



EDUCATION

FOR

DEMOCRATIC CITIZENSHIP

Primary School Curriculum Guide

Kindergarten

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 behavior.

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 on 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 ONE:

Taking Part -

Developing Skills of Communication

and

Participation

Rationale

All citizens belong to groups (family, school, community, country). We therefore have to communicate on a daily basis with individuals. Positive communication is an integral part of participation in society. This is a skill which has to be taught. The overarching goal of this module is therefore to develop positive communication skills in students and to help them appreciate the importance of participating positively in society.

Broad Outcomes

On completion of this module students will:

1. Acquire the skill required to participate and communicate effectively in relevant activities.
2. Practice appropriate behaviours and communication skills which exemplify a good citizen and create a positive atmosphere.
3. Engage in activities which demonstrate positive characteristics of citizenship.

Specific Outcomes	Content
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify communication skills required as good citizens. (listening and speaking) 2. Practice the communication skills required by good citizens in order to communicate effectively with other citizen. 3. Be involved in activities which will portray themselves as good citizens. 4. Identify effective / acceptable responses to specific individuals/situations during interaction. 5. Demonstrate acceptable responses when communicating with individuals in positions of authority. 	<p>Communication Skills:</p> <p>Verbal and non-verbal communication</p> <ul style="list-style-type: none"> • Good Posture • Eye contact • Body language / gestures/ • Responding – giving feedback • Addressing individuals appropriately E.g. “Yes Miss, No sir, No thank you, Please, good morning, good afternoon etc <p>Unacceptable responses e.g. nodding of head, shrugging of shoulders, cutting eyes.</p> <p>Responses to unwelcome visitors and / strangers e.g. “No thank you, don’t touch me, I don’t want any thank you.”</p>

Specific Outcomes	Content
<p>6. Demonstrate acceptable responses when communicating with unwelcomed persons / strangers.</p> <p>7. Identify the effects of poor communication.</p> <p>8. Appreciate the importance of rules / boundaries.</p> <p>9. Identify the rules / boundaries that govern specific environments.</p> <p>10. Respect and adhere to rules and boundaries.</p> <p>11. Identify the benefits of adhering to rules and boundaries.</p> <p>12. Identify consequences of non- adherence to rules / boundaries.</p>	<p>Refusal skills (Assertiveness versus aggressiveness)</p> <ul style="list-style-type: none"> • E.g. “No thank you, don’t touch me, I don’t want any thank you.” • Accept absolutely nothing from undesirable strangers/ visitors • Call on an authority figure when approached by an undesirable visitor / stranger (scream and run) • I’m not going with you • Tell a trustworthy person <p>Importance of rules / boundaries</p> <ul style="list-style-type: none"> • Maintain order • Respecting authority • Safety (road safety, internet responsibility, bullying, health) • Making responsible decisions • To become responsible citizens

Specific Outcomes	Content
<p>13. Explain the concept of a group.</p> <p>14. Classify positive and negative groups that citizens belong to.</p> <p>15. Appreciate the value of belonging to groups.</p> <p>16. Distinguish between behavioral patterns of citizens in positive and negative groups.</p> <p>17. Display behavioral patterns which are accepted and should be exhibited to become part of a positive group.</p>	<ul style="list-style-type: none"> • To adjust to change (wait your turn) • Respect people's property (e.g pick up bag, pencil, don't go in anyone's bag) <p>Rules / boundaries for the following environments should be discussed:</p> <ul style="list-style-type: none"> • Playground • Classroom • Library • Resource room • Church • Home • Street • Groups • Other environments as applicable to your environment (Public spaces)

Specific Outcomes	Content
	<p>General rules</p> <ul style="list-style-type: none"> • Listen to authoritative figure • Adhere to given instructions • Respect other citizen's property (class, school, public places, home) • Respect other citizen's opinions • Criticize constructively (criticize the idea/opinion but not the citizen) • Be tolerant and considerate of other citizens (empathy) <p>Ways students may demonstrate adhering to rules / boundaries</p> <ul style="list-style-type: none"> • Respond to school bell, rules • Respond to road crossing attendant • Show positive behavior when at play, in groups • Follow instructions in class or out of school

Specific Outcomes	Content
	<p>Benefits of adhering to rules / boundaries</p> <ul style="list-style-type: none"> • Happiness • Progression • Smooth running of operations • Achievement • Safety • Get along well with people <p>Consequences of non – adherence to rules / boundaries</p> <ul style="list-style-type: none"> • Violence/conflict (e.g. fights, gang wars) • Physical damage • Arrest • Detainment at youth correctional facilities • Suspension / expulsion from school (as outlined in the Education Act) • Loss of privileges

Specific Outcomes	Content
	<ul style="list-style-type: none"> • Fines • Personal guilt • Bans from participation in school activities • Conflict • Bodily harm <p>Public safety issues (Food safety, housing, sanitation, mass crowds etc)</p> <p>Definition of Group: a number of people who share common characteristics and who have common goals, aims or purpose.</p> <p>How to work in groups</p> <ul style="list-style-type: none"> • Co-operate with each other • Share with each other • Take turns • Follow rules • Respect each other

Specific Outcomes	Content
	<p>Reasons citizen may belong to different groups</p> <ul style="list-style-type: none"> • Common interest, aims, goals • Need- a sense of belonging <ul style="list-style-type: none"> - personal and social • Social status • Security • Power and control • Achievement <p>Benefits of belonging to groups:</p> <ul style="list-style-type: none"> • Security • Love and affection • Social skills • Sharing ideas

Specific Outcomes	Content
	<p>Examples of behaviors exhibited by citizens belonging to:</p> <p>(a) Positive groups</p> <ul style="list-style-type: none"> • Empathy • Mutual respect • Community service / enrichment • Making a difference in the lives of others • Taking responsibility for our actions <p>(b) Negative groups</p> <ul style="list-style-type: none"> • Anger • Bullying • Getting into trouble / violence • Disrespectful to people and property • Crime (stealing, fighting, law breakers, loitering)

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. View a video depicting an audience illustrating effective communication skills. 2. Video tape your students during a lesson. In a following lesson let students criticize the video to identify effective communication skills practiced. 3. Draw/Exhibit pictures of individuals practicing effective communication. 4. Role play or demonstrate proper posture for effective communication. 5. Students can put recitals / talent show / play to practice effective communication. 6. Students can observe each other at school to identify effective communication skills using a checklist. 	<p>The following assessment techniques may be used throughout the module:</p> <ul style="list-style-type: none"> • Art work • Team competitions • Oral quizzes • Picture bingo • Matching exercises • Colorings/Drawings • Poems • Oral presentations • Observation of students' behavior • Role play • Performance tasks such as running errands, delivering messages etc • Check lists

Suggested Learning/Teaching Activities	Assessment
<p>7. Allow students to use the telephone to demonstrate proper responses when communicating with authoritative individuals.</p> <p>8. Allow students to carry out errand to other members of staff in the school.</p> <p>9. Invite authority figures from the community into the school and allow students the opportunity to communicate with these citizens.</p> <p>10. Read the story of “The Three little Pigs” and “The Three Billy goats Gruff” to illustrate the concept of meeting undesired strangers / visitors.</p> <p>11. Invite a resource person into class who students do not know and let students role play responses to undesirable visitors / strangers.</p>	

Suggested Learning/Teaching Activities	Assessment
<p>12. Take students on a field trip to specific environments in the school, e.g. computer lab, resource room, library</p> <p>13. Discussion with students the importance of rules / boundaries (Use resource persons e.g police officer, crossing guards etc)</p> <p>14. Discuss rules/ boundaries and their importance.</p> <p>15. Discuss the consequences of not adhering to the rules / boundaries</p> <p>16. View cartoon where young citizens do not adhere to rules/ boundaries set by their parents.</p> <p>17. Allow students to set rules for various environments.</p>	

Suggested Learning/Teaching Activities	Assessment
<p>18. Allow students to make slogans to put up in conspicuous areas for the adherence of rules / boundaries.</p> <p>19. Let students role play consequences of not adhering to the rules/ boundaries set for specific environments.</p> <p>20. Reward students who adhere to rules / boundaries through the creation of a “Wall of Fame.” Or have a Model Citizen Award.</p> <p>21. Have an exhibition of pictures showing various groups in the class, school / community.</p> <p>22. Read the fairy tale “Goldilocks and the Three Bear,” “The Three little Pigs,” and “Little Red Riding Hood,” to bring out the concept of groups to students.</p> <p>23. Display a set of pictures with odd one out to demonstrate the concept of a group.</p>	

Suggested Learning/Teaching Activities	Assessment
<p>24. Sing songs/have students create songs which tell about groups e.g.</p> <p>25. Allow students to identify groups in class / school and the functions of these groups.</p> <p>26. View films which illustrate groups in action. e.g.</p> <p>27. Let pupils have oral presentations to explain what group they wish to belong and why.</p> <p>28. Students can role play the behavioral patterns of negative and positive groups.</p>	

MODULE TWO:

Choices

Rationale

From an early age children begin making decisions that can affect them and persons around them. Decision making, much like communication is a learned skill. Good decision making is an important part of democratic citizenship. It is therefore imperative that children be taught this very important and necessary skill.

Broad Outcomes:

On completion of this module students will:

1. Acquire the skills required to make informed decisions.
2. Demonstrate good decision making skills.
3. Appreciate that decisions have good and bad consequences.

Specific Outcomes	Content
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concepts of decision making and choice. 2. Identify the types of decisions that citizens make. 3. Differentiate between the various types of decisions. 4. Illustrate the steps/guidelines in decision making. 5. Demonstrate/ role play good decision making skills. 6. Explain what it means to influence a citizen. 7. Develop an awareness of various factors that could influence their choices. 8. Identify examples of negative and positive choices made. 	<p>Decision making:</p> <p style="padding-left: 40px;">Making a judgment about an issue.</p> <p style="padding-left: 40px;">Making a choice.</p> <p>Choice: selecting or making a decision when faced with two or more options</p> <p>Types of decisions:</p> <p style="padding-left: 40px;">(a) Instant decision / spontaneous</p> <p style="padding-left: 40px;">(b) Informed decision</p> <p>Instant decision: Making a quick decision</p> <ul style="list-style-type: none"> • Now for now decisions • Spontaneous decisions <p>Informed decision:</p> <ul style="list-style-type: none"> • gathering as much information as possible before deciding what to do • Weighing the pros and cons before making a

Specific Outcomes	Content
<p>9. Appreciate that choices can have negative and positive consequences.</p> <p>10. Practice good decision making skills.</p>	<p>decision</p> <p>Guidelines/Steps for decision making:</p> <ol style="list-style-type: none"> 1. Identify the decision 2. Gather relevant information 3. Identify the alternatives 4. Weigh the evidence 5. Choose among alternatives 6. Take action 7. Review decision and consequences <p>Key questions for children to ask in decision making</p> <ul style="list-style-type: none"> • What do we have to decide? • What choices are there? • What are the consequences of each choice? • Which choice fits with my values?

Specific Outcomes	Content
	<ul style="list-style-type: none"> • Who can best help me decide? • Should I act now or later? • Make the best choice and act. • Afterwards – did I make the best choice? <p style="text-align: right;">What would I do differently?</p> <p>(Reflection)</p> <p>Influence:</p> <p style="text-align: center;">The power to affect others, an issue or Something.</p> <p>Factors that influence choices made:</p> <ul style="list-style-type: none"> • Peer pressure/Friends • Family/Traditions • The environment • Self/Self esteem

Specific Outcomes	Content
	<ul style="list-style-type: none"> • Economic situation • Media • Preference • Religious beliefs • Education/Information • Time • Age <p>Example of Negative Choices</p> <ul style="list-style-type: none"> • Getting hooked on drugs • Loitering • Truancy • Getting involved into fights • Bullying/Name calling • Littering • Being disobedient • Being disrespectful to adults and / authority figures • Eating badly

Specific Outcomes	Content
	<p data-bbox="1062 277 1633 315">Examples of Positive Choices</p> <ul data-bbox="1209 358 1997 808" style="list-style-type: none"> • Deciding to further education • Saying no to drugs • Priority given to essential needs and not wants • Saving • Refraining from accepting things from strangers / visitors • Using time wisely • Being health conscious <p data-bbox="1062 821 1724 859">Consequences of Positive Choices</p> <ul data-bbox="1209 902 1839 1304" style="list-style-type: none"> • Beneficial choices • Uplifting • Upgrading • Literacy • Good citizenship characteristics • Good role models • Respect from other citizens • High self esteem

Specific Outcomes	Content
	<p data-bbox="1066 277 1732 315">Consequences of Negative Choices</p> <ul data-bbox="1220 358 1793 760" style="list-style-type: none"><li data-bbox="1220 358 1478 396">• Arrest / jail<li data-bbox="1220 407 1793 444">• Scolding by authority figures<li data-bbox="1220 456 1377 493">• Injury<li data-bbox="1220 505 1604 542">• Drop out of school<li data-bbox="1220 553 1675 591">• Expulsion from school<li data-bbox="1220 602 1703 639">• Suspension from school<li data-bbox="1220 651 1423 688">• Illiteracy<li data-bbox="1220 699 1556 760">• Illness (Obesity)

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Allow students to role play scenarios involving students making good and bad decisions: 2. examples of scenarios; students choosing a book, toy, 3. snack. 4. Have students explain their reasons for making various choice using graphic organizers or checklist. 5. Have students practice using examples, the decision making process 6. Read the stories such as “Little Red Riding Hood,” to discuss the decisions which had to be made by the characters in the story. 7. Students can journal their own experiences in making decisions. 8. Students can write stories about characters making a decision. 9. Let students illustrate decision making skills by helping others make a decision. 	<p>The following assessment techniques may be used throughout this module</p> <ul style="list-style-type: none"> • Word search with positive words related to decision making. • Oral true and false statements on the module. • Slogans depicting positive choices • Role play making choices • Students identification of other stories where characters had to make decisions / choices • Give students scenarios where they have to make a decision • Reflective exercises about decisions students have made: <ul style="list-style-type: none"> -What choice did you make? -What happened as a result? -What would you do differently?

Suggested Learning/Teaching Activities	Assessment
<p>10. Students can view videos of their favourite cartoon characters making decisions and discuss.</p> <p>11. Display pictures of factors which influence choices made and let pupils explain how these influence our choices.</p> <p>12. Rewrite popular stories based on an alternate decision. ‘What would have happened if...?’</p> <p>13. Take pupils on field trips around the immediate school environment. Allow them to identify some of the situations which are the result of negatives choices made by citizens.</p> <p>14. Discuss with students some examples of positive choices which can be made.</p> <p>15. Allow students to listen to the song entitle, “Little Black Boy,” by Gipsy and discuss decision making.</p>	

Suggested Learning/Teaching Activities	Assessment
<p>16. Allow students to design posters to highlight the consequences of making positive choices.</p> <p>17. Have students identify bad decisions that they have made and discuss what they would have done differently.</p>	

MODULE THREE:

Animals and Us

Rationale

Animals are an important part of the ecosystem and are a vital part of the physical and social environment. This module seeks to develop in students an appreciation for all living things.

Students should recognize that animals and people both have needs, many of which are similar and that animals have rights too.

Broad Outcomes

On completion of this module students will:

1. Understand that both animals and human beings have needs and rights.
2. Appreciate the importance of caring for animals.
3. Display care and concern for animals in society.

Specific Outcomes	Content
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify examples of basic needs 2. Define the concept of “Basic Needs.” 3. Explain the concept of rights (human rights and animal rights). 4. Differentiate between the concept of rights and needs. 5. State reasons why they think these needs are considered as basic. 6. Discuss the needs of their pets. 7. Compare their needs to that of their pets. 	<p>Examples of Basic Needs:</p> <ul style="list-style-type: none"> • Love • Food • Shelter • Clothing • Education • Recreation • Medical <p>Basic Needs:</p> <p>Items that are essential and are required for our survival.</p> <p>Rights:</p> <p>A moral or legal entitlement to have or obtain something or act in a certain way. Legal, social or ethical principles of freedom or entitlement.</p> <p>Difference between rights and needs</p> <p>Need- something you cannot do without (for</p>

Specific Outcomes	Content
<p>8. Identify the needs of their pets that are common to theirs.</p> <p>9. Explain ways in which they look after their pets.</p> <p>10. Identify citizens who help them to look after their pets.</p> <p>11. Explain ways in which these citizens help them look after their pets.</p> <p>12. Discuss the work / job of individuals who take care of animals.</p> <p>13. Suggest ways in which they can ensure that their pets are safe in the community.</p>	<p>survival) E.g food, shelter, clothing, love</p> <p>Reasons needs are considered as basic: Because they are universal</p> <p>Refer to definition of needs stated previously</p> <p>Needs of Animals:</p> <ul style="list-style-type: none"> • Love / Attention / Care • Shelter (Kennel) • Food • Medical attention <p>Needs of pets that are similar to humans:</p> <ul style="list-style-type: none"> • Love • Food • Shelter • Care • Recreation

Specific Outcomes	Content
<p>14. Appreciate the importance of animals to the environment.</p> <p>15. List the precautions that should be taken when caring for animals.</p> <p>16. Display care and concern for animals and pets.</p>	<p>Ways in which students look after their pets:</p> <ul style="list-style-type: none"> • Grooming • Recreation • Show love • Walking them • Feeding them • Giving them freedom <p>Individuals / agencies who help us look after our pets:</p> <ul style="list-style-type: none"> • Veterinarian(animal doctor) • St. Lucia Animal Protection Society (SLAPS) • Family members <p>Ways in which individuals and agencies help look after pets:</p>

Specific Outcomes	Content
	<p>Vets</p> <ul style="list-style-type: none"> • Medical care <ul style="list-style-type: none"> -vaccines -medications -checkups • Animal supplies <p>SLAPS</p> <ul style="list-style-type: none"> • Animal protection • Medical assistance • Advocacy and Education • Volunteerism <p>Family Members</p> <ul style="list-style-type: none"> • Daily care • Love • Shelter • Food

Specific Outcomes	Content
	<p>Ways in which we can ensure that our pets are safe in our community:</p> <ul style="list-style-type: none"> • Keep them in fenced areas • Train them • Proper supervision • Keep them on a leash when outdoors <p>Ways of showing appreciation to animals:</p> <ul style="list-style-type: none"> • Feeding on time • Grooming • Treating them with love • Register them (get a collar with a name) • Get them vaccinated / regular visits to the vet

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Use pictures to show needs of individuals as listed in content 2. Organize field trips to agencies / organizations that are responsible to look after the welfare of animals. 3. Invite resource persons to speak to students on ways of looking after their pets. 4. Play riddles games to illustrate the animal and how to care for it. 5. Dramatize ways in which individuals look after their pets. 6. Organize activities for pupils to show appreciation for animals. 	<p>The following assessment techniques may be used throughout the module:</p> <ul style="list-style-type: none"> • Drawings made by students – pictures of animals. • Matching animals to the homes. • Analysis of poems, songs etc related to animals. • Create songs or poems which relate to animals and their homes. • Observation of students showing appreciation to animals.

Suggested Learning/Teaching Activities	Assessment
<p>7. Discuss with students precautions which must be taken when handling pets.</p> <p>8. Organize for students to view movies where pets have been heroes and helped humans.</p> <p>9. Sing songs which are related to pets / animals. Example: “Old Mac Donald”</p> <p>10. Teach students poems related to pets and / animals Example: “ Cats Sleep Anywhere”</p> <p>11. Show and Tell (Students bring their pets to school)</p> <p>12. Simulations of caring for a pet. (For</p>	<ul style="list-style-type: none"> • Simulations of caring for animals. • Role play scenarios about pets being ill treated • Suggest ways to help animals which are being ill treated • Debate topics such as whether we need animals, animals should not be caged or tied, zoos are cruel and inhumane, eating meat is inhumane, persons who hunt. • Have students write manuals on how to care for pets

Suggested Learning/Teaching Activities	Assessment
<p>example using an egg to represent a pet)</p> <p>13. Adopt an animal (possibly a stray in the community)</p> <p>14. Students can write essays on the topic 'Imagine a world without animals'.</p> <p>15. Debate topics such as whether we need animals, animals should not be caged or tied, zoos are cruel and inhumane, eating meat is inhumane.</p> <p>16. Discuss controversial issues such as hunting for sport, using animal fur or skin to make clothing.</p>	