



# EDUCATION FOR DEMOCRATIC CITIZENSHIP

---

*Education for Democratic Citizenship Modules 1-6  
Produced by the Curriculum and Materials Development Unit  
Ministry of Education, Innovation, Gender Relations and Sustainable Development  
September, 2017*

# MODULE ONE: CITIZENSHIP- WHAT'S IT ALL ABOUT?

## MODULE 01: CITIZENSHIP-WHAT'S IT ALL ABOUT?

### ABOUT THE MODULE

This module introduces pupils to key ideas that are central to developing an understanding of what active citizenship is all about. They consider their rights and responsibilities and think about issues of fairness, in the context of the communities to which they belong. They consider the role of democratic citizens in a democratic society. They learn about the importance of ground rules for discussing and debating issues. The unit provides opportunities for pupils to discuss and review their previous experiences in school and elsewhere, and think about how their involvement in their communities will change over time. Pupils also learn about how their rights and responsibilities within the school community.

The sections in this introductory module may be used in any order. For example, some teachers may prefer to start the module with the 'desert island' scenario in section 3.

## Sections in this module

This module is divided into sections. Each section contains a sequence of activities with related objectives and outcomes.

1. What is school like?
2. What are ground rules for discussion?
3. What is a democratic community?
4. What will change as I get older?

Module 01:      Citizenship - What's it all about?

Section 01:     What is school like?

Objectives:     Children should learn:

- *To reflect on ways in which they are already citizens, participating in their school and communities.*
- *Define what is meant by a good citizen*
- *List examples of good citizenship*
- *Identify ways in which persons can become citizens of St. Lucia*
- *Name persons and groups who have made or are making special contributions to the development of St. Lucia.*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Pupils talk in groups, asking each other about their primary school. Which school did they attend? What was it like being a pupil at that school? How were their primary schools different, <i>e.g. in terms of uniform, school rules, facilities, school grounds, teachers, sports, food?</i></li> <li>• Ask pupils to make a list of different experiences they have had as part of a school community, including how they joined in the life of the class and school, and whether anything made it difficult for them to do so.</li> <li>• Summarize the main areas of discussion on the board or a flip chart, and then ask pupils to talk about and divide the list into positives and negatives.  Positives might include teachers they</li> </ul>	<ul style="list-style-type: none"> <li>• To recognize that they are members of – and citizens within – the school community and that they have already had experiences on which they can build.</li> </ul>	<ul style="list-style-type: none"> <li>• The issues raised in this introductory module will be revisited in other modules in the citizenship scheme of work. The sections in this module may be covered in any order.</li> <li>• The school may decide to use a portfolio for citizenship. This could be used to recognize progress and achievement of all pupils.</li> <li>• Pupils may already have participated in a range of citizenship and decision-making activities, <i>e.g. by acting as playground helpers or by taking part in paired reading schemes, by contributing to school or environmental projects, by taking responsibility at home or in the classroom.</i></li> </ul>

<p>like, interesting work, creating an environmental area, having friends, being able to play football. Negatives might include hard work and being bullied.</p> <ul style="list-style-type: none"><li>• Ask pupils to think about and list things that make school a good place to be, <i>e.g. fun activities and lessons, being with friends, being able to get on with your work, teamwork</i>. They then agree what actions they could take to make school a better place to be.</li></ul>		
--	--	--

Module 01:      Citizenship - What's it all about?

Section 02:     What are the ground rules for discussion?

Objectives:     Children should learn:

- Why school rules are important
- Major school rules
- *To establish class ground rules that creates a safe and constructive environment for group discussion.*
- *The importance of rules within a community and how these help to safeguard the rights of individuals and groups*
- *About democratic processes and how these help us to have our say*
- *That having discussions and forming opinions about issues and current events are central to citizenship.*



ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• What are ground rules for discussion and why do we need them? Ask pupils working in pairs to talk about what makes it difficult to contribute to class discussion, <i>e.g. other pupils stating their opinion forcefully, being ridiculed, being interrupted</i>. The pairs contribute to a whole-class list. Using the list, the pupils identify what rules the class should have to enable everyone to contribute, <i>e.g. taking turns to speak, not making fun of others, not using put-downs, listening to others and not interrupting</i>. Use this activity to illustrate the link between rights, responsibilities and rules.</li> <li>• Identify an issue about which pupils could make a decision, <i>e.g. where they sit in class</i>. Ask them should they</li> </ul>	<ul style="list-style-type: none"> <li>• Know what helps or hinders discussion and what rules are needed to enable all members of the group to contribute to a discussion.</li> <li>• Understand that discussing issues and suggesting ways forward are important to playing an active role as a citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils may have learnt at primary school how to establish ground rules – they need to be reminded about the importance of such rules as they will be discussing sensitive issues in citizenship.</li> <li>• The issue selected by the class must be suitable for class discussion and be one where the school can allow an element of choice. This will vary from school to school.</li> <li>• The agreed list of ground rules for discussion could be written up as a poster for display in the room and as a reminder for other citizenship activities. This list could be amended and refined through experience.</li> </ul>

<p>always have to sit in the same place or should they be allowed to change round? If they are allowed to move places, should they be able to do this regularly or only occasionally? Pupils briefly discuss the pros and cons and then vote on which system to implement. Alternative issues could relate to lunchtime arrangements, classroom responsibilities or other aspects of school life.</p> <ul style="list-style-type: none"> <li>• Ask pupils how decisions were made at their last school. Were they involved in a school council? What did it achieve? Was everybody in the school involved? How else did pupils contribute to the school's life and organization? Why was it good to be able to contribute to class and school life? Who benefits and in what ways?</li> <li>• Ask pupils what issues in the news –</li> </ul>		
---	--	--

<p>local or national – are of concern to them and list these on the board. Pupils suggest why these issues are of public or local interest and discuss which are most important to them. Ask them to vote for one issue and discuss it as a class, to develop a questioning approach, e.g. why is this issue a problem and who is affected by it? How could the situation be improved?</p>		
--	--	--

Module 01:      Citizenship - What's it all about?

Section 03:     What is a democratic community?

Objectives:     Children should learn:

- *What rights are and how they relate to responsibilities.*
- *How rights and responsibilities apply to individuals and communities and that sometimes these can conflict or compete.*
- *To discuss views and opinions with others and to respect similarities and differences.*
- *To acknowledge other people's views.*
- *That fairness and social justice are key to democratic communities.*
- *That groups and individuals can make decisions in different ways within a democratic society and that this is an important element of citizenship.*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>Describe a ‘desert island’ scenario in which a group of people have been thrown together in difficult circumstances and have to cooperate (become a community) to survive. In groups, pupils consider various situations, <i>e.g. someone has been found to have a weapon which they are refusing to hand over to the group which could be a danger to the community; a parent with hungry children has been found stealing from dwindling food supply; too many people are criticizing the group’s decisions and this is undermining the spirit of the group.</i> These situations could be written onto cards and be handed out. Ask pupils</li> </ul>	<ul style="list-style-type: none"> <li>Know that rights relate to responsibilities for individuals and within communities.</li> <li>Know that an individual’s rights and responsibilities may compete or conflict with those of communities.</li> <li>Know that there are differences and similarities between individuals and that these should be respected.</li> <li>Understand the importance of fairness within the hypothetical community and relate this to experiences within their own communities.</li> <li>Recognize that there are different ways of making and implementing decisions within a democratic society.</li> <li>Know that active citizenship involves</li> </ul>	<ul style="list-style-type: none"> <li>The desert island scenario is one approach which may be used as a starting point for each activity in this section.</li> <li>Drama and role-play can increase pupils’ engagement with the issues. Rules of role-play should be observed.</li> <li>Small-group discussion techniques are effective because they enable everyone to be seen and heard and prevent discussion being dominated by a few group members.</li> <li>Issues about rights and responsibilities, communities and identities, democracy and government will be discussed in more depth through citizenship activities.</li> </ul>

<p>what should be done in such circumstances and why?</p> <ul style="list-style-type: none"> <li>• Drawing on their involvement in the scenario, pupils consider the following issues: <ul style="list-style-type: none"> <li>• What is a community? Ask pupils to form a circle or small group and talk to the pupil next to them about things they have in common and ways in which they are different. How many communities do they think they are part of – locally, nationally, and globally? Ask pairs of pupils to join up with other pairs and repeat their discussion. Share discoveries as a class, <i>e.g. was it harder to find specific things in common as the group got larger? What do all pupils in the school have in common?</i></li> <li>• What are rights? Ask pupils to</li> </ul> </li> </ul>	<p>cooperation and respect for the rights of others and that this is why there is a need for rules and shared responsibilities.</p> <ul style="list-style-type: none"> <li>• Think creatively and critically about the hypothetical situations and relate hypothetical conclusions to real-life situations.</li> </ul>	
--	--	--

<p>identify the rights of individuals and the rights of the community as a whole. They consider when the rights of the individual might conflict with the rights of the community. Where do these rights come from and how should they be enforced? Why is it necessary to safeguard some rights, <i>e.g., to survive as individuals, to help others, to protect the weak</i>? Who has the duties and responsibilities in this regard?</p> <ul style="list-style-type: none"> <li>• What are responsibilities? In groups, pupils discuss and decide whether some members of a group should have greater responsibilities than others. If so, why? What if they do not accept these responsibilities or they clash with rights? What is the link between the rights and</li> </ul>		
---	--	--

<p>responsibilities? If someone neglects a responsibility, does this mean that they lose all their rights? When is it acceptable to take away someone's rights? When is this unacceptable? Are there some basic rights that should never be taken away or violated?</p> <ul style="list-style-type: none"> <li>• What is fairness? Ask the class to think about how the group of survivors in the desert island scenario might develop fair ways of doing things, like making rules, punishing offenders, distributing welfare, allowing freedom of individual conscience, <i>e.g. in religious and moral beliefs</i>. Ask pupils to reconsider some of the decisions they have already made. Are they fair to some people and not to others? Can unfairness be</li> </ul>		
--	--	--



<p>avoided? Ask pupils to suggest situations when ideas on fairness can be applied at home, school and in the local community and wider society.</p> <ul style="list-style-type: none"> <li>• What is democracy? Who has power and authority? Using the desert island scenario again, encourage pupils to imagine how the group of survivors might plan for the future in case they do not get rescued. Pupils discuss and consider how decisions will be made and who should have authority. Explain democratic processes in this context, <i>e.g. choosing a leader, everyone voting on decisions, a group being elected to make decisions on everyone's behalf. What are the pros and cons of these different positions?</i> Ask pupils to</li> </ul>		
--	--	--

<p>think about democracy in their own communities, <i>e.g. who makes decisions and how? Are they involved? How?</i></p>		
---	--	--

Module 01:      Citizenship - What's it all about?

Section 04:     What will change when I get older?

Objectives:     Children should learn:

- *To identify how rights and responsibilities change as we get older.*
- *That rights may be infringed in certain situations.*
- *To reflect on how the subject of citizenship has relevance to many areas of everyday life.*
- *To work together in groups.*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Ask pupils to visualize a new-born baby. Does it have any rights? What responsibilities does it have? Who takes responsibility for protecting its rights? How does this change as it grows older, <i>e.g. at the age of 5, 10, 15, 16, 18?</i></li> <li>• In pairs, pupils produce a timeline to identify the changes that will take place in their rights and responsibilities between now and when they reach the age of 19. For example, they show when different laws come into effect, <i>e.g. the legal age for working, driving a car, voting, buying alcohol, age of consent.</i> Using the timeline, pupils discuss how rights increase with age, and why, but also how responsibilities grow with them, and why. They then consider issues they will face as they get older –</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how the knowledge and skills they develop can help them identify and make informed decisions about future challenges and choices.</li> <li>• Are familiar with the citizenship programme of study and what it sets out.</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline activity provides a context for pupils' overall personal and social development, and links could be made with how and where pupils will learn about important issues relating to their health and personal relationships.</li> </ul>

<p>employment, budgeting their money, how to spend their free time, <i>e.g. on sport, leisure, volunteering</i>. How does all this link to the kind of society they want to live in?</p> <ul style="list-style-type: none"> <li>• Pupils identify what kinds of roles they will have, <i>e.g. worker, consumer, taxpayer, family member, community member, voter, lifelong learner</i>, and what rights, responsibilities and skills will be useful to them as they take on these roles. They think about the reasons that could prevent them from being active citizens, <i>e.g. lack of information, confidence, interest or money; discrimination; peer pressure</i>.</li> <li>• Ask pupils to reflect on what they have learnt during this introductory module.</li> </ul>		
--	--	--

# NOTES

# MODULE TWO: CHILD RIGHTS AND HUMAN RIGHTS

## MODULE 02: CHILD RIGHTS AND HUMAN RIGHTS

### ABOUT THE MODULE

This module introduces pupils to the basic child rights and human rights. It enables them to develop understanding of their basic rights and the responsibilities that come with the rights. The unit exposes students to different ways in which rights can be infringed upon and what happens when rights are infringed upon.

The unit is divided into three broad sections.

1. What are child rights?
2. What are human rights?



Module Two: Child Rights and Human Rights

Section 01: What are child rights?

Objectives: Children should learn:

- The rights of a child (Including differently abled students)
- What is fair and unfair?
- What it means to take responsibility.

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Role play scenarios involving violation of child rights</li> <li>• Have students create songs, jingles etc advocating the protection of child rights</li> <li>• Have students write letters of complaints to authorities about the violation of child rights</li> </ul>	<ul style="list-style-type: none"> <li>• define rights and responsibility</li> <li>• identify their rights as children.</li> <li>• exercise their rights in given situations</li> <li>• understand that rights come with responsibilities</li> </ul>	

<ul style="list-style-type: none"> <li>• Students can do biographies on child rights advocates specifically young advocats.</li> <li>• Create informative posters targeting specific child rights for display around the school</li> <li>• Create posters about their responsibilities to display around the school.</li> <li>• Have debates about child rights.</li> <li>• Active Citizenship (pg 58 to 71)</li> <li>• Mamouse and Papouse</li> <li>• Human Rights Education for Citizenship (pg 47 to 53, Equality and Non Discrimination; pg. 24 to 25, child rights)</li> </ul>		
---	--	--

Module Two: Child Rights and Human Rights

Section 02: What are human rights?

Objectives: Children should learn:

- What are my rights and responsibilities?
- What happens when human rights are denied?
- How can I maintain my rights?

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Review what the class has learnt about child rights and responsibilities.</li> <li>• Examine case studies, news stories where persons rights have been violated.</li> <li>• Debate the agendas of various human rights groups eg. LGBT</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the basic human rights</li> <li>• Explore situations where human rights are denied.</li> <li>• Explain what happens when human rights are denied</li> <li>• Identify what can be done to maintain one's rights.</li> </ul>	

<ul style="list-style-type: none"><li>• Bring in resource persons e.g human rights lawyers, advocacy group members to speak to students.</li><li>• Create documentaries on the violation of human rights.</li><li>• Students can carry out research in their schools to identify ways in which human rights are being violated and suggest ways to deal with this.</li></ul>		
--	--	--

# NOTES

# MODULE THREE:

## HOW DO WE DEAL WITH CONFLICT?

## MODULE 03: HOW DO WE DEAL WITH CONFLICT?

### ABOUT THIS MODULE

This module explores conflict and the ways of resolving it. It looks at what conflict is and how it arises; what different religions teach about forgiveness; and the importance of these teachings in resolving conflict. It examines forgiveness through pupils' own examples as well as the examples of reconciliation offered by key historical figures and groups.

The module examines conflict in personal relationships, local communities and the global community. It evaluates the need for understanding, respect and compromise and reflects on contemporary issues.

## Sections in this module

This module is divided into sections. Each section contains a sequence of activities with related objectives and outcomes.

1. What do we mean by conflict?
2. What part does forgiveness play in resolving conflict?
3. Are forgiveness and conflict resolution possible?
4. How can conflict be resolved?



Module 03 : How do we deal with conflict?

Section 01 : What do we mean by conflict?

Objectives: Children should learn:

- To define conflict and learn the different types of conflict.
- To examine different perspectives on conflict and consider why conflict arise.
- How conflict affects individual and communities.
- Identify the factors that lead to conflict among group members
- List the possible sources of conflict in the family
- List ways to minimize conflict in the family

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>Ask the pupils, working in pairs or group, to study newspaper and magazine picture of conflict between individuals, group of people or communities. Include young people and parents, bullying situations, domestic violence, arguments between friends, groups threatening one person or another group, and possible racial conflict. What kind of conflict is happening in the picture? What are the people doing? What could have happened before and after the picture was taken? How does the situation affect those in the picture? Might it affect others who are not in the picture?</li> </ul>	<ul style="list-style-type: none"> <li>Define conflict.</li> <li>Identify different kinds of conflict and why they arise.</li> <li>Understand how conflict begins and how it affects individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Review with the pupils their agreed ground rules at the start introductory module 1 '<u>Citizenship – what's it all about?</u></li> <li>Make pupils aware that this is not a forum for them to air grievances against other pupils.</li> <li>Control difficult groups by asking pupils to write down points to share with the class one at a time.</li> <li>This topic may be influenced by media coverage of current world conflicts. The topic may provide a teaching opportunity in resolving conflict in class.</li> </ul>

<ul style="list-style-type: none"><li>• Ask pupils to consider other situations of conflict they know about. These could be at school or in the media. Include local, regional, national and international situations.</li><li>• Build a class list of types of conflicts and ask the pupils to discuss common features. Ask pupils to work in pairs to produce a definition of a conflict.</li><li>• Pupils select one conflict situation and consider how it affects individuals and communities. In groups, they produce a story board to show the conflict, its origin and one possible outcome.</li></ul>		
--	--	--

Module 03: How do we deal with conflict?

Section 02: What part does forgiveness play in resolving conflict?

Objectives: Children should learn:

- What is the meaning of forgiveness?
- The connection between forgiveness and conflict resolution
- Appreciate the importance of forgiveness to emotional wellbeing and getting along with others

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Pupils could study the parable of the Unmerciful Servant (<i>Mt18:21-35</i>) and discuss what Jesus was trying to teach. Ask them to write a modern version of this parable, thinking about different possible outcomes.</li> <li>• Ask pupils to consider Jesus forgiving his executioners (<i>Lk23:34</i>). They could watch an extract from the film <i>Jesus of Nazareth</i> to help stimulate the discussion about how the people at the crucifixion may have felt and why.</li> <li>• Look at the Lord's Prayer (<i>Lk11:2-4</i>) and consider things that pupils forgive and might like to be forgiven for.</li> <li>• Pupils study the teachings of religious leaders such as Mohammed and Moses on forgiveness, reconciliation,</li> </ul>	<ul style="list-style-type: none"> <li>• Understand Jesus' attitude to forgiveness.</li> <li>• Explain the significance of Jesus teaching for aspects of life today.</li> <li>• Understand the teaching of other religious leaders on forgiveness and discuss its significance to aspects of life today.</li> <li>• Describe how it feels to forgive, or not; or to be forgiven, or not; and explain how difficult this might be for people.</li> <li>• Respond to issues such as expecting others to forgive us if we will not forgive them; and appreciate what happens if we forgive but do not forget, and how to feel and express real forgiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• There is much opportunity here for reflective work and spiritual development. It may also be appropriate to further develop the theme of forgiving and forgetting.</li> </ul>

<p>and how to treat other people. How were these teachings originally taught? How do they influence followers now? Are there any similarities between the religions? How do different religions respect and/or tolerate the views of others? Is fairness always a factor of reconciliation?</p> <ul style="list-style-type: none"> <li>• Ask pupils to write about forgiveness. They could base it on personal experiences, or on imaginary characters.</li> <li>• Ask pupils to return to the storyboard produced earlier and develop an ending that reflects what they have learnt about forgiveness and reconciliation. In this activity, they should illustrate fairness, respect for and tolerance of the views of others.</li> <li>• Role play scenarios involving forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that forgiveness can be difficult and involves empathy with others.</li> <li>• Respect and tolerate the views of others.</li> </ul>	
---	--	--

Module Three: How do we deal with conflict?

Section 03: Are forgiveness and conflict resolution possible?

Objectives: Children should learn:

- Suggest ways of resolving conflict within groups.
- About specific situations in which forgiveness and conflict resolution are implemented, e.g. South Africa after Apartheid.
- Some of the values expressed in these situations.
- About current situations of conflict, and the role of local, national and International groups.

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Use the story of Nelson Mandela and his work for reconciliation following his release from prison.</li> <li>• Discuss with the pupils the motivation and the idealism behind such initiatives. Use thought bubbles to connect texts and ideals with real events.</li> <li>• Explore current conflict situations as they arise. Pupils could address factors that are involved through debate and speech writing.</li> <li>• Consider the work of voluntary organizations and inter-faith groups such as the United Nations and the other agencies.</li> <li>• Use flow charts to show a sequence of events that will lead to no forgiveness. Repeat the diagram, this time ending with</li> </ul>	<ul style="list-style-type: none"> <li>• describe situations in which people find it difficult to forgive and explain why</li> <li>• explain that forgiveness and reconciliation may lead to peace, and give examples</li> <li>• realize that not forgiving may lead to a chain of further events involving anger, hatred and escalation of the conflict</li> </ul>	<ul style="list-style-type: none"> <li>• There are many examples of individuals such as Desmond Tutu or communities working towards reconciliation.</li> </ul>



forgiveness. Discuss with the pupils the differences and difficulties for those involved.		
---	--	--

Module Three: How do we deal with conflict?

Section 04: How can conflict be resolved?

Objectives: Children should learn:

- To apply the lessons about conflict to their own communities.
- How coexistence, peace and harmony and the needs for dialogue may be necessary locally and nationally.
- To consider their own attitudes to conflict resolution.
- To put into practice their ideas for conflict resolution.

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Review what the class has learnt about conflict and conflict resolution. Ask students to identify the factors they think need to be present for a peaceful end to conflict. Can they apply these factors or actions to a conflict situation they know about? (This could be a personal, school or community conflict.) Discuss symbols of peace and their importance, e.g. the <i>Dove of Peace</i>. Let pupils design their own symbol for reconciliation.</li> <li>• Ask pupils to analyze, in pairs, some dilemmas involving forgiveness and dialogue. Encourage them to think of stories, whether they are from television programmes or are real situations. Should</li> </ul>	<ul style="list-style-type: none"> <li>• explain the need for reconciliation and dialogue in their own lives</li> <li>• understand the need for principles and compromise: that ‘fair may not mean ‘getting our own way’</li> <li>• are aware of, and respond to contemporary situations in their community</li> </ul>	<ul style="list-style-type: none"> <li>• These activities can apply to school conflict situations in the context of the school behaviour policy.</li> <li>• It may be important to involve local and community leaders if there are contentious community issues.</li> </ul>

<p>they forgive? If so why, when and how? What happens if they do not forgive? How would they start dialogue and reconciliation? Offer feedback to the whole class.</p> <ul style="list-style-type: none"><li>• Pupils could prepare a Peace Charter for personal, school or community situations. Discuss how they would publish and implement it. How would they deal with conflict at school?</li></ul>		
--	--	--

## NOTES

# MODULE FOUR:

## CRIME AND VIOLENCE

## MODULE 04: CRIME AND VIOLENCE

### ABOUT THE MODULE

This module introduces pupils to the concepts of crime and violence. Crime and violence are two of the major issues facing society, especially young persons. In this module students gain an understanding of what are crime and violence. They get to explore the factors that promote crime and violence and how participation in such activities affects themselves, their families and society. The students will also examine their roles and responsibilities as it relates to criminal activity and how they as citizens can help combat these social ills.

## Sections in this module

This module is divided into sections. Each section contains a sequence of activities with related objectives and outcomes.

1. What are the differences among delinquent behavior, crime and violence?
2. What factors contribute to crime and violence?
3. What is criminal responsibility?
4. How do crime and violence affect you and me?
5. Who is responsible for solving crime?



Module 04: Crime and Violence

Section 01: What are the differences among delinquent behavior, crime and violence?

Objectives: Children should be able to:

- *Differentiate among delinquent behavior, criminal activity and violent behavior.*
- *Give examples of delinquent behavior, criminal activity and violence.*
- *Identify crimes and violent acts committed by youth in St. Lucia*
- *Discuss laws pertaining to crime and violence in St. Lucia.*
- *Suggest ways to curb acts of delinquency and violence among the youth.*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• In group students can discuss whether there are differences among the concepts of delinquent behavior, crime and violence, giving examples of each. Students can compare their views and along with teacher come to a consensus on the definitions.</li> <li>• Students can watch video footage of news items or read newspaper clippings and categorize these as delinquent acts, crime or violence.</li> <li>• Students can discuss their experiences involving delinquent behavior, crime and violence within their school, families and communities.</li> <li>• Students can research statistical</li> </ul>	<ul style="list-style-type: none"> <li>• To recognize that there are differences and overlap among the concepts.</li> <li>• To identify delinquent behavior, criminal and violent acts.</li> <li>• To recognize that crime and violence are serious issues plaguing our country.</li> <li>• To be aware of the laws relating to crime and violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Crime and violence can be personal. Teachers need to be mindful of students who may have been affected by these issues, especially when selecting news items for discussion.</li> <li>• Students must feel that they can discuss sensitive issues in the classroom without fear of being reported.</li> </ul>

<p>figures on crime and violent acts committed in St. Lucia, especially the youth and present these figures in the form of charts. They can compare figures for the various communities.</p> <ul style="list-style-type: none"><li>• Resource persons such as police officers or lawyers can be brought in to inform students about criminal laws.</li><li>• Students can attend court proceedings</li><li>• Students can hold discussions about or debate ways in which to curb on acts of delinquent behavior, crime and violence within their school, families and communities.</li></ul>		
--	--	--

Module 04: Crime and Violence

Section 02: What factors contribute to crime and violence?

Objectives: Children should be able to:

- Identify situations that foster criminal and violent behavior in persons.
- Describe home factors that encourage criminal and violent behaviours.
- Describe community factors that encourage criminal and violent behaviours.
- Suggest how these factors can be mitigated in order to prevent crime and violence.

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Students can watch news items on crime and violence and discuss what may have led to these acts being perpetrated.</li> <li>• Students can read case studies and discuss how these experiences may lead to violence and criminal activities.</li> <li>• Students can explore their own communities, examining factors that exist which promote crime and violence. Students can also examine communities where crime and violence are minimal and compare these communities to those where such acts are frequent. (Economic status, family types, amenities, unemployment levels, education levels etc.)</li> <li>• Students can hold debates on topics such as whether criminal behaviour develops as a result of nature or nurture, whether families or government are to be blamed for the upsurge in crime among the youth?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that persons' economic, social and emotional environment can lead them to engage in criminal and violent acts.</li> <li>• Understand that a number of factors come together to encourage crime and violence?</li> <li>• Recognize that crime and violence can be prevented.</li> <li>• Recognize that they do not have to resort to crime and violence because of their circumstance.</li> </ul>	<ul style="list-style-type: none"> <li>• Caution must be exercised when selecting video footage as this can have psychological effects on children, especially those who have been affected by crime and violence.</li> <li>• Be careful when talking about communities. Students' communities are a part of their identity. As such topics must be handled with sensitivity.</li> </ul>

Module 04: Crime and Violence

Section 03: What is criminal responsibility?

Objectives: Children should be able to:

- Define criminal responsibility?
- Explain the factors that determine whether a person is responsible for the crime that he/she committed.
- Describe how persons can take responsibility for the crime/s that they commit.
- Describe how society makes persons responsible for their crimes.

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Students can research the criteria for determining criminal responsibility in St. Lucia and compare to that of other countries?</li> <li>• Identify persons who may not be responsible for the crime they commit and discuss why.</li> <li>• Discuss what happens to young persons who commit crime.</li> <li>• Debate whether teenagers who commit murder should be treated as adults.</li> <li>• Review case studies of young persons who commit heinous crimes and discuss whether they are responsible or not.</li> <li>• Discuss how persons can take responsibility for the crime that they</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that not all persons are responsible for the crime they commit.</li> <li>• Recognize that the law has distinct criteria for determining if a person should be held responsible for the crime he/she commits.</li> <li>• Recognize that children who commit crime can face adult consequences.</li> <li>• Recognize that democratic societies have ways of making persons responsible for the crime they commit.</li> <li>• Recognize that society can judge criminals harsher than the courts of law.</li> <li>• Recognize that persons can pay for crime long after they have served their prison sentence.</li> <li>• Recognize that one can and should take personal responsibility for the crime they commit.</li> </ul>	

<p>commit.</p> <ul style="list-style-type: none"><li>• Visit the prisons and Boys Training Centre to see how persons are made responsible for their crime.</li><li>• Discuss how ordinary citizens/society make persons responsible for the crime they commit.</li><li>• Debate whether persons who have been convicted of a crime and served their time should be allowed back in society or should they be ostracized.</li></ul>		
--	--	--



Module 04: Crime and Violence

Section 04: How do crime and violence affect you and me?

Objectives: Children should be able to:

- Describe the effects of crime on the perpetrator and the victim.
- Discuss the effects of crime of the families of both the victim and the perpetrator.
- Examine the effects of crime on the community and the country (tourism industry).
- Suggest ways to help victims of crime and their families.
- Suggest ways to rehabilitate/reintegrate criminals back into society.
- Suggest ways to help communities deal with the effects of crime and violence.

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Invite victims of crime to speak to students</li> <li>• Invite families of criminals to talk to students.</li> <li>• Visit the prisons</li> <li>• Visit Boys training Centre</li> <li>• Attend court proceedings</li> <li>• Examine newspaper articles on crime against tourists and discuss the effects on the tourism industry.</li> <li>• Bring in resource persons from Tourist Board, Ministry of Tourism.</li> <li>• Conduct research projects in either their school or community to investigate the impact of crime on schools and communities</li> <li>• Students can design programs to help victims of crime, likewise perpetrators of crime.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the consequences of crime on the perpetrator, the victim and their families.</li> <li>• Understand that the effects of crime are far reaching.</li> <li>• Empathize with victims of crime.</li> <li>• Describe how crime affects the community and country socially and economically.</li> <li>• Recognize that crime is everybody's business, including themselves.</li> <li>• Recognize that crime affects every citizen either directly or indirectly.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief students on the sensitivity of the issue for victims of crime and their families and also families of perpetrators. Outline inappropriate questions and behavior before the visit.</li> <li>• Be clear about the guidelines to be followed when visiting prisons or Boys Training Center.</li> </ul>

Module 04: Crime and Violence

Section 05: Who is responsible for preventing and solving crime?

Objectives: Children should be able to:

- Identify the persons and agencies responsible for preventing and solving crime.
- Appreciate that preventing and solving crime takes collective responsibility.
- Understand that every citizen has a responsibility to prevent and solve crime.
- Suggest strategies that the various agencies can use to help prevent and solve crime.
- Suggest ways in which community members, especially themselves, can assist in preventing and solving crime.

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Visit the community police station</li> <li>• Invite police officers to lecture students on the roles and responsibilities of a police officer.</li> <li>• Observe courtroom proceedings</li> <li>• Debate whether they have a moral obligation to report information on crime.</li> <li>• Discuss the issue of witness safety when reporting crime.</li> <li>• Investigate crime in their communities with the goal of finding solutions.</li> <li>• Write up group proposals to present to their District Representatives suggesting strategies to solve specific crimes in their communities.</li> <li>• Role play “what would you do?” scenarios involving crime to engage students in discussion about their own responsibility in solving crime.</li> <li>• Critique current strategies being used to solve crime.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the persons and agencies responsible for solving crime</li> <li>• Discuss the roles of various groups/persons in the community when it comes to solving crime</li> <li>• Suggest strategies that can be used by the various groups to help solve crime.</li> <li>• Recognize that they have a responsibility to help solve crime.</li> </ul>	

# NOTES

# MODULE FIVE:

## Caring for our Special Citizens

## **MODULE 05: CARING FOR OUR SPECIAL CITIZENS**

### **ABOUT THE MODULE**

**This module focusses on our special citizens, persons who require special needs and attention from the rest of society. The goal of this module is to raise awareness among students about their responsibility to these special citizens. By the end of this module they should be able to identify special citizens, be aware of their needs and requirements and be cognizant of their role in ensuring that these citizens are taken proper care of and treated with dignity and respect.**

## Sections in this module

This module is divided into sections. Each section contains a sequence of activities with related objectives and outcomes.

1. Who are special citizens?
2. What are their rights and responsibilities?
3. How can/should society show care and concern for special citizens?



Module 05: Caring for our special citizens

Section 01: Who are special citizens?

Objectives: Children should learn:

- *What is meant by the term special citizen?*
- *What makes special citizens different?*
- *Which groups/categories of persons are considered to be special citizens?*
- *Who are the special citizens in their community?*
- *Why should we care for special citizens?*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Organize field trips to elderly homes, Children’s Home, Dunnotar School etc.</li> <li>• Ask students to discuss experiences they have had with special needs persons (family, school mates, members in their community).</li> <li>• Use scenarios/case studies to foster discussion on how special citizens should be treated.</li> <li>• Invite resource persons who work with special citizens to come in to speak to students.</li> <li>• Have students interview and do biographies of special citizens in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognize that there are persons in the society who need special care.</li> <li>• To recognize that they have a role and responsibility in caring for these persons.</li> </ul>	<p>Before students encounter such groups of persons they must be sensitized on how to interact with them. It may be wise to have a pre-counselling sessions before field trips.</p>

Module 05: Caring for our special citizens

Section 02: What are the rights and responsibilities of special citizens?

Objectives: Children should learn:

- What rights do special citizens have?
- Do special citizens have the same rights as every other citizen?
- *Does the law make special allowance for special citizens?*
- *Do special citizens have the same responsibilities as other citizens?*
- *How can/are the rights of special citizens violated?*
- *What happens when the rights of special citizens are violated?*
- *Which are the groups in society that advocate for the rights of special citizens?*
- *How can we as individuals protect the rights of special citizens?*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Have students research local laws pertaining to various groups of special citizens.</li> <li>• Invite resource persons such as a human rights lawyer or members of activist/interest groups to speak to students about the rights of special citizens.</li> <li>• Have students examine cases such as criminal cases involving special citizens to encourage discussion on their level of responsibility.</li> <li>• Have debates on issues involving special citizens for example, Should adults who have down-syndrome be allowed to get married? Should mentally challenged children be allowed to attend</li> </ul>	<ul style="list-style-type: none"> <li>• To recognize that special citizens have rights too and are protected under the constitution.</li> <li>• To recognize that special citizens do not have the same level of responsibility as other citizens.</li> <li>• To recognize that we all have a part to play in protecting the rights of special citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils may have learnt at primary school how to establish ground rules for discussion – they need to be reminded about the importance of such rules as they will be discussing sensitive issues.</li> <li>• Students need to be aware of a variety of groups of special citizens however the teachers can focus on specific groups especially if these groups are prevalent in the school or community e.g if there are physically challenged students at your school or if there is a home for the elderly in the school community.</li> <li>• Be mindful when choosing topics for discussion or debate as there may be students who are affected by such issues and topics may be too sensitive for them.</li> </ul>

<p>mainstream schools?</p> <ul style="list-style-type: none"><li>• Use case studies/scenarios/newspaper articles to discuss the violation of the rights of special citizens.</li><li>• Have students role play scenarios involving the violation of the rights of special citizens.</li><li>• Have students visit/research advocacy organisations.</li></ul>		<ul style="list-style-type: none"><li>• Students should be sensitized and briefed on the language that they use when doing role play as these issues are sensitive.</li></ul>
--	--	---

Module 05: Caring for our special citizens

Section 03: How should society cater for special citizens?

Objectives: Children should learn:

- *What are the needs of special citizens? (Identify those that have been met and those that have not been met)*
- *Which are the various agencies/organisations (Government and NGOs) responsible for caring for special citizens?*
- *What does society need to do to provide the needs of special citizens?*
- *What is the role of the family in caring for special citizens?*
- *What is the role of the community in caring for special citizens?*
- *What is the role of government in caring for special citizens?*
- *How can they show care and concern for special citizens at home, in the school or the community?*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Students can do research projects on particular groups of special citizens exploring their experiences and needs.</li> <li>• Visit or invite persons from the various organizations responsible for special citizens.</li> <li>• Identify special citizens in their communities and interview them about their experiences and their needs.</li> <li>• Write up proposal to present to their Paliamentary Representatives suggesting programmes for special citizens.</li> <li>• Have a panel discussion to explore how the needs of special citizens can be met.</li> <li>• Have a pen pal programme among students and members of the Children’s Home for example.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognize that special citizens deserve to be loved and cared for.</li> <li>• To recognize that every member of society is responsible in some way for caring for our special citizens.</li> <li>• To recognize that they too can make a difference in the lives of special citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• For this module students should be engaged in activities that would foster empathy. The affective domain should be highlighted in all activities.</li> <li>• In selecting projects or target groups students should be given choice. They should be allowed to focus on groups that interest them or have significance to them.</li> <li>• An attempt should be made to make any form of assistance to special needs persons or groups an ongoing endeavor and not just a one-time thing. For example if a home is adopted students can visit twice every term or prepare a hamper at the end of every term. This will help to sustain their appreciation for caring for persons in need.</li> </ul>

<ul style="list-style-type: none"> <li>• Have students adopt an elderly home or elderly person and have students think of ways in which they can help those persons.</li> <li>• Have students carry out a survey exploring the treatment of special citizens or investigating the needs of special citizens in their community.</li> <li>• Have students engage in a project/challenge on the topic “How can I make a difference in the life of a special citizen?” Students will come up with a creative way to help a particular individual or group with special needs in their school or community.</li> <li>• Engage students in a debate assessing the role of government in caring for the needs of special citizens.</li> <li>• Have debates on topics such as “Should elderly persons be placed in a home?”</li> <li>• Have students discuss the roles and</li> </ul>		
--	--	--



<p>responsibilities of various groups in society in caring for special citizens.</p> <ul style="list-style-type: none"><li>• Students can write reflections on how they would want to be treated for example when they grow old or if they were physically disabled.</li></ul>		
--	--	--

# NOTES

# MODULE SIX:

## I am a caretaker of the Environment

## **MODULE 06: I am a caretaker of the environment**

### **ABOUT THE MODULE**

This module introduces pupils to issues related to the environment. It is expected that at the end of this module that students would gain an immense appreciation for the environment and its importance to our survival. The goal is that students will demonstrate positive behavior towards the environment and will understand that they too can help protect the environment. They would also serve as ambassadors for the environment and educate friends, family and community members.

## Sections in this module

This module is divided into sections. Each section contains a sequence of activities with related objectives and outcomes.

1. What is the environment?
2. How does the environment affect me?
3. How do I affect the environment?
4. Who is responsible for protecting the environment?

Module 06: I am a caretaker of the environment

Section 01: What is the environment?

Objectives: Children should be able to

- *Define the environment*
- *Describe what makes up the environment*
- *Appreciate that they are part of the environment*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Take students into the school community and have them describe what they see.</li> <li>• Have students draw their definition of the environment.</li> <li>• Have students draw, paint their home community.</li> <li>• Students can write poems about how they fit into the environment.</li> <li>• Students can write songs about the environment.</li> <li>• Map out environmental features in St. Lucia and other Caribbean countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the various aspects of the environment (physical, social , weather, climatic conditions, animals etc)</li> <li>• Appreciate that we are part of the environment.</li> <li>• Appreciate that the environment is a gift from God, a heritage to be handed down.</li> </ul>	

Module 01: I am a caretaker of the environment

Section 02: How does the environment affect me?

Objectives: Children should be able to:

- Describe how the environment affects our lifestyle (dress, housing etc)
- Describe how the environment affects our livelihood (occupations, provision of resources etc.)
- Appreciate the impact of natural disasters on human life?



ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Students can do presentations on how the environment affects our lifestyle. Compare various countries to ours.</li> <li>• Research how the environment determines what we do to survive (how we live off the environment). Compare coastal areas in St. Lucia with inland areas.</li> <li>• Have students watch videos of natural disasters and discuss the impact on human life.</li> <li>• Bring in resource persons from NEMO and Red Cross to talk about the impact of natural disasters.</li> <li>• Have students visit persons who have been affected by natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the value of the environment to our survival.</li> <li>• Understand the physical environment significantly determines our lifestyle.</li> <li>• Appreciate the impact that the forces of nature can have on human life.</li> </ul>	

Module 06: I am a caretaker of the environment

Section 03: How do I affect the environment?

Objectives: Children should be able to:

- *Identify the major issues affecting the environment (Climate change, pollution, unplanned development(squatting),*
- *Identify the various ways in which we cause harm to the environment (Pollution, unplanned development, agricultural practices, deforestation, manufacturing, etc)*
- *Assess the negative impact of human activity on the environment (destruction of coral reefs, animal extinction, flooding, land slippage, climate change, rising sea levels, etc)*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Group presentations on environmental issues.</li> <li>• Carry out surveys on attitudes and behaviours of citizens towards the environment in the school and/or community.</li> <li>• Have students do documentaries/presentations on the impact of human activity on the environment.</li> <li>• Students can write poems, songs etc on environmental issues.</li> <li>• Visit the Deglos landfill</li> </ul>	<ul style="list-style-type: none"> <li>• Identify behaviours that harm the environment</li> <li>• To understand how our actions negatively impact the environment</li> <li>• To demonstrate an appreciation for the fact that the environment can be destroyed.</li> </ul>	

Module 06: I am a caretaker of the environment?

Section 04: Who is responsible for protecting the environment?

Objectives: Children should be able to:

- *define the concept of environmental protection/conservation*
- *Suggest ways that we can protect the environment*
- *demonstrate responsible behavior towards the environment*

ACTIVITIES	STUDENT OUTCOMES	NOTES
<ul style="list-style-type: none"> <li>• Students can undertake awareness campaigns</li> <li>• Group presentations on how to protect the environment</li> <li>• Research environmental issues in their school or community and make suggestions for improvement</li> <li>• Bring in resource persons from environmental protection agencies</li> <li>• Create poems, songs, paintings etc on environmental protection</li> <li>• Have clean up campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that protecting the environment is everyone’s responsibility</li> <li>• Recognize that they can help in small ways to protect the environment</li> <li>• Demonstrate through their actions an appreciation for the environment</li> </ul>	

# NOTES