



The Thinking Classroom

Lesson Plans for Primary Teachers

SOCIAL STUDIES: ETHICS

The Thinking Classroom **A Guide for Teachers**

Introduction

This module containing seven primary level lesson plans (LPs) will lead you towards transforming your classroom into a Thinking Classroom.

The Aims of Education

“To educate Pakistanis to be:

- Seekers of truth and knowledge who can apply both for the progress of society;
- Creative, constructive, communicative and reflective individuals;
- Disciplined, productive, moderate and enlightened citizens;
- Capable of effectively participating in the highly competitive global knowledge-based economy and the information age; citizens committed to creating a just civil society that respects diversity of views, beliefs and faiths.”

(Ministry of Education, Government of Pakistan, 2006)

So with these aims, surely we need to change something in the way we teach!

Why we need Critical Thinking (CT)

Everyone thinks, but a lot of it is biased, distorted and uninformed. The quality of our life and what we create and build and the decisions we make depend on how we think. Poor thinking and lack of CT can lead us to many poor decisions.

What does CT entail?

- Assessing, analysing and reconstructing any problem, situation or content
- Making informed decisions
- Logical thinking and reasoning
- Being able to create and innovate; build something new and original
- Out of the box thinking and questioning deeply from different perspectives
- Thinking about thinking & how to improve it

Why it is difficult to be Critical Thinkers in our school system

- Too many facts
- Too much memorising and too little thinking
- Lecture and rote memorisation, which does not require critical thinking
- Students are not “trained” to think

Teaching Framework for the TTC Lesson Plans

You probably teach one new concept (or chapter) for one or maybe two weeks. We have developed these LPs on the premise that it is one five-day week. If it is two, or you carry on until the children have understood, you can explore the concept in more depth.

A suggestion for the Five-Day LP is that for the first three days you deliver the content from your textbook the way you always do and then spend the next two days on CT and active learning. Active learning is when children are engaged in hands-on activities and in making sense and meaning of the content themselves rather than listening passively to a teacher’s lecture on a topic. Some examples of active learning are: classroom discussions, small group work, working with materials, debates on an idea, problem solving and listing ideas, making presentations. So, how about creating some excitement in your classroom with active learning.

Guidelines for You the Teacher

Young children are not too young for complex concepts

You may think that some of the ideas or concepts being introduced in these LPs are too difficult for such young children. In reality, however, we are introducing them to ideas that they are already familiar with because they have either heard their parents talk about them or have heard someone else either in person or on television or radio. What we are doing here is giving them the opportunity to explore these ideas, to think about them in a focused manner. Please remember, we are not expecting them to give us correct, accurate answers.

Listen to and accept children’s answers no matter what

Let the children be inventive with their responses and if their answers sound amusing or strange, we still need to accept their answers and extend the conversation. Concepts are constructed gradually

over time by exploring their attributes and thinking critically about them and coming to our own understanding of them. Both children and adults go through this process when they encounter something new. The something new can be either concrete or abstract.

Engage with the children

It is important for teachers to create a climate of trust and comfort where the children don't feel threatened or inhibited. Talk to them conversationally, ask after them and show them that you are interested in them as individuals. When the activity says make a circle, you need to decide what will be most appropriate for that activity, whether to sit or stand in a circle and you should sit or stand with them.

Give children space and time to think

During discussions, remember that some children may need a little time and positive encouragement to express their thoughts and some may prefer to remain quiet for a few seconds or minutes. Do provide waiting time after asking a question to give less confident children an opportunity to formulate their responses. Remember to smile or laugh when something is funny. Your facial expressions should match what you are saying and remember to speak in a soft, natural, conversational tone.

Planning the lesson for the week ahead

As the teacher, you understand your local context, what your children can do and what their interests are. You also know how much space you have in your classroom and what resources are available to you, so it is up to you to decide how to implement the active learning CT LP in your classroom. Do please read through the entire LP carefully and decide before the new week begins, what to do each day for the week ahead and also prepare all the materials you will need.

Time required for the LP

We have not mentioned a time frame in each lesson plan but it will probably take about 80 to 90 and in some cases about 110 minutes, spread over two days. It depends on you, the number of children you have in class and your timetable. You may need more or less.

Group size

Some segments of the plan require the entire class and no small groups. When you need to divide them into groups, and the LP says divide the children into groups of five you can do this easily if you have 25 children present that day. If you have one or two children left, it is not a problem, just accommodate them into any group. If you have 36 children, you can divide them into groups of six.

Group roles

It is a good idea to assign roles to the members of each group so that everyone knows what to do. The entire group must participate and share their ideas and views and if the task calls for more roles than listed here, please go ahead and delegate the tasks. There must be:

A **timekeeper** who makes sure the work is done in the timeframe that you have given them.

A **note taker** who listens to what group members are saying and writes down everything based on the task you have given them.

A **presenter** who will present the group's work when everyone has finished and you give the signal to present.

Structure of The Thinking Classroom Lesson Plan

Each LP for Classes 1 to 5, ECE and Multi-age follow a similar structure. The ECE LPs have a couple of additional features that are not in the Primary Level LPs. These are differentiated with an * at the beginning. All the modules and topics are linked to The National Curricula, developed by the MoE, Government of Pakistan, 2006-07.

This is how the LPs have been structured:

1. Curriculum Link: The link is stated exactly as it is in the relevant curriculum. The Student Learning Outcomes (SLOs Primary Level) and Expected Learning Outcomes (ELOs ECE) and page numbers are mentioned so that you can find it easily in the document. In certain curriculum documents bullet points have been used to separate SLOs, in others letters and in some roman numerals have been used. We have used these exactly as they are in the respective curriculum. The SLOs and ELOs may not be in sequence, for example, i ii iii or a b c. This is because all the SLOs and ELOs for one topic or theme are not addressed in one LP. So only those that are being addressed are mentioned. So you may see, i iv & viii or a d & g.

2. Students' Learning Outcomes: These are the same as the objectives in a LP. We are familiar with objectives and have been taught that before we plan a lesson we have to be clear about our objectives for that lesson. We have to think about what we hope the children will learn when we have completed that lesson. So the SLOs are the objectives of the plan.

* **Expected Learning Outcomes:** These are also the objectives of the lesson plan. So why use the word 'expected' instead of student? The NC-ECE charts out learning outcomes that young children are *expected* to achieve. Given the diverse developmental levels, learning styles and pace of learning, many children may not achieve all the outcomes (objectives) at the end of the lesson or even in the one year that they are in the ECE/pre-primary class. Therefore, the outcomes for this age level have been termed as "Expected" and educators and supervisors should not be overly concerned about children completing all the activities or meeting each and every outcome. This however does not mean that teachers should not support children's curiosity and learning, but that they should not force them to learn something they are not yet ready to learn. It is the process and not a 'perfect' product that's more important at this age and stage.

3. Prior Knowledge: Studies show that learning progresses primarily from prior knowledge, and only after that from the materials we present to students. Think about this. We teachers spend so much time gathering materials, which is important no doubt, and necessary too for good teaching, but only if we build on children's prior knowledge. Many of us are also guilty of hurrying through teaching some concept or skill, and not taking the time to slow down or ask the children what they already know about the concept or topic. So if we want to ensure that children make important mental connections about the content we are about to teach, we must build on prior knowledge.

4. Resource Requirements & Preparation: This part of the LP will tell you what materials you will need to implement the lesson plan. To make it easier for you, it clearly indicates what you will need for the Three Phases of the LP: the Beginning, Middle and Conclusion (BMC phases) and what you need to prepare beforehand so that you don't waste any time during class. If the LP requires pictures of food, buildings, uses of water, anything at all, you can find pictures in calendars, diaries, newspapers and magazines. Don't forget to look online too. Whenever possible, please recycle! Save old magazines, newspapers, greeting cards and invitation cards and use these to make instruction cards and slips for group work. Empty biscuit and tea boxes and *gatta* are also handy for making resources. Empty shoeboxes are extremely handy for storage and they stack well too.

5. Methodology: Each LP is divided into three distinct phases based on a BMC Model. Here is a brief explanation on what each phase entails:

The **Beginning** Phase: In this phase, you can ask children to think about or ask questions about the topic. This phase will help you to:

- Informally assess what the children already know including any misconceptions
- Set the purpose for learning
- Focus attention on the topic

The **Middle** Phase: In this phase, you will lead children to explore the topic in more depth. They will engage in finding out, making sense of the material, answering their prior questions and finding new questions. This phase will help you and the children to:

- Revise expectations or raise new ones
- Identify the main points
- Make inferences about the material
- Make personal connections to the lessons

The **Conclusion** Phase: During this phase you will give children the opportunity to reflect on what they have learned, reflect on how their thoughts have changed and think about application of the new knowledge. This phase will help you and the children to:

- Summarize the main idea
- Share opinions
- Think about application

6. Assessment: This part will suggest ways in which you can assess what the children have learnt and evaluate whether the SLOs or objectives have been met. The assessment strategies suggested here are not traditional paper and pencil tests, but please do try out a different way of assessment.

* **Extension Activity:** In this section, you will find some activities you can engage the children in at a later stage. As the heading suggests, these activities will help children explore the ideas in the LP in different ways thereby helping them understand the concept better.

* **A Note for the Teacher:** Under this heading you will find tips to help you understand how to address the topic with young children or how you can work on the same concept throughout the year.

CT Questioning Techniques

Throughout the LPs you will see a reference to CT questioning techniques. In the questions below some names of girls and boys have been used. Needless to say, these are only examples; replace these names with names of children in your class. Try and make sure that you address each child over the course of a few days so that nobody feels left out. You can follow these steps to involve children in thinking critically.

Ask open-ended questions: These are questions that invite more than one plausible answer. They have no right answer and no wrong answer either. You need to listen to and 'accept' all answers. Open-ended questions allow the formulation of any answer, rather than a selection from a set of possible answers in the questioner's mind.

Ask follow-up questions: These are questions you will ask after one child has responded to a question, for example, "What can you add Nida?" or "What is your opinion, Omar?"

Provide feedback that neither confirms nor denies children's responses: If you provide this kind of feedback, then the discussion remains open. For example: "That is very interesting ... I hadn't thought about that before."

Survey the other children: This kind of questioning also takes place after a child has responded to a question. Rather than you saying that it is correct or incorrect, survey the children by asking, "Who agrees with Ali?" "Who disagrees with him?" "Why?" Tell them it is okay to agree or disagree as long as we don't hurt anyone's feelings and do it in a polite way. It does not mean we don't like the person we disagree with.

Encourage children to direct questions to other children: You can do this by saying, "Omar, ask Komal if she can add something to your response?"

Use think-aloud: When a child comes up with a solution to a problem that has been posed as part of the lesson, you can ask, "How did you figure out that answer Tariq?"

Call on all children: Involve the entire class, not only those who raise their hands. But move on quickly to another child if someone chooses not to answer.

Assure the children that there are no wrong answers: Encourage everyone to have a go at answering a question by saying, "There are many possible answers to this question. Come on, give it a try!"

Encourage the children to be imaginative: Quite a few LPs suggest this approach. You can use it in other LPs too. Just relate it to the topic and say, "Imagine what would happen if...?"

Hum Sab Aik Hain

ECE

Curriculum Link: National Curriculum for Early Childhood Education, 2007.

Key Learning Area: Personal & Social Development. Competency 4. Pages 15 – 16.

Competency 4: Children will be aware of their own religion and basic religious values and practices

Expected Learning Outcomes

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- b. Know that other religions exist and people belonging to other religions also live in Pakistan
- d. Know that love, care, peace and respect for others are common values across religions
- e. Know that Islam stands for peace and harmony

Prior Knowledge

Children come to school with the knowledge of their own religious background. Muslim children will have learnt how to recite the first *Kalma* and children of other religions will know their own prayers. All of them will know the places of worship they and their parents go to and will have experience of how their special festivals are celebrated.

Teaching Material & Preparation

- Beginning: A collection of short stories from the Quran, the Hadith, the Torah, the Bible and of other religions such as, Hinduism and Buddhism. For example, stories from Hadith of how Prophet Muhammad (PBUH) showed respect for all human beings, even those who did not show him respect and how by doing that he eventually gained their respect.

You can also use historical stories of people who belonged to various faiths and inhabited our villages, towns and cities and worked and lived together in peace and harmony.

- Middle: No materials required

- Conclusion: A collection of popular stories and songs that promote understanding and friendship.

Methodology

- *Beginning:* Request the children to sit comfortably and respectfully in a circle, giving everyone some space. When all of them are settled, start telling them the stories you have selected. Tell them two or more short stories.

- *Middle:* Now you can start a discussion by asking the children the following questions in a gentle, conversational tone. Give them the opportunity to think about and assess what they like and don't like and to voice an opinion in a polite manner. Ask as many children as you can and also share your own favourite with them.

- Okay, so tell me which story did you enjoy the most? What did you like about the story?

- Would anyone else like to add to that?

- Do any of you know any stories that you would like to share?

- Different people observe and celebrate their religious days in different ways. Right? So now I'd like you to think about the ways in which our celebrations are the same.

Give the children time to come up with answers. Here you will be focusing on similarities and not the differences. Here are some possible answers:

- * All of us have sweet things to eat

- * All of us wear new clothes for special celebrations

- * All of us pray

- * All of us are happy and have fun that day

* All of us are kind to each other and that is what all religions teach us. We learn to be good human beings and respect each other. We feel good in our hearts, don't we, when we have nice and kind feelings towards others? Let us remember that 'Everyone' is Special in his or her own way.

- *Conclusion:* Ask all the children to stand up but stay in their circle and hold hands. Along with them sing one or more of the songs about friendship that you have collected.

Extension Activity: On the Special Days of other religious groups, you can invite someone from the community to your classroom to tell a story or two about their celebrations and show the children their special festival clothes, food and sweetmeats, dishes and candles and anything else that is festive and special.

A Note for the Teacher: You can promote the values of open-mindedness and respect for everyone, throughout the year. Respect and care is a word children hear all the time. But it is not very clear to them how they should show it. We as adults need to role model respect for our elders or for those who are different. Children learn through imitation and we have to teach by example. One way is to treat and interact with all the children in our class in the same way, regardless of who their parents are, what their language is or what their religious beliefs and practices are.

Examining Ourselves

Class 1

Curriculum Link: National Curriculum for General Knowledge Grades I – III, 2007. Living Together. Good Manners. Page 17.

Students' Learning Outcomes

- Recognize the importance of telling the truth, being honest, speaking politely, being kind etc. to others
- Identify the qualities of a good human being.

Prior Knowledge

Children are constantly reminded to wish people and also about what is good and bad behaviour. Their parents and other elders frequently reprimand them about what they can or can't do. So, by the time they get to Class 1, they are well aware of certain boundaries. However, adults are not always consistent in what they say, nor do they always model 'good' qualities, so in terms of prior knowledge, children may be a little confused about good and bad qualities.

Teaching Material & Preparation

- Beginning: A story, such as, The Boy who cried Wolf or Pinocchio
- Middle: Board, chalk and chart paper to write down some Classroom Rules
- Conclusion: A large sheet of paper with some 'Symptoms' written on them. Please look at the sample List of Symptoms on page 8. A green pen and a red pen

Methodology

- *Beginning:* Begin by telling or reading a story about habits. Use one that you like and are familiar with, such as 'The Boy who Cried Wolf' or 'Pinocchio', which are both about the consequences of telling lies. Tell the story in a lively manner by changing your voice and facial expressions.

Start a discussion about the plot and the characters in the story. Here are some sample questions you can ask depending on the story you choose:

- How do you know if someone is telling a lie? How do you feel when someone lies a lot?
- What happens to people when they lie? What are some other habits apart from lying that people dislike?
- Have you thought about why people complain so much? How do you feel when someone complains all the time?

Next you can talk about the habit of taking more of something than you need. Ask the children:

- What do you think will happen if we keep taking more than we need of something?
- What do you think about the habit of putting more food on your plate, than you can eat?
- Is this a good or a bad habit? Do you think it is the same as wasting something? What can you do instead?

Remember to relate the questions to the story as much as you can. Children tend to share their personal experiences and anecdotes related to the questions asked. Do encourage them and let them share their own little stories and experiences.

- *Middle:* Start a brainstorming session with the children and make a list of good and bad behaviour on the board. Say: "We are going to 'examine' our behaviour and our habits just like your doctor examines you when you are not well. Then we will know if our habits are okay or sick, and we will need to decide how to make our sick habits better." Select a few behaviours from the list on the board and examine them with the children. Remember to use critical thinking questioning techniques.

The next task is to make a set of norms and rules to live by every day. Explain to the children that we make rules so that everyone's needs are met and that all of us practice good habits so that we are happy to come to school, sit in class and feel safe. Discuss the consequences of breaking those rules and also what are safe and unsafe behaviours.

Using the list on the board, ask the children what the rules/norms for the classroom should be. Please ensure that these rules/norms come from the children. Your role is to ask questions to help them choose from the list and provide words to help them articulate their suggestions. The idea is that if the children come up with the rules themselves, they will take ownership and try to live by them.

When the rules have been set, write them up neatly on chart paper and display them in the classroom. Refer to them from time to time and point to the list when anyone 'breaks' a rule and remind them of what they had said in a gentle conversational tone.

• *Conclusion:* Using the same doctor-behaviour-examination technique, say to the children: "Now all of you are going to be doctors who have to examine some symptoms (explain what this means) of other people's good and bad habits. So listen carefully, examine the symptoms and decide which one is good or bad. I will put a green tick against the good habits and a red cross against the bad habits. Now put on your doctor's coat and stethoscope and start examining." Children love to pretend and can put on imaginary coats and hang imaginary stethoscopes around their necks.

Put up the list of 'Symptoms' on the board and ask children to respond to them one at a time, discussing the pros and cons of each. As they respond, put a green tick mark or a red cross next to each 'Symptom'.

List of Symptoms

- We should put things back in their place after using them
- We should never do our own work
- We can touch other people's things without their permission
- We should look after our environment
- We should always throw litter in the dustbin

Assessment: Reinforce the rules/norms made for the class every day for the first week and then on a regular basis thereafter. Gradually, you can assess the children to see whether the rules are working or not. If they are, appreciate their good habits. If any one of the rules is not working, examine with the children why it isn't working. Is it flawed in some way? Is there something the children did not think of when the rule was made? Should something be changed to make it a workable rule? Discuss all these questions with them. Remember that children need positive continuous guidance to learn the norms/rules we have to live by in school, home and society.

Respecting Others

Class 2

Curriculum Link: National Curriculum for General Knowledge Grades I – III, 2007. Developing a Good Character. Respecting others and appreciating their diversity. Page 27.

Students' Learning Outcomes

- Identify ways in which people are similar and different
- Identify ways in which they can show respect for others

Prior Knowledge

From the time they learn to talk, parents teach children to respect their elders by greeting them, by being polite, by replying to their questions and by being kind to them. This guidance is usually verbal, and unfortunately adults do not always model these values themselves. It is important to remember that children learn more from our actions and behaviour than they do from verbal instructions. In the modern world, where people from different cultures are meeting each other more than ever before, it has become increasingly important to respect other cultures, languages, beliefs, lifestyles and customs. Teachers can play a crucial role in inculcating these values in their students.

Teaching Material and Preparation

- Beginning: Strips of paper with questions on them. Please see Sample Questions for the Pair-Share Activity below. If you have 30 children in class, you need 15 question strips.
- Middle: Short scenarios written on small cards. Please see Sample Scenarios on page 10
- Conclusion: No material required.

Methodology

- *Beginning:* Start a discussion about what makes people similar and different from each other by saying, "Think about everyone in this room. How are we similar to each other? For example, all of us have a nose and ten toes. Let us count all the ways in which we are the same." Next ask the children to look at all the ways that they are different.

Start the pair-share activity by telling the children to pair up with the partner seated either to their right or to their left. Give each pair a question and ask them to discuss it. After they are done, ask each pair to share their views with the entire class.

Sample Questions for the Pair-Share Activity

- Do you think it is important to be considerate of others' feelings?
- How do you like to be spoken to? What kind of voice do you like to hear?
- Do you think kindness is important? Why or why not?
- Would it make a difference if one of your classmates follows a different religion?

- *Middle:* Divide the children into groups of five or six.

Hand out the small cards and tell them that each group has to read the short scenario and the question at the end. Ask the group to discuss the situation and think of a solution. Tell the groups that each member has to listen to everyone in the group and remind them to respect each other's views. Each group is to select a speaker who will share the scenario and their group's solution with the entire class.

As the groups start to work, move from group to group encouraging them to come up with different solutions to the scenarios and discuss the consequences of the actions they propose.

- *Conclusion:* After each group has shared their solution, remember to use the critical thinking technique. The rest of the groups can agree, disagree or share their own point of view with the reasoning.

Assessment: To assess their understanding, ask the children to make a drawing of any one of the scenarios. Encourage them to write a message that communicates respect and kindness alongside the drawing. Display the drawings in the classroom.

Sample Scenarios

1. Some children are playing at a distance from the main road. A blind man with a cane is trying to cross the road. The children stop playing and start watching keenly to see how he crosses the road. *If you were part of this group of children, what would you do and why?*
2. Some children are playing in the playground when they see a cat passing by. A mischievous thought crosses their mind. They take a piece of rope, tie it around the cat's neck and start dragging it around. The cat is in pain and purrs loudly but the children continue laughing and dragging the cat. *If you were playing with these children, what would you do and why?*
3. It is home time and the children are standing in a line waiting for the bell to ring. The teacher is putting away her things and is asking the children to stay in the line and maintain some distance from each other. As soon as the children hear the bell, the line starts to move. Asad is in a hurry to leave so he pushes the child in front of him. *If you were Asad what would you do in this situation and why?*
4. A group of children is busy playing cricket. Ayesha and Ahmed are players in opposing teams. The game is tough and tensions are running high. Ayesha and Ahmed are worried and both want to win the game. They cannot control themselves and are arguing over little things. Eventually they end up hitting and fighting with each other. *What advice would you give Ayesha and Ahmed in this situation and why?*
5. Samina joined your class late in the year. She moved to your city/town/village with her parents from another province. She understands your language, but has difficulty speaking it. When Samina tries to speak your language some children make fun of her. She is embarrassed, avoids talking and gradually withdraws. She has no friends. *If Samina was in your class what would your attitude be towards her and why?*

What Makes a Good Citizen?

Class 3

Curriculum Link: National Curriculum for General Knowledge Grades I – III, 2007. Making the World a Better Place. The Role of the Government and Citizens. Page 32.

Students' Learning Outcomes

- Identify the personal traits of good citizens (trustworthiness, respect for law, responsibility, honesty and respect for the rights of others).

Prior Knowledge

By the time they reach Class 3 children are well aware of what counts as acceptable and unacceptable behaviour. In previous classes, they have formulated classroom rules and followed them. Adults both at home and in the school have guided them about good and bad behaviour. These experiences have set the stage for a deeper exploration of the concept of citizenship by delving into the characteristics of good citizens and identifying and recognising the achievements of positive role models.

Teaching Material & Preparation

- Beginning: Board and chalk
- Middle: A sheet of chart paper with questions. Please see page 12 for the List of Questions for Characteristics of Good Citizenship
- Conclusion: The chart paper used in the 'Middle' phase of this lesson plan.

Methodology

- *Beginning:* To begin the discussion, write this question on the board: What makes a good citizen? Write down the responses you get from the children and sum up what they have said.

If the children come up with characteristics such as: trustworthiness, responsibility, honesty, respect for the rights of others, respect for the law and other rules, in their responses then use these characteristics to build on in the group work activity. If not, you can suggest these characteristics and ask children the following questions:

- Do you think these are important for being a good citizen? Can you think about why these are important?
- What do you think might happen if, for example, we didn't respect the law? Let us think of a few laws and then think about the consequences of breaking them.

- *Middle:* Tell the children that they are going to work in five small groups. Each group will be assigned to discuss one characteristic of Good Citizenship that was suggested in the 'Beginning' part of the plan. The children will share ideas, compare and contrast, discuss consequences of actions and make reasoned choices about the characteristics that have been assigned to each group.

For discussion, put up the chart of questions from the List of Questions for Characteristics of Good Citizenship that you have prepared beforehand.

Divide the children into five groups and assign each group a Characteristic of Good Citizenship.

Ask the children to discuss the characteristic assigned to them using the questions written on the chart. Also ask them to assign different roles to members of the group, for instance one person can be the recorder and take notes and record what everyone is saying, another group member can be the time-keeper and keep time to ensure that the group finishes the task on time, and one or two members can be the presenters and present their group's ideas to the class. Remind them that each group member has to participate in the discussion, in addition to any other task that they may be performing.

Walk around the classroom during the group activity and stop and listen to what each group is discussing. Make sure that all the children are participating and listening to each other's views and remind them to discuss the consequences of actions and also to make well reasoned, informed choices.

- *Conclusion:* Ask each group to share their group's ideas on the characteristic assigned to them. You will need to keep the chart with the questions displayed where the children can see it clearly. This will help them stay focused during their presentations.

After a group is done with their presentation, ask the other groups what they thought of the ideas and the response that they shared. Do they agree with them or not and why? You can extend the discussion by asking questions based on the children's responses to your previous questions.

Assessment: The children will work on a project titled 'Being a Good Citizen'. Divide the class into three groups, and assign each group the task of creating little booklets that contain guidelines on different aspects of good citizenship. Each group will focus on any one of these three aspects:

- Good Citizenship in the Classroom
- Good Citizenship in School
- Good Citizenship in the Community.

To conclude the lesson, ask the children to restate why the characteristics of being a good citizen are important to their current and future lives. The booklets can then be shared with children of other classes, teachers and other members of the school and the community.

List of questions for Characteristics of Good Citizenship

- What does this characteristic mean to you?
- Why is this characteristic important?
- When people have these characteristics, what kind of community does it create?
- Do any of the characteristics apply only to adults or children? Or do all of them apply to both?
- How could you apply these characteristics in the future?

Rights and Responsibilities

Class 4

Curriculum Link: National Curriculum for Social Studies Grades IV – V, 2007. Government: The Way We Govern Ourselves. Rights and Responsibilities of Citizens. Page 19

Students' Learning Outcomes

- List important rights and responsibilities of citizens

Prior Knowledge

Through their experiences at home, their social interactions and through what they have been taught in previous classes the children have learnt about and know that they have some basic rights. They know that responsibilities come along with those rights. They have also learnt through experience and prior conversations, that people are different from each other in many ways. They have been taught about citizenship and the responsibilities of a good citizen and about differences amongst citizens of a country and the importance of respecting these differences. Unfortunately they do not always observe or experience this respect for diversity in classrooms, on the streets, at home or on television. However, we need to reinforce what is right.

Teaching Material & Preparation

- Beginning: Board and chalk

- Middle: Strips of paper with statements of rights & responsibilities written on them. Please see page 14 for Rights & Responsibilities Statements. Two sheets of chart paper with the heading 'Rights' on one and 'Responsibilities' on the other, and scotch tape or glue, and enough space to display the charts.

- Conclusion: Three sheets of A4 or A3 paper and pencils. Remember to keep a few extra sheets handy, and space to display the children's work.

Methodology

- *Beginning:* Begin the discussion by writing the word 'Rights' on the board and ask the children "What comes to your mind when you see this word?" Write the children's responses under or around the word 'Rights' as soon as they call it out. When the children have run out of responses, sum up what they have said. Repeat this process with the word 'Responsibility'.

- *Middle:* Before the children come inside the class, attach the two sheets of chart paper with the headings 'Rights' and 'Responsibilities' on the board, on a flip chart stand, a soft board or the wall. Make sure the children can reach it, because they will have to attach their statements on the charts.

Divide the class into groups of five children.

Say to the children: "In a minute, I am going to distribute some statements to each group. You have to read each one and discuss with every member of your group whether the statement is a right or a responsibility. Think about whether you agree with these rights and responsibilities. Ask yourself if they are fair and just. Think about the consequences of these rights and responsibilities. Ask yourself: What would happen if you didn't have these rights? What would happen if you didn't fulfil these responsibilities?"

Distribute the Rights & Responsibilities Statements to each group and give them some discussion time and then let them paste their group's statements on the relevant chart.

When all the statements have been put up, encourage the children to share their rationale for each statement. When they share their rationale you can have a discussion that goes like this:

- In your opinion, what is the difference between a right and a responsibility?

- Do you agree with him/her?

You will probably get many students wanting to respond to that question. Pick a student to answer and then ask, "Can any of you add anything to that?"

Extend the discussion by asking:

- Why are these rights important for you?

- Why is it important to fulfil these responsibilities? How are they connected to each other?

• **Conclusion:** Divide the children into three groups. Assign a sub-theme of rights and corresponding responsibilities to each group as a:

- Member of a family

- Member of a community

- Citizen of Pakistan

Say to the children: "You have to make a list of rights and corresponding responsibilities as a daughter or son or a member of the community or a citizen of your country, depending on the area assigned to you. You have to come up with at least five rights and corresponding responsibilities." Tell them that they will follow the same process as they did in the previous activity and remind them to think it through from different angles and make reasoned choices. Tell them that they have enough time to think it through carefully and that they can display their work once they are done. Point to the spaces you have prepared.

When everyone is done, encourage the children to walk around and read what the other groups have written and then go back to their seats for a discussion.

- Ask each group to pick any one 'right' that they have suggested and then pose the following question to them: "What will happen if this right is taken away from you?" You can extend the discussion by using the critical thinking technique.

Assessment: Ask the children to identify any one right that they feel is important to them and its corresponding responsibility and write it in their notebooks. Next ask them to make a list of actions they will need to carry out to ensure that they fulfil the identified responsibility.

Rights & Responsibilities Statements

- To be treated kindly
- To do my best
- To ask for help
- To use my time wisely
- Not to be bullied
- To be punctual
- To have a safe/secure environment
- Use materials carefully and return them to their correct place
- To complete assignments
- To work in a safe classroom
- To listen to others
- To express my feelings
- To be listened to
- To learn
- To not bully others

Note: Give each group three statements.

Resolving Conflicts

Class 5

Curriculum Link: National Curriculum for Social Studies, Grades IV – V, 2007. Culture. Everyone values something. Page 31.

Students' Learning Outcomes

- Identify values from given scenarios
- Understand that responses to a given situation may differ because of different values

Prior Knowledge

By the time they reach Class 5, children are familiar with good and bad behaviour and their consequences. They are aware that there are similarities and differences between people in different countries and within our country too. They understand that despite the differences they have to be respectful towards everybody. They have also heard the word 'conflict' and know, based on their observations and experiences that differences between people can lead to conflict. In the past few weeks, they have been talking about values and recognize that different factors influence the values we develop over time.

Teaching Material & Preparation

- Beginning: No materials required
- Middle: Short Scenarios written on small cards. Please see Sample Scenarios & Solutions on page 16. Sheets of paper for recording solutions
- Consolidation Phase: No materials required

Methodology

- *Beginning:* Ask the children what they understand by the word 'conflict'. Ask children who have raised their hands to contribute to the discussion and also gently urge those who are quiet to share their thoughts. Please don't force them to speak if they don't want to.

Move the discussion forward by talking about the different kinds of conflicts that people experience. You can pose the following questions:

- Why do you think people have arguments or fights? What do you think actually happens when two people have an argument or a fight?
- How do you think the fight begins? How does the other person respond?

Continue the discussion by asking more questions based on the children's responses to your first question. You will need to bring the discussion round to people having different values and experiences, which result in different perceptions. And those differences are usually the cause of conflicts.

- *Middle:* Divide the children into four groups.

Hand out one Scenario Card to each group and tell them that they have to discuss the scenario and come up with a solution. Ask each group to select one person to record his or her group's solution by writing it down on a sheet of paper. Tell the children that everyone in the group is required to listen to each other and give an opinion. Remind them to respect each other's views during the discussion.

Give the groups time to discuss and record their solution. Tell them that the next part of this lesson will be carried out the next day. Ask them to decide on where they will keep their Scenario Card and solution so that it is safe and they can use it the next day.

- *Conclusion:* Carry on from where you left off the previous day. Tell the children that you want each group to act out their respective Scenario and Solution, in a three-minute skit.

Give the children about 10 minutes to plan their skit. Meanwhile you can walk around the classroom and facilitate the groups that may need assistance.

Ask the groups to come to the front of the class one at a time to present their skit. Give each group five minutes for this activity.

At the end of each skit ask the children who are watching, the following questions:

- How did you feel when you saw /heard the Scenario?
- What are the values that came to light in the scenario?
- Do you agree or disagree with the solution? Why or why not?
- Can you come up with an alternative solution?

Assessment: Ask each child to take out their notebook and make a list of the steps they will take if they are ever caught in a conflict situation.

Sample Scenarios & Solutions

1. Your sister has a difficult test the next day and is busy preparing for it. Your mother asks you to wash the dishes when it is your sister's turn to do the dishes. And you don't want to miss your favourite serial on the television. *What do you do and why?*
2. Some children are playing in the playground when they see a cat passing by. A mischievous thought crosses their mind. They take a piece of rope, tie it around the cat's neck and start dragging it around. The cat is in pain and purrs loudly but the children continue laughing and dragging the cat. *If you were playing with these children, what would you do and why?*
3. Samina joined your class late in the year. She moved to your city / town / village with her parents from another province. She understands your language, but has difficulty speaking it. When Samina tries to speak your language some children make fun of her. She is embarrassed, avoids talking and gradually withdraws. She has no friends. *If Samina was in your class what would your attitude be towards her and why?*
4. It is home time and the children are standing in a line waiting for the bell to ring. The teacher is putting away her things and is asking the children to stay in the line and maintain some distance from each other. As soon as the children hear the bell, the line starts to move. Asad is in a hurry to leave so he pushes the child in front of him. *If you were Asad what would you do in this situation and why?*

Examining our Values & Habits

Class: Multiage

Curriculum Link: National Curriculum for General Knowledge, Grades I – III, 2007.

Class 1: Living Together. Good Manners. Page 17

Class 2: Developing a Good Character. Respecting others and appreciating their diversity. Page 27

Class 3: Making the World a Better Place. The Role of the Government and Citizens. Page 32

Curriculum Link: National Curriculum for Social Studies. Grades IV – V, 2007.

Class 4: Government: The Way We Govern Ourselves. Rights and Responsibilities of Citizens, page 19

Class 5: Culture. Everyone Values Something. Page 31

Students' Learning Outcomes:

- Identify qualities of a good human being
- Identify the personal traits of good citizens (trustworthiness, respect for law, responsibility, honesty and respects for the rights of others)
- Understand that responses to a given situation may differ because of different values

Prior Knowledge

Children are constantly reminded to wish people and also about what is good and bad behaviour. Their parents and other elders frequently reprimand them about what they can and can't do. So, by the time they get to school, they are well aware of certain boundaries. However, adults are not always consistent in what they say, nor do they always model 'good' behaviour, so in terms of prior knowledge, children may be a little confused about good and bad qualities.

Children learn through observation, experience and on-going positive guidance. Therefore, it is our role to model positive and pro-social behaviour in order to support them and help them develop into individuals who respect others, appreciate diversity and settle disagreements in a positive manner. Each child in your classroom comes from a different home environment and has to be treated with respect in order to learn to respect others.

Since you have children of different ages in your class, you can conduct activities in which all of them are involved at the same time. Having younger and older children at different levels of development and understanding is an advantage that allows the children to learn from each other.

Teaching Material & Preparation

- Beginning: A relevant story
- Middle: Board and chalk, Short Scenarios written on small cards. Please see page 18 for Sample Scenarios & Solutions.
- Conclusion: No materials required

Methodology

- **Beginning:** Begin by telling or reading a story about habits. Use one that you like and are familiar with, such as 'The Boy who Cried Wolf' or 'Pinocchio', which are both about the consequences of telling lies. Tell the story in a lively manner by changing your voice and facial expressions.

Look at the Lesson Plan for Class 1 for the rest of this plan.

- **Middle:** Start a brainstorming session with the children and make a list of good and bad behaviour on the board. Say: "We are going to 'examine' our behaviour and our habits just like your doctor examines you when you are not well. Then we will know if our habits are okay or sick, and we will need to decide how to make our sick habits better." Children of different ages will respond according to their own experiences and understanding and this is good because they will learn from each other.

Select a few behaviours from the list on the board and examine them with the children. Remember to use critical thinking questioning techniques.

Divide the children into five groups. Make sure that each group has children of different ages.

Tell them that you are going to do an activity in which you will give each group a short story. At the end of the story there is a question.

Hand out the Sample Scenarios & Solutions cards and tell them that each group has to read the short story and the question at the end. Ask each group to discuss the situation and think of a solution. Tell the groups that each member has to listen to everyone in the group and remind them to respect each other's views. Each group has to select a presenter who will share the story and their group's solution with the entire class.

As the groups discuss the stories, you should move from group to group, listening to the discussion and providing support where required. You can also prompt them by asking a question or providing an answer if you think they are on the wrong track.

Once the discussion is over, ask the presenter of each group to take turns to present their stories and share their group's solution.

- **Conclusion:** After each group has presented, have another whole class discussion.

Ask some critical thinking questions after each group has shared their solution. The rest of the groups can agree, disagree or share their own point of view giving a reason for their views.

Assessment: In order to assess children's learning of this topic ask them to do the following tasks individually in their notebooks.

Class 1: Draw one thing that you like about yourself and want to share with your classmates.

Class 2 & 3: Draw a scenario, which communicates respect and kindness with a brief message that supports your drawing.

Class 4 & 5: Write one 'do' and one 'don't' you should keep in mind when resolving conflicts either with a sibling or a friend. Draw a scenario to support your message.

Sample Scenarios & Solutions

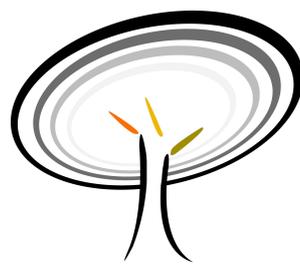
1. Some children are playing at a distance from the main road. A blind man with a cane is trying to cross the road. The children stop playing and start watching keenly to see how he crosses the road. *If you were part of this group of children, what would you do and why?*

2. Some children are playing in the playground when they see a cat passing by. A mischievous thought crosses their mind. They take a piece of rope, tie it around the cat's neck and start dragging it around. The cat is in pain and purrs loudly but the children continue laughing and dragging the cat. *If you were playing with these children, what would you do and why?*

3. It is home time and the children are standing in a line waiting for the bell to ring. The teacher is putting away her things and is asking the children to stay in the line and maintain some distance from each other. As soon as the children hear the bell, the line starts to move. Asad is in a hurry to leave so he pushes the child in front of him. *If you were Asad what would you do in this situation and why?*

4. A group of children is busy playing cricket. Ayesha and Ahmed are players in the opposing teams. The game is tough and tensions are running high. Ayesha and Ahmed are worried and both want to win the game. They cannot control themselves and are arguing over little things. Eventually they end up fighting and hitting each other. *What advice would you give Ayesha and Ahmed in this situation and why?*

5. Samina just joined your class late in the year. She moved to your city / town / village with her parents from another province. She understands your language, but has difficulty speaking it. When Samina tries to speak your language some children make fun of her. She is embarrassed, avoids talking and gradually withdraws. She has no friends. *If Samina was in your class what would your attitude be towards her and why?*



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