EDUCATION

FOR

DEMOCRATIC CITIZENSHIP

Primary School Curriculum Guide

Grade One

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 inate, 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 focus on the individual student. He/she should be the architect of his or her own learning and the teacher serves as the facilitator.

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

Classroom Practices and the Teacher as Facilitator

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

Lessons should be:

1. Clear

2. Achievable

3. Performance related

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

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

Instructional techniques should include:

1. Problem-solving group work

2. Co-operative learning activities

3. Open-ended enquiry

4. Student dialogue(debates, planned discussions)

5. Experiential exercises

6. Challenging, higher-order questioning

7. Incorporation of ICT

Learning activities/tasks should:

1. Be student-focused

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 in 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 FOUR:

Developing

our

School Environment

Rationale

Students will be spending a great portion of their time in the school environment. They should see themselves as citizens of their school and the school should represent a community made up of the physical and social environment. They must therefore take responsibility for the development of their school environment. The aim of this module is to develop in the students a sense of ownership of their school and get them to appreciate that the success of their school is their success.

Broad Outcomes

On completion of this module students will:

1. Identify the physical parts and the persons that make up the school environment.

2. Gain an awareness of the rules that govern the school environment.

3. Take responsibility for the development and success of their school.

4. Participate in the development of the school.

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Specific Outcomes	Content
Students will be able to: 1. Identify the components of the school environment. 2. Name the persons who they interact with in the school. 3. Identify the rules that govern the school environment. 4. Explain why rules are necessary in school. 5. Show an awareness of the rules which protect them while they use the school grounds. 6. Identify the rights that they have while on the school grounds.	**Components of the school environment:** • Playground • Classrooms • Bathrooms **People:** • Principal and Teachers • Janitors • Watchmen • Canteen staff **Ways to show appreciation:** • Greeting them • Saying thank you • Recognising their work

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Specific Outcomes	Content
7. Identify the responsibilities that they have while at school. 8. Identify ways they can contribute to the development of their school. 9. Engage in activities that will uplift the image of their school. 10. Show an appreciation for the school grounds. 11. Demonstrate appreciation for the persons who maintain the school. 12. Suggest ways to improve the school environment.	**Rules that govern school** • School rules • Class rules • Playground rules • Respect for authority and adults generally **Reasons for rules:** • Safety • Avoid chaos • Smooth operation • Persons know what to do and how to behave **Rights:** • Education Act • Constitution • UN rights of a child

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Specific Outcomes	Content
	Right to safety on the school ground: • Level school grounds • Fenced areas • Supervision while on school grounds • Safe equipment on the playground • Adherence to school ground rules e.g. wait your turn, no pushing, no screaming **Responsibilities:** • Attend school regularly • Be punctual • Pay attention in class • Do homework • Do not destroy property • Respect authority • Respect other students and their property

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Specific Outcomes	Content
	Ways students can contribute to school • Represent school in competition • Wear the uniform with pride • Display positive behaviour in public especially when wearing uniform **Appreciation for school ground** • Protecting furniture, no graffiti • Do not litter • Engage in beautification projects

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Suggested Learning/Teaching Activities	Assessment
1. Draw sketches of the school	1. Drawings and illustrations to depict the ideal school ground after improvements
2. Research the persons who work at the school	2. Drawings to show the environment before and after improvements
3. Write poems/songs about rules	3. Writing short paragraph to describe the school environment
4. Create and recite pledges to school	4. Have students do guided tours around the school.
5. Discuss their rights and responsibilities at school.	5. Have students label main areas of the school grounds.
6. Create posters on rights and responsibilities while at school	6. Have students draw a plan of their school grounds.
7. Anti-litter campaigns	7. Write songs and poems about their school
8. Use of songs jingles such as "bits of paper"	8. Biographies about persons who work at
9. Use of resource personnel such as environment officer, health personnel	
10. Organize classroom competitions for	

beautification	the school.

Suggested Learning/Teaching Activities	Assessment
11. Writing the names of plants and other areas in the school ground 12. Formation of environment club 13. Designate monitors to oversee the up-liftment of the school 14. Creation of posters, slogans 15. Demarcation of school boundaries using plants and paint 16. Field trips around school boundaries 17. Educational tours to other schools to compare school environment in an effort to uplift personal school environment 18. Awards and certification ceremonies	9. Have students do an exhibition/presentations about their school. 10. Journal their experiences at the school. 11. Create jingles about their rights and responsibilities. 12. Use observation checklist to assess attitude towards school grounds. 13. Emergency drills

Suggested Learning/Teaching Activities	Assessment
19. Practice drills to ensure students know how to respond in case of the different emergencies	

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MODULE FIVE:

Citizen of My School–

What is it all about?

Rationale:

It is important that students are taught the value of school from an early age. The appreciation for the value of an education must be instilled in them along with the awareness that being part of a school community prepares them for being part of the wider society. They must also be made aware that they and their parents are responsible for their education. It is expected that by the end of this module students will recognise the value of school, come to appreciate the opportunity for an education and become more responsible for their success at school and in the community.

Broad Outcomes:

On completion of this module students will:

1. Understand the importance of school.

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2. Appreciate the opportunity for an education.

3. Take responsibility for their success in the school and home community.

Specific objectives	Content
1. Define the concept school 2. Identify the attributes/components of a school 3. State the importance of schooling 4. Show an awareness of their right to an education 5. Show an awareness of the privilege of obtaining an education. 6. Explain the benefits of going to school. 7. Demonstrate an understanding of their parents' responsibility to give them an education.	**School** – a place where children go to be taught a place where formal learning takes place **Attributes of a school** • Students • Teachers – Principal • Physical Plant • Uniform • Formal structure • Routine **Importance of school** • Socialisation (learn to interact well) • Obtain skills

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8. Define the concepts 'democracy' and 'community'	• Preparation for work • To develop positive values, attitudes • To become positive contributors to society
Specific objectives	**Content**
9. Identify the rules for positive interaction/discussion in school and in the community. 10. Demonstrate positive interaction during discussion 11. Explain the consequences of not adhering to the rules of the school 12. Demonstrate ways of being a good citizen in their school, home and community	**Right to be at school** • Children must be at school regularly • Students must be provided with the necessary resources to function successfully • Parents must provide children with resources to function effectively in the school environment -food, school uniform, materials, • Parents must show interest in students' academic growth and development

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	-assistance with homework, regular visits to school

Specific objectives	Content
	Rules for positive interaction/discussion • Listen when someone speaks • Note areas of disagreement/weaknesses • Wait for turn to speak • Respect each other's opinion • Speak clearly in an audible tone • Present factual information • Make use of courteous language • Complement others on their contribution to the discussion

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	Democratic community is one where the people of that community are involved in making decisions for their community.
	• The people are consulted and participate in the decision making process.
Specific objectives	**Content**
	Community – a group of people living together in an area/working and sharing together in one space: school, church
	Examples of situation where democracy exist
	Home
	• Taking up responsibilities for completing household chores
	School
	• Electing prefects, monitors, group leaders
	• Making class rules

	Community
	• Choosing captains for sporting events • Leaders of clubs, scouts, brownies

Specific objectives	Content
	Consequences of not adhering to school rules • Detention • Suspension • Time out • Ban from activities • Class bound **NB:** Relate to breaking laws in the wider society **Ways to demonstrate good citizenship** **Home:**

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	• Help with chores
	• Follow rules
	• Respect others

Specific objectives	Content
	School:
	• Follow rules
	• Do not litter
	• Respect property of others
	• Be kind
	Community:
	• neighborhood watch
	• Helping the elders in the community
	• positive interactions with their peers
	• Respect the neighbour's property
	• Use respectful language when

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	communicating with others
	• engage in clean up campaigns

Suggested Learning/Teaching Activities	Assessment
1. Brain storming to get the attributes of the school 2. Research the origin of school 3. Discuss the constitution/Education Act re: Right to education 4. View videos about different school structures around the world 5. Presentations on their ideal school 6. Create posters on the importance of school 7. Participating in classroom discussions	• Drawings, posters about school • Create songs, poems, jingles about school • Reflective exercises on what school means to them • Journal Writing • Role play scenarios of positive and negative interaction/discussion • Presentations on benefits of school • Graphic organizer such as KWL chart • Observations and checklist for

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assuming the role of speaker/audience to show the importance of schooling	democratic ideals/positive interactions
8. Composing songs/singles to highlight purpose for coming to school.	
Suggested Learning/Teaching Activities	**Assessment**
9. Skits to demonstrate importance of school	
10. Role playing – assume roles of teachers/principal	
11. Create situation such as elections of class prefects within the classroom to ensure students understand the democratic process	
12. Field trip to the community to view major amenities shared by community members. Health Centre, church,	

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library, community Centre, playing field. 13. Illustrate the community through drawing and paintings. 14. Clean up campaigns	

MODULE SIX:

People who help us- The Local Police

Rationale

Successful communities require that persons work together. Students must be aware of the various groups of persons who provide service to their community. Special attention is given to the police given the great need to improve the relationship between citizens and the police. By the end of this module students should gain an appreciation for the work of all persons who contribute to their community and this should develop in them a sense of service to the community.

Broad Outcomes

On completion of this module students will:

1. Identify the people who provide service to the community (Especially the local police)

2. Have a better understanding of the role of police officers.

3. Demonstrate respect and appreciation for those persons who serve the community

Specific objectives	Content
1. Identify the people in the community who can help us. 2. State the ways in which these people help us 3. Recognize the police as a main service provider (essential services) 4. State the role of the police in the community 5. Discuss ways in which we can help the	**People in the community who provide a service**: • Teachers, lawyers, farmer, garbage collectors, policemen, doctors, nurses. **Role of the police:** • maintain law and order, • protect life and property • control traffic • Secure roads/streets by patrolling

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police keep our community and ourselves safe 6. Suggest safety guidelines for self and community 7. Locate the local police station 8. Name local police officers in the community	• Arrest criminals **Ways to help police:** • Follow laws • Report crime • Report dangers • Practice safety measures • Neighbourhood watch
Specific objectives	**Content**
9. Describe the activities that are carried out at the police station. 10. Appreciate the dangers that police officers face. 11. State ways by which we can be responsible for safety in our community 12. Identify ways in which they can provide service in the community 13. Display/demonstrate/ exhibit ways in	**Activities in a police station:** • Taking complaints • Monitoring prisoners • Writing reports **Dangers of being a police officer** • Loss of life • Getting hurt • Time away from family **Ways we can be responsible for our**

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which they can make a difference by being actively engaged in proposed activities.	**community** • Adhering to the laws of the state • Encouraging persons to become law abiding citizens • Displaying national pride

Suggested Learning/Teaching Activities	Assessment
1. Role play the different community helpers 2. Use of resource person "Police' to speak to students 3. Field trip to police Stations 4. Dramatize roles of police officers and others 5. Write about their experiences with	• Role play how those persons help us • Sketch, draw or paint how these persons help us • Sketch location of police station • Create safety signs • Journals • Presentation on the persons in their neighbourhood

	• Propose ways they can contribute to their community
police 6. Sketch location of police station 7. Discuss safety concerns in their school and community 8. Discuss ways in which they can help the police do their job 9. Formation of neighborhood watch clubs, police clubs, drug free club	• Profiles on police officers in their community • Exhibition on persons who provide a service

Suggested Learning/Teaching Activities	Assessment
10. Write appreciation cards to police officers, nurses etc in their community 11. Read stories about police officers, nurse etc 12. Watch movies portraying the work of police officers etc 13. Discuss what it would be like if there	• Show and Tell: 'What I want to be when I grow up'

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were no police officers	

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