



**EDUCATION
FOR
DEMOCRATIC CITIZENSHIP
Primary School Curriculum Guide
Grade Six**

*Education for Democratic Citizenship Grade Six Curriculum
Produced by the Curriculum and Materials Development Unit
Ministry of Education, Innovation, Gender Relations and Sustainable Development
September, 2017*

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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:

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| <ul style="list-style-type: none">• Journals• Portfolios• Checklists• Case study | <ul style="list-style-type: none">• Oral presentation• Conferencing• Reflection logs• Role Play | <ul style="list-style-type: none">• Rating scales• Peer assessment• Self-assessment• Questionnaires |
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MODULE NINETEEN:

Citizenship:

What is it all about?

Rationale:

A democracy is described as government of the people, for the people and by the people. In order for a democracy to work successfully the citizenship must have a clear understanding of what it entails, how it should work and what are acceptable behaviours in a democracy. Without the support of the people a democracy will not work. It is very important therefore that at an early age children be introduced to the concept of democracy and what is expected of its citizens and so this module introduces pupils to the key ideas that are central to a functioning democratic society.

Broad Outcomes:

On completion of this module students will:

1. Gain an understanding of what a democracy is.
2. Know what is expected of citizens in a democracy.
3. Become active citizens in their school, community and country.

Specific objectives	Content
<ol style="list-style-type: none"> 1. Define the terms democracy, democratic community/society, democratic citizenship 2. Identify the basic principles of democracy 3. Identify behaviours that go against the principles of democracy 4. Assess the level of democracy in St. Lucia 5. Suggest ways in which individuals can help make positive change happen in a democratic society 6. Suggest ways in which we can demonstrate democracy in: school, community, country 7. Define the term taxes 8. List types of taxes 10.Explain the importance of paying taxes 11. Identify persons who are responsible for ensuring we pay our taxes 	<p>Democracy: a system of government by the whole population or all the eligible members of a state, typically through elected representatives.</p> <p>Democratic community/society: A community/society which adheres to the values and principles of democracy</p> <p>Democratic citizenship: refers to being a member or citizen of a democratic society</p> <p>Principles of democracy:</p> <ul style="list-style-type: none"> • Citizen Participation • Equality • Political Tolerance • Accountability • Transparency • Regular, Free and Fair Elections • Economic freedom • Control of abuse of power • Human rights • Rule of law

Specific objectives	Content
12. List consequences of not paying our taxes	<p>Behaviours that go against democracy</p> <ul style="list-style-type: none"> • Political intimidation • Victimization • Corruption • Not voting • Violation of rights <p>Creating change in a democratic society</p> <ul style="list-style-type: none"> • looking for information in newspapers, magazines, and reference materials and judging its accuracy • voting in national elections • participating in a political discussion • trying to persuade someone to vote a certain way • signing a petition • wearing a button or putting a sticker on the car • writing letters to elected representatives • contributing money to a party or candidate

Specific objectives	Content
	<ul style="list-style-type: none"> • attending meetings to gain information, discuss issues, or lend support • campaigning for a candidate • lobbying for laws that are of special interest • demonstrating through marches, boycotts, sit-ins, or other forms of protest • serving as a juror • running for political office • holding public office • serving the country through military or other service <p>Democratic behaviours</p> <ul style="list-style-type: none"> • Participating in students' council • Respecting rights and property of others • Obeying rules • Treating others fairly • Voting • Respecting views of other people

Specific objectives	Content
	<p>Taxes: a compulsory monetary contribution to state revenue, issued by the government on workers' income and business profits or added to the cost of some goods, services, and transactions</p> <p>Types of taxes:</p> <ul style="list-style-type: none"> • income tax • property tax • consumer tax/value added tax (VAT) • departure tax • stamp duty • import duty <p>Importance of taxes</p> <ul style="list-style-type: none"> • source of revenue for government • fund public works • pay import bill • fund social welfare projects <p>Collection of taxes</p> <ul style="list-style-type: none"> • Inland Revenue Department • VAT office • Customs and Excise

Suggested Learning/Teaching Activities	Assessment
<p>1. Create a booklet on the origin of democracy</p> <p>2. Create posters on the principles of Democracy</p> <p>3. Have students use observation sheets to research democratic/non democratic behaviours in the school or community</p> <p>4. Create drawing of society with and without democracy</p> <p>5. Compose songs, poems, jingles about democracy</p> <p>6. Debate the level of democracy in St. Lucia</p> <p>7. Create a documentary on the constitutional development of St. Lucia</p> <p>8. Carry out a mock election</p> <p>9. Invite resource persons from electoral department</p> <p>10. Students work in groups and each group will make a presentation on a selected tax</p>	<ul style="list-style-type: none"> • Role play • Sketches, drawings or paintings • Create slogans/signs for anti-crime/violence campaigns • 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

Suggested Learning/Teaching Activities	Assessment
<p>11. Engage in a “TAX” walk to identify and facilities, infrastructure that are maintained by our taxes</p> <p>12. Create a tax jar where students contribute a percentage of their allowance towards a selected activity geared at special citizens</p>	

MODULE TWENTY:

Crime and Violence

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Rationale:

Crime and violence continues to escalate among young persons. This module raises the awareness of students of juvenile delinquency, crime and violence. Students must be encouraged to be reflective citizens and should be taught to assess their own risk factors for delinquent, criminal and violent behaviour. They also must be taught to appreciate the far reaching and lasting impact of crime. This module arms them with information and skills to do so and guides them to becoming responsible citizens as it relates to criminal and violent activities.

Broad Outcomes:

On completion of this module students will:

1. Critically assess the impact of crime and violence on the society.
2. Have a fair understanding of the criminal code in St. Lucia.
3. Assess the value of leisure activities and sports in combating the issue of crime and violence.
4. Participate more in leisure and sporting activities.

Specific objectives	Content
<ol style="list-style-type: none"> 1. Define the terms crime and violence 2. Explain what is the criminal code 3. Examine how the criminal code of St. Lucia guides the behaviour of citizens 4. List some of the most common types of crime committed in our society. 5. Examine reasons why individuals especially the youth commit crimes 6. Assess the impact of committing criminal offences on the perpetrator, his/her victim and their families. 7. Assess the social and economic impact of crime on the community and country. 8. Discuss why one should and how one can assume responsibility for his/her criminal actions. 9. Suggest ways that the youth can stay away from violent and criminal activities 	<p>A crime is an action that breaks the law</p> <p>Violence is a behaviour involving physical force intending to hurt, damage or kill something.</p> <p>Criminal Code: All the laws which outline what are considered criminal offences in St. Lucia and the punishments associated with them.</p> <p>Common crimes:</p> <ul style="list-style-type: none"> • Murder • Theft • Assault • Rape <p>Factors that lead to crime/violence/delinquency</p> <ul style="list-style-type: none"> • Poverty • Ignorance of the law • Peer pressure/Gang involvement • Unemployment • Inability to resolve conflict

Specific objectives	Content
10. Discuss how leisure activities and sports in particular can steer young people away from crime.	<ul style="list-style-type: none"> • Poor social skills • Broken families/lack of love • Lack of respect for property, human lives • Ignorance of the law • Low self-esteem

Specific objectives	Content
	<p>Impact of Crime</p> <ul style="list-style-type: none"> • Family – rejection, no sense of belonging, a feeling of neglect and worthlessness, make them conspirators, sense of duty to protect criminals • Friend – rejection, neglect, isolation, make them conspirators, idolism, sense of duty to protect criminals • Society- denying job opportunities, stigmatization, rejection, idolism • physical injury • financial loss • property damage • Loss of freedom • Alienation from family/friends • Shunned by community • Loss of loved ones • Broken families

Specific objectives	Content
	<ul style="list-style-type: none"> • Emotional strain on family members • Economic strain on government • Destruction of reputation • Negative reputation for community • Economic effects/decline in business • Negative effects on tourism <p>Reasons why one should assume responsibility for criminal actions</p> <ul style="list-style-type: none"> • Actions may serve to be an example to others which may deter them from committing similar acts. • Demonstrating or level of maturity • Helps victims and their families (closure) • Peace of mind • Personal development

Specific objectives	Content
	<p>How can one take responsibility for criminal actions</p> <ul style="list-style-type: none"> • Confess • Apologise to victim • Refrain from committing further crime • Community service • Mentoring <p>Avoiding criminal involvement/violence</p> <ul style="list-style-type: none"> • Avoid persons who break the law/engage in acts of violence • Join clubs • Engage in sports • Get a hobby/interest • Resolve conflict positively • Reflect on consequences before acting • Take issues to an adult • Avoid watching violence in the media

Specific objectives	Content
	<p>Value of leisure activities and sports</p> <ul style="list-style-type: none"> • Keeps youth constructively occupies • Teaches discipline • Educational opportunities • Builds self esteem • Surrounds ones with positive people • Avenue to release energy • Provides a sense of achievement and pride

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. View videos/pictures of criminal activities and discuss what makes them crimes. 2. Research and present in groups various parts of the criminal code 3. Invite resource person from the community to speak to students about crime.eg police officers, Field trip to police Stations 4. Collect data from local police about popular crimes 5. Role play acceptable and non-acceptable behaviours outlined by the criminal code 6. Design posters promoting anti-criminal behaviours 7. Compose a jingle on crime fighting measures 	<ul style="list-style-type: none"> • Role play • Sketches, drawings or paintings • Create slogans/signs for anti-crime/violence campaigns • 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

Suggested Learning/Teaching Activities	Assessment
<p>8. Visit institutions responsible for rehabilitating delinquent youth</p> <p>9. Read newspaper clipping on crime and students discuss content</p> <p>10. Group report on current criminal issues locally, regionally, international</p> <p>11. Discuss the effects of crime on society</p> <p>12. Compile a mini project on crime in their community</p> <p>13. Reflective exercise on risk factors</p> <p>14. Create extempo/jingles/poems about crime/violence</p> <p>15. Develop radio and television campaigns against crime and violence</p> <p>16. Read stories with the theme crime and violence and discuss</p> <p>17. Journal their experiences with crime and violence</p>	

Suggested Learning/Teaching Activities	Assessment
<p>18. Invite athletes to speak to students about their experiences</p> <p>19. Explore educational opportunities for athletes</p> <p>20. Exhibit prominent young athletes</p>	

MODULE EIGHTEEN:

Caring for our Special Citizens

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Rationale:

There are many individuals in our society who cannot take adequate care of themselves and who need others to advocate on their behalf. The goal of this module is to sensitise young persons to the needs of those special citizens in the society. A major component of active citizenship is being moved to act whenever they witness injustice. It is important that this characteristic be nurtured in young persons. This module encourages students to examine how the society treats special citizens and to think of ways in which they can play a part in improving the quality of life of these special citizens.

Broad Outcomes:

On completion of this module students will:

1. Be more aware of the needs of special citizens in our society.
2. Evaluate how well we care for special citizens in our society
3. Be moved to demonstrate care and concern for special citizens.

Specific objectives	Content
<ol style="list-style-type: none"> 1. Define the term special citizen 2. Describe what makes a citizen ‘special’ 3. Discuss how the needs of special citizens are different from the needs of others 4. Discuss why special citizens need to be catered for 5. Identify organizations/institutions that care for special citizens 6. Examine how well your school, community and government cater to the needs of special citizens 7. Discuss how special citizens are neglected 8. Discuss how special citizens are affected when they are neglected by family and community 9. Suggest how family members, 	<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>Characteristics of a special citizen</p> <ul style="list-style-type: none"> • has special or unique needs • is vulnerable to abuse/neglect • cannot adequately care for themselves <p>Needs of special citizens</p> <ul style="list-style-type: none"> • Special care • Protective laws • Infrastructure (ramps etc) • Social welfare

community members and government can better care for special citizens	
<p>Specific objectives</p> <p>10. Suggest how young people can show care and concern for special citizens in their school or the community</p>	<p>Content</p> <p>Reasons to care for special citizens</p> <ul style="list-style-type: none"> • unable to care for themselves • they have rights • moral duty <p>Advocacy groups /Protection agencies:</p> <ul style="list-style-type: none"> • Helpage • NCOPD • Human Rights Organization • Human Services • Elderly homes • Orphanages • Homeless shelters • Dunnotar/Lady Gorddard <p>Neglect of special citizens</p> <ul style="list-style-type: none"> • Abandoned • Limited access to education • Abuse • Denied basic rights • Not catered for in public spaces

Specific objectives	Content
	<p>Effects of neglect</p> <ul style="list-style-type: none"> • Loneliness • Abuse • Death • Poor quality of life • Suicide • Drug use <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 ◦ Provision of basic needs ◦ Welfare programme ◦ Policy of inclusion ◦ Infrastructure

Specific objectives	Content
	<ul style="list-style-type: none"> • Community <ul style="list-style-type: none"> ◦ Inclusion ◦ Love and attention ◦ Tolerance ◦ Provision of basic needs <p>Showing care and concern</p> <ul style="list-style-type: none"> • Visit • Adopt/mentor a special citizens • Food hampers • Do chores for elderly/disabled • Do not ridicule • Adopt a special citizen program • Fund raising to lend assistance

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 us a 	<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

checklist to observe students response to the special citizen	
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Suggested Learning/Teaching Activities	Assessment
<p>10. Carry out an assessment of how the school caters for special citizens e.g physically disabled</p> <p>11. Engage students in a project at the school which will benefit a special citizen at the school.</p> <p>12. Assign students to care for a special citizen at the school</p>	



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