



**EDUCATION**

**FOR**

**DEMOCRATIC CITIZENSHIP**

**Primary School Curriculum Guide**

**Grade Three**

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*Education for Democratic Citizenship Grade Three Curriculum  
Produced by the Curriculum and Materials Development Unit  
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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 TEN:

## Adapting To Change

## **Rationale:**

Change is an inevitable part of our lives. Students will experience many changes throughout their school lives including new grade, new classmates, new teachers, new friends, new subjects, new school etc. They also have to deal with changes in their families and communities. It is therefore necessary that they understand that society is dynamic and we must impart them with the skills to adapt to change positively. This module aims at arming them with the tools to deal with some changes that occur in school.

## **Broad Outcomes:**

On completion of this module students will:

1. Understand the concept of change.
2. Appreciate that change is important for growth and development.
3. Adapt to change in a positive manner.

<b>Specific objectives</b>	<b>Content</b>
<ol style="list-style-type: none"> <li>1. Define the concept of “change”</li> <li>2. Identify changes that have taken/will take place in their lives.</li> <li>3. List reasons people move on</li> <li>4. Discuss how to prepare for change</li> <li>5. Differentiate between positive and negative ways to cope with change.</li> <li>6. Demonstrate how new students should be treated in school.</li> <li>7. Discuss the importance of keeping in contact with friends</li> <li>8. Discuss importance of maintain contact with friends</li> <li>9. List ways of keeping in contact with friends</li> </ol>	<p><b>Definition of Change</b></p> <ul style="list-style-type: none"> <li>• to make or become different</li> <li>• a situation or process in which something becomes different</li> </ul> <p><b>Changes that take place</b></p> <ul style="list-style-type: none"> <li>• new school</li> <li>• loss of/new friends</li> <li>• new teacher</li> <li>• physical changes</li> <li>• new home</li> <li>• new grade</li> <li>• new sibling</li> <li>• death of a loved one</li> <li>• divorce</li> <li>• illness</li> </ul>

Specific objectives	Content
	<p data-bbox="1052 245 1528 280"><b>Reasons people move on</b></p> <ul data-bbox="1100 313 1564 683" style="list-style-type: none"> <li data-bbox="1100 313 1304 349">• financial</li> <li data-bbox="1100 381 1325 417">• education</li> <li data-bbox="1100 449 1325 485">• relocation</li> <li data-bbox="1100 518 1465 553">• medical purposes</li> <li data-bbox="1100 586 1564 621">• employment/ business</li> <li data-bbox="1100 654 1283 690">• conflict</li> </ul> <p data-bbox="1052 716 1453 751"><b>Preparing for change</b></p> <ul data-bbox="1100 784 1837 1219" style="list-style-type: none"> <li data-bbox="1100 784 1724 820">• Identify what might/will change</li> <li data-bbox="1100 852 1837 956">• Identify possible negative and positive consequences of the change</li> <li data-bbox="1100 989 1829 1092">• Identify ways you can deal with these consequences if they do occur</li> <li data-bbox="1100 1125 1709 1219">• Do research on e.g new school, community</li> </ul>

Specific objectives	Content
	<ul style="list-style-type: none"> <li>• Speak to persons who have experienced such change/s</li> </ul> <p><b>Positive Coping Strategies</b></p> <ul style="list-style-type: none"> <li>• Maintain as much routine as possible</li> <li>• Plan and prepare for what may happen</li> <li>• Talk to someone</li> <li>• Get a hobby/interest</li> <li>• Focus on the positive</li> <li>• Join a club/try various activities</li> </ul> <p><b>Negative Coping Strategies</b></p> <ul style="list-style-type: none"> <li>• misbehaviour/acting out</li> <li>• withdrawing from people/social activities</li> <li>• engaging in negative activities e.g use of drugs, alcohol etc</li> </ul>

Specific objectives	Content
	<p data-bbox="1045 248 1566 280"><b>How to treat new students</b></p> <ul data-bbox="1098 313 1703 553" style="list-style-type: none"> <li data-bbox="1098 313 1289 345">• Be kind</li> <li data-bbox="1098 378 1591 410">• Give a tour of the school</li> <li data-bbox="1098 443 1451 475">• Welcome banner</li> <li data-bbox="1098 508 1703 553">• Place a nice quote on the desk</li> </ul> <p data-bbox="1045 578 1556 618">Have lunch with the person</p> <p data-bbox="1045 643 1614 683"><b>Keeping contact with friends</b></p> <ul data-bbox="1098 708 1724 1154" style="list-style-type: none"> <li data-bbox="1098 708 1255 740">• Email</li> <li data-bbox="1098 773 1310 805">• Whatapp</li> <li data-bbox="1098 837 1320 870">• Facebook</li> <li data-bbox="1098 902 1272 935">• Letters</li> <li data-bbox="1098 967 1499 1008">• Visiting (if close by)</li> <li data-bbox="1098 1040 1724 1154">• Calling on special occasions e.g birthdays</li> </ul>

# MODULE ELEVEN:

## Crime and Violence



## **Rationale**

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 can avoid getting involved in such negative activities.

## **Broad Outcomes**

On completion of this module students will:

1. Differentiate between crime and violence
2. Become aware of the factors that lead to crime and violence.
3. Appreciate the effects of crime and violence on victims, their own lives, their families, their communities and country.
4. Take responsibility for protecting themselves against involvement in crime and violence.

5. Develop a sense of intolerance towards criminal and violent behaviours.

Specific objectives	Content
<ol style="list-style-type: none"> <li>1. Differentiate between crime and violence.</li> <li>2. Distinguish between criminal and non-criminal acts of violence.</li> <li>3. Explore factors that can lead persons especially youth to commit crime and acts of violence.</li> <li>4. Investigate crimes usually committed by the youth.</li> <li>5. Examine how youth who commit crimes are punished.</li> <li>6. Examine the effects of crime on victims, perpetrators, families, communities and country.</li> <li>7. Express views and opinions on crime, violence.</li> <li>8. Discuss how persons can safeguard themselves from engaging in crime and acts of violence.</li> <li>9. Explain how society can help youth who</li> </ol>	<p><b>Violence</b> is a behaviour involving physical force intending to hurt, damage or kill something.</p> <p><b>Crime</b> is an act of breaking the law of the land.</p> <p><b>Criminal acts</b> are forbidden and punishable by law. The police will investigate these acts, a person can get charged and taken to criminal court.</p> <p><b>Non-criminal acts</b> 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><b>Factors that lead to crime</b></p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Ignorance of the law</li> <li>• Peer pressure</li> <li>• Unemployment</li> </ul>

commit crimes.	<ul style="list-style-type: none"> <li>• Broken families/lack of love</li> </ul>
<b>Specific objectives</b>	<b>Content</b>
	<p><b>Sanctions/Punishments:</b></p> <ul style="list-style-type: none"> <li>• Incarceration/jail time</li> <li>• Rehabilitation centres</li> <li>• Probation</li> <li>• fines</li> </ul> <p><b>Effects of Crime:</b></p> <ul style="list-style-type: none"> <li>• physical injury</li> <li>• financial loss</li> <li>• property damage</li> <li>• psychological and emotional effects</li> <li>• Loss of freedom</li> <li>• Alienation from family/friends</li> <li>• Shunned by community</li> <li>• Loss of loved ones</li> <li>• Destruction of reputation</li> <li>• Negative reputation for community</li> <li>• Economic effects/decline in business</li> <li>• Negative effects on tourism</li> </ul>

Specific objectives	Content
	<p data-bbox="1043 310 1835 345"><b>Avoiding criminal involvement/violence</b></p> <ul data-bbox="1098 363 1835 816" style="list-style-type: none"> <li data-bbox="1098 363 1688 451">• Avoid persons who break the law/engage in acts of violence</li> <li data-bbox="1098 467 1331 500">• Join clubs</li> <li data-bbox="1098 516 1451 557">• Engage in sports</li> <li data-bbox="1098 573 1528 613">• Get a hobby/interest</li> <li data-bbox="1098 630 1608 670">• Resolve conflict positively</li> <li data-bbox="1098 686 1835 727">• Reflect on consequences before acting</li> <li data-bbox="1098 735 1570 776">• Take issues to an adult</li> <li data-bbox="1098 784 1818 816">• Avoid watching violence in the media</li> </ul> <p data-bbox="1043 881 1751 963"><b>How can we help youth who commit crimes</b></p> <ul data-bbox="1098 987 1661 1230" style="list-style-type: none"> <li data-bbox="1098 987 1346 1027">• monitoring</li> <li data-bbox="1098 1044 1352 1084">• counselling</li> <li data-bbox="1098 1092 1241 1133">• clubs</li> <li data-bbox="1098 1149 1331 1190">• mentoring</li> <li data-bbox="1098 1206 1661 1230">• emotional/financial support</li> </ul>

<b>Suggested Learning/Teaching Activities</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Read newspaper clipping on crime and students discuss content</li> <li>2. Group report on current criminal issues locally, regionally, international</li> <li>3. Show a film showing criminal activity and its consequences</li> <li>4. Discuss the effects of crime on society</li> <li>5. Compile a mini project on crime and consequences</li> <li>6. Create extempo/jingles/poems about crime/violence</li> <li>7. Develop radio and television campaigns against crime and violence</li> <li>8. Conduct mock trials</li> <li>9. Visit police station and juvenile centres</li> <li>10. Role play situation displaying crime and violence</li> <li>11. Make posters to highlight the effects of crime.</li> </ol>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Sketch, draw or paint Sketch effects of crime and violence</li> <li>• Create slogans/signs for anti-crime/violence campaigns</li> <li>• Journals</li> <li>• Group presentations on research done on crime and violence in their communities.</li> <li>• Jingles/poems/songs</li> <li>• Posters</li> <li>• Debates on issues of crime and violence</li> </ul>

<b>Suggested Learning/Teaching Activities</b>	<b>Assessment</b>
<p>12. Write short stories with a theme centered on crime and its consequences</p> <p>13. Read stories with the theme crime and violence and discuss</p> <p>14. Invite resource person from the community to speak to students about crime. eg police officers, Field trip to police Stations</p> <p>15. Journal their experiences with crime and violence</p> <p>16. Discuss concerns about crime and violence in their school and community</p> <p>17. Discuss ways in which they can help the police do their job</p> <p>18. Formation of clubs</p> <p>19. Organize anti-crime/violence</p>	

campaigns	
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# MODULE TWELVE:

## Influence of the Media

### What's in the news?

## **Rationale:**

In today's world information is a fingertip away from young persons. With the advent of the internet children are inundated with information both true and false. The media is ever present in the lives of citizens and its influence and dangers cannot be underestimated. It is important that young people understand the direct and indirect influence of the media. They must be given the tools to discern fact from opinion and to sort out what is real and what is fabricated in order to become more responsible consumers of information in the media and to safeguard themselves from the dangers of the internet.

## **Broad Outcomes:**

On completion of this module students will:

1. Understand the concept of the media.
2. Appreciate the impact/influence of the media.
3. Be more informed consumers of the media.
4. Use the internet appropriately and practice internet safety



<b>Specific objectives</b>	<b>Content</b>
<ol style="list-style-type: none"> <li>1. Define the term media.</li> <li>2. Identify types of media.</li> <li>3. Explore the roles and responsibilities of the media/media workers.</li> <li>4. Examine how we can utilize the media effectively.</li> <li>5. Discuss the impact/influence of the media on citizens and society.</li> <li>6. Differentiate between facts and opinions in the media.</li> <li>7. Discuss positive and negative uses of the internet by young persons.</li> <li>8. Explore the dangers associated with the internet especially social media.</li> </ol>	<p><b>Media</b>- the group of tools, channels, communication outlets which provide information for the public.</p> <p><b>Types</b></p> <ul style="list-style-type: none"> <li>• Radio/music</li> <li>• Print media</li> <li>• Television</li> <li>• Social media</li> <li>• Internet</li> </ul> <p><b>Role/purpose of the media</b></p> <ul style="list-style-type: none"> <li>• to inform</li> <li>• to persuade/influence</li> <li>• to entertain</li> <li>• to educate</li> <li>• to challenge/bring about change</li> </ul>

<b>Specific objectives</b>	<b>Content</b>
<p>9. Discuss the implications of posting pictures/ images/messages online</p> <p>10. Discuss guidelines for internet safety.</p>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To tell the truth</li> <li>• Be objective</li> <li>• Present all sides of the issue</li> </ul> <p><b>Effective use of the media</b></p> <ul style="list-style-type: none"> <li>• Question/examine the source</li> <li>• Do your own research</li> <li>• Make sure there is evidence to support claims</li> </ul> <p><b>Impact of the media</b></p> <p><i>Positive:</i></p> <ul style="list-style-type: none"> <li>• Makes citizens aware of what is happening</li> <li>• Educates citizenry</li> <li>• Access to the information</li> </ul>

Specific objectives	Content
	<ul style="list-style-type: none"> <li>• Means of maintain contact with friends and family</li> <li>• Positive change in society</li> <li>• Helps citizens be active participants in the governance of the country</li> </ul> <p><i>Negative:</i></p> <ul style="list-style-type: none"> <li>• Inaccurate information</li> <li>• Destruction of persons’ reputations</li> <li>• Addiction(pornography, video games)</li> <li>• Exposure to negative influences (pornography, explicit language, violence, scams, internet fraud, predators)</li> <li>• Cyber bullying</li> </ul>

Specific objectives	Content
	<p><b>Facts</b> are things that have been proven true.</p> <p><b>Opinions</b> are views or judgments that are not necessary based on fact or knowledge.</p> <p><b>Uses of the internet</b></p> <p><i>Positive:</i></p> <ul style="list-style-type: none"> <li>• Research/education</li> <li>• Get information</li> <li>• Entertainment</li> <li>• Connect with friends and family</li> </ul> <p><i>Negative:</i></p> <ul style="list-style-type: none"> <li>• Pornography</li> <li>• Cyber bullying</li> <li>• Fraud/scams</li> <li>• Spend excess time playing games/music/gambling</li> </ul>

Specific objectives	Content
	<p data-bbox="1058 310 1514 347"><b>Dangers of the internet</b></p> <ul data-bbox="1100 378 1877 818" style="list-style-type: none"> <li data-bbox="1100 378 1877 415">• Predators (pedophiles, human traffickers)</li> <li data-bbox="1100 446 1877 548">• Addiction (pornography, video games, gambling)</li> <li data-bbox="1100 579 1535 617">• Internet fraud/scams</li> <li data-bbox="1100 647 1877 750">• Identity theft (personal information and image)</li> <li data-bbox="1100 781 1667 818">• Explicit pictures can go viral</li> </ul> <p data-bbox="1050 846 1562 883"><b>Internet Safety Guidelines</b></p> <ul data-bbox="1100 914 1877 1084" style="list-style-type: none"> <li data-bbox="1100 914 1877 951">• Do not post/share personal information</li> <li data-bbox="1100 982 1640 1019">• Do not post explicit images</li> <li data-bbox="1100 1050 1759 1088">• Only surf websites that you know</li> </ul>

<b>Specific objectives</b>	<b>Content</b>
	<ul style="list-style-type: none"><li>• Do not meet with persons you encounter online without parents' permission or an adult being present</li><li>• Be aware that persons create false persona (especially pedophiles)</li><li>• Regard persons that you communicate with as strangers even if you have been communicating for a while</li><li>• Do not visit web sites that your parents would not approve of.</li></ul>

<b>Suggested Learning/Teaching Activities</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Brainstorming for the definition of the media</li> <li>• Visit to the IT lab to research the role of media/types of media</li> <li>• Use of pictures to identify different types of media</li> <li>• Discuss current event in the media</li> <li>• Scenarios to explain the different roles of the media</li> <li>• Case study/ Debate/ Discussion on the impact of the media on citizens</li> <li>• Invite resource person to discuss the uses of and dangers of the internet</li> <li>• Short films/ videos on the importance of positive uses of the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Group presentations on media</li> <li>• Debates</li> <li>• Role play</li> <li>• Case studies</li> <li>• Brochure on internet safety (use Rubric)</li> <li>• Observational checklist</li> <li>• Questioning</li> <li>• Reflections</li> </ul>

<b>Suggested Learning/Teaching Activities</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Watch a movie about dangers of the internet</li> <li>• Create a video/ advertisement on internet safety (media houses can showcase students' work)</li> <li>• Create a pamphlet on internet safety</li> <li>• Use real life situations to develop sensitivity and empathy to what is posted online</li> <li>• Visit IT lab to demonstrate safe navigation of the internet.</li> </ul>	