



EDUCATION

FOR

DEMOCRATIC CITIZENSHIP

Primary School Curriculum Guide

Grade Two

Education for Democratic Citizenship Grade Two 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 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-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 SEVEN:

I Have Rights and Responsibilities

Rationale

Children are part of the vulnerable sector of society. It is therefore imperative that we arm them with enough information so that they can be protected. It is never too early for children to be aware of their rights so that in turn they are aware of violations against them. On the other hand they are not too young to understand that they also have responsibilities as citizens. The aim of this module is to educate students about their rights and responsibilities.

Broad Outcomes

On completion of this module students will:

1. Develop an awareness of their rights and the rights of others.
2. Develop a strong sense of responsibility as a citizens.
3. Be aware of the actions they can take when their rights are violated.

Specific Objectives	Content
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define 'rights'/ 'responsibilities' (what are rights and responsibilities?) 2. Identify their rights as children 3. Identify their responsibilities (home, classroom, school and wider community) 4. Distinguish between fair and unfair situations. 5. List examples of fair and unfair situations 6. Discuss ways in which their rights can be violated 7. Discuss ways in which they violate the rights of others 	<p>Components of the school environment:</p> <ul style="list-style-type: none"> • Playground • Classrooms • Bathrooms <p>People:</p> <ul style="list-style-type: none"> • Principal and Teachers • Janitors • Watchmen • Canteen staff <p>Ways to show appreciation:</p> <ul style="list-style-type: none"> • Greeting them • Saying thank you • Recognising their work

Specific Objectives	Content
<p>8. Discuss consequences of rights being violated</p> <p>9. Define the term ‘conflict’.</p> <p>10. Define the term ‘bullying’.</p> <p>11. Define the term ‘by standers’</p> <p>12. Suggest actions they can take when their rights are violated</p> <p>13. Suggest actions they can take when they witness the rights of others being violated.</p> <p>14. Demonstrate positive ways of responding when rights are violated</p> <p>15. Demonstrate effective conflict – resolution skills</p>	<p>Rights are things that people are allowed to do or have. What you are entitled to as an individual.</p> <p>Rights of a child – human rights and fundamental needs- (UN rights of a child)</p> <ul style="list-style-type: none"> • Right to life • Property • Equality • Thought and expressing • A name and nationality • Love, affection and attention • Adequate nutrition, housing and health care • An education • Full opportunity for play and recreation • Special care if physically handicapped <p>Education Act</p> <p>Constitution</p>

Specific Objectives	Content
<p>16.Suggest ways the can be responsible citizens in the home, school and community</p> <p>17.Demonstrate responsible behaviour as citizens</p>	<p>Responsibilities:</p> <p>School</p> <ul style="list-style-type: none"> • Attend school regularly • Be punctual • Pay attention in class • Do homework • Do not destroy property • Respect authority • Respect other students and their property <p>Home</p> <ul style="list-style-type: none"> • Respect parents • Help with chores • Help with siblings <p>Community</p> <ul style="list-style-type: none"> • Do not litter • Report crime • Help neighbours • Respect property of others

Specific Objectives	Content
	<p>Fair: Just, equitable, one party does not have an advantage over the other</p> <p>Unfair: unjust, inequitable, one party has an advantage over the other</p> <p>Ways rights can be violated:</p> <ul style="list-style-type: none"> • Abuse • Not getting an education • Not being cared for • Being placed in dangerous situations • Being denied certain freedoms <p>Consequences of right violations:</p> <ul style="list-style-type: none"> • Death • Abuse • Imprisonment • Unhappiness • Poverty

Specific Objectives	Content
	<p>Conflict: disagreement or argument</p> <p>Bullying: Persistent use of superior strength or influence to intimidate someone</p> <p>Bystander: Someone who witnesses something taking place, present at an event but does not participate</p> <p>Actions one can take when rights are violated</p> <ul style="list-style-type: none"> • Report to an adult they trust • Report to police • Be assertative <p>Conflict resolution skills</p> <ul style="list-style-type: none"> • Remain calm. Tempers will stand in the way of working through your differences. ... • Make a list of your concerns. ... • Allow the other person to talk. ...

Specific Objectives	Content
	<ul style="list-style-type: none">• Ask questions. ...Be creative. ...• Take breaks. ...• Stay away from negative talk. ...• Find something you can agree on.

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Design a poster illustrating their basic human rights 2. Dramatize violation of human rights 3. Role play how they would handle violation of their rights 4. Organize campaigns against rights violations 5. Create posters, songs, poems, jingles 6. Group discussion to identify rights at home school and community 7. Draw a picture that show how rights are being violated 8. Show a film/ video clip/ newspaper article which depicts violation of rights 9. Listen to a fairy tale and real life situations and identify unfair situations 	<ul style="list-style-type: none"> • Drawings/paintings • Posters • Quiz • Dramatization/role play • Poems • Checklist • Journal entries • Group presentations • Observation • Scenarios

Suggested Learning/Teaching Activities	Assessment
<ul style="list-style-type: none"> 10. Dramatize fair and unfair situations 11. Anti-bullying campaign 12. Journal how they feel in fair/unfair situations 13. Draw facial expressions for different situations (fair/unfair) 14. Dramatize ways of resolving conflicts 15. Rewarding students who deal appropriately with conflicts 16. Reward students who report when they witness bullying taking place 	

MODULE EIGHT:

Respect for Property

Rationale:

As citizens of a country we have access to a lot of shared property and public spaces. Students need to understand the concept of communal property and the responsibility that citizens have to protect these properties. Students must also be taught how to responsibly share these public spaces.

Broad Outcomes:

On completion of this module students will:

1. Understand the concepts of shared property and public space.
2. Show respect and care for shared property.
3. Respect the rights of others to the use of shared property.

Specific objectives	Content
<ol style="list-style-type: none"> 1. Define the terms “shared property/ public space/ crown lands.” 2. Differentiate between private and public property 3. Identify some shared property/public spaces in their community 4. Discuss activities that occur in various public spaces/ shared properties 5. Give reasons why shared property/public spaces should be maintained and respected 6. Discuss the consequences of vandalising/destroying shared property/public spaces 	<p>A public space is any area, building that is used by the public.</p> <p>Shared property refers to property that is shared by community members and citizens</p> <p>Private property belongs to an individual/s and requires that person’s permission to be utilised.</p> <p>Crown lands: Lands belonging to the state or government</p> <p>Public places include:</p> <ul style="list-style-type: none"> • Parks, beaches, schools, courts, etc. <p>Public places should be maintained for:</p> <ul style="list-style-type: none"> • Functions • Recreation/leisure • Educational • Sports etc

Specific objectives	Content
<p>7. Show appreciation for shared property/public spaces</p> <p>8. Discuss benefits derived from the use of shared/public spaces</p> <p>10. Identify ways in which students themselves can contribute to the uplifting of shared/public space</p> <p>11. Identify steps that can be taken when shared/public property is destroyed</p> <p>12. Discuss the consequences of unplanned development on crown lands</p> <p>13. Discuss the implications of having abandoned structures in the society</p> <p>14. Suggests ways in which abandoned building can be repurposed</p>	<p>Ways to show appreciation</p> <ul style="list-style-type: none"> • Keep clean • Do not destroy/vandalise • Clean up campaigns • Beautification projects • Murals • Report destruction/vandalism <p>Unplanned Development: Squatting/building on lands without approval from planning department and following building standards</p> <p>Consequences of unplanned development</p> <ul style="list-style-type: none"> • Health and safety concerns • Conflict over land use • Poor use of land

Specific objectives	Content
	<ul style="list-style-type: none"> • Land slippage • Legal battles <p>Dangers of abandoned building:</p> <ul style="list-style-type: none"> • Crime • Drugs • Vagrancy • Decrease in property value • Rodents and pests • Health and safety issues <p>Empty building can be used for various reasons:</p> <ol style="list-style-type: none"> 1. Meeting place for youth group 2. Reporting activities (in house) 3. Community classes for health purposes 4. Community discussions 5. Skills training centre 6. Entertainment

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Picture discussions 2. Poems on littering 3. Draw maps showing public spaces 4. Field trips to public spaces in the community 5. Clean up campaigns at recreational public spaces 6. Reading of stories pertaining to upkeep to public spaces 7. Painting pictures to enhance the public space 8. Raise fund for the upliftment of the public spaces 9. Create murals on empty public walls/spaces 	<ul style="list-style-type: none"> • Drawings, posters • Create songs, poems, jingles • Reflective exercises • Journal Writing • Discussions • Clean up campaigns • Poster assessment (group work) • Stories • Paintings • Fund raising activities • Rubric • Observations and checklist • Write a letter to their parliamentary representatives ways to use abandoned buildings

Suggested Learning/Teaching Activities	Assessment
<p>10. Write poems about the proper use of spaces.</p> <p>11. Paint buildings/ walls that have been defaced</p> <p>12. Skits to demonstrate importance of public property</p> <p>13. Field trip to the community to visit major amenities shared by community members. Health Centre, church, library, community Centre, playing field.</p> <p>14. Visit unplanned developments in the community and discuss possible dangers.</p>	

MODULE NINE:

How do rules and laws affect me?

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 paid 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. Understand the need for rules and laws
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
<p>1. Differentiate between the terms rules and laws</p> <p>2. Discuss the importance of rules to home, school and community</p> <p>3. Discuss the reasons for laws</p> <p>4. Identify the people involved in setting/enforcing rules and laws within the home, school and community</p> <p>5. Discuss why we should respect the people involved in setting/enforcing rules and laws within the home, school and community</p> <p>6. Discuss how rules and laws can be enforced</p> <p>7. Explain the consequences of breaking rules and laws</p>	<p>Rules: A set of guidelines for conduct/behaviour</p> <p>Laws: Rules that are made by government that is used to order the way in which a society behaves.</p> <p>Why are rules and laws important?</p> <ul style="list-style-type: none"> -to ensure the physical and emotional safety of people -to prevent chaos, to maintain order -to maintain discipline -to learn how to get along with others <p>What happens when laws are broken?</p> <ul style="list-style-type: none"> • infringement of rights • punishment • disorder • discrimination

Specific objectives	Content
<p>8. Explain why rules and laws are sometimes broken</p> <p>9. Suggest ways people are affected when rules and laws are not kept</p> <p>10. Demonstrate respect for rules at home and school</p> <p>11. Demonstrate respect for laws.</p>	<p>Who enforces the rules/laws?</p> <ul style="list-style-type: none"> • In school: teacher, principals, prefects • At home: parents (adults) • Society: police officers, citizens, lawyers, judges

Suggested Learning/Teaching Activities	Assessment
<ol style="list-style-type: none"> 1. Use case studies/scenarios to differentiate rules, laws and expectations 2. Invite resource people who are responsible for setting and enforcing rules 3. Visit Parliament 4. Visit Government House 5. Create a concept map to highlight persons responsible for setting and enforcing rules and laws 6. Use films, short stories, news clippings to demonstrate the consequences of breaking rules and laws 	<ul style="list-style-type: none"> • Drawings, posters • Create songs, poems, jingles • Reflective exercises • Journal Writing • Discussions • Poster assessment (group work) • Stories • Paintings • Fund raising activities • Rubric • Observations and checklist • Write letters to Paliamentary Representative suggesting new laws that are needed

Suggested Learning/Teaching Activities	Assessment
<p>7. Create a jingle/ slogan/poem to show ways people are affected when rules/ laws are broken in families, school, community</p> <p>8. Community fieldtrips to sensitize community members on how to be responsible citizens in their community</p> <p>9. Organize debates where students share opinions/ideas on events where rules and laws are broken</p> <p>10. Role play a panel on role of law enforcement (judge, police, lawyer)</p> <p>11. Establish rules for class/school and consequences for breaking these rules</p>	