



EDUCATION

FOR

DEMOCRATIC CITIZENSHIP

Primary School Curriculum Guide

Grade Five

Education for Democratic Citizenship Grade Five Curriculum
Produced by the Curriculum and Materials Development Unit
Ministry of Education, Innovation, Gender Relations and Sustainable Development
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Introduction

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

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

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

What is Education for Democratic Citizenship?

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

Purpose of Education for Democratic Citizenship Curriculum

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

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

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

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

Methodological Approach

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

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

Classroom Practices and the Teacher as Facilitator

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

Lessons should be:

1. Clear
2. Achievable
3. Performance related

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

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

Instructional techniques should include:

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

Learning activities/tasks should:

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

Assessment and Reporting

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

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

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

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

MODULE SIXTEEN:

Crime and Violence

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. Differentiate among delinquent behavior, crime and violence.
2. Assess their risk of involvement in delinquent, criminal and violent activities.
3. Appreciate the impact of crime and violence on victims, their own lives, their families, their communities and country.
4. Take responsibility for protecting themselves against involvement in delinquency, crime and violence.
5. Recognise that young persons also have responsibility for preventing crime.

| Specific objectives | Content |
|--|---|
| <ol style="list-style-type: none"> 1. Define the terms juvenile delinquency, crime and violence 2. Differentiate between violent and nonviolent crime 3. List some of the most common types of crime committed in our society. 4. Categorize actions/behaviors as violent or nonviolent. 5. Suggest reasons why individuals especially the youth commit crimes 6. Assess some of the risk factors in your life that can contribute to delinquent or criminal behavior 7. Discuss the relationship which is likely to exist between one who is considered a criminal and family, and friends and the wider society | <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 acts are forbidden and punishable by law. The police will investigate these acts, a person can get charged and taken to criminal court.</p> <p>Non-criminal acts are acts against a person but they are not forbidden by law and police will not investigate them. The harmed person can seek redress or compensation in a civil court.</p> <p>Juvenile delinquency is participation in illegal behaviour by minors, i.e. individuals younger than the statutory age of majority.</p> |

| Specific objectives | Content |
|---|---|
| <p>8. Assess the impact of committing criminal offences on the perpetrator, his/her victim, family, community and country.</p> <p>10. Discuss why one should and how one can assume responsibility for his/her criminal actions</p> <p>11. Identify institution or government agencies responsible for rehabilitating delinquent, violent and criminal youth</p> <p>12. Suggest ways that the youth can stay away from delinquent, violent and criminal activities</p> <p>13. Suggest ways in which friends, family, school and society can help support the rehabilitation of youth who are engaged in delinquent or criminal activities.</p> <p>14. Suggest ways in which young persons can help to prevent crime in the society.</p> | <p>Crime can be violent or non-violent</p> <ul style="list-style-type: none"> • Violent crimes: Murder, rape, stabbing, vandalism • Non-violent crimes: stealing, fraud, burglary, graffiti. <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 • Poor social skills • Broken families/lack of love • Lack of respect for property, human lives • Ignorance of the law • Low self-esteem • Influence of media |

| Specific objectives | Content |
|---------------------|---|
| | <p>Impact on Relationships</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 <p>Impact of Crime:</p> <ul style="list-style-type: none"> • physical injury • financial loss • property damage • Loss of freedom • Alienation from family/friends • Shunned by community • Loss of loved ones |

| Specific objectives | Content |
|---------------------|--|
| | <ul style="list-style-type: none"> • Broken families • 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 data-bbox="1052 245 1751 329">How can one take responsibility for criminal actions</p> <ul data-bbox="1146 347 1780 646" style="list-style-type: none"> <li data-bbox="1146 347 1335 383">• Confess <li data-bbox="1146 401 1535 436">• Apologise to victim <li data-bbox="1146 454 1780 539">• Refrain from committing further crime <li data-bbox="1146 557 1541 592">• Community service <li data-bbox="1146 610 1377 646">• Mentoring <p data-bbox="1052 659 1835 695">Avoiding criminal involvement/violence</p> <ul data-bbox="1098 712 1835 1166" style="list-style-type: none"> <li data-bbox="1098 712 1692 797">• Avoid persons who break the law/engage in acts of violence <li data-bbox="1098 815 1335 850">• Join clubs <li data-bbox="1098 868 1451 904">• Engage in sports <li data-bbox="1098 922 1528 958">• Get a hobby/interest <li data-bbox="1098 976 1608 1011">• Resolve conflict positively <li data-bbox="1098 1029 1835 1065">• Reflect on consequences before acting <li data-bbox="1098 1083 1570 1118">• Take issues to an adult <li data-bbox="1098 1136 1818 1172">• Avoid watching violence in the media |

| Specific objectives | Content |
|---------------------|---|
| | <p data-bbox="1052 245 1766 326">How can we help youth who commit crimes</p> <ul data-bbox="1100 347 1661 643" style="list-style-type: none"> <li data-bbox="1100 347 1346 383">• monitoring <li data-bbox="1100 399 1356 435">• counselling <li data-bbox="1100 451 1247 487">• clubs <li data-bbox="1100 503 1335 539">• mentoring <li data-bbox="1100 555 1661 591">• emotional/financial support <li data-bbox="1100 607 1331 643">• Education <p data-bbox="1052 659 1392 695">Crime Prevention</p> <ul data-bbox="1146 711 1797 925" style="list-style-type: none"> <li data-bbox="1146 711 1541 747">• Report to authority <li data-bbox="1146 747 1780 782">• Engage in constructive activities <li data-bbox="1146 799 1591 834">• Neighbourhood watch <li data-bbox="1146 850 1619 886">• Mentoring programmes <li data-bbox="1146 902 1797 938">• Start clubs in school/community |

| Suggested Learning/Teaching Activities | Assessment |
|---|---|
| <ol style="list-style-type: none"> 1. View videos/pictures of criminal activities pupils will identify which activities are violent and non-violent. 2. Utilize, poems to identify words the words crime and violence to help formulate meaning 3. Invite resource person from the community to speak to students about crime.eg police officers, Field trip to police Stations 4. Role play acceptable and non-acceptable behaviours 5. Design poster promoting anti-criminal activities 6. Compose a jingle on crime fighting measures 7. Debate whether the punishments that are issued to citizens for criminal actions/behaviours suits the crime committed | <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 institution 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> | |

MODULE SEVENTEEN:

Living in a Diverse World

Rationale

We live in a very diverse world and today we are very much inter-dependent. We rely on different people from all over the world for the clothes we wear, the food we eat and the technology we use. Our daily lives are constantly affected by what people around the world are doing! Every single one of us must recognise that we are 'Global Citizens'. We can no longer just regard ourselves as St. Lucians and this notion must be instilled in young persons. As Global Citizens living in a diverse world, it is important that we consider the wider environment and think about how our actions impact others, both locally and globally and be willing to act if we feel that the world we live in is not what it should be.

Broad Outcomes

On completion of this module students will:

1. Appreciate that they are part of a diverse world
2. Understand the concept of being a global citizen
3. Inform themselves about events going on in the rest of the world
4. Become interested in getting involved in a cause or campaign

| Specific objectives | Content |
|---|--|
| <ol style="list-style-type: none"> 1. Define the concept of a global citizen 2. Discuss our rights as citizens of the world 3. Discuss our responsibilities as global citizens 4. Identify the countries and organizations that significantly influence world events 5. Identify sources of information on international events 6. Differentiate between credible news and non –credible news 7. Discuss ways in which the media influences our perception of the world 8. Discuss the place of St. Lucia in relation to the wider world 9. Discuss the opportunities available to St. Lucians in the wider world 10. Discuss how St. Lucians can be a significant participant in the wider world (Causes, Campaigns) | <p>Global citizen is someone who identifies with being part of a world community and whose actions contribute to building this community's values and practices.</p> <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights • understands interconnectedness, • respects and values diversity, • has the ability to challenge injustice and help when others’ rights are being violated, • takes action in personally meaningful ways, • show solidarity with human beings everywhere, • takes responsibility for one’s actions and decisions, • obeys laws and rules, • sets a good example for others, • makes a positive impact on the world |

| Specific objectives | Content |
|---|---|
| <p>11. Define the term cause/humanitarian campaigns</p> <p>12. Identify causes/campaigns that young persons can get involved in</p> | <p>Influential organizations and countries</p> <ul style="list-style-type: none"> • United Nations • United States • European Union • China <p>Sources of world events</p> <ul style="list-style-type: none"> • Internet • International/Regional broadcast news (CNN, BBC, CANA) • International/Regional print media (TIME) <p>Credible news</p> <ul style="list-style-type: none"> • Provides sources/references • Information can be corroborated • Information is available elsewhere <p>Ways in which media influences perception of the world</p> <ul style="list-style-type: none"> • Selecting what information we receive • Presenting select perspectives/views • Presenting negative images vs positive images |

| Specific objectives | Content |
|---------------------|--|
| | <p>Place of St. Lucia</p> <ul style="list-style-type: none"> • Contribution of skills (Nobel Laureates) • Contribution of ideas • Voice in world affairs (member of UN) • Voting on important world issues • Involvement in humanitarian causes/ campaigns <p>Opportunities available to St. Lucians</p> <ul style="list-style-type: none"> • Education • Employment • Cultural experiences <p>Cause: a principle, aim, or movement that, because of a deep commitment, one is prepared to defend or advocate.</p> <p>Campaign: work in an organized and active way toward a particular goal, typically a political or social one e.g</p> <ul style="list-style-type: none"> • Hunger • Child labour • Education of girls • Human rights |

| Suggested Learning/Teaching Activities | Assessment |
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| <ol style="list-style-type: none"> 1. Research projects on various cultures around the world 2. Research what it means to be a 'Global citizen' 3. Role play a popular radio/television news anchor 4. Write up a news item/report on an international event and make an oral presentation 5. Pen Pal 6. View/listen to news items from e.g BBC, CNN, CANA and discuss how these events impact on St. Lucia 7. View/listen to news items (traditional/internet etc.) and assess their credibility. | |

| Suggested Learning/Teaching Activities | Assessment |
|--|---|
| <p>8. Read/listen to news items about various countries and discuss how they influence their perceptions about these countries</p> <p>9. Research St. Lucia's involvement in international organizations</p> <p>10. Profile St. Lucians who have gained international recognition/who have made contributions worldwide</p> <p>11. Discuss major humanitarian issues affecting the region and the rest of the world</p> <p>12. Organise a campaign to address a particular cause</p> <p>13. Research young persons who have made a difference in the world</p> | <ul style="list-style-type: none"> • Role play • Group presentations • Journals • Scrap books • Posters/drawings/paintings • Slogans/jingles/poems • Debates on issues of crime and violence • Reflective exercises • Check lists • Observation |

MODULE EIGHTEEN:

Caring for our Special Citizens

Rationale:

The goal of this module is to raise awareness among students about persons who require special needs and attention from the rest of society and their responsibility to these special citizens. It is important that children be taught empathy and to stand up for persons who may not be able to do so for themselves. This value needs to be instilled at an early age. 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' rights are protected and that they are cared for and treated with dignity and respect.

Broad Outcomes:

On completion of this module students will:

1. Become aware of groups categorised as special citizens.
2. Appreciate that these citizens have rights.
3. Understand our responsibilities to these special citizens.
4. Demonstrate care and concern for special citizens.

| Specific objectives | Content |
|--|---|
| <ol style="list-style-type: none"> 1. Define the term special citizen 2. Describe characteristics of special citizens 3. Categorise groups of persons as special citizens 4. Identify special citizens in their school and community 5. Explain why we should care for special citizens 6. Identify the rights of special citizens 7. Compare and contrast the rights of special citizens with the rights of other citizens 8. Discuss whether special citizens have the same responsibilities as other citizens | <p>Special citizens: Groups of persons in society who require particular needs and need special attention. They include:</p> <ul style="list-style-type: none"> • marginalized persons • Homeless • mentally challenged • physically challenged • orphans • senior citizens/elderly • abandoned children <p>Reasons to care for special citizens</p> <ul style="list-style-type: none"> • unable to care for themselves • they have rights • moral duty <p>Rights of special citizens</p> <ul style="list-style-type: none"> • Disability act • Constitution (Rights of citizens) • Equal opportunity |

| Specific objectives | Content |
|---|--|
| <p>10. Discuss how the rights of special citizens are violated</p> <p>11. Discuss how special citizens are affected when the rights of are violated</p> <p>12. Identify the groups/agencies in society that advocate for the rights of special citizens</p> <p>13. Suggest how individuals can help to protect the rights of special citizens</p> <p>14. Identify organizations/institutions that care for special citizens</p> <p>15. Outline the role of the family members in caring for special citizens</p> <p>16. Outline the role of community members in caring for special citizens</p> <p>17. Outline the role of government in caring for special citizens</p> | <p>Violation of Rights</p> <ul style="list-style-type: none"> • Inaccessibility to education • Denial of basic needs • Poor quality of life • Inaccessibility to public spaces/building • Denial of security • Denial of freedom <p>Advocacy groups:</p> <ul style="list-style-type: none"> • Helpage • NCOPD • Human Rights Organization • Human Services <p>Protecting Rights</p> <ul style="list-style-type: none"> • Report violations • Educational campaigns • Taking concerns to Parliamentary Representatives <p>Institutions that cater to the needs of special citizens</p> <ul style="list-style-type: none"> • Orphanage |

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| | <ul style="list-style-type: none"> • Homeless shelters |
| Specific objectives | Content |
| <p>18.Suggest how society can better provide the needs of special citizens</p> <p>19.Suggest how young people can show care and concern for special citizens in their school or the community</p> | <ul style="list-style-type: none"> • Dunnotar • Children’s home • Elderly homes <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 • Community <ul style="list-style-type: none"> ○ Inclusion ○ Love and attention ○ Tolerance ○ Provision of basic needs |

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| Specific objectives | Content |
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| | <p>Better Provision of needs</p> <ul style="list-style-type: none"> • Fund raising • Formation of interest groups • Establish government agencies • Adopt a special citizen program <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 |

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| Suggested Learning/Teaching Activities | Assessment |
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| <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 | <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 |

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| 9. Class can adopt an elderly and use a checklist to observe students' response to the special citizen | <ul style="list-style-type: none"> • Projects |
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| Suggested Learning/Teaching Activities | Assessment |
|--|-------------------|
| <p>10. Engage students in a project at the school which will benefit a special citizen at the school.</p> <p>11. Assign students to care for a special citizen at the school</p> | |

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