strangers. They will respond to the question:

- What are the important rules when dealing with strangers?

Record their answers on the chart paper/board.

Step 5 Divide students into groups. Referring to the answers on the

chart paper/board each group will select one 'rule' and come up with a situation where they could apply it. Through role-play, members of each group will depict their behaviour in a particular situation and express their understanding of the subject.

Step 6 In the end, go over the rules of what to do if a stranger does approach a child:

(Teachers can even select some rules from the given list according to the level of their students).



- Always stay with mother and father or older people of your family when out.
- If a stranger does come up to you (for instance in a park) run away to mom or dad. If they try to grab you, scream, kick, and even bite.
- Never accept rides from anyone you do not know.
- If a stranger comes to school, friend's house, park, etc. to pick you up and you have seen him/her before, ask the person what is the secret word. (Have students go home and make up or choose a 'secret word' with their parents that only they will know). If the stranger does not know the word, then do not go with him/her.
- Always know your home address, phone number, and names of both mother and father.
- Never accept gifts from strangers.
- Your body is your private property. No one else has any right to touch it. (Although when you were very small maybe your parents, or someone in your family, such as your grandmother, may have helped you in the bathtub as you were too little to do it yourself. Also, your doctor need to touch your body at times with the permission of your parents to make sure you are fine).

EXPECTED LEARNING OUTCOMES

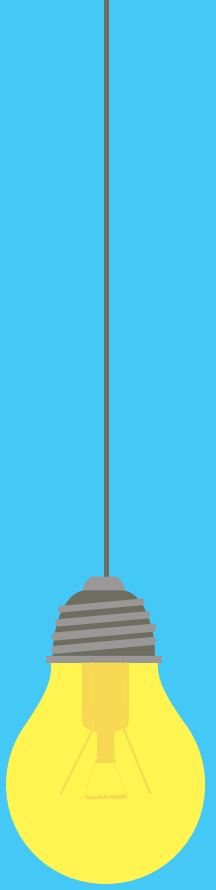
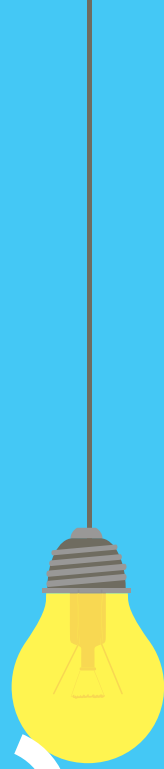
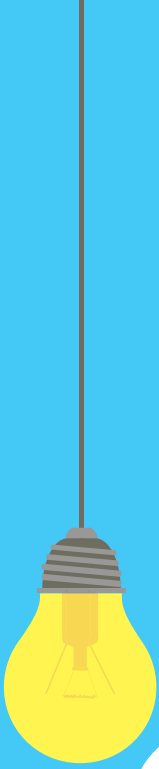
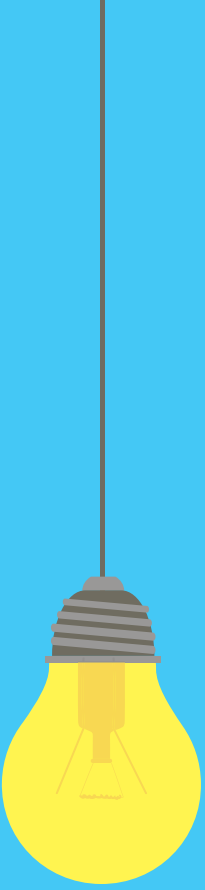
By the end of this lesson, students will:

- ***know and be able to verbalise and illustrate rules they formulate about strangers***
- ***be more careful in dealing with people they do not know once out in the world***

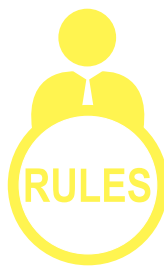
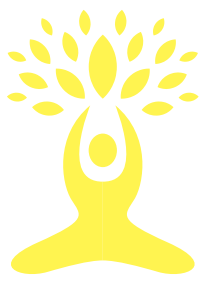
Note: To make the lesson more interesting with a long lasting impact of the story and a clear message, teachers can go for an audio-visual story.

http://www.berenstainbears.com/kids/learn_about_strangers.html

<https://www.youtube.com/watch?v=4Ej6k42tsdo>



Grade-2



Activity 8

GR-2 COUNTRY

Making a Good Citizen

Just as children must be taught to tie their shoe laces, read and write, solve math problems, and understand science concepts and events in history, so must they be guided in developing the qualities of character that are valued by their families and the communities in which they live. It is only through guidance and modeling by caring adults that children learn to be honest and thoughtful, to stand up for their principles, to care about others, to act responsibly and to make sound moral choices.

OBJECTIVES

- Learn about the characteristics of a good citizen
- Understand the importance of an individual's contribution in making a healthy society

MATERIALS REQUIRED

- Printouts of 'recipe cards' for each student (sample given). Two cards can be printed on one sheet and then cut so that each student gets a half sheet of paper.
- Items for trail mix (nuts, M&Ms, raisins, popcorn and small granola bars). Trail mix is a type of snack mix, specifically a combination of granola, dried fruit, nuts, and sometimes chocolate. There needs to be enough trail mix that each child can have a small serving when finished. Teachers, please feel free to use any dry snack mix according to the liking of the students or affordability.
- A large bowl and a serving spoon to mix with

METHODOLOGY

Step 1 Begin by explaining to the class that during this lesson we are going to talk about what it means to be a good citizen. Ask students if any of them know what it means to be a "good citizen." Tell the students that today they are going to learn the characteristics needed to be a good citizen. Explain that they are going to make a 'good citizen' trail mix that they will be able to enjoy later.

Step 2 Tell students that a good citizen is someone who possesses many different characteristics. A good citizen is someone who works hard to help make his or her community a better place. Explain to the students that their classroom is a community, and that they should

strive to have a classroom full of good citizens.

Step 3 Show the students the large bowl in which you are going to prepare the trail mix. Explain that we are going to let the bowl represent our classroom, and we are going to fill the bowl with all the things that good citizens do.

Step 4 Tell students that one of the characteristics of a good citizen is honesty. Ask them if any of them know what it means to be 'honest'. Listen to their responses and sum up by briefly explaining what it means. Show students the nuts and explain that we are going to let the nuts represent honesty in our trail mix. Ask a student to come up and put the nuts into the bowl.



Step 5 Tell the students that another characteristic of a good citizen is always doing your personal best. Ask the students if any of them know what it means to do your personal best. Explain through a couple of examples. Show students the M&Ms and explain that these are going to represent your personal best in the trail mix. Ask a student to come up and put the M&Ms in the bowl.

Step 6 Continue in this manner two more times. Let the raisins represent 'respecting others' and the popcorn represent 'responsibility'. Make sure students know what it means to respect others and what responsibility is.

Step 7 Explain to the students that a good citizen may have many qualities. Ask students to raise their hands and give an example of another characteristic that a good citizen might have. Choose one of the suggestions from any student to represent the small granola bars. Have this student come up and put the small granola bars in the trail mix.

Step 8 After all the ingredients are in the bowl, mix them together and explain to students that a good citizen would have all of these qualities. Give each student a serving of the trail mix to eat and enjoy.

Step 9 While the students are eating the trail mix ask, "Do you enjoy eating just the nuts for a snack?" (Most students should answer yes).

- Ask the students, "Do you think that the trail mix would have been as good if it just had nuts in it?"

- Ask them, "How do you think this is similar to the idea of being a good citizen?"

Have the students turn to a partner and discuss. This will enhance their interpersonal skills. Explain to the students that although each of these snacks would be good by themselves, together they make an even tastier snack. This is like being a good citizen. It is important to have all these characteristics to make a good citizen.

Step 10 After the students have finished their snack, explain that they are now going to write their very own recipe for a good citizen. Ask students if they have ever seen someone use a recipe. What do you use a recipe for?

Step 11 Pass out a recipe card to each student (sample given). Have the students fill out each line of the recipe with a characteristic of a good citizen. Tell students that they can use the ones that were discussed in class, or they can come up with their own.

Step 12 Have students turn in their recipes. Assess by making sure that students have completed each line of their card with a characteristic of a good citizen.

RECIPE FOR A GOOD CITIZEN

BY _____

1-CUP _____

$\frac{1}{2}$ -TABLESPOON _____

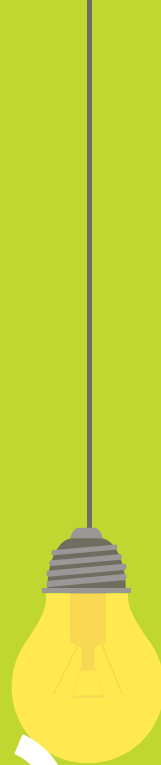
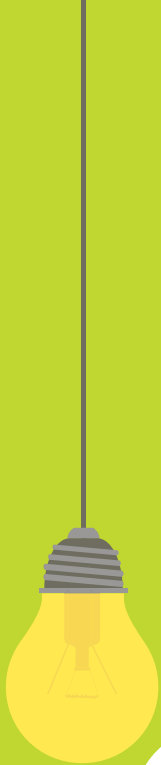
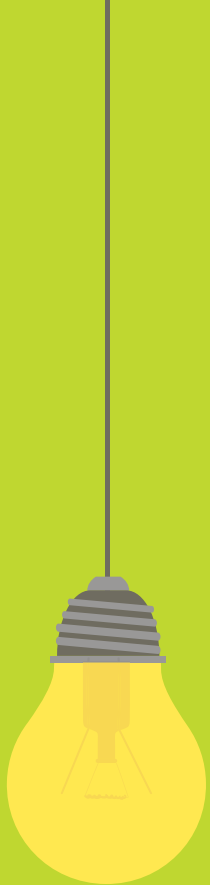
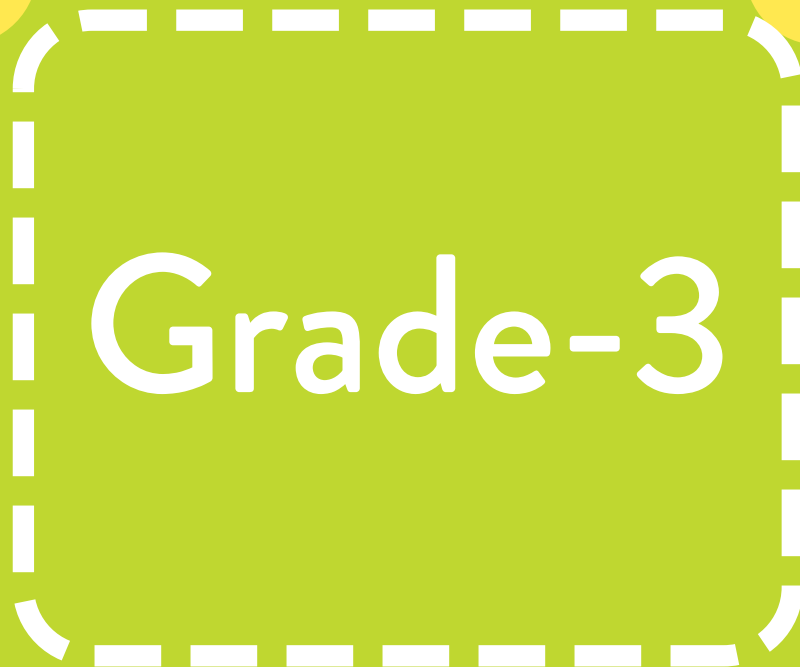
A DASH OF _____

A PINCH OF _____

EXPECTED LEARNING OUTCOMES

By the end of this activity, students will:

- ***identify the characteristics of a good citizen***
- ***become aware of their role as citizens***
- ***learn that every individual plays a significant part in creating a healthy environment and together they make a strong nation***





Activity 8

GR-3 ENVIRONMENT

Am I Energy Efficient?

Energy conservation is unquestionably of great importance to all of us, since we rely on energy for everything we do every single day. It lights our homes, runs our cars, cooks our food, dries our clothes and powers our factories. It does not just make our lives more comfortable; in many ways it's imperative for our survival. Energy supplies are limited, and to maintain a good quality of life, we must find ways to use energy wisely.

OBJECTIVES

- Learn what energy is
- Learn how misuse of energy resources can be avoided

MATERIALS REQUIRED

- Survey sheet (sample provided) and pencil

METHODOLOGY

Step 1 Begin by explaining to the class what energy is. In addition, tell them what the various sources of energy are. Explain that energy sources are limited and human beings have to use them sensibly. Discuss with the class different ways in which energy is used in their daily lives.

Step 2 Let the class work individually. Ask them to carry out this survey at home, to find out how good they are at saving energy. An adult can help with the answers. Answer 'yes' or 'no' to the questions and then add up your scores. How well did you do?



SAMPLE OF SURVEY SHEET

		YES	NO
1.	Do you turn off fans and air-conditioners when they are not needed?	15	0
2.	Do you leave taps running when you are not using the water (such as when you are brushing your teeth or soaping yourself under the shower)?	0	10
3.	Do you turn off lights when they are not needed?	10	0
4.	Are there any dripping taps in the kitchen?	0	10
5.	Is your house fitted with energy-saving light bulbs?	5	0
6.	Are there any dripping taps in the bathroom?	0	10

YOUR SCORE:

40 – 50: Super-green! You really know how to save energy and are a good friend of the environment.

15 – 40: Light-green! You are a lighter shade of green, but you are doing a little to help the environment.

0 – 15: Yellowish-green! You are not very green! There's a lot more you can do. See if you can make at least one change in the way you use energy.

Step 3 When the students have conducted the survey, conclude the activity with a note that our lives are dependent on natural energy resources. Excessive consumption or wastage of these natural resources would create problems for humankind. Example, lack of water causes shortage of electricity in our country.

EXPECTED LEARNING OUTCOMES

By the end of this activity, students will begin to:

- ***value the importance of energy***
- ***realise that availability of various comforts of life are dependent on natural energy resources***

References

Grades 1 - 3

- <https://trconline.org/'The Thinking Classroom Lesson Plans'>
- <http://porterroom.csusb.edu/modelLessons/documents/6.Unit3.4Lesson1RulesandLaws.pdf>
- https://kidshealth.org/classroom/prekto2/personal/safety/car_bus_safety.pdf
- <http://docplayer.net/21167364-Citizenship-unit-intended-for-1-st-grade-jen-beakas-educ-327-october-7-2010.html>
- Booklet on Earth Day by Teachers' Resource Centre
- Booklet on Universal Children's Day by Teachers' Resource Centre
- Bright Ideas: A Green School
- Teachers Resource Centre, July2006: In Step with Good Character

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