

CITIZENSHIP EDUCATION

CLASSROOM ACTIVITIES FOR TEACHERS



GRADE 4 - 6



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.

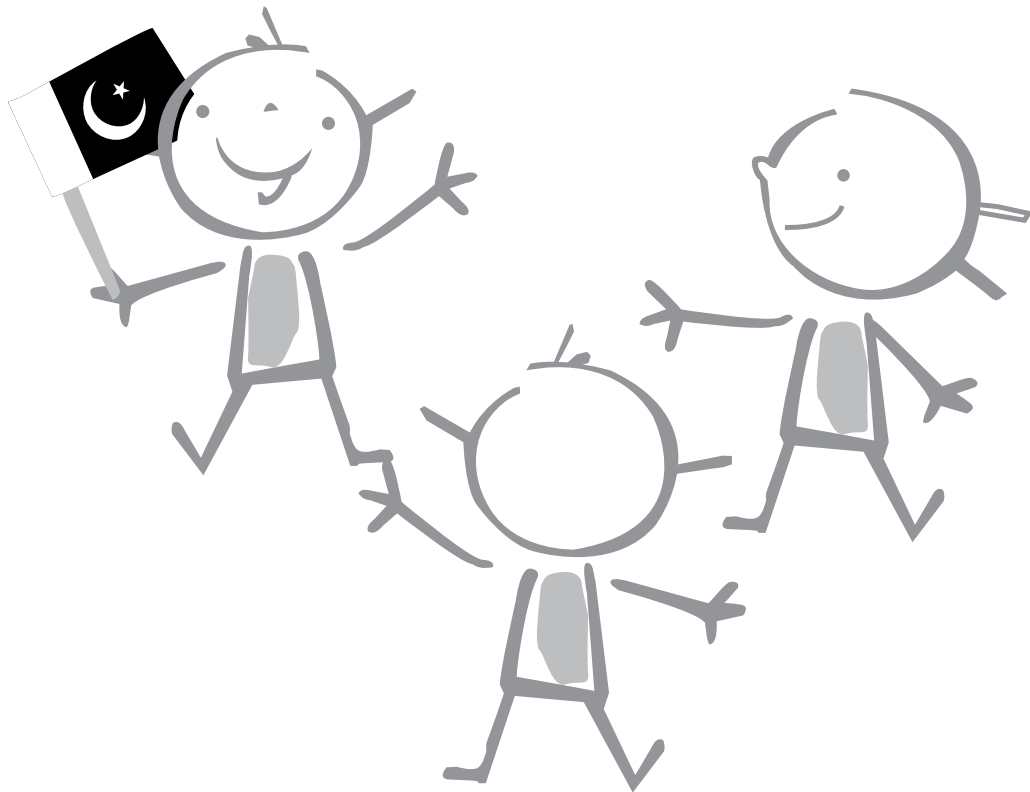
Since efforts have been made to cover all grades from 1 to 10, we would like to share some guidelines to help you plan and implement these activities in a result oriented way for maximum impact:

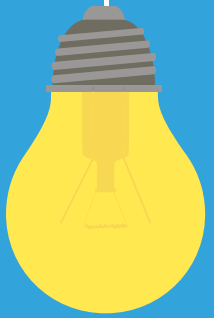
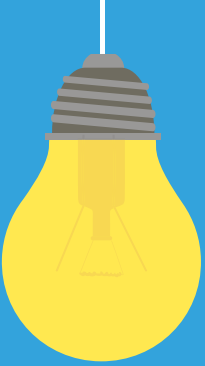
For teachers of grade 4 to 6, it would be helpful if you:

- use discussions and writing tasks to promote and reinforce citizenship themes as children of this age bracket develop a fair sense of values like honesty, compassion, respect, humility etc. These could be used as cues for discussion based and writing oriented in-class activities.
- set structured classroom rules through student participation and agreement where behaviours/actions/practices that promote good citizenship are acknowledged and rewarded. Since children are at a higher level of understanding complex, intangible concepts, encouraging them to demonstrate, adopt and set precedence for social responsibility and civic sense in classrooms is

recommended.

- use role plays centring around themes of citizenship and activism – let children develop their own ideas and act them out with your help. Encourage brainstorming amongst students to decide on which ideas to develop into a role play and why; let them evaluate the pros and cons of each, if more than one option emerges from discussion. The process itself will be rewarding to reinforce the importance of a particular citizenship theme.
- emphasise on being kind and empathetic within the classroom and outside. Along with the lesson plans, students can be asked to share anecdotes or personal experiences where they showed kindness and empathy or were the recipients. Parents and others can be called in the class to reinforce these values through different activities.
- use art progressively to promote social responsibility or encourage children to express their ideas of changing the world for the better and how.
- plan school level events and celebration of important days around citizenship themes.
- use school assembly time to let children present their work on promoting citizenship within classrooms and beyond. They can do speeches, role plays or group presentations.
- “Good Citizen” awards can be introduced in the classes and criteria can be drawn up with children’s input.





Grade-4



Activity 9

GR-4 COUNTRY

Citizenship Drama - What Could Happen Next?

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.

~Unknown

OBJECTIVES

- Identify the personal traits of good citizens
- Describe ways in which individual actions can contribute to the common good of the community
- Collaborate to create and present real life stories

MATERIALS REQUIRED

- Board and chalk/marker
- Print & cut out the 'What Could Happen Next?' scenarios (attached)
- A4 size sheets & pencils

METHODOLOGY

Step 1 To begin the discussion, write the two terms 'citizen' and 'good citizen' in bold letters on the board. Record the responses of the students on the board too.

Step 2 Carry on the discussion by putting forward the following questions:

- What does it mean to be a good citizen?
- What kind of characteristics does a good citizen display?

Keeping in mind 'Think-pair-share' learning strategy, ask students to think individually about the answers and then share them with their partners. Each pair must write its findings on an A4 size paper to share them eventually with the rest of the classmates.

Step 3 Once the students are done with the sharing of the answers, conclude this half of the lesson by explaining to them what it means to be a good citizen and the characteristics they must display

like truthfulness, generosity, conscientiousness, respect etc. Elicit responses from the students relating these characteristics to real life situations.

Step 4 Now divide the students into groups of around four (number can vary depending on the class strength). Assign a scenario to each group.



Step 5 Explain to students that they are to work together as a group to determine how a good citizen would handle this situation. Inform students that they will have to act out the scenario and solution to the class as a group. Tell them that each group member must participate.

Step 6 The groups get about ten to fifteen minutes to discuss their scenario and determine how they are going to act it out. (The teacher may increase the time if need be).

Step 7 Each group performs their scenario in front of the entire class. The class discusses the scenario about how a good citizen would behave. The class may come up with alternate solutions to the same problem.

Note: Make a check mark next to each student's name after he or she has been observed participating in the activity. The students get points for participating.

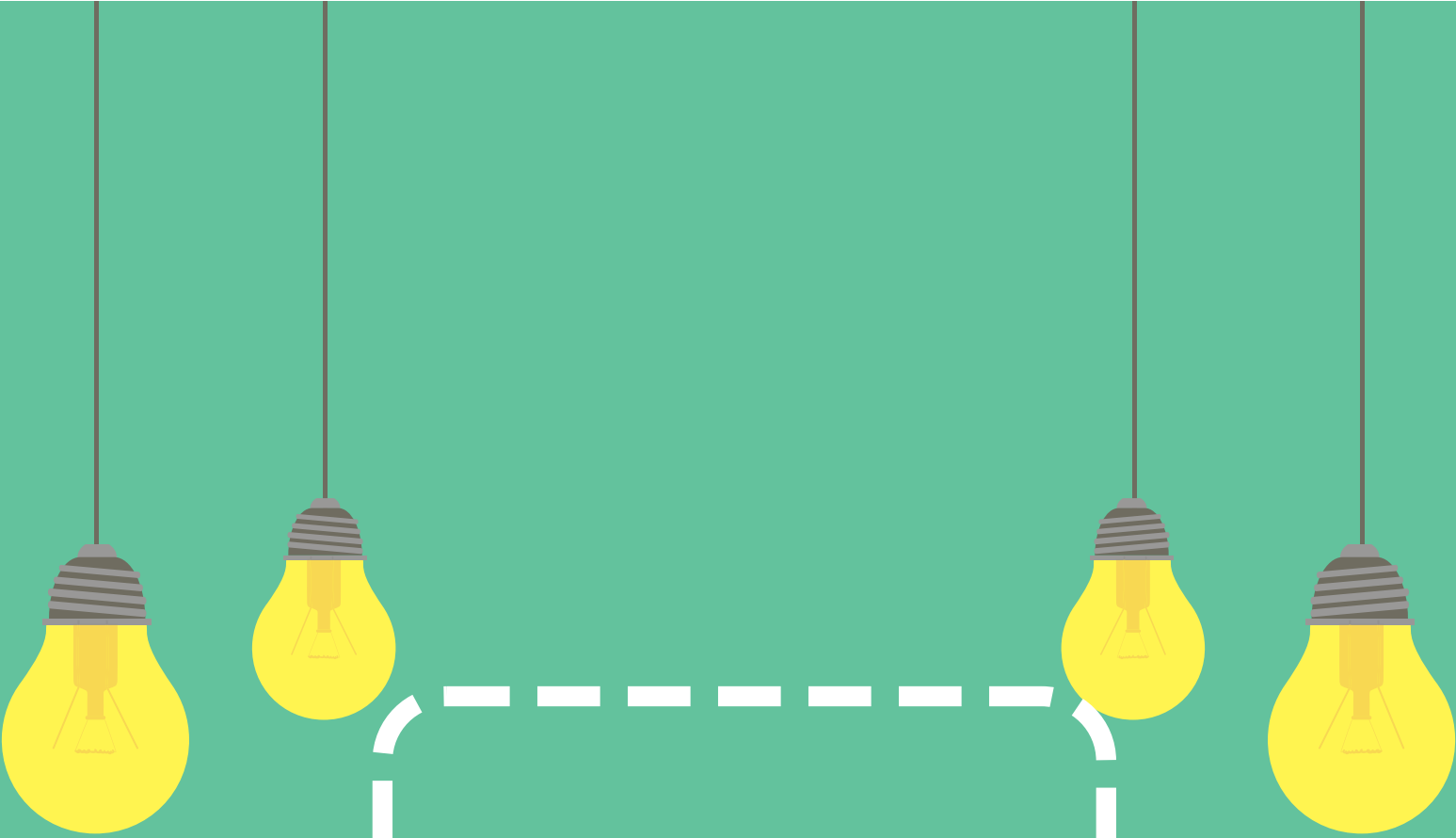
SCENARIOS - WHAT COULD HAPPEN NEXT?

- You find a watch on the playground. What could happen next?
- Everybody is in a hurry. A kid near you trips and falls down. What could happen next?
- Your teacher asks the class to be quiet after somebody said something really funny. What could happen next?
- You borrowed a pencil from the teacher's desk and lost it. What could happen next?
- You think somebody is being cruel by making fun of a kid on the playground. What could happen next?
- An old man is unable to cross a road due to fast traffic. You are on your way to a nearby market to get some crisps for yourself. What could happen next?

EXPECTED LEARNING OUTCOMES

By the end of this lesson, students will:

- ***analyse the effect of their actions in real life situations***
- ***delve into the characteristics of good citizens***
- ***realise their role as citizens of a community***



Grade-5



Activity 12

GR-5 DIGITAL CITIZENSHIP

Good and Bad Online Behaviours

Digital citizenship must be brought into our classrooms. Our children spend a significant amount of time in the online environment everyday for both personal and academic reasons and there is little talk about the ethics and responsibility involved with being “online”. The teachers and schools must play a part in raising awareness regarding social, ethical and moral responsibilities of being a part of the digital world.

OBJECTIVES

- Learn that it is important to have good manners and behaviour in all circumstances
- Know and be able to cite examples of good and bad behaviour in online environments

Step 4 Students work independently or in pairs to complete the sheet.

MATERIALS REQUIRED

- Board / chart paper and marker /chalk
- Common Craft video on good manners: <http://vimeo.com/19147465>
- Computer/laptop/tablet (and preferably a projector)
- Wi-Fi connection
- Handout “What are Good and Bad Online Behaviours?” (sample attached)

METHODOLOGY

Step 1 Make students watch short Common Craft video on good manners (link given).

Step 2 Elicit answers from the students on the following questions:

- What does it mean to be polite?
- What are good manners?
- What is etiquette?

(Demonstrating good behaviour and manners)

- What is netiquette?

(Demonstrating good behaviour and manners online)

List their answers on the board or chart paper.

Step 3 Distribute the handout, ‘What are Good and Bad Online Behaviours?’ and have students rate examples of good or bad online manners. Model the first one together.



What are Good and Bad Online Behaviours?

Label each scenario with **B** for bad online behaviour or **G** for good online netiquette.

- _____ Signed on with someone else's screen name to gather info
- _____ Pretended to be someone else online without that person knowing
- _____ Posted compliments about someone online
- _____ Teased or frightened someone online
- _____ Not told someone who you really are online, telling them to "guess"
- _____ Forwarded a private conversation, e-mail or text without the permission of the other person
- _____ Signed out of someone's account for him/her after he/she forgot to do it and left the room
- _____ Told a teacher, parent, or administrator if you noticed nasty messages about a classmate online
- _____ Posted pictures or information about someone on a Website without their permission
- _____ Used information found online to follow, tease, embarrass or harass someone in person
- _____ Sent rude or scary things to someone, even if you were just joking
- _____ Used bad language online
- _____ Texted someone "congratulations!" after he/she did well on an assignment
- _____ Signed someone else up for something online without their permission
- _____ Used someone else's password for any reason without their permission
- _____ Deleted a private text or message from a friend after reading it
- _____ Posted rude things or lies about someone online
- _____ Sent a supportive message or text to someone you knew was being bullied or harassed online

Adapted from: http://www.stopcyberbullying.org/tweens/are_you_a_cyberbully.html

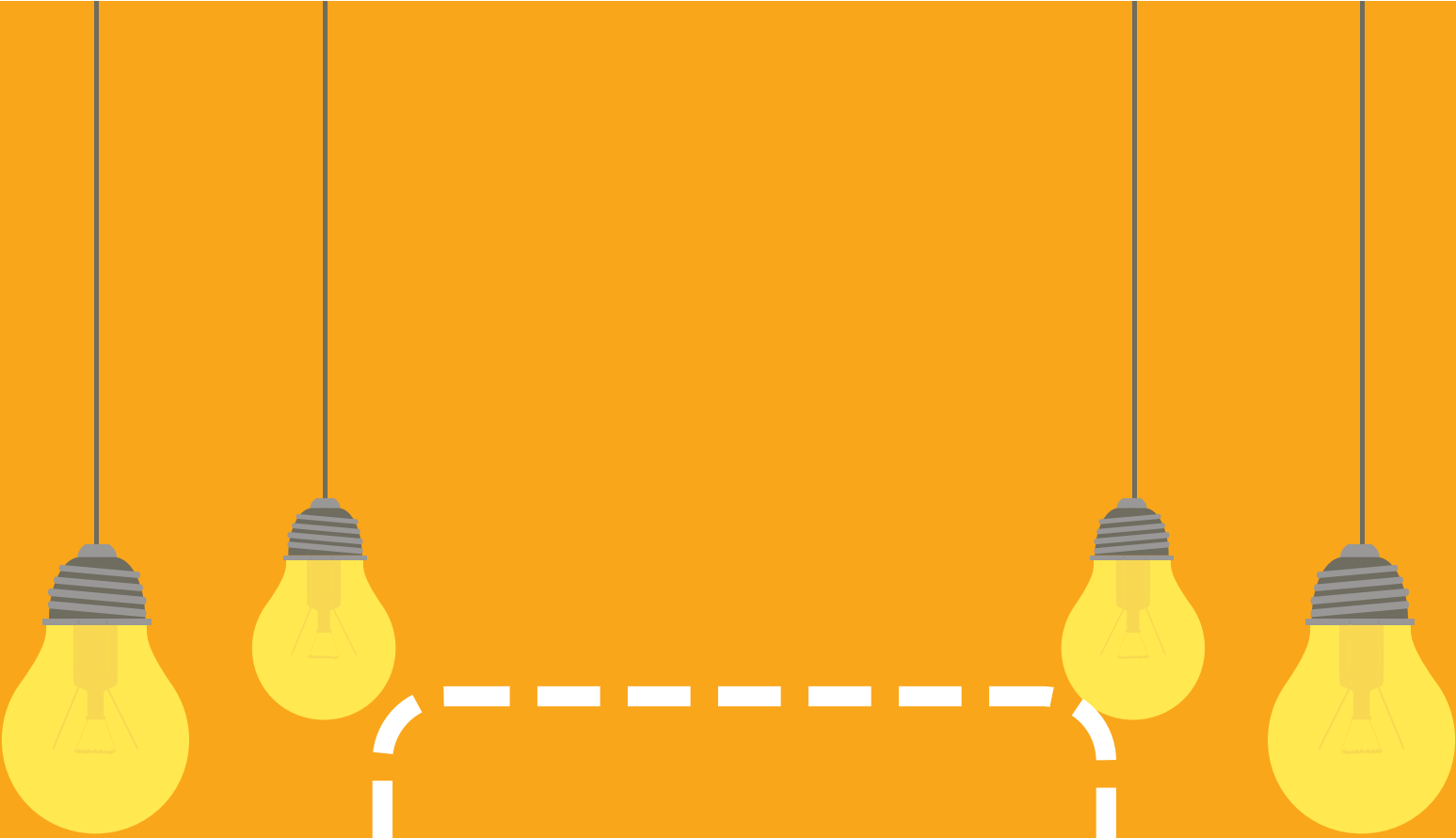
Step 5 Once students have done the given handout, they share their results and discuss each item:

- Is that question an example of good or bad netiquette? Why or why not?
- What are the consequences/outcomes if someone engages in that particular action?

EXPECTED LEARNING OUTCOMES:

By the end of this lesson, students will:

- **learn what netiquettes are**
- **realise its mandatory to observe good behaviour in real world as well as digital world**
- **understand that responsible citizens follow ethos of the environment they are in**



Grade-6



Activity 4

GR-6 ETHICS

Community - Teamwork Lesson

Teamwork is a life skill of the 21st century. Whether it is a country, an organization or a classroom, teamwork is important to reach goals. It works simply because more can be achieved collectively than individually. No matter how talented or efficient an individual, no one can have the skills to do it all as well as a team. Nation building also involves teamwork. If delved into Pakistan's history, it is seen that struggle for freedom was also a form of teamwork in which many worked tirelessly, offered their lives and fortunes so that 'our nation' could come into being.

OBJECTIVES

- Understand the importance of teamwork
- Demonstrate an understanding of how to cooperate with others to accomplish a goal

MATERIALS REQUIRED

- Board & markers/chalk
- 2 packs chewing gum
- 70 paperclips
- Ball of string
- 30-35 circular stickers

Note: The quantity of the material can vary depending on the number of students.

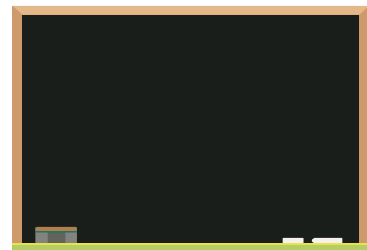
METHODOLOGY

Step 1 Working in their learning teams (4-5 students), each team will be handed a paper bag containing the following items: a piece of chewing gum, a piece of paper, 10 paperclips, a piece of string, and five circular stickers.

Tell students that they have to make the longest object using the material provided. Let them know that they will get three minutes after opening the bag to discuss in their relative groups the course of action. Assign roles to each team member because after the given time, while working on the task, they will not be allowed to talk to each other. Inform them that if a member of any team talks once, a point will be deducted, and if someone talks thrice, the respective group will be disqualified.

Step 2 Have students at random explain the rules of the contest back to you and the class. Give them five minutes to make the longest object, without talking at all.

Step 3 Afterwards, have students use a tape measure to measure their object. Graph results on board.



Step 4 Look at the longest, shortest, and middle (median). Discuss what was easy and what was hard about creating their object.

- How did they communicate?
- What could they have done differently?
- What is their take on teamwork?
- How effective it can be to achieve a goal?

Step 5 Ask students to reflect on the above questions, and express what they have learnt about working together. Ask willing students to share their work with the rest of the class.

***Note:** If students feel that they have not been able to communicate well or there was lack of cooperation from some team members, then teacher must point out where things went wrong. Therefore, the teacher must walk in the room to observe how the students are coming along on the task.*

EXPECTED LEARNING OUTCOMES

By the end of this lesson, students will:

- **realise success lies in teamwork**
- **learn that cooperating with others is the core of teamwork**
- **become aware of a skill that helps achieve goals in all walks of life**

References

Grades 4 - 6

- <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>
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- Booklet on Earth Day by Teachers' Resource Centre
- Booklet on Universal Children's Day by Teachers' Resource Centre
- Bright Ideas: A Green School
- Bright Ideas for Early Years: Environmental Activities
- In Step with Good Character: Teachers Resource Centre, July 2006:

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