

RESPECT
FAIRNESS
CARING
HONESTY
RESPONSIBILITY
SAFETY
COOPERATION

CITIZENSHIP EDUCATION

CLASSROOM ACTIVITIES FOR TEACHERS

Grade 7-10



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 7 to 10, it would be helpful if you:

- promote activism and volunteerism as part of the citizenship teachings since children are old enough to understand the concept of giving back to the community for collective social good.
- make community service mandatory for the senior students if possible. Ask them to choose causes which appeal to them the most, search up organizations/set ups working on these and find out how they can help in voluntary capacity. Teach them to document their experiences for sharing with others in the school.

- use research based projects to encourage inquiry, exchange of ideas, debate and presentation of informed proposals to create some change for the better. These can be issue based and can range from simple to complex as grade levels progress.
- make community service mandatory for the senior students if possible. Ask them to choose causes which appeal to them the most, search up organizations/set ups working on these and find out how they can help in voluntary capacity. Teach them to document their experiences for sharing with others in the school.
- help them design awareness and advocacy campaigns for social causes which affect us as a society and nation.
- organise in class debates or plenaries to discuss current issues and share different perspectives. Call in a well reputed guest speaker for inspiration if possible.

RESPECT

FAIRNESS

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Grade-7



Activity 1

GR-7 ETHICS

When to Be Loyal

Maturing is a crucial phase in the lives of young people. They are in the process of forming their identities amidst a barrage of influences. These influences range from familial to societal. Most of the time, individual behaviour is largely under the control of social forces and environmental contingencies rather than personality traits or character. Growing up in a culturally diverse nation, our youth is constantly interacting with people of different backgrounds. Combined with a wide exposure to different mediums of information, children deal with multiple factors that influence their development as a human. It is only when they discover their own self & identity, they are able to acknowledge and learn about others.

OBJECTIVES

- Understand the concept of 'loyalty'
- Learn to demonstrate ethical behaviour in real life situations

MATERIALS REQUIRED

- Chart paper/board, marker/chalk
- A handout of 'hypothetical situations' for each student

METHODOLOGY

Step 1 Help students discuss the meaning of loyalty and learn when to put limitations on it. Write Loyalty on the board and explain that loyalty can be shown in many ways, such as cheering for your soccer team or not gossiping about a classmate.

Step 2 Ask students to name ways they can show loyalty to friends, family, school, or country. List these on the board.

Step 3 Ask students to think of times when loyalty might be dangerous, such as when a friend asks you to lie about his or her whereabouts.

Step 4 Then present the hypothetical situations listed below to give students opportunities to think about different scenarios. Have the students consider individually what they should do.

Step 5 Then divide the class into small groups, and ask each group to try to reach an agreement about what a person in this situation should do. Have each group share its result.

HYPOTHETICAL SITUATIONS

- When you get to school, your best friend says he has something

to show you. You both go into the bathroom, and your friend shows you a weapon. He asks you not to tell anyone. What should you do?

- After class, you and your friends are bored and looking for something to do. Suddenly, one person takes out a pack of cigarettes and suggests smoking them. Everyone takes one and lights it. You aren't sure. You don't want to smoke, but you don't want the others to make fun of you. What should you do?

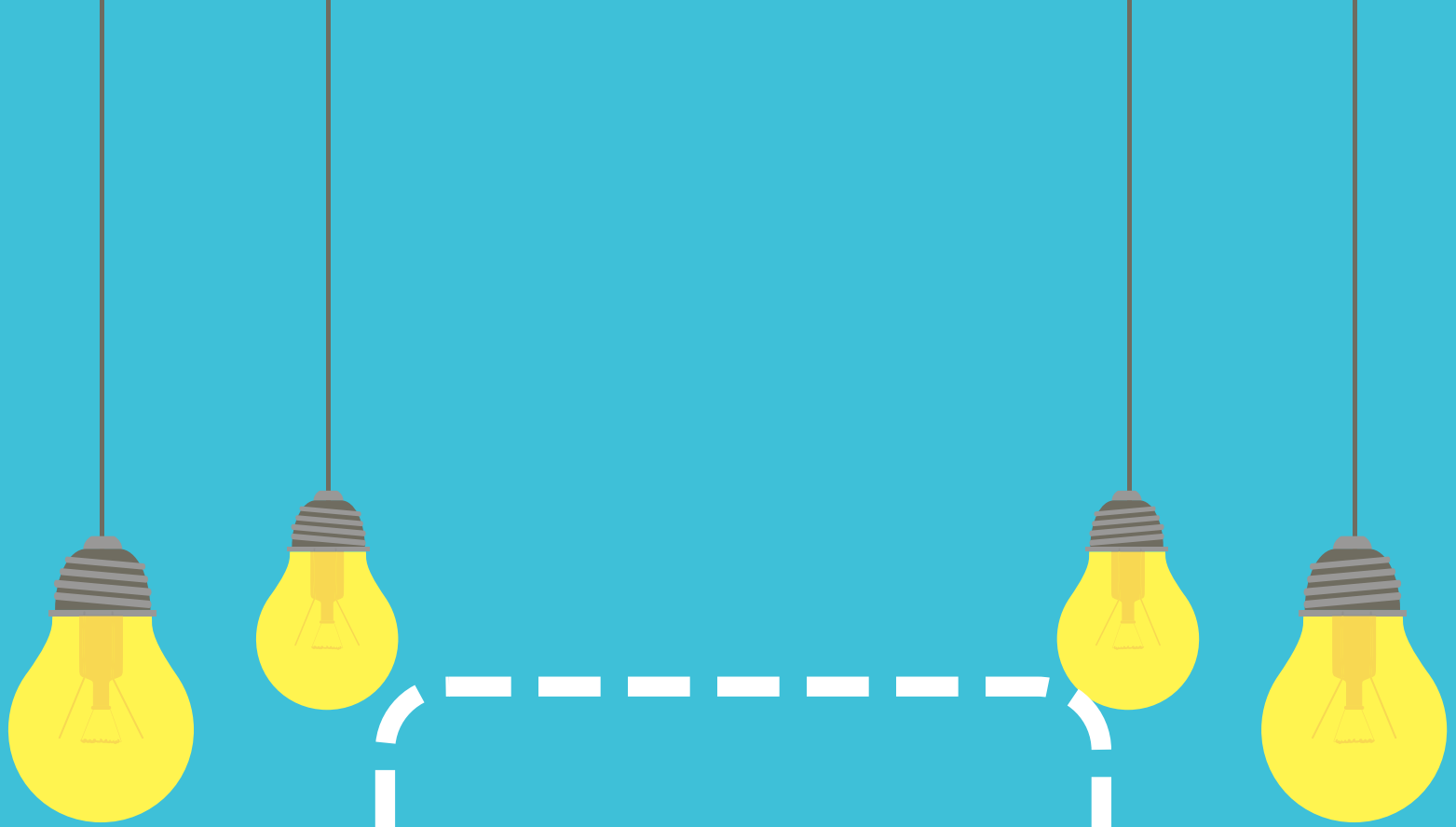


- Your sister is not allowed to go to the mall with her friends unless an adult accompanies them. One day, while you are shopping with your friend and her mother, you notice your sister in front of the store. You know she had told your parents she was going to the library. What should you do?

EXPECTED LEARNING OUTCOMES

By the end of this activity, students will:

- ***be able to analyse situations and act accordingly***
- ***understand the principles of right and wrong behaviour***



Grade-8



Activity 10

GR-8 COUNTRY

Courageous People

Heroes are made, not born. Simply put, the key to heroism is a concern for other people in need – a genuine worry to defend a moral cause, knowing there is a personal risk, done without expectation of reward. These simple but rare ingredients make a hero and provide us with the recipe for inspiration to become one.

OBJECTIVES

- Become familiar with courageous people of the society and the characteristics that make them outstanding
- Understand why courageous people are admired
- Identify role models in their own lives

MATERIALS REQUIRED

- A4 size lined paper & pen
- Board and chalk/markers
- Self-evaluation form (sample attached)

METHODOLOGY

Step 1 Have students work either individually or in groups. Ask them to identify acts of courage by people in the news, or in their school or community.

Step 2 Then have each individual or group make a presentation to the class, followed by a discussion.

Step 3 Ask them to identify what these selections have in common. What are the differences? Make a note of these points on the board. Highlight the point that most of the courageous people are those who have done brave and good things for their community or country. Emphasise on the fact that these courageous people are ordinary individuals who find the strength to persevere and endure in spite of overwhelming obstacles.

Step 4 Pose these questions to the class:

- "What can you learn about yourself from the selection(s) you made?"
- "What have you learned from the people you selected?"

Give them five minutes to think and tell them to write down their points

on an A4 size paper. Individuals/ groups must share their answers with the rest of the students. Point out that many a times we idealise someone or appreciate someone's actions because we have the same traits or strengths. However, we do not get a chance to show them or we have not discovered those traits in ourselves. Looking for such people around us gives us the strength and motivation to do something for our people and country.



Step 5 In the end, give the self-evaluation form to students so that they can analyse themselves. This should be done individually.

ARE YOU A PERSON OF COURAGE?

Take this self-evaluation and decide for yourself.

True False

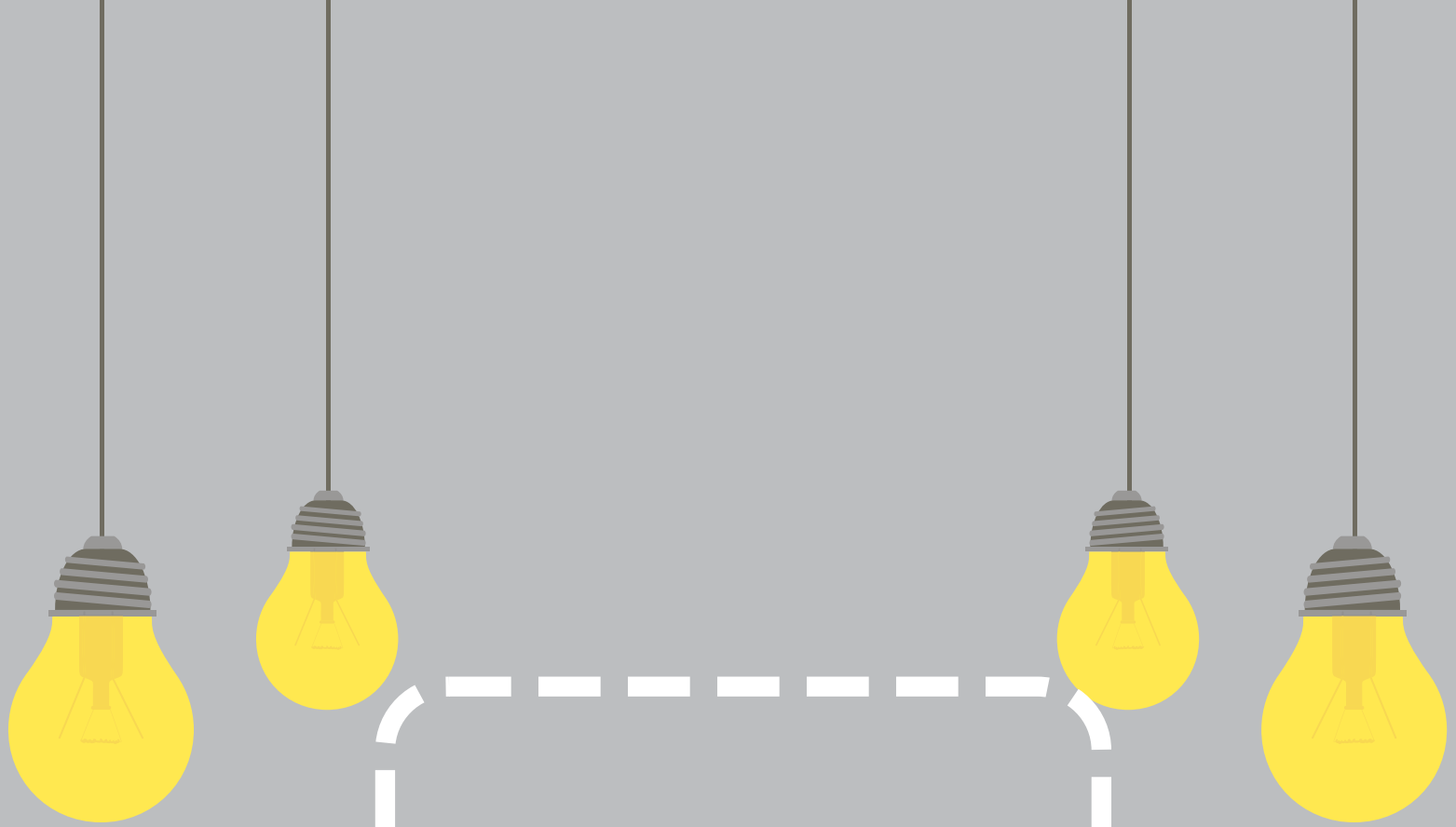
- | | | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | I stand up for what is right even if I stand alone. |
| <input type="radio"/> | <input type="radio"/> | I don't give in to negative peer pressure. |
| <input type="radio"/> | <input type="radio"/> | Fear of failure does not prevent me from trying things. |
| <input type="radio"/> | <input type="radio"/> | I am not afraid to express myself just because some people might disapprove. |
| <input type="radio"/> | <input type="radio"/> | I work to solve problems without violence. |
| <input type="radio"/> | <input type="radio"/> | I never intentionally ridicule, embarrass, or hurt others. |

I think I am / am not a courageous person because:_____

EXPECTED LEARNING OUTCOMES

By the end of this lesson, students will:

- ***express their feelings about people they admire***
- ***be inspired to do good by the strength of character and virtues of others***
- ***realise that they also have some of the characteristics they admire in courageous people***
- ***discover the traits that are the backbone of a healthy nation***



Grade-9



Activity 7

GR-9 ENVIRONMENT

Clean Water

Water water everywhere and not a drop to drink! It's ironic that on a planet that is 70 percent water, people don't have enough clean, safe water. A water shortage can affect you no matter where you live in the world. It's arguably humanity's most vital natural resource as it sustains all other activities; it's the essential basis of economies, societies and human life. People must be fed, and agriculture must have water to grow crops and livestock. This puts a demand on naturally available water. The question arises: "What to do?"

OBJECTIVES

- Examine many different ways they use water
- Categorise water uses into essential and non-essential
- Understand the impact of the unavailability of clean water on the lives of people

MATERIALS REQUIRED

- Sticky notes & pens

METHODOLOGY

Step 1 Ask students this question: What do we use water for? Ask them to think about the question on their own for a minute.

Step 2 Ask students to get into pairs. Give each pair some sticky notes and ask them to work together to record as many water uses as possible in five minutes. They should write each water use on a separate sticky note.

Spend a few minutes sharing the young people's ideas as a whole group. Ask them if they can think of any other water uses. Encourage them to think about indirect water uses such as in the manufacture of many goods. For example, it takes more than 10,000 litres of water to make one pair of jeans.

Step 3 Explain that many young people around the world lack access to safe, clean water. Narrate them the story of a young girl, Bushra, of the same age as theirs. She is 14 years old and lives in a small village in the south-west of Karachi. Explain that Bushra has to start every day with a two-hour round trip to collect water. She gets home just in time to start school. She then has to go again after school. Not only is the water source far away but the water from there is dirty as well.

Step 4 Discuss how they might feel if they had to spend a few hours collecting water each day. Possible questions include:

- What activities do you do before and after school?
- How might you feel if you weren't able to do these activities because you had to collect water instead?
- What it might be like to walk, sometimes many miles, to collect water before school?



Step 5 Ask the students to think about the different water uses they came up with in the first sticky note activity. Suggested questions:

- How would you change your use of water if you had to collect your own water each day?
- Which of these water uses are essential and which are non-essential?

Note: At this point students might feel that most of the water uses are essential.

Step 6 Share the following water and sanitation facts with the class to help them realise the importance of water in general, and clean water specifically.

- The water and sanitation crisis claims more lives through disease during the war than through the use of guns.
- Lack of access to clean water and sanitation kills children at a rate equivalent of a jumbo jet plane crashing every four hours.
- More than 3.4 million people die each year from harmful water, sanitation, and hygiene-related causes.
- A person in the UK taking a five-minute shower uses more water than the average person in a developing country slum uses for an entire day.
- 884 million people in the world lack access to safe water supplies (about 1 in every 8 people).
- In many developing countries, women and girls walk on average over 3.5 miles each day to fetch water and often spend more than 15 hours per week gathering water.
- Diarrhoea is the second leading cause of child death in the world today. Some of the reasons for people getting diarrhoea are poor sanitation, hygiene, or dirty drinking water.

The following definitions may be useful:

hygiene – cleanliness of people and their surroundings in order to keep healthy

sanitation – the process of keeping places free from dirt, infection and disease, such as removing human urine and faeces

Allow time for the young people to respond to the facts. Possible questions include:

- What would it be like not to have access to water from a tap?
- What would it be like not to have access to clean water and sanitation?
- Why do you think some people don't have access to clean water and sanitation?
- Why do you think women and girls are often responsible for collecting water rather than men and boys?

Step 7 Once students are ready to share their answers with the class, initiate a discussion based on their answers, so that they as young people realise the severity of the problem – lack of clean water. After the discussion on their use of water, ask students to work in pairs to classify their water uses into essential and non-essential. Then discuss their ideas as a class.

EXPECTED LEARNING OUTCOMES

By the end of this lesson, students will:

- **realise others' interdependence on their actions for the availability of water**
- **understand the importance of water in every sphere of life**
- **learn that unavailability of clean water makes life tough for many**
- **realise their moral duty to conserve water for the larger benefit of humanity**



Grade-10



Activity 12

GR-10 DIGITAL CITIZENSHIP

Digital Compass - How Well I Understand Technology Usage

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

- Think about where they are with respect to technology usage
- Begin to understand the ethos of the digital world

MATERIALS REQUIRED

- List of scenarios (given)
- Digital Compass (sample attached)

METHODOLOGY

Step 1 Divide students into groups of two or three. Provide each group with a Digital Compass as well as a list of twelve scenarios.

Step 2 Provide opportunities for each group to go through the twelve scenarios and identify in what direction they believe the actor in each of these scenarios is going. Each group should also come up with one or two situations of their own (about technology use or misuse) and identify those on the compass as well.

Step 3 Have students explain why they thought the situation should be in one direction or another. They need to support why they chose a certain direction.

Step 4 Discuss the six directions on the compass and find out how the students understand each of the directions.

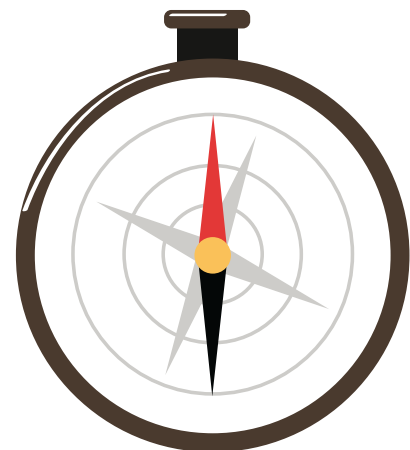
Step 5 Follow-up on how they as technology users need to think about the way in which they use technology in both school and elsewhere.

TEACHING TIPS:

1. Prepare to have adults consider some of the scenarios to be inappropriate, while students will most likely have a different reaction.

2. Understand that there will be some students who will be unmoved by the effect of inappropriate activities on others. Attempt to make it clear to students how inappropriate activities affect others.

3. Know that some students will choose a direction to get attention from others. Make sure students can explain why they are taking a certain position.



DIGITAL CITIZENSHIP AND THE 21ST CENTURY DIGITAL COMPASS ACTIVITY

Directions: Read the following scenarios. Instruct students to point to the direction that matches their opinion. After everyone makes a choice, allow students to analyse their answers.

Scenario 1 – A student sends a harassing e-mail to another student. The receiving student retaliates with a “flaming e-mail.” Is sending harassing and flaming e-mail messages wrong?

Scenario 2 – When hanging out with friends, one of the students gets a cell phone call and conducts a loud conversation. Is talking in a loud voice on a mobile phone in a public place right?

Scenario 3 – A student logs on to a file-sharing website and downloads the newest song. Is downloading music from a file-sharing site wrong?

Scenario 4 – A student follows a questionable link to a website and downloads a malicious script which releases a Trojan Horse virus on to the school network. Is downloading material from unknown sites appropriate?

Scenario 5 – An hour before class, a student remembers that a writing assignment is due. The student goes to the library, logs on to a website, and copies/pastes information without giving credit to the authors. Is using Internet materials without giving credit to the authors wrong?

Scenario 6 – At home, a student uses a software package to copy movies and games from DVD’s for his or her friends. Is copying copyrighted materials right?

Scenario 7 – A student logs into the schools’ course management system to download a copy of the course syllabus that he had lost. Is online learning appropriate for class 10 students?

Scenario 8 – Two students use text messaging on their cellular phones to pass information to each other during class. Is it wrong to send text-messages during class?

Scenario 9 – A team of students creates a website for a teacher at school, but students with special needs (disabilities) cannot read the website. Is it right to make websites that are not accessible to students with disabilities?

Scenario 10 – A student brings a USB flash drive to school with all the assignments. The student checks with the teacher before connecting the drive to the school’s computer. Is it appropriate for students to bring foreign materials to be connected to school property?

Scenario 11 – During class, students use their hand-held computers of share answers to an assignment. Is it wrong to share information during class?

Scenarios 12 – Students obtain a copy of the final exam from the teacher’s computer by “hacking” the password. Is hacking into the teacher’s computer wrong?

For the Teachers

INTERPRETING THE ANSWERS

There is no easy answer for any of the scenarios. In most instances, students’ responses are going to be varied. Why? Technology users are not always going to agree on what is “right and wrong.” Often when using technology there are “shades of gray” depending on who interprets the question. When interpreting each scenario, users need to consider not only their feelings but feelings of others. Some users may have had poor role models, developed “bad habits”, or perhaps a lack of thinking before acting. The purpose of the compass metaphor activity is to help students analyse the concept of technology use and misuse. The teacher should review the following compass directions in order to better understand student opinions:

WRONG DIRECTION – When travelling in the wrong direction, the cause is often bad information. When a student chooses to go in the wrong direction with technology, it often has to do with a lack of training or not considering those around them. To get back on the right path, students need to learn about how their technology use can affect others.

IT'S AN INDIVIDUAL CHOICE, SO WHAT'S THE BIG DEAL DIRECTION – Often students don't consider how others may feel about their behaviour, and they believe "if it doesn't bother me, why should it bother anyone else?" Students travelling in this direction can't understand what the "big fuss is all about." The teacher needs to help these students see beyond their own personal experience. As technology becomes more accessible, it becomes integrated into who we are. Because "my" cellular phone is mine, then what I do with it is "my" concern. These students believe that technology use is a right and not a privilege. Simply put, they don't want others to tell them how to use "their" technology.

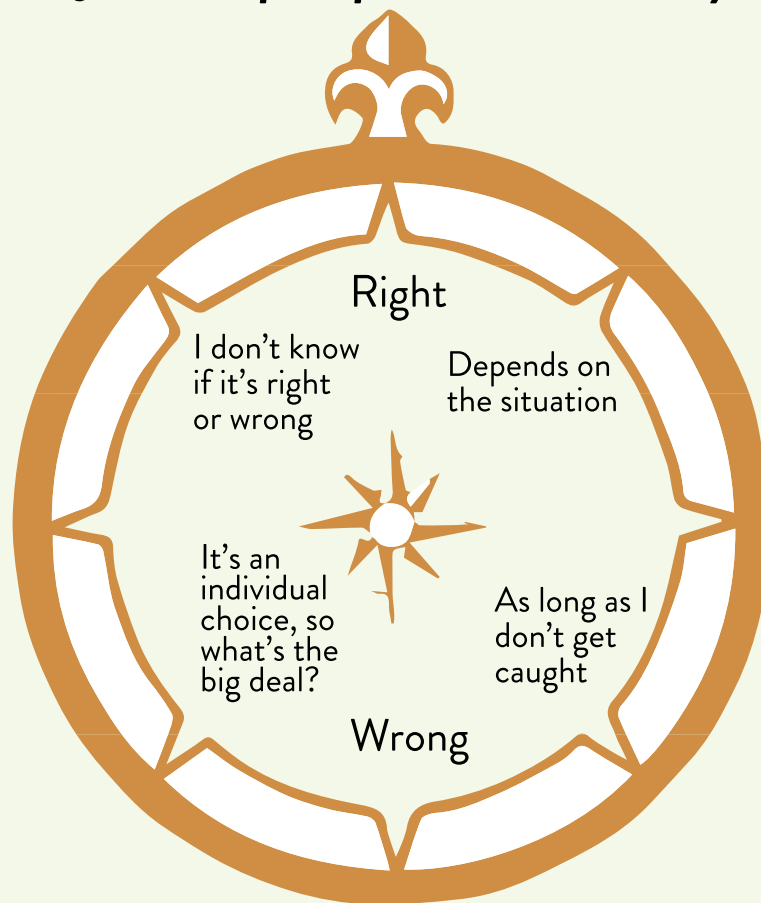
AS LONG AS I DON'T GET CAUGHT DIRECTION – Those students choosing this direction believe that technology is there to be used and everything will be fine as long as no one else knows. The trouble with this attitude is that "what we do or do not do" can and often does affect others around us. Many students know that what they are doing is not right, but they believe that if no one knows, that makes it ok.

DEPENDS ON THE SITUATION DIRECTION – Some situations do lend themselves to new interpretations, but there is usually an overarching understanding of appropriate technology use. There are times when a student needs to know that some activities are appropriate in one situation but can be inappropriate in another.

I DON'T KNOW IF IT'S RIGHT OR WRONG DIRECTION – Some students are given technology but fail to learn how to use it appropriately. But ignorance of the rules cannot be used as a defence for technology misuse or abuse. Basic digital technology citizenship skills should be learned when using technology. This is the direction students go when they understand some aspects of technology but "only enough to be dangerous." Sometimes, this can be worse than having no training at all. When no digital citizenship training is provided, students learn from others and can get poor advice.

RIGHT DIRECTION – Travelling in the right direction takes time and diligence on the part of the student. To follow this path, students need to have a good understanding of the technology they are using. They also need to reflect on how they use technology on a daily basis. Those who follow the right direction take time to decide not only how their action affects them, but also those around them.

Digital Compass for the 21st Century



EXPECTED LEARNING OUTCOMES

By the end of this activity, students will:

- *recognise the importance of careful behaviour while using technology*
- *learn the rights and wrongs of the digital world with respect to technology usage*

References

Grades 7 - 10

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