

UNIT 1

WHAT IS CITIZENSHIP?

SESSION 1 WHAT DO WE LOOK AT CITIZENSHIP?



By the end of the lesson the students should be able to:

- explain what Citizenship is all about
- give examples of topics covered in Citizenship
- learn about English speaking countries where different communities live together (Scotland and New Zealand)
- find out the different origins of the people in the class group
- list the ways that people can be active citizens

Before going to exercise 1 the teacher should do a short brainstorming activity by asking the students about the meaning of the following words and in what way they could be related to each other:

Citizen	Citizenship	Community	Society	Culture	Language	Religion
Nationality	Election	Campaign	Charity organisations	Rules	Rights	Responsibilities

We can also ask students what they think Citizenship is about. They may come up with topics like environment, pollution, war, etc. We should tell them that as we only have 35 hours in the credit, we cannot cover all the topics that we would like to but we will concentrate on some of them.

EXERCISE 1

Students have 5 minutes to complete the text below. They can work in pairs.



Complete the following passage by filling in the blanks using the following words:

characteristics	language	group
communities	citizenship	societies

_____ examines how people live in _____. A society is a _____ of people who share common _____. For example, in British society, most people have the same _____, past and culture. However, within most modern societies, a number of different _____ exist.

ANSWER KEY: Citizenship, societies, group, characteristics, language, communities

EXERCISE 2



Three different students read each of the 3 paragraphs below. The teacher stops at each paragraph in order to tell them about some characteristics of Scotland and New Zealand (geographical situation, different ethnic groups that live together in the place, etc). When talking about New Zealand, the teacher should point out that this is a really young country compared to European countries and that before the British people migrated to that country, the Maori lived there. Maoris and New Zealand Europeans now live together with other social groups like Fijians, Samoans, Chinese, Japanese, Koreans, Indians, etc. In Scotland Scottish live together with Irish, English, Welsh, Indians and other nationalities related to the Commonwealth, etc.

Communities exist in many different ways:



- There are communities in Scotland whose members are connected by their common culture, language and heritage. Examples of this are the Chinese, Irish, Muslim, Indian and Pakistani communities. This means that Scottish people live with lots of other people of different origins.

- There are communities in New Zealand whose members are connected by the place where they live and their sharing lots of experiences together. Examples of these are the Fijians, Chinese, Japanese, the Kiwis of British origin, etc. This means that the Maoris live with lots of other people of different origins.



- Most people belong to a number of communities at the same time. Your neighbourhood, religion, race and school are all examples of communities.

As **homework** they can look for some more information on these countries (in the library, via internet, etc). They may look for the capital cities, their exact situation in the world, the seas and countries that surround them, the languages spoken, etc.

EXERCISE 3

Students have to think about their own community now and work with their partners. They should ask each other questions like:

What is your nationality?

What is your mother tongue?

Do you practise any religion? Do you ever pray or go to church?

Where were you born?
Where were your parents born?
What is the origin of your ancestors?

The teacher tries to elicit more of this type of personal questions from the students and writes them on the board. After that, teacher supervises that students interview each other. They have 5 minutes to do that.



Interview the person you are sitting next to and write about his/her nationality, religion, mother tongue, etc. Use the questions that your teacher is going to write on the board for you. Take notes of the answers your partner gives you.

EXERCISE 4

Now they have 10 minutes to write a short text about their partner following the example below.



Now write a short text summarising all the information that you got from your partner. Start your sentences like in the example:

Xavi lives in Sant Joan Despí and is Catalan. He is a Catholic but he never goes to church except for weddings, holy communions and baptisms. His mother tongue is Catalan and he also speaks Spanish and a bit of English. His skin is white. His family comes from different parts of Spain: his grandfather's mother migrated from Albacete to Catalonia when she was a child and the rest of his ancestors come from different parts of Catalonia (Igualada, Cornellà de Llobregat, Camprodon...)

ANSWER KEY: Open and free answer following the model above.

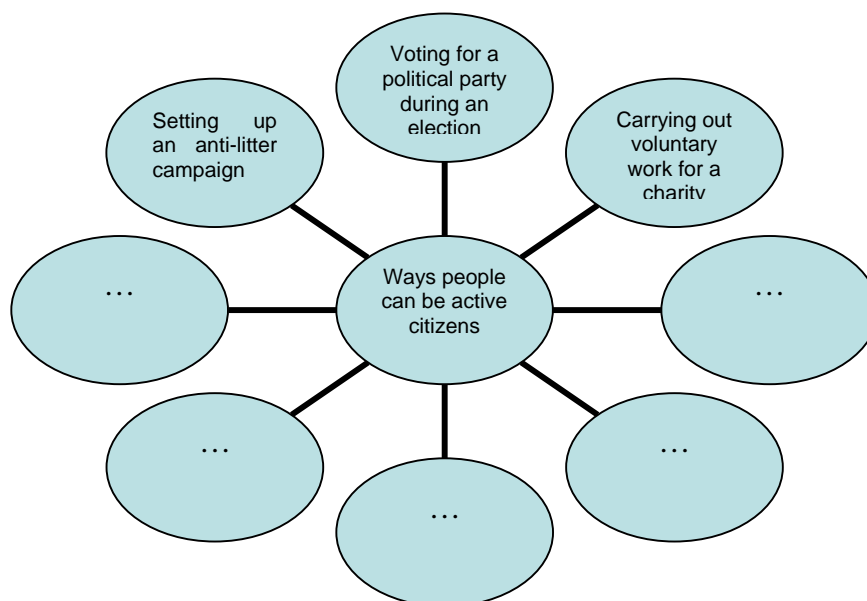
EXERCISE 5

Citizenship simply means to take part in society. There are many ways in which people can be ACTIVE CITIZENS and this is going to be one of our aims in this credit. For example:

- Voting for a political party during an election
- Setting up an anti-litter campaign
- Carrying out voluntary work for a local charity organisation
-



Can you think of other examples? Write them down in the form of a the following diagram.



ANSWER KEY: being friendly with new comers in our country, keeping our city clean, recycling, avoiding conflicts between school mates, following safety rules when riding your bike, volunteering, etc

Teacher reads the lesson conclusion aloud as it is important to remind them of the meaning of the new subject they have just started to work on.



LESSON CONCLUSION: Citizenship will give you the knowledge and skills that will enable you to take part in an active way in society in Sant Joan Despí, Catalonia and ...in the world.

Teacher explains that she is going to control the students' classwork and homework every day and gives instructions as to the presentation of all the Citizenship materials on the part of the students as described below. She must emphasise on the importance of owning a notebook just for the use of the subject. Teacher asks students to bring a notebook on the following lesson. The second part of their homework is to find a piece of news in a Spanish or Catalan newspaper dealing with a topic related to Citizenship and stick it in their new notebook.



HOMEWORK:

1) In this Citizenship credit you are going to work with a DIN4 notebook, where you will complete all your classwork and homework. You will also stick on it all the worksheets given to you by the teacher.

Remember:

- To be clean and tidy

- To write down everything the teacher writes on the board because it can be important information for your work
- To write the date in English in every lesson
- To write all the new vocabulary with its translation in Catalan

In order to make your notebook a more personal item of work, you should design a cover for it in which some of the issues discussed in the class today are included so that it is noticeable for everybody that this is your Citizenship notebook. You will have to show it to your teacher in the next class so that she can give you a mark. **Let's hope it is a good one!!! Make your notebook a beautiful item of work!**

2) We have been talking about some topics related to Citizenship. Find a recent newspaper article in Catalan or Spanish which you think is about a Citizenship topic. Stick the piece of news in your jotter.

SESSION 2

HOW DO WE GET ORGANISED TO MAKE THE MOST OF OUR CITIZENSHIP CLASS?



By the end of the lesson the students should be able to:

- have all their Citizenship material properly organised
- agree on rules for the class

EXERCISE 1

Teacher spends the first 5 minutes in the class revising the cover of the students' Citizenship jotters and writes down in her notebook a mark for each student as part of their daily assessment or evaluation. Then they are going to comment briefly on the pieces of news they have found and check that they all have their articles stuck in their jotter. Teacher will write the different topics of the students' news on the board.



The teacher is going to revise the cover of your Citizenship notebook. So put it on your table and be ready for her to have a look at it and give you a mark. The more beautiful and neater it is presented, the higher mark you will get!!!

You are also going to comment on the pieces of news that you have found in the Catalan or Spanish newspapers. Be ready to summarise the main ideas in it and say what you think it is related to a Citizenship topic.

EXERCISE 2

Students are going to work in pairs so that they can write a list of rules in order that the Citizenship class works in a proper way. They already have the knowledge of what class rules are like because they have worked on that with their group tutors and with other teachers. The only new thing for them now is writing them in English. First, they write them in pairs and then the teacher makes a collection of them on the board and they all agree on which ones are going to appear in the final contract. Writing this contract is a way of making them commit themselves to hard work and respect for basic class rules.



Imagine we are lawyers now. We are going to write a contract in which the signing parts will be the pupil and his/her parents on the one hand and the teacher on the other hand. We should agree now on the contents of this contract, so that we have clear rules and consequently rights and responsibilities in the Citizenship class. **Let's try to negotiate and reach an agreement!!!**



With your partner, write rules for the class. We will write different ones on the board from the pairs in the class and choose the ones that are going to appear in the final contract.

Examples:

I **must** always be organised for the class (pen, notebook, ...)

I **mustn't** distract others work



CITIZENSHIP PUPIL CONTRACT

We, the pupils and the teacher of Citizenship, state that the rules below have been made and agreed by us. We think that they are fair and easy to understand. We will try to stick to these rules because we think they will help us work better together as a class. If the rules are broken, some punishment may have to be given. We will accept this punishment if it is fair and we deserve it.

I, _____, agree to stick to the following rules:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Signatures:

Pupil_____

Mother_____

Father_____

Teacher_____

Place and date_____



HOMEWORK: Show and explain the contract to your parents. After reading it carefully, they should sign it as well.

ANSWER KEY: Examples of class rules are: always try my best and be organised for class, always complete my homework on time, always be polite and treat others with respect, never eat sweeties or chewing gum, only talk when necessary, do not distract others' work, act in an orderly fashion, etc

Teacher tells students to show their parents the contract and make them sign it so that the teacher, the parents and the students realise that they all have high responsibility in making the Citizenship classes work well.

SESSION 3 HOW DO WE FIND ABOUT CITIZENSHIP?



By the end of the lesson the students should be able to:

- list 7 sources of information that we usually use in Citizenship
- explain about the good and bad points of these sources of information
- analyse what kind of information we can find in each source

EXERCISE 1

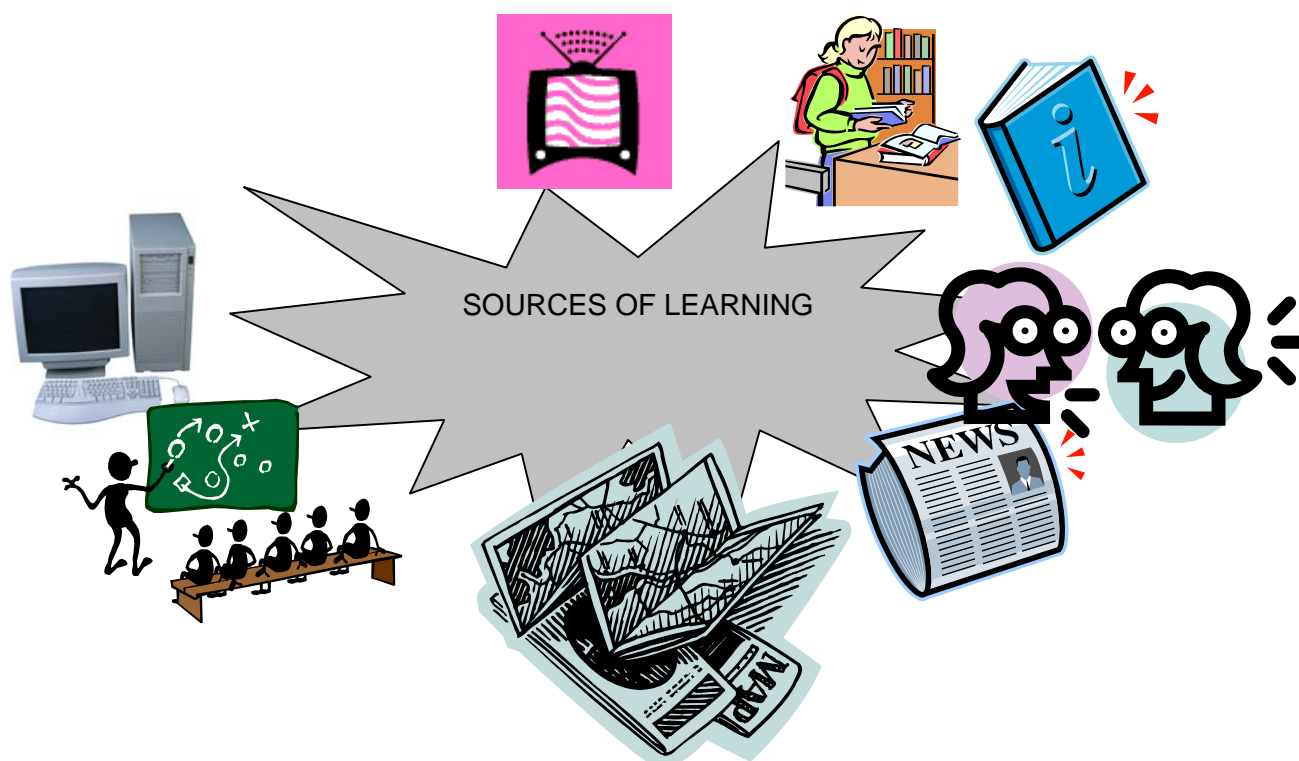
Teacher reads aloud:

In Citizenship we use a range of different sources to find out information. For example: the internet, newspapers,...

Teacher explains how to do the following exercise. Students have 5 minutes to do that.



In Social Science and Citizenship, there are a number of ways we can learn new facts and gain skills. Identify these sources of learning by replacing the picture with a word. If you need some help, just have a look at exercise 2.







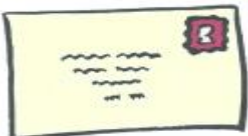

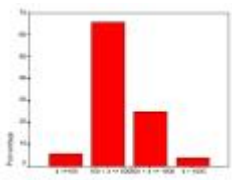
ANSWER KEY: Examples of what students should write are:
Internet, newspapers, books, email, writing letters, CDRoms and DVDs,
conducting surveys, etc

EXERCISE 2

Teacher explains how to do the following exercise. Students have 10 minutes to do that.



Working in pairs, complete the table below providing at least **1 advantage** and **1 disadvantage** of each source contained in the table.

SOURCE INFORMATION	OF	ADVANTAGE	DISADVANTAGE
INTERNET 		Easy and quick to use. Contains lots of up-to-date information	Difficult to search for information because it is so vast. You need a computer to use it
NEWSPAPERS 		Report up-to-date news from all over the world. Inexpensive	Information should be treated with caution because many newspapers support political parties
BOOKS 		Easy to use, easy to find in libraries and bookshops	Information becomes outdated very quickly
EMAIL 		You can communicate with people throughout the world. Cheap and easy to use	Not everyone has access to e-mail
WRITING LETTERS 		You can address a specific person and ask direct questions	You have to know exactly who to write to for the information you want
CD-ROMs AND DVDs 		They can hold a lot of data, contain lots of information and are quick and easy to use	They can become outdated quickly and not everyone has access to a computer in order to use them
CONDUCTING SURVEYS 		They are useful because they allow you to identify what people's views are on important issues. Easy to use and quick results	Difficult to put together. If you don't ask the right question in the right way, you can get misleading information

ANSWER KEY: Provided in the table above

EXERCISE 3

Teacher explains how to do the following exercise. Students have 5 minutes to do that.



You are given a list of topics/questions and suggest a source of information you would use to find out about it. Choose the sources of information from the left column in exercise 2.

TOPIC Finding out...	SOURCE OF INFORMATION Where? How?
Names of the poorest countries in the world	internet
Results of any football matches that were played yesterday	newspaper, internet
Percentage of people in the class that believe they can become better citizens	survey
Geographical situation of the richest countries in the world	encyclopedia, internet, CDRom
Updating news to your friends	email, writing letters
Writing to the major in your town to complain about the litter on the streets	email, writing letters
Problems in a specific community in the world explained from a film director's point of view	DVD film

ANSWER KEY: Provided in the table above

HOMEWORK



1. Imagine you have to carry out a survey in your class. Think of 2 issues you think would be interesting to survey and what questions to ask. For example, *do you think school uniform is a good idea?*
2. Read the newspaper today (in Spanish or Catalan) and select the piece of news that you are most interested in. Be prepared to be asked in the following class what the piece of news is about (You will have to explain that in English!!!!!!!!!!!!!!)

ANSWER KEY: The students may come up with different types of answers

SESSION 4 INTERNET TASK ON SOURCES OF INFORMATION



By the end of the lesson the students should be able to:

- learn to find out information via internet. This will be useful to them not only in Citizenship but in many other ways as well
- work in pairs/groups effectively
- preparing for revision of the unit

Students are taken to the computer room. They work in pairs and try to find the answers to the following questions. After most of them have finished, the teacher corrects them on the board and comments on them.

EXERCISE 1

We are going to focus on 1 source of information: INTERNET. You are going to work in pairs in the computer room.



Access the internet and type the following web address into the address bar:

<http://www.google.com>



1. Imagine we want to find information about Barcelona. Type in the key words *Barcelona* and search for results. How many results did you get?

254,000,000

2. Now try to answer the following questions and write down the web address where you found that info

How many inhabitants are there in Barcelona city?

Who is the mayor?

What political party does he/she belong to?

Students write the answers they find and the teacher supervises them. The precision of the answers may vary depending on the website they look at

3. How many countries are members of the European Union? Write down the web address where you found that info

25 countries according to the Wikipedia

4. Name the 3 richest countries in the world and write their GDP (gross domestic product). Write down the web address where you found that info

Luxembourg, 50,061 GDP per capita (\$)

USA, 34,142 per capita (\$)
Norway, 29,918 (\$)

According to <http://www.mapsofworld.com/world-top-ten/world-top-ten-richest-countries-map.html>

5. What do the letters UNICEF stand for? Write down the web address where you found that info

United Nations Children's Fund

Teacher tells the students to revise for the next class because they are going to have a written assessment of the first lesson.



HOMEWORK: In your next class you are going to write a written assessment of all the things you have learned in your first Citizenship lesson. That means you should spend some time at home revising what we have been doing in the first classes. See you in the exam!

SESSION 5

UNIT 1 SKILLS ASSESSMENT



NAME.....
SURNAME.....
DATE.....

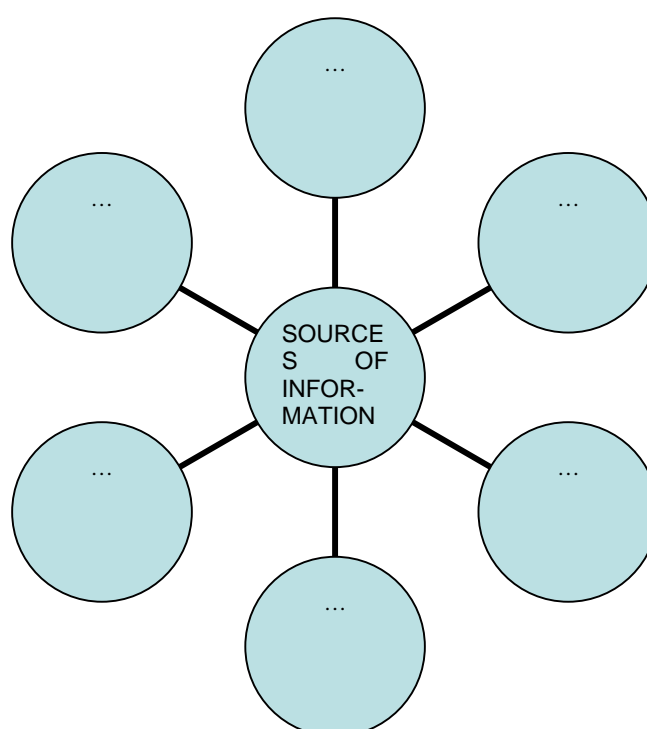
1. Tick the sentence which you think best describes Modern Studies:

- ☐ Citizenship examines how people live in today's society
- ☐ Citizenship investigates people and the past

2. Match the heads and tails to provide definitions of three important terms:

HEADS	TAILS
Community	This describes the idea that countries throughout the world depend on each other in various ways
Global society	This means to take an active part in society such as voting during an election
Citizenship	A group of people who are connected by their common culture, language and past

3. We use a range of different sources to find out information. Copy and complete the spider diagram below to list 7 different sources of information:



4. Choose 2 sources of information from your spider diagram. For each, describe an **ADVANTAGE** and a **DISADVANTAGE**

SOURCE INFORMATION	OF	ADVANTAGE	DISADVANTAGE

ANSWERS:

1. Citizenship examines how people live in today's society
2. Community: A group of people who are connected by their common culture, language and past
Global society: This describes the idea that countries throughout the world depend on each other in various ways
Citizenship: This means to take an active part in society such as voting during an election
3. internet, newspapers, books, email, writing letters, CD-Roms and DVDs, conducting surveys
4. look at session 3, exercise 2 to find answers

MARKS:

1. 1 point for correct answer
2. 3 points (1 for each correct answer)
3. 3.5 points (0.5 for each correct answer)
4. 2 points (0.5 for each advantage and disadvantage). An 0.5 can be given for well-expressed answers

TOTAL: 10 points