



EDUCATION

FOR

DEMOCRATIC CITIZENSHIP

Primary School Curriculum Guide

Grade Four

Education for Democratic Citizenship Grade Four Curriculum
Produced by the Curriculum and Materials Development Unit
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Introduction

The characteristics required by people living in a democratic society differ significantly from those required by people living under a totalitarian regime. Democracies need active, informed and responsible citizens who are willing and able to take responsibility for themselves, their communities and contribute to the political process. Therefore, the main justification for teaching Education for Democratic Citizenship derives from the very nature of democracy, as is our case in St. Lucia. In the context of the education system, Citizenship refers to an educational activity, which involves the process of helping people learn how to become active, informed and responsible citizens. In this case, it is referred to as "Citizenship Education" or "Education for Democratic Citizenship." Education for Democratic Citizenship encompasses all forms of education from informal education in the home, through youth work, to a more formal type of education provided in schools.

The ability and the desire for individuals to participate in a democracy are not innate, but have to be learnt. Although a certain amount of citizenship education may be picked up through ordinary experiences at home, or in the workplace; that can never in itself be sufficient to equip citizens for the kind of active roles which are necessary in our complex and diverse society. If our students are to become genuinely involved in public life and affairs, a more explicit approach to Education for Democratic Citizenship is required and not just an infusion into

the Social Studies programme as currently exists in our education system. The required approach should include all students regardless of their ability or background and should not be limited only to schools but form an integral part of all education for students and should be encouraged throughout life.

What is Education for Democratic Citizenship?

- An educational activity to help students learn how to become active, informed and responsible citizens.
- It refers to the status of being a citizen and a member of a particular political community or state. It therefore educates students about their rights and responsibilities as defined in law such as the right to vote and the responsibility to pay taxes.
- It pays special attention to involvement in public life and affairs from voting in elections to standing for political office as well as developing interest in politics and current affairs.
- It extends beyond the rights and responsibilities outlined in laws and political involvement to general forms of acceptable behaviour.

Purpose of Education for Democratic Citizenship Curriculum

Education for Democratic Citizenship will benefit students by helping them develop self-confidence and successfully deal with significant life changes and challenges. It will offer them a voice in the life of their schools, their communities and in society at large. It enables them to make a positive contribution by developing the expertise and experiences needed to claim their rights and understand their responsibilities thus preparing them for the challenges and opportunities of adulthood and working life.

Education for Democratic Citizenship as part of our education system will also help students learn key skills such as problem solving, debating, writing and discussing controversial issues. It will help them develop the attitudes or dispositions necessary for productive citizens, equality, personal responsibility, honesty and a sense that one's action can make a difference in society.

If taught separately, Education for Democratic Citizenship would also bring direct benefits to the school and other educational organizations. For schools and other educational organizations it would help produce motivated and responsible learners who relate positively to each other, to staff and to the surrounding community. For our society, Education for Democratic Citizenship would help create active and responsible citizens who are willing to

participate in the life of the nation, the wider world and encourage students to play their part in the democratic process.

Methodological Approach

The Education for Democratic Citizenship curriculum is framed by the theory of constructivism. The basic tenet of this theory is that students learn best when they construct their own knowledge, meaning that knowledge is gained through a process of active and hands on learning rather than merely receiving knowledge from the teacher. Learning should therefore center round the individual student. He/she should be the architect of his or her own learning and the teacher serves as the facilitator.

In order to successfully implement the curriculum the facilitator must recognize that many of the concepts and topics in the curriculum have no 'right' or 'wrong' answers. It is important that students develop their own conception or understanding of for example why citizens should vote or should not litter. It is only when such understanding has taken place that behavioural change will occur.

Classroom Practices and the Teacher as Facilitator

To effectively promote learning and the overall success of the programme the following practices should be employed by the facilitator:

Lessons should be:

1. Clear
2. Achievable
3. Performance related

Learning tasks should be framed in higher order cognitive skills such as:

- Predict
- Create
- Analyse
- Classify
- Construct
- Assess
- Propose a solution for...
- Suggest how....
- Speculate what would happen if....

Instructional techniques should include:

1. Problem-solving group work
2. Co-operative learning activities
3. Open-ended enquiry
4. Student dialogue (debates, planned discussions)
5. Experiential exercises
6. Challenging, higher-order questioning
7. Incorporation of ICT

Learning activities/tasks should:

1. Be student-centered
2. Be challenging
3. Be engaging
4. Encourage problem solving (suggestions, ideas for alternatives)
5. Allow opportunity for students' choice

Assessment and Reporting

Assessment is a critical component of the Education for Democratic Citizenship curriculum. Assessment is important for the following reasons:

- To evaluate the effectiveness of the curriculum
- To inform whether learning has taken place
- To inform teaching practices and determine the need for change and improvement

The over-arching goal of Education for Democratic Citizenship is to develop citizens who have a positive attitude towards their country. Assessment should monitor three components of character: knowledge, feelings and behaviour. As such the traditional means of assessment will not adequately measure whether outcomes have been achieved especially those related to values and attitudes. Facilitators need to employ alternative forms of assessment including:

- Journals
- Portfolios
- Checklists
- Case study
- Oral presentation
- Conferencing
- Reflection logs
- Role Play
- Rating scales
- Peer assessment
- Self-assessment
- Questionnaires

MODULE THIRTEEN:

St. Lucia: A diverse society

Rationale:

St, Lucia culture and society are rich. This richness is due to the contributions of many different groups of persons, both native and migrant. The culture and society continue to evolve as more persons immigrate, especially with the advent of CSME, bringing more diversity. Students need to be taught to appreciate the value of this diverse culture and society. They need to be taught to appreciate and respect the persons who have contributed to this diversity, including immigrants and students must recognise that they have a part to play in enriching this diverse culture and society of ours.

Broad Outcomes:

On completion of this module students will:

1. Identify what makes us St. Lucian.
2. Value the diversity of our St. Lucian society.
3. Show appreciation for the various persons/groups who make up our diverse society.
4. Desire to make positive contributions to our society.

Specific objectives	Content
<ol style="list-style-type: none"> 1. Define the term diverse society 2. Describe what makes our society diverse 3. Identify the major groups of persons who make up our diverse society 4. Explore the benefits of living in a diverse society 5. Explore the diverseness of your local community 6. Discuss what identifies us as St. Lucian 7. Describe the image we have of St. Lucia 8. Differentiate among the terms resident, national, non-national and citizen 9. Describe the various ways one qualifies to be a citizen of St. Lucia 10. Outline the process of becoming a naturalized citizen of St. Lucia 11. Discuss how persons from other countries have contributed to our diverse society 	<p>Diverse society: are made up of people of different ethnicity, class, gender, faith, politics, and other characteristics</p> <p>What makes our society diverse</p> <ul style="list-style-type: none"> • Religions (Christian, Muslim, Rastafarian) • Ethnic/Racial groups (African, Amerindian, Indian, European) <p>Benefits of a diverse society</p> <ul style="list-style-type: none"> • Rich culture • Different ways of doing things • Acceptance of different people <p>What makes us St. Lucian</p> <ul style="list-style-type: none"> • Music/Dance • Creole language • Cultural expressions <p>Resident: a person who lives in a country permanently or on a long-term basis</p> <p>Citizen: A person who enjoys all the rights and privileges afforded by the constitution</p>

Specific objectives	Content
<p>12. Describe the relationship between natives and non-nationals living in St. Lucia</p> <p>13. Discuss the reasons for conflict between natives and non-nationals</p> <p>14. Suggest ways to improve the relations between natives and non-nationals</p> <p>15. Suggest ways citizens can celebrate the the diverseness of St. Lucian society</p>	<p>National: a person living in a particular country, typically entitled to hold that country's passport</p> <p>Requirements for citizenship</p> <ul style="list-style-type: none"> • Birth • Married to a citizen • Parent is a citizen <p>Procedure for naturalization</p> <ul style="list-style-type: none"> • Application • Required documents • Fee <p>Contributions of immigrants</p> <ul style="list-style-type: none"> • Cultural • Economic • Social <p>Relationship between natives and immigrants</p> <ul style="list-style-type: none"> • Conflicts • Tension over resources • Creation of families

Specific objectives	Content
	Reasons for conflict <ul style="list-style-type: none">• Competition for jobs• Cultural clashes/barriers

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Carry out a small survey within the community to ascertain the composition of citizenship status 2. Bring in a resource person from immigration department to talk about becoming a citizen 3. Use other students who are citizens but non-nationals to share their experiences 4. Bring in non-nationals, Jamaicans, Trinidadians, to talk to students on how they became a citizen 5. Write song, poems, extempo to express their ideas of a diverse society 6. Sketch, draw, paint our diverse society 7. Organise an exhibition of the various cultures and people who make up our society 8. Organize a cultural expose 	<ul style="list-style-type: none"> • Role play • Sketches, drawings or paintings • Create slogans/signs for anti-crime/violence campaigns • Journals • Group presentations • Jingles/poems/songs • Posters • Debates • Reflective exercises • Check lists • Observation

Suggested Learning/Teaching Activities	Assessment
<p>9. Role play relationships between natives and non-nationals</p> <p>10. Using cards with scenarios students work in small groups to show negative and positive behaviours towards non-national</p> <p>11. Profile non-nationals have contributed towards the society</p> <p>12. Invite non-national to talk to students about their experiences living in St. Lucia</p> <p>13. Debate topics such as St. Lucians should get jobs before non-nationals</p> <p>14. Collect pictures and make a collage of people who have contributed toward the development of our country</p> <p>15. Have a wall of fame highlighting those persons citizens who have contributed to the development of the country</p>	

MODULE FOURTEEN:

Local democracy for young citizens

Rationale:

Democracies need active, informed and responsible citizens who are willing and able to take responsibility for themselves, their communities and contribute to the political process. Such persons are not born but have to be nurtured from an early age. Young persons have to be taught how to become active, informed and responsible citizens. This should start at the level of the home and local community. This module will show students how they can participate effectively and initiate change in their communities.

Broad Outcomes:

On completion of this module students will:

1. Understand how democracy works in their community
2. Appreciate the roles and responsibilities of local government
3. Participate in bringing positive change to their communities through community service

Specific objectives	Content
<ol style="list-style-type: none"> 1. Define the terms local democracy, local government 2. Discuss the roles and responsibilities of constituency councils and town and village councils 3. Assess how well these local councils govern in the communities 4. Express how they feel about their communities 5. Identify the major issues facing their communities 6. Describe the changes they wish to see in their communities 7. Identify activities taking place in the community that influence positive change 8. Identify groups which actively participate and influence change in the community 	<p>Local Democracy: Participation of citizens in the governance of their local communities</p> <p>Local government: the administration of a particular town, village, constituency, or district,</p> <p>Roles and responsibilities of local councils</p> <p>Attitudes towards communities</p> <ul style="list-style-type: none"> • Likes/dislikes • Connectedness/lack of connectedness <p>Issues facing the communities</p> <ul style="list-style-type: none"> • Social issues (e.g drug abuse, conflict, crime) • Economic issues (e.g unemployment, lack of infrastructure) <p>Activities:</p> <ul style="list-style-type: none"> • Sporting activities • Social activities • Economic activities • Volunteerism

Specific objectives	Content
<p>9. Identify young persons who help to bring about positive changes in their communities</p> <p>10. Define the terms community service, volunteerism, volunteer</p> <p>11. Identify volunteer groups and individuals in the community</p> <p>12. Explain the benefits of giving service/volunteering in the community</p> <p>13. Suggest ways in which young persons can help make positive changes in their communities</p>	<p>Community service:</p> <ul style="list-style-type: none"> • voluntary work intended to help people in a community • when you work for free to help benefit the public or your community <p>Volunteerism: the use or involvement of volunteer labour, especially in community services</p> <p>Volunteer: a person who freely offers to give service or undertake a task without getting paid</p>

	Content
	<p data-bbox="1052 245 1661 342">Benefits of community service/ volunteerism</p> <ul data-bbox="1146 378 1839 1003" style="list-style-type: none"><li data-bbox="1146 378 1839 678">• Benefits to the individual e.g increased sense of social responsibility, a sense of pride and identity, increases self-confidence, sense of accomplishment<li data-bbox="1146 708 1839 1003">• Benefits to the community e.g Improves the community, positive changes, low economic cost to local government, brings community members together

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Visit offices to find out the roles and responsibilities of constituency/town/village council 2. Invite members of local council to speak to students about their roles and responsibilities 3. Sketch, draw, paint their communities 4. Journal their community lives/experiences over a period of time 5. Make posters identifying what makes them proud of where they live 6. Carry out a mini investigation into things they would like to change in their communities 7. Write letters to their local councils or representatives about changes they wish to see in their communities 8. Profile groups and individuals who make positives changes in the community 	<ul style="list-style-type: none"> • Role play • Sketches, drawings or paintings • Slogans/signs Journals • Group presentations • Jingles/poems/songs • Posters • Observation • Checklist • Collaborative rubrics • Reflections • Documentaries

Suggested Learning/Teaching Activities	Assessment
<p>9. Interview persons who volunteer in the community about why they volunteer and how it makes them feel</p> <p>10. Invite volunteers to speak to students about community service</p> <p>11. Engage in a mini volunteer project in the school community</p> <p>12. Create volunteer groups among the students</p>	

MODULE FIFTEEN:

Caring for our Special Citizens

Rationale:

The goal of this module is to raise awareness among students about persons who require special needs and attention from the rest of society and their responsibility to these special citizens. Children must be taught empathy. This value needs to be instilled at an early age and we cannot expect that they will automatically be accepting of a take responsibility for such individuals. Expected behaviours have to be outlined and modelled for the students

Broad Outcomes:

On completion of this module students will:

1. Become aware of groups categorised as special citizens.
2. Understand why they should care for and take responsibility for special citizens.
3. Demonstrate care and concern for special citizens.

Specific objectives	Content
<ol style="list-style-type: none"> 1. Define the term special citizen 2. Explore what makes special citizens different 3. Identify the needs of special citizens 4. Categorise groups of persons as special citizens 5. Identify special citizens in their school and community 6. Explain why we should care for special citizens 7. Identify the organizations/institutions in society that help take care of special citizens 8. Suggest how individuals can help to care for special citizens 9. Outline the role of the family members in caring for special citizens 10. Outline the role of community members in caring for special citizens 	<p>Special citizens: Groups of persons in society who require particular needs and need special attention. They include:</p> <ul style="list-style-type: none"> • marginalized persons • Homeless • mentally challenged • physically challenged • orphans • senior citizens/elderly • abandoned children <p>Reasons to care for special citizens</p> <ul style="list-style-type: none"> • unable to care for themselves • they have rights • moral duty • Social obligation • demonstrates to next generation how to care for others • Benefits society

Specific objectives	Content
<p>11. Outline the role of government in caring for special citizens</p> <p>12. Suggest how young people can show care and concern for special citizens in their school or the community</p>	<p>Groups/Institutions that cater to the needs of special citizens</p> <ul style="list-style-type: none"> • Helpage • NCOPD • Human Rights Organization • Human Services • Orphanage • Homeless shelters • Dunnotar • Children’s home • Elderly homes • Special Education Centres <p>Caring for special citizens</p> <ul style="list-style-type: none"> • Family <ul style="list-style-type: none"> ○ basic needs ○ love and attention ○ sense of belonging • Government <ul style="list-style-type: none"> ○ Laws of protection ○ Equal access to resources

Specific objectives	Content
	<ul style="list-style-type: none"> ○ Provision of basic needs/welfare programmes ○ Establish protection agencies ○ Reduce cost of resources e.g equipment, medicine • Community <ul style="list-style-type: none"> ○ Inclusion ○ Love and attention ○ Tolerance ○ Provision of basic needs Showing care and concern <ul style="list-style-type: none"> • Visit • Adopt/mentor a special citizens • Food hampers • Do chores for elderly/disabled • Do not ridicule • Fund raising

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Listen to/read news clippings on special citizens and discuss 2. Visit an institution for special citizen 3. Donation of food hampers to the institutions/persons 4. Organize a campaign to sensitize peers on how they can care for special citizens 5. Design a brochure highlighting why one should care for special citizens 6. Invite a special citizen to make a class visit 7. Invite resource persons from advocacy groups to speak to students 8. Conduct interviews with special citizen on how they are treated/challenges 9. Class can adopt an elderly and use a checklist to observe students response to the special citizen 	<ul style="list-style-type: none"> • Role play • Sketches, drawings or paintings • Create slogans/signs sensitisation campaign • Journals • Group presentations on research done on crime and violence in their communities. • Jingles/poems/songs • Posters • Debates on issues of crime and violence • Reflective exercises • Check lists • Observation • Projects

Suggested Learning/Teaching Activities	Assessment
<p>10. Engage students in a project at the school which will benefit a special citizen at the school.</p> <p>11. Assign students to care for a special citizen at the school</p>	

NOTES