semester 4

Teaching Social Studies

COURSE GUIDE

Associate Degree in Education/
B.Ed. (Hons) Elementary

2012

Higher Education Commission

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Higher Education Commission

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR. SOHAIL NAQVI
Executive Director
Higher Education Commission
Islamabad

How this course guide was developed

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for Student Teachers, they are useful resource for teacher educators too.

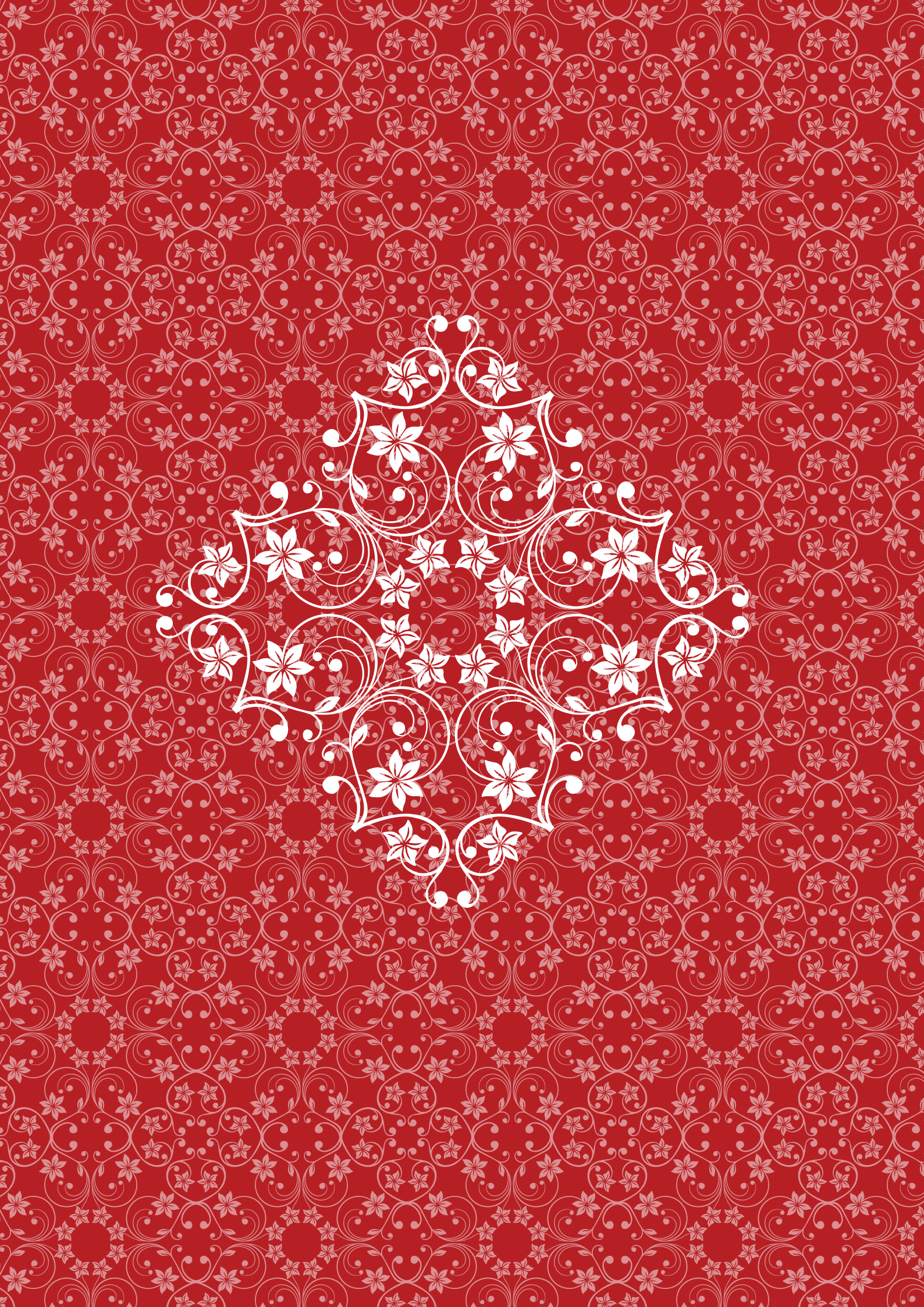
In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides. Faculty and Student Teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The following faculty were involved in designing this course guide: Manzoor Hussain, GCET (M) Rawalakot, AJK; Muhammad Qasim Dal, GCET (M) Mirpur Khas; Abdul Majeed Khan Niazi, University of AJK; Saddar-ud-Din, GCE (M) Quetta; Naqibullah Khan, GCE Gilgit; Muhammad Ali Arif, RITE (M) Haripur; Dr. Wazim Khan, IER University of Peshawar; Shaheen Pasha, University of Education, Lahore; Furrukh Munir, IER University of the Punjab, Lahore; Muqaddas Butt, FJWU, Rawalpindi; Abus Sami, GCET Shahpur Sadar, Sargodha; Uzma Murad Panhwar, University of Sindh, Hyderabad; Rozina Khan, GECE (W) Hussainabad, Karachi; Sardar Manzoor, GCET Kot Addu; Tahir A. Ahmed, GCET Bahawalpur; Sarah Akhlaq; Bilal Hussain, GCET Muzaffargah.

Subject expert guiding course design: Dr. Shabnam Sohail, consultant

Date of NCRC review: 3 March 2012

NCRC Reviewers: Dr. Bernadette Dean, Principal St. Josephs College, Karachi; Dr. Mumtaz Akhtar, Director IER, University of the Punjab, Lahore.



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Syllabus

TEACHING SOCIAL STUDIES

TEACHING SOCIAL STUDIES

Year/semester

Year 2, semester 4

Credit value

3 credits

Prerequisites

Successful completion of semesters 1–3

Course description

This course will help you, as a Student Teacher, to reflect on the purpose of teaching social studies and to shape your approach to teaching the subject. It will prepare you to teach the knowledge, skills, values, and attitudes essential for democratic citizenship. As a social studies teacher, you will have the opportunity to encourage informed and responsible civic action.

Social studies teachers have an added responsibility to help children understand their world. Moreover, your task becomes more challenging given the dynamic nature of society and the subject matter, the nature and needs of learners, and the wide variety of learning contexts in Pakistan.

Social studies is comprised of several disciplines such as history, geography, political science, and economics. You will examine recurring social issues including controversies, specifically current and persistent local, national, and global issues. You will also become familiar with using a range of skills drawn from the social studies disciplines, including information gathering and processing, map reading, critical thinking, and interpersonal, communication, and presentation skills. These skills will help you promote children's growth as individuals and as citizens of Pakistan and of an increasingly interdependent world. You will further develop your instructional and assessment repertoire and assessment practices.

Course outcomes

Student Teachers will be able to:

- Understand the nature, methods, key concepts, and skills in the social studies disciplines (e.g. history, geography, political science, civics, anthropology, sociology, economics) as tools to educate for informed, responsible, and active citizenship.
- Develop an understanding of current, persistent, and controversial issues (e.g. global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in the classroom.
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases.
- Encourage and promote inquiry and a constructive critical approach in teaching practice.
- Engage in critical reflection on personal experiences (at university and in elementary grade classrooms) to improve practice.
- Develop a repertoire of content and pedagogical knowledge as well as assessment tools appropriate for teaching social studies.

Learning and teaching approaches

The old adage 'if all you have is a hammer, everything looks like a nail' is equally true of teaching strategies. If the only classroom teaching strategy you know is traditional lecturing, that is the teaching tool you will likely use for all classroom situations.

The course will be taught through activities and strategies that:

- develop a sense of curiosity among Student Teachers and an interest in learning more
- facilitate Student Teachers to connect what they are learning to their prior knowledge and to current issues
- encourage them to inquire
- provide Student Teachers with the opportunities to think critically and creatively about what they are learning and to apply that learning to authentic situations.

Semester outline

1 UNIT 1:	Why teach social studies?
Week #	Topics/themes
1	Introduction to the course • What are the social studies? • Key concepts of citizenship education • Controversial issues in social studies teaching
2	Towards creating a better world • Why and how to teach controversial issues • Links with social studies subjects • Citizenship rights
3	The evolution of the concept of human rights • Rights and responsibilities: defining human rights • Civil, political, social, economic, and cultural rights
4	Human rights in education • Children's rights and the right to education • Teaching human rights through the social studies curriculum • Universality and indivisibility: are human rights universal?

Unit 1 overview:

This unit will introduce social studies as more than a collection of subjects organized for purposes of efficiency. The central purpose of social studies is to provide thoughtful education that encourages active and democratic citizenship. Student Teachers are challenged to consider how dealing with citizenship inevitably presents potential controversies. The teacher's role in helping students understand and manage controversy is discussed.

2 UNIT 2:	History: people, past events, and societies
Week #	Topics/themes
5	Definition, rationale, and methods of history • What is history? • Change and continuity
6	Cause and effect • Multiple causations • Multiple perspectives and the interpretation of history • Reflection and review

Unit 2 overview:

Through the study of time, continuity, and change, this unit enables students to recognize and evaluate different perspectives and biases in historical writing. Capacities such as critical thinking, issue analysis, and examining perspectives are developed to enable them to improve how they teach and learn history.

3 UNIT 3:	Geography: people, places, and environment
Week #	Topics/themes
7	Definition and rationale for teaching and learning geography • Key concepts/themes of geography: location, place, human–environmental interactions, movement, and regions skills required for teaching and learning geography
8	Global warming: exploring the issue • Global warming – a myth or reality? • Controversy about the theory of, and responses, to global warming • Reflection and review

Unit 3 overview:

This unit examines the interaction of humans within their spatial environments and the effects these interactions have on the location and development of place and region. The skills required for teaching and learning geography are also included in this unit.

4 UNIT 4:	Culture and diversity
Week #	Topics/themes
9	Rationale for the study of culture • The dynamic nature of culture • Groups and institutions
10	Society and socialization • Civilization • Cultural adaptation
11	Assimilation and acculturation • Diffusion and dissonance • Multiculturalism and its implications • Reflection and review
12	Interdependence • Peace and sustainability • Understanding peace and conflict
13	Why peace education?: teaching children the skills to resolve conflicts • Positive attitudes and skills – empathy, cooperation, anger management, and problem solving • Communication and negotiation • Reflection and review

Unit 4 overview:

This unit aims to provide an understanding of culture, diversity, and world view – in particular, the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. It also includes an understanding of the interdependent relationship among individuals, societies, and the environment –locally, nationally, and globally – and the implications for a sustainable future. Peace concepts and the skills and dispositions for prevention, management, and resolution of conflict to build more peaceful societies are also included in this unit.

5 UNIT 5:	Power, authority, and governance
Week #	Topics/themes
14	Power, authority, and governance • Institutions of government, political processes, and participation • Civil society: individuals, groups, and institutions • Reflection and review

Unit 5 overview:

This unit provides an understanding of the ideology and power in the context of authority and governance. Specifically, the origins, functions, and sources of government power and the roles played by individuals and groups are examined.

6 UNIT 6:	Production, distribution, and consumption
Week #	Topics/themes
15	Definition of economics and the rationale for teaching and learning it • Conflict between wants and resources, choice, and scarcity • Opportunity cost
16	Economic Systems • Production and distribution of wealth • Supply and demand • Reflection and review

Unit 6 overview:

The study of economic concepts, principles, and systems in this unit enables students to understand how economic decisions affect their lives as individuals and as members of society.

Web resources

If a website does not open with the web address, try using a search engine to find the topic or name of the author and article suggested.

➢ www.proteacher.com
This website has teaching ideas, resources, lesson plans, and more for primary school teachers.

➢ www.moneyinstructor.com
This website has worksheets, lessons, and activities for teaching money, business and life skills. The ideas could be useful for teaching economics topics.

➢ www.educationworld.com
This website offers educational research blogs, templates, tutorials, worksheets, lesson plans, and articles with very good ideas for teachers.

➢ www.pbs.org/teachers
This website offers a variety of videos on culture and society, history topics, science, and nature.

➢ www.teachingideas.co.uk
Lesson ideas, plans, activities, and resources for classroom use are available on this site.

➢ www.learner.org
This site offers teachers professional development as well as classroom resources and activities across the curriculum.

- www.geography-site.co.uk

This is a comprehensive site exploring geography with online lessons, revision sheets, and easy-to-read information about geography topics.

- www.teachervision.fen.com/diversity/teacher resources/33631.html

This site offers the resources for teaching students to respect differences among people in their community and around the world.

- www.salsa.net/peace/teach/teachers.html

This site offers peace tools for teachers.

Textbooks

I. Davies, *100 Ideas for Teaching Citizenship* (London: Continuum, 2004).

B. L. Dean and R. Joldoshalieva, 'Key Strategies for Teachers New to Controversial Issues', in H. Claire and C. Holden (eds.), *The Challenge of Teaching Controversial Issues* (London: Trentham Books, 2007).

Course assignments

Graded course assignments will be listed on a separate handout. These assignments are designed to help you achieve the course outcomes.

Grading policy

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations.

Planning Guide

Summary of essential knowledge

This course is designed for Student Teachers to acquire the knowledge and understanding of the key concepts and ideas from the social science disciplines. It also develops skills such as information gathering; interpreting, thinking, and analysing skills; and communication, problem-solving and decision-making skills. In addition to these skills, certain values such as equality, social justice, fairness, and respect for self and diverse opinions are also supported.

Main purpose of teaching social studies

A major portion of this course aims to develop a range of values, attitudes, skills, and knowledge relevant to the teaching and learning of citizenship – lessons that will help young people to participate more fully in society. Through this course, Student Teachers will learn to develop a variety of teaching strategies (discussion, debate, group work, cooperative learning, inquiry, etc.) that can be used to teach citizenship skills across a range of curriculum subjects as well as citizenship lessons.

Citizens in a democratic society have a fundamental responsibility to engage in public life. Teachers and students have an obligation to promote equality, justice, respect for others, and democratic participation. These ideals should be integral to the cultures of educational institutions and embedded within and beyond the curriculum beginning with the youngest age group and continuing throughout, and after, the compulsory phases. Education for informed citizenship is recognized globally as a core purpose of teaching and learning within and beyond schools.

Citizenship education has a strong conceptual core. Subject knowledge for teaching is increasingly defined and distinctive, and it includes rights and responsibilities, government and democracy, and identities and communities at local, national and global levels. A curriculum for citizenship is often enquiry-based, allowing students to make connections between their own and others' experiences, learning to think critically about society, and taking action for social justice. Educational institutions can also embody learning for citizenship in their own organizational leadership and in their self-evaluation. Ultimately, citizenship education enhances the professional values and practices of teachers and others.

Citizenship education requires students to consider public and individual issues of an ethical and political nature. These issues will be topical and often controversial. Effective education for citizenship includes the integration of conceptual understanding and the skills, attitudes, and dispositions for civic engagement.

Dealing with controversy

A controversy is a contentious dispute or a difference in opinions over which parties actively argue. Controversies can range from private disputes between two individuals to large-scale social upheavals. By nature, controversies cannot generally be conclusively settled and may be accompanied by the disruption of peace and even quarrelling.

Social studies curricula recognize that knowledge and skills divorced from real-world situations leave young people unprepared for the complexities of the modern world. For young people, the world can seem difficult to handle both at a personal level and at a global level, but they should not be sheltered from difficult issues. It is important for them to clarify their emotions and values and to learn to think for themselves. The importance of young people developing high levels of self-esteem to help them personally and academically is well documented – and also self-esteem is central to education for global citizenship. It is a prerequisite for debating wider global issues, situations in which young people need to handle disagreement and acknowledge other people's viewpoints. Additionally, using controversial issues helps young people develop a number of skills, including enquiry, critical thinking, and analytical skills. Through activities that encourage the use of such skills, along with the development and articulation of individual values, young people learn to make reasoned judgements, respect the opinions of others, weigh up different viewpoints, participate actively in arguments and debates, and resolve conflicts peacefully.

Today's young people will grow up to be the citizens of the future, but what that future holds for them is uncertain. Regardless, we can be quite confident that they will be faced with decisions about a wide range of issues on which people have differing and contradictory views. If they are to develop as global citizens, all young people should have the opportunity to engage with these controversial issues. Teachers have a key role in enabling young people to develop the skills they need to do this.

Young people often get their information about what is happening around them from the TV news, newspapers, and the Internet. Much of this information is of varying quality and authenticity. In this age of global media, non-stop information, and images about controversial world events, teachers have an especially important role in developing critical awareness in young people of how the media can influence their perspective of the world around them. Controversial issues can be used to help develop thinking and empathy skills in pupils of all ages and abilities.

Skills learnt through dealing with controversy

Using material that is challenging and that leads young people to discussing sensitive issues can encourage them to develop the following thinking skills:

- Information-processing skills enable pupils to gather, sort, classify, sequence, compare, and contrast information. These skills also help them to make links between pieces of information.
- Reasoning skills enable pupils to justify opinions and actions, draw inferences and make deductions, use appropriate language to explain their views, and use evidence to back up their decisions.
- Enquiry skills enable pupils to ask relevant questions, plan what to do and how to research, predict outcomes and anticipate responses, test theories and problems, test conclusions, and refine their ideas and opinions.
- Creative thinking skills enable pupils to generate and extend ideas, suggest possible hypotheses, use their imagination, and look for alternative outcomes.

- Evaluation skills enable pupils to evaluate what they read, hear, and do, to learn to judge the value of their own and others' work or ideas, to think critically and not take all information at face value, and to have confidence in their own judgements.

Addressing controversial issues provides the opportunity to combine knowledge, skills, evidence, theory, application, people, ideas, values, and emotion. Students can experience a small dose of the hard realities of the real world with a safety net of a supportive, encouraging environment.

Citizenship education requires an integrated approach to assessment that incorporates evidence about knowledge and understanding, skills, values, dispositions, and social action. The overall assessment must integrate learners' self-evaluations and their reflections, which take account of others' observations, and the teachers' evaluations of pupils.

Understanding human rights

Lessons on human rights are not just lessons for the classroom, but they are lessons for life that are of immediate relevance to daily lives and experiences. In this sense, human rights education means not only teaching and learning about human rights in the abstract, but also the realities of human rights – their fundamental role in empowering individuals to defend their own rights and those of others. This empowerment constitutes an important investment for the future aimed at achieving a just society in which the human rights of all persons are valued and respected.

The history of human rights tells a detailed story of efforts made to define the basic dignity and worth of human beings and their most fundamental entitlements – efforts that continue to this day. Teachers will want to include an account of this history as an essential part of human rights teaching, and it can be made progressively more sophisticated as students mature. The fight for civil and political rights, the campaign to abolish slavery, the struggle for economic and social justice, the achievement of the Universal Declaration of Human Rights and the two subsequent covenants, and all the conventions and declarations that followed, especially the Convention on the Rights of the Child, provide a basic legal and normative framework for discussion.

The core content of human rights education is the Universal Declaration of Human Rights and the Convention on the Rights of the Child. These universally recognized documents provide the guiding principles and ideas with which to assess experience and build a school culture that values human rights. The rights they embody are universal, meaning that all human beings are entitled to them. They are also equal, meaning there is no hierarchy of rights and no right can be deemed non-essential or less important than another. Human rights are indivisible, interdependent, and part of a complementary framework. For example, your right to participate in government is directly affected by your right to express yourself, form associations, get an education, and even obtain the necessities of life such as food and water. Each human right is necessary and each is interrelated to all others.

However, even when taught with the greatest skill and care, documents and history alone cannot bring human rights to life in the classroom. Nor does working through the

Universal Declaration or the Convention on the Rights of the Child and pointing out the rationale for each article teach the relevance of these articles to people's lives. Facts and fundamentals, even when carefully selected, are not enough to build a culture of human rights. For these documents to have more than intellectual significance, students need to approach them from the perspective of their real-life experience and grapple with them in terms of their own understanding of justice, freedom, and equity.

Understanding history and geography

History and geography provide a context of time and place for ideas and methods drawn from the social sciences – anthropology, economics, political science, psychology, and sociology.

According to National Council for the Social Studies (NCSS), social studies programmes should include experiences that provide for the study of culture and cultural diversity. Human beings create, learn, share, and adapt to culture. The study of culture examines socially transmitted beliefs, values, institutions, behaviours, traditions, and ways of life; it also encompasses other cultural attributes and products, such as dress, language, literature, music, arts and artefacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that is distinctive and that shares similarities with other cultural groups. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer a variety of questions in order to determine what culture is, the roles it plays in human and societal development, the common characteristics across cultures, and how unity develops within and among cultures. Studying culture also encourages students to consider the role of diversity and how it is maintained within a culture. Moreover, the study of culture helps students examine how various aspects of culture, such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art; how a culture changes over time to accommodate different ideas and beliefs; and how cultural diffusion occurs within and across communities, regions, and nations.

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as in multicultural topics across the curriculum. Young learners can explore concepts of similarities and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with Student Teachers and discover culturally based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world.

In the middle grades, students begin to explore and ask questions about the nature of various cultures and the development of cultures across time and place. They learn to analyse specific aspects of culture, such as languages and beliefs, and the influence of culture on human behaviour. As students progress through secondary school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

Understanding institutions

Institutions are the formal and informal political, economic, and social organizations that help us organize, manage, and perform our daily tasks. Schools, religious institutions, families, and government agencies and offices all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and they play a variety of important roles in socializing individuals and meeting their needs. They also promote societal continuity, conflict mediation, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. Drawing upon sociology, anthropology, and other disciplines, the study of individuals, groups, and institutions prepares students to ask and answer questions about the role of institutions in their own and other societies, the influence of institutions in their lives, and how institutions change and their own roles in that change.

Students identify those institutions that they encounter. They analyse how these institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the institutions that affect their lives and determine how they can contribute to the shared goals and desires of society.

Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict. For example, school authorities may remove playground equipment for safety reasons though that same equipment is used in a city park playground. They should also have opportunities to explore ways in which institutions, such as voluntary associations are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they can examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. Secondary students must understand the paradigms and traditions that underpin social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by behavioural sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

Understanding authority and governance

According to NCSS, social studies programmes should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security. In exploring this theme, students confront questions about the purposes and functions of government, the circumstances under which the exercise of political power legitimate, and the proper scope of and limits on authority. Additionally, students will consider how individual rights are protected and challenged within the context of majority rule, the conflicts that exist among fundamental principles and values of constitutional democracy, and the rights and responsibilities of citizens in a constitutional democracy.

Younger learners explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts, with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. Secondary students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.

Understanding economics

According to NCSS, social studies programmes should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly, economic decisions are global in scope and require the systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions (i) What is to be produced?; (ii) How is production to be organized?; (iii) How are goods and services to be distributed and to whom?; and (iv) What is the most effective allocation of the factors of production (land, labour, capital, and entrepreneurship)?

In exploring this theme, students confront questions about the factors that influence decision making on issues related to the production, distribution, and consumption of goods, the best ways to deal with market failures, and how interdependence brought on by globalization impacts local economies and social systems. Students will gather and analyse data and use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyse complex aspects of the economy.

In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. Young learners begin by prioritizing their economic wants and needs. They explore economic decision making as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to fundamental economic questions. Secondary students develop economic perspectives and a deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as trade, resource use, unemployment, and health care.

Common misconceptions about teaching social studies

Entering a teaching programme with some misconceptions about teaching social studies is not uncommon. The Instructor needs to be aware of some of these misconceptions and must find ways to help Student Teachers confront and critique them. Some misconceptions may include:

- Social studies should be taught as separate subjects (e.g. history, geography, economics, etc.).
- Social studies is about learning about important dates, places, and facts.
- Social studies content is fixed.
- Teachers need textbooks in order to adequately cover social studies content.

Assessment

Multiple forms of assessment will be used in this course. Many of these may be new to Student Teachers. By using multiple forms of assessment, the Instructor will be able to gain a better understanding of Student Teachers' knowledge, skills, and disposition. These assessments are in addition to University examinations. They will provide a good model on how to assess Student Teacher knowledge, skills, and dispositions. In general, you will find suggestions for assessment included with each unit.

Plan to collect ongoing information (formative assessment) about Student Teacher progress. This could include activities such as the following:

- **Short quizzes**
- **Minute papers** - Ask students to take one minute to write about what they are learning in class.
- **Observing and recording** - Keep a log in a small notebook. Notice Student Teacher involvement in activities. Make note of their engagement. From time to time you may wish to look at your notes and see who isn't mentioned. Make a point to see who does not contribute to small groups, who dominates discussions, and the like. Write down questions you hear students ask, facial

expressions, body positions and gestures. Consider what your notes tell you about how students relate to the topic at hand. Your log should help you think about the class holistically and pinpoint issues that may need more attention or those that require additional support for a particular class member. Your notes also help you to judge whether you need to reframe the activity, clarify explanation, and the like.

- **Journaling** - Have Student Teachers keep a course journal. After each session, have them record reactions to the session, what they are learning about themselves, and what they are learning about teaching. This can be an effective tool for metacognitive development. For the journal to be effective as a learning tool, you need to look at it and provide occasional feedback. (Research on journaling suggests that when supervisors fail to comment on student dialogue journals, students tend not to continue their journals.) You might check a few journals each day so that everyone gets feedback once over a two-week period. Another strategy is for students to share their journals and make these the subject of discussion about their own learning strategies and styles. This further helps develop their metacognitive skills and emphasis on collaborative community. You can also keep your own journal about yourself as an Instructor and your reactions to sessions. Share it with Student Teachers in an exchange.
- **Reading log** - Readings will be drawn from a variety of sources. Student Teachers are expected to develop a list of assigned readings, with notes about the reading. Annotations should be about a paragraph in length.

End-of-term assessment is important, too. In addition to the tests that are given by the university, you will want to have your own summative assessment. For example, if you assign a child study or group project, the completed product will make an excellent summative evaluation, offering you a window on how well Student Teachers have learnt. Your formative assessments will also contribute to an overall picture of Student Teacher progress.

Using the course guide

This course guide is organized in this way to provide examples of what might be done with the course content but without suggesting that there is one best way to plan and teach. There is more support for planning at the beginning of the course and this is gradually reduced.

Many Instructors will prefer to create their own plans and will use the guide as an additional resource. We encourage all Instructors to accept the challenge of teaching in ways that promote active learning. For those who have not used active learning strategies, begin by experimenting with one or two ideas. Try a small change, such as asking students to read something in advance and then talking about it in small groups at the beginning of a session. See how it works.

To avoid confusion, the planning guide that follows will refer to your students as *Student Teachers*. This will differentiate them from children in primary school classrooms. The term students usually refers to children.

NOTE: Several of the activities suggested in this course guide extend beyond a single session and require careful planning and preparation by the Instructor and Student Teachers alike. In some cases, preparation starts well before the actual activity takes place in class. For example, if you decide to hold the mock environmental summit suggested in week 8, Student Teachers will need a few weeks to study climate change, collect information, and prepare their stance. It is suggested that you review this course guide as a whole before you begin teaching so that you may select and plan activities in advance if appropriate.

UNIT 1

WHY TEACH SOCIAL STUDIES?

Unit Overview

This unit will introduce social studies as more than a collection of subjects organized for purposes of efficiency. The central purpose of social studies is seen as educating students to be thoughtful, democratic citizens. Student Teachers are challenged to consider how dealing with citizenship inevitably confronts the teacher with controversy. The teacher's role in helping students understand and manage controversy is discussed.

Unit outcomes

By the end of this unit the Student Teachers will be able to:

- identify the subjects that comprise social studies
- defend teaching of social studies
- understand the link between citizenship and social studies
- explain why social studies teachers need to be able to deal with controversial issues.

Unit 1 Resources (in addition to those listed in the syllabus)

R. Bailey (ed.), *Teaching Values and Citizenship Across the Curriculum* (London: Kogan Page, 2000).

C. Birzea, *Education for Democratic Citizenship: A Lifelong Learning Perspective* (Strasbourg: Council of Europe, 2000).

D. Bridges, 'Dealing with Controversy in the Curriculum: A Philosophical Perspective', in J. Wellington (ed.), *Controversial Issues in the Curriculum*. (Oxford: Basil Blackwell, 1986).

N. Clough and C. Holden, *Education for Citizenship: Ideas into Action* (London: RoutledgeFalmer, 2002).

'Controversial Issues', Citizenship Foundation (2003) <http://www. citizenshipfoundation.org.uk/ main/page.php?12>, accessed 16 June 2006.

B. Crick, *Education for Citizenship and the Teaching of Democracy in Schools. Final Report of the Advisory Group on Citizenship* (published 22 September 1998) <http://dera.ioe.ac.uk/4385/1/crickreport1998.pdf>, accessed 26 February 2013.

B. Crick, *Essays on Citizenship* (London: Continuum, 2000).

W. David & V. Cleaf, *Actions in Elementary Social Studies* (Upper Saddle River, NJ: Prentice Hall, 1991).

B. L. Dean, *Research Report: The State of Civic Education in Pakistan*. (Islamabad: The Aga Khan Foundation, 2007). (The referenced excerpt is taken from p. 10 of a literature review on civic education in Pakistan.)

B. L. Dean and R. Joldoshalieva, 'Key Strategies for Teachers New to Controversial Issues', in H. Claire and C. Holden (eds.), *The Challenge of Teaching Controversial Issues* (London: Trentham Books, 2007).

B. L. Dean, R. Joldoshalieva, and F. Sayani, *Creating a Better World* (Karachi: Aga Khan University Institute for Educational Development, 2006).

O. Ichilov, *Political Socialization, Citizenship, Education and Democracy* (New York: Teachers College Press, 1990).

'Young People Are Not Politically Apathetic Says New Research', Citizenship Foundation (published 27 January 2004) <http://www.citizenshipfoundation.org.uk/main/news.php?n83>, accessed 10 October 2006

Web resources

If a website does not open with the web address, try using a search engine to find the topic or name of the author and article suggested.

- http://www.teachingcitizenship.org.uk

This website offers resources and info to help teachers deliver excellent citizenship education.

- http://www.humanrightseducation.info/primary-material.html

A large variety of material on human rights education, such as articles, videos, cartoons, and UN documents, is available on this site. Moreover, people from around the world recount their experiences with human rights education so that teachers can build on them. These experiences can give valuable insights to Student Teachers.

- http://www.oxfam.org.uk/education/resources/rights/

This site offers a number of excellent lesson plans, ideas, and articles.

- http://www.bbc.com/

The BBC site features the latest world news headlines and videos to keep teachers updated on the happenings in different fields such as science, the environment, technology, health, and arts and entertainment.

- http://www.infopak.gov.pk/

This site offers information about Pakistan – the government, the constitution, and the economy. It also features the latest news from Pakistan.

- http://visit.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_ABC_human%20rights.pdf

This link is to a resource called *Teaching Human Rights – Practical Activities for Primary and Secondary Schools*.

Faculty resources

Student Teacher readings, handouts, and resources that faculty may use to prepare for teaching or share with Student Teachers are available in the *Faculty Resources* section following the course guide.

Week 1, session 1: Introduction to the course—what are the social studies?

Option 1

Introduction to the course (10 minutes)

Welcome Student Teachers and ask them what the social studies are. Have Student Teachers turn to their neighbour and jot down their ideas.

Invite whole class to share ideas, recording as time permits.

Triads (10 minutes)

Hand out two different definitions of social studies (see *Faculty Resources*) or write them on the board. Ask the class to work in groups of three (triads) to review the definitions. Have the group decide which ideas recorded on the board are relevant.

Mini-lecture (15 minutes)

Give a brief overview of the course and emphasizing the nature of social studies and why it is important to teach them. Link the teaching of social studies with the concept of citizenship education.

Triads (15 minutes)

Have the class work in groups of three to complete the worksheet, 'Linking Social Studies and Teaching for Citizenship' in *Faculty Resources*. (An alternative is to copy the worksheet on the board rather than making copies for each group.)

Whole-class discussion (15 minutes)

Discuss and summarize the ideas written by each group. Note the ideas that have been repeated on the board as well as points of agreement and disagreement. Help the class arrive at the idea that citizenship is a multiple meaning concept.

Assignments for next class are at end of Option 2 for each session.

Option 2

Introduction to the course (10 minutes)

Give a brief overview of the course.

Triads brainstorm about citizenship (20 minutes)

Write on the board, 'What is citizenship?'

Have the triads discuss their ideas about the meaning(s) of citizenship. One member can serve as recorder and list ideas on notebook or scrap paper.

After about 5 minutes, ask Student Teachers, based on their definition of citizenship, what the rights and responsibilities of citizens are.

Have the triads complete the table from the worksheet 'Linking Social Studies and Teaching for Citizenship'. (Return to the worksheet questions for later discussion.)

Mini-lecture (15 minutes)

Talk about social studies and the subjects that comprise them. (You might want to draw on the definitions offered in Option 1. Review 'Summary of Essential Knowledge' in this course guide for ideas on preparing the mini-lecture.) Make a link between teaching social studies and teaching citizenship. The mini-lecture is further explained in *Faculty Resources*.

Triads discussion questions (10 minutes)

Have triad members return to the worksheet and discuss their answers the two questions that are posed.

Summing up (5 minutes)

Elicit ideas from a few of the groups. Point out that one of the rationales for social studies has to do with preparing citizens to be full participants in democratic society and advocates for positive social change. Note areas of disagreement. Explain that there is no a single definition of citizenship; it is a multiple meaning concept.

Assignment for the next class

Read 'The Goals of Civic Education', an excerpt B. L. Dean's *Research Report: The State of Civic Education in Pakistan* (in *Faculty Resources*), and be prepared to share ideas in the readings with others.

Week 1, session 2: Key concepts of citizenship education

Student Teachers should have read The Goals of Civic Education in preparation for this session.

Option 1

Introduction (5 minutes)

Ask Student Teachers to list 10 characteristics that define an 'ideal citizen' on paper.

Think, pair, share (10 minutes)

Form triads and have the members share the points on their lists. Have them:

- note differences between their ideas and discuss these differences
- agree upon and compile a list of 8–10 points defining an 'ideal citizen'
- write their list on a chart or paper for display.

Gallery walk (15 minutes)

A gallery walk is a strategy that borrows it name from a visit to the art gallery. Students walk through an exhibit of posters, artefacts, or items they have completed. They may or may not be directed to take notes. The idea is to thoughtfully look at what is displayed.

Direct groups to a free wall space where they may post their lists so that the wall becomes a display space. Invite groups to a 'gallery walk' through these and ask them to keep the following questions in mind as they study the lists compiled by other groups:

- Do we all agree on what an ideal citizen is?
- What are some major points of agreement?
- What are some major points of disagreement?

Whole-class discussion (10 minutes)

Position yourself near the board and invite Student Teachers to share their responses to the questions above. Based on their answers, compile a class list of 8–10 characteristics of an ideal citizen on the board. (You might feel the need to make a secondary list next to this one to record points of contention and points on which there is no clear consensus.)

Do not erase this list – you'll need to refer to it in the next session. Alternately, compile this list on a chart to store until the next session.

Discuss any major points of agreement or disagreement. If there are no points of disagreement, ask the class whether they can imagine teachers from another Pakistani school/era/geographical area agreeing or disagreeing with them. Ask them to explain their answers. Simply allow Student Teachers to state their opinions and experiences without rejecting anything said.

Group task (10 minutes + homework)

Share the two quotations from *The Social Studies Wars* by Ronald W. Evans ('Thinking about Conceptions of Citizenship', *Faculty Resources*). Ask Student Teachers to study each quotation with their group and to consider the questions that follow.

For homework, ask everyone to jot down their responses to the questions for the next session.

Option 2

Brainstorming (10 minutes)

Write the following quotation from B. L. Dean ('The Goal of Civics Education', *Faculty Resources*) on the board or chart paper: 'Citizenship education is about trying to fit everyone into the same mould, or about creating "model" or "good" citizens'.

Have Student Teachers write down the thoughts that come to mind in reaction to the quotation. Then, elicit reactions and note them on the board or chart paper. Use these as an introduction to the active lecture.

Active lecture (25 minutes)

See 'Notes on Teaching Controversial Issues' in *Faculty Resources* for ideas in preparing the active lecture.

Part 1: Ask Student Teachers to quickly jot down their ideas about what they think should be the main purpose of citizenship education. (1 minute)

Explain the purpose of citizenship and invite them to compare and consider their own ideas as they listen to the lecture. (10 minutes)

Ask the class if they have rethought their original ideas after hearing your explanation.

Part 2: Have Student Teachers discuss with their neighbour why they think it is necessary to teach citizenship education in schools. Point out that their discussion should be informed by the reading that they have done. (3 minutes)

Explain the main arguments for teaching citizenship (see 'Citizenship Education (Lecture Notes). (10 minutes)

Textbook analysis (25 minutes)

Have multiple copies of social studies textbooks for each of the primary school grades used in your province. Ask class to analyse these in light of the points about effective learning at the end of 'The Goals of Civic Education' (see handout, *Faculty Resources*).

Based on the criteria mentioned in the handout, in what ways do the textbooks offer the opportunity for effective learning?

Summary (5 minutes)

Have class share their reflections if they feel comfortable and if time permits. Summarize major points of the session.

Week 1, session 3: Controversial issues in social studies teaching

Option 1 (This continues Option 1 in the previous session.)

Group task: developing a curriculum for citizenship education (25 minutes)

Ask the class to sit with their triad from the previous session.

Post characteristics of an ideal citizen developed in the previous session where everyone can see.

Ask Student Teachers to individually consider, given their idea of who or what is an 'ideal citizen', how they might teach children to become ideal citizens.

As Student Teachers think about the question, draw the following table on the board before class and have each group copy it.

Early years (katchi–class 2)	Middle years (classes 3–5)	Secondary school (classes 6–8)

Ask Student Teachers to develop a corresponding rough outline for a citizenship curriculum across the school years (katchi–class 8). Direct groups to consult the class list of an ideal citizen's characteristics.

Remind groups to keep the curriculum objective in mind – you want children to become 'ideal citizens'. What must children know, be able to do, and believe at each period of schooling in order for them to become 'ideal citizens?

Fill the columns with the broad areas they would need to teach.

Ask groups to display their curriculum tables on a board/wall once they're done.

Gallery walk (10 minutes)

Direct Student Teachers to keep a notepad and pencil in hand to take notes as they compare and contrast various curricular suggestions. Specifically, direct them to note:

- the specific things that appear in all curricula (i.e. points of agreement)
- items that appear in some curriculum tables but not others.

Mini-lecture and discussion (15 minutes)

Ask Student Teachers to resume their seats and to place their notes and homework from the previous session before them. Invite them to comment on the following questions from their homework:

- Is the notion of an 'ideal citizen' uniform across different political eras? Across different geographical areas within Pakistan? Among various segments of Pakistani civil society?
- Is it correct to say that the concept of an ideal Pakistani citizen continues to evolve? What are the implications for a national social studies curriculum?
- In your opinion, what major points of controversy might arise in a national curriculum for social studies in Pakistan? When should controversies be avoided? When do controversies provide opportunities for growth?

Summarize key ideas about why controversy arises when we try to teach civic education. Then invite the class to discuss the ideas. If it has not come up in discussion, note that conflict is inevitable. Emphasize how one of the tasks of social studies education is to help children learn how to manage conflict in positive ways. The various disciplines of the social studies provide windows for children to understand their world, participate as citizens of a democracy, and contribute to making their world a better place.

Option 2

Have multiple copies of social studies textbooks for each of the primary school grades used in your province.

Textbook analysis (30 minutes)

If the class followed **Option 1** in the previous session:

- Ask two or three Student Teachers to summarize what they learnt by brainstorming characteristics of the ideal citizen.
- Have the Student Teachers return to their groups from the previous session. They will need the lists of characteristics they created. Give each group a primary school social studies textbook. Ask them to examine the textbook in light of the list they created last session.
    - What opportunities do the textbooks offer to develop citizens?
    - What kinds of activities would they, as Student Teachers, need to create for children to supplement the texts?

If the class followed **Option 2** in the previous session:

- Ask two or three Student Teachers to summarize what they discovered in the analysis activity.
- Have the Student Teachers return to their groups from the previous session. Keeping in mind the questions at the end of *Citizen Education* used to analyse the textbooks, ask them how they might design a social studies lesson that uses the textbook and incorporates civic education.
    - Invite the groups to choose any chapter from the textbook and design a set of activities that could be used in teaching a lesson. The lesson should target the same age group as the textbook.
    - Have the groups use the textbook as a resource, but they must consider how they would supplement it and what activities they would suggest.

Week 2, session 1: Why and how to teach controversial issues

Option 1

Brainstorming (5 minutes)

Brainstorm the words *controversy* and *controversial issues* with the class. Note the responses of Student Teachers on the writing board.

Think, pair, share (10 minutes)

Ask Student Teachers to think about which issues could be considered controversial. Have them explain their answers.

Direct them to discuss controversial issues in pairs or triads and to come up with some examples, both local and global.

Whole-class discussion (10 minutes)

Allow time for pairs or triads share their ideas with the class. Note down different ideas on the board.

Active lecture (25 minutes)

Review 'Notes on Teaching Controversial Issues' in *Faculty Resources* to prepare for this activity.

Break your lecture into chunks.

- Begin with a one-minute paper. (A one-minute paper is an in-class writing activity. Students are asked to write for one minute and must stop after the minute is over. See *Faculty Resources.*) Have class write for one minute in response to the following question: Should teachers permit discussion of controversial issues in primary school classrooms?
- Take about 10 minutes to talk about the meaning and nature of controversial issues in social studies.
- Stop and ask the class to review their one-minute paper.
    - Do they want to change anything? Why or why not?
    - Take two or three comments from class before continuing.
- Explain why citizenship education can never be free of social controversies. (10 minutes)

Hand out 'The How and Why of Teaching Controversial Issues' (*Faculty Resources*). Ask Student Teachers to read through the bulleted points.

Engage in a whole-class discussion on the following questions:

- Why might teachers be reluctant to teach controversial issues in the classroom?
- What skills do teachers need in order to tackle controversial issues with children?
- What skills might we need to teach children before introducing them to controversial issues?

Option 2

Have several copies of local and national newspapers for class to examine.

Introduction (15 minutes)

Distribute 'The How and Why of Teaching Controversial Issues' (*Faculty Resources*), and ask Student Teachers to read through the bulleted points. As they are reading, write the following on the board:

- Controversial topics are messy and confusing.
- Discussing them in the class would be too chaotic and time-consuming.
- Children may have different opinions and sensitivities towards controversial issues.
- Some children may feel hurt, while some may get aggressive during the discussion/debate.
- Some parents may object to controversial issues being taught to their children.

Invite Student Teachers to comment on why, despite all that you've listed on the board, a real curriculum on citizenship education cannot avoid running into – and needing to address – controversy.

Note that controversial issues can arise in the teaching of virtually every subject. Provide and elicit examples.

Text-against-text strategy (40 minutes)

Form groups of four or five Student Teachers. Give each group a copy of a local or national newspaper. Ask them to do the following:

- Locate an article that describes a controversial issue on which people have very different opinions.
- Identify the key points in the article, including the main points of controversy.

Hand out the paragraph, 'Challenges in Teaching Controversial Issues' (*Faculty Resources*). Direct Student Teachers to analyse the ideas and main points of the paragraph. Then, ask them to use the paragraph to critique the newspaper article they have read.

Ask Student Teachers to talk about how primary school teachers can benefit from the ideas discussed.

Summary (5 minutes)

Bring together the ideas discussed in class. Remind the class that conflicting views are inevitable. Teachers must learn how to respectfully take a stand against oppressive attitudes and behaviour without demeaning or marginalizing children.

Week 2, session 2: Links with social studies subjects

Option 1

Introduction (10 minutes)

There are different types of specialists who work within social studies such as historians, political scientists, economists, and geographers.

Ask Student Teachers to write at least one question about teaching citizenship education that they would ask if they had a chance to talk to each of the specialists.

Small group share (15 minutes)

Have Student Teachers work in small groups of three to five people to come up with a list of questions for each of the four social studies experts: the historian, the political scientist, the economist, and the geographer.

Active lecture (25 minutes)

Use the PowerPoint slides 'Teaching Social Studies Through Established School Subjects' to prepare an active lecture. (You may want to prepare your own PowerPoint presentation using the notes on the slides. Alternatively, use the readers' theatre format in *Faculty Resources* and give different Student Teachers a copy of each of the slides). Before you are ready to make the point on the slide, ask the Student Teacher with that slide to stand and read it aloud. Then elaborate on the idea presented in the slide.

Draw on questions Student Teachers have raised. Which ones are addressed by each slide?

Help the class establish some links between citizenship education and the different subject disciplines of social studies.

Reflection (10 minutes)

Direct Student Teachers to write responses to the following questions in their reflective journals:

- Should teachers deliberately plan to teach controversial issues in their class or should they just tackle issues if and when they come up during a discussion?
- How frequently should such issues be planned for the class?
- How should teachers select issues for classroom discussion?

Have the class share reflections in groups or with the whole class as time permits.

Option 2

Introduction (10 minutes)

Ask Student Teachers what their favourite subject was when they were in school and whether they have a particular subject area that they would prefer to teach.

Sharing responses (10 minutes)

Have Student Teachers share their responses about their favourite subjects and preferred academic areas with the class.

Briefly explain how different subject areas are interlinked with each other and with the idea of citizenship.

PowerPoint (25 minutes)

Use slides from *Teaching Social Studies Through Established School Subjects* (see *Faculty Resources*) to prepare a PowerPoint presentation. Focus on establishing links between a curriculum for citizenship education and the potential of teaching it through each of the social studies subjects.

PowerPoint alternatives

1) Copy each of the slides and give each one to a different group. Have the group discuss and prepare to explain it. Take each group's explanation in turn.
2) Use the slides in a readers' theatre format in an active lecture (see *Faculty Resources*). When you are ready to make a point presented on one of the slides, have the Student Teacher to whom you have given the point stand and read it aloud. Then comment before going to the next point and having the next student stand to read.

Explain the various aspects of making a real connection to citizenship through various subjects.

Whole-class discussion (10 minutes)

Invite questions and discussion to clarify thinking about the ideas presented in the PowerPoint presentation.

If time permits, elicit some ideas Student Teachers have for activities they might use with children as a result of the presentation.

Summing up (5 minutes)

Briefly discuss how different subject areas can be used for engaging with citizenship ideas.

Homework

Work in groups and collect examples of 'rights' being upheld or denied from old newspapers and magazines. These could be articles, brief news items, pictures, graphs, etc. Prepare a collage of the pictures and stories that you find, and bring it to the next class.

NOTE: If you plan on using Option 2 in the next class, ask the class to complete the following assignment. Form groups of four or five members to work together after class. Give each group a copy of the handouts 'Fundamental Rights and Principles of Policy (from the Constitution of Pakistan)' and 'Citizen Rights'. Have the groups compare the two documents and be prepared to discuss them in class.

Week 2, session 3: Citizenship rights

Option 1

Introduction (5 minutes)

Display homework. With the help of a few volunteers, mount the each group's collage in the classroom on a board or wall.

Brainstorming (5 minutes)

Ask Student Teachers to think about the word 'rights' and write down the first ideas that come to mind.

Pair-share (in pairs or triads) (10 minutes)

Have Student Teachers share their ideas with the person next to them (or on either side) and arrive at a definition of 'rights'.

Explanation (5 minutes)

Invite a few Student Teachers to share their responses with the class and then explain that the following about rights:

- A right is a just claim or title, whether legal, prescriptive, or moral. In other words, the things we are morally or legally entitled to have, are known as our rights.
- The rights and freedoms that we have as citizens of Pakistan are guaranteed by the Constitution of Pakistan.
- In addition, our rights and freedoms are also guaranteed by international documents such as the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child, to both of which Pakistan is a signatory. (See *Faculty Resources* for additional information on both documents.)

Group task (30 minutes)

Give each group a copy of the handout 'Fundamental Rights and Principles of Policy (from the Constitution of Pakistan)' and 'Citizen Rights' (from *Faculty Resources*).

Have the groups read each handout and compare the rights listed in them. Also, ask them to consider what responsibilities accompany these rights.

Choose one right from the 'Citizen Rights' list and have groups brainstorm how a primary classroom (any grade) might model the right through routine structures, procedures, and responsibilities. As time permits, select another right.

Summary and sharing (10 minutes)

Elicit ideas from groups about how to model rights of citizenship in the classroom through routines and structures. If groups do not mention showing respect, giving students choice, listening to students, accepting differences of opinion, building responsibility for the classroom into their routines, etc., raise these issues. Point out that rights and responsibilities go hand in hand.

Option 2

Introduction (10 minutes)

Display homework. With the help of a few volunteers, mount each group's collage in the classroom on a board or wall. As the collages are being displayed, invite discussion about the rights of Pakistani citizens.

Active lecture (15 minutes)

Through an active lecture, explain the following:

- While citizens have rights, they also have responsibilities.
- Responsibilities are duties or obligations often directly related to our rights. For example, if we have the right to speak, we have the corresponding responsibility to listen when others are speaking.
- Only a few responsibilities are written as laws that can be enforced, such as the responsibility to follow the law or pay taxes.
- Other responsibilities are based on morality (knowing what is right and fair) and social conscience (being aware of what is right and fair with respect to the community/society).

Ask Student Teachers to identify a few responsibilities based on morality and social conscience.

Group work using cooperative learning (30 minutes)

Ask Student Teachers to get into their groups from their homework assignment. Use the roundtable technique (explained in *Faculty Resources*), and have Student Teachers identify responsibilities that correspond to each right listed in 'Citizen Rights'.

Whole-class sharing and discussion (10 minutes)

Ask Student Teachers how a primary school teacher might build routines and structures that model rights and responsibilities into a classroom setting. Accept as many ideas as time permits.

Reflection (10 minutes)

Direct Student Teachers to write responses to the following questions in their reflective journals:

- What is the difference between the nature of responsibilities enforced by law and those based on morality and social conscience?
- What happens when responsibilities are not fulfilled?
- How 'responsible' a citizen am I?

Homework

Divide the class into six groups. Ask each group to come prepared with some basic information about the following (they will need to do library or web research):

- the Code of Hammurabi
- the Charter of Cyrus
- the Last Sermon of Prophet Muhammad (PBUH)
- the Magna Carta
- the Declaration of the Rights of Man (French Declaration)
- the UDHR

Announce that groups will be expected to give a two-minute presentation on their topic.

Week 3, session 1: The evolution of the concept of human rights

Option 1

Presentation and timelines (15 minutes)

Before class, draw a timeline on the board that stretches from 1772 BC (the Code of Hammurabi) to present day. Have six sheets of paper ready on which you prominently label each of the following:

- the Code of Hammurabi
- the Charter of Cyrus
- the Last Sermon of Prophet Muhammad (PBUH)
- the Magna Carta
- Declaration of the Rights of Man (the French Declaration)
- the UDHR

Have each group give their presentation. When each group is done, ask them to take the sheet with their presentation topic and tack it up on the appropriate spot on the timeline (with tape or a thumbtack).

Mini-lecture (15 minutes)

Discuss 'The Evolution of the Concept of Human Rights' (see *Faculty Resources*).

Ask Student Teachers to think of some needs or reasons that must have led to the evolution of human rights in general and to the development of the specific charters mentioned on the timeline.

Think, pair, share (10 minutes)

Ask Student Teachers to individually ponder whether human rights will continue to evolve. Have them write a brief response that explains their answer.

You might prompt Student Teachers to think of technological advances (e.g. mobile phones, the internet, and social media) to consider whether using these has necessitated a newly evolving concept of rights and responsibilities. For example, do they have the right to privacy of personal information from advertising agencies that get their information via social media? Are there responsibilities regarding the use of mobile phones?

Option 2

Introduction (10 minutes)

Have Student Teachers work in triads (or groups of four) to brainstorm on the following questions:

- How are mobile phones and social media contributing to the evolving concept of human rights?
- How do they promote human rights?
- How might they violate human rights?

Keep a list of ideas.

Text analysis (40 minutes)

Have Student Teachers remain in triads. Hand out copies of 'The Evolution of the Concept of Human Rights' (see *Faculty Resources*). Keeping in mind your list of ideas about the evolution of human rights, read the text together.

Notice epochs mentioned in the article and consider the historical documents on rights (e.g. Code of Hammaurabi). Direct the triads to discuss how modern challenges to human rights compare to earlier eras. What kinds of conditions seem to contribute to the evolution of human rights (or its impediment)?

Summary and discussion (10 minutes)

Note that times are still changing. Might there be a need in the present or future to develop newly defined rights or responsibilities?
What can the teacher do to prepare students in primary school for the challenges of new technology to human rights?

Week 3, session 2: Rights and responsibilities: defining human rights

Option 1

Introduction (5 minutes)

In a few quick, simple points, review what has been done so far in this course. You might have the class refer to the syllabus.

Small-group task: charting 'right' for a new country (20 minutes)

Ask Student Teachers to imagine a situation in which a new land has been discovered that has everything needed to sustain human life. However, there are no laws and no history of human habitation. The whole class will be settling there. A small group has been appointed to create a list of rights for this new country.

- Direct Student Teachers to work in small groups.
- Ask each group to list 10 rights upon which the whole group agrees.
- After about 10 minutes, call on each group to read out its list.
- Assign the task of recording these rights on the board to two or three volunteers so that a class list of all the rights mentioned is created.

Class discussion (15 minutes)

Ask Student Teachers the following questions:

- Why do we need rights?
- What would happen if some rights were excluded?
- Have any important rights been left out?

Summing up (5 minutes)

Explain the following points to the class:

- Human rights are universal because they are attributes of being human. Therefore, they apply to all universally.
- They are also indivisible because they relate to different aspects of human existence. One cannot separate the right to food from the right to express an opinion because they are natural attributes of human beings.
- They are interdependent because the rights are all necessary to live a full, humane life. One cannot have the right to vote and to be free from torture without having the right to food and education at the same time.
- When some rights are not realized, other rights are affected.

Reflection (10 minutes)

Ask Student Teachers to take some time to think about a right that they value or one that is important to them. In their reflection journals, ask participants write this down and explain why they identified the right they did as being important to them. Have them consider what it would be like if this right were taken away.

If time permits, ask Student Teachers to share their reflections with a neighbour.

Option 2

Introduction (15 minutes)

Write the words *human* and *rights* at the top of the board. Below the word human draw a circle (or the outline of a human being).

Ask Student Teachers to brainstorm some qualities that define a human being and write the words or symbols inside the outline as they come up (e.g. intelligence, sympathy).

Ask what they think is needed in order to protect, enhance, and fully develop these qualities of a human being (e.g. education, friendship, a loving family). List these answers outside the circle, and ask participants to explain them.

Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity.

Human rights are based on these necessities.

Ask what qualities come to mind when they think of human rights. (Possible answers may include that they are for everyone because they are human, should not be taken away, etc.)

Mini-lecture (5–10 minutes)

Write three key principles of human rights on the board:

1) Human rights are universal, which means they are valid for everyone everywhere, regardless of race, gender, religion, nationality, etc.
2) Human rights are 'inalienable' – that is, they cannot be taken away from a person.
3) Human rights are indivisible, interdependent, and interrelated. It means that practising one right depends on another.

Reflection and whole-class discussion (30 minutes)

Hand out 'Quotations on Human Rights' from *Faculty Resources*.

Ask Student Teachers to choose a quotation that they identify with and give them five minutes to reflect on it. Those who do not identify with any particular quotation, but who know a relevant quotation from elsewhere, may choose that one.

Have Student Teachers write their reflections in their journals.

Engage the class in discussion about why they chose their particular quotation. Ask the following question:

- How does this human rights quotation relate to you personally?
- What do you think is the human rights message in this quotation for Student Teachers?
- How might the message of this quotation be applied to the primary school classroom?

Alternatively, select some of the quotations and recite as a readers' theatre.

Week 3, session 3: Civil, political, social, economic, and cultural rights

Option 1

Mini-lecture (10 minutes)

Explain that human rights can be classified and organized in a number of different ways. Internationally, the most common categorizations of human rights are civil and political rights and economic and social rights.

Explain the difference between civil, political, social, economic, and cultural rights.

Think, pair, share (30 minutes)

Distribute the 'Citizen Rights' handout (*Faculty Resources*).

Ask Student Teachers to work with a neighbour to study this list and categorize each right under of the following headings: civil, political, social, or economic.

Ask pairs to select two of the rights on the list and brainstorm a real-life example of a case where this right is being violated or a case that illustrates why this particular right needs to be recognized and protected.

After 10 minutes, ask each pair to join another pair to form a group of four. The pairs should share their examples with each other and then pick the most compelling one to share with the whole class. Groups should be clear about how this particular example illustrates the need for the protection of a specific right.

After another 10 minutes, have a representative from each group share this example with the whole class.

Reflection (10 minutes)

Invite Student Teachers into a discussion that requires them to consider the following questions:

- How might societies ensure that citizens' rights are upheld?
    - Possible answers include: through law-creation and law-enforcement, by making citizens aware of their own rights via social media, by educating children about human rights, and through the provision of various goods and services to protect citizens.
- What is the connection between rights and laws?

End with two quotations you like or use one of the following:

'The rights of every man are diminished when the rights of one man are threatened.' –John F. Kennedy (from a civil rights address, see
➢ http://www.americanrhetoric.com/speeches/jfkcivilrights.htm)

'It is undeniable that every human being is entitled to living space, daily bread, and the protection of the law as a common birthright; these are fundamentals and should not be handed out as an act of charity.' –Alfred Delp

'Whether we are concerned with suffering born of poverty, with denial of freedom, with armed conflict, or with a reckless attitude to the natural environment everywhere, we should not view these events in isolation. Eventually their repercussions are felt by all of us. We, therefore, need effective international action to address these global issues from the perspective of the oneness of humanity, and from a profound understanding of the deeply interconnected nature of today's world.' –Tenzin Gyatso, the 14th Dalai Lama
➢ http://dalailama.com/messages/world-peace/human-rights-democracy-and-freedom)

Option 2

Pair-share (10 minutes)

Pairs consider the following aspects of daily living: safety and security, health, education, play, culture, and shelter.

Pairs suggest an example where each of these six rights is denied to citizens in certain circumstances. For example, the absence of sidewalks and protected road crossings denies pedestrians on certain streets the 'right to safety'. Another example would be atmospheric pollutants released from brick kilns deny neighbouring population the right to good health by slowly poisoning the air they breathe.

Foursomes (10 minutes)

Pairs join another pair to form groups of four. Each pair should share the examples they discussed.

Whole-class discussion (10 minutes)

Invite a representative from each group to share one example in such a way that each of the six categories is covered. (Request a volunteer to record each example as it is shared, so that you have six cases of right violations.)

Brainstorm (10 minutes)

For each example on the board, ask the whole class to brainstorm one action that might help prevent the violation of this right. (This action might include the creating a law, informing the police, developing a facility or social service, or educating people on their rights.)

Mini-lecture: types of human rights (10 minutes)

Refer to 'Human Rights: Key Principles, Themes, and Values' in *Faculty Resources*.

Explain that human rights can be classified and organized in a number of different ways. Internationally, the most common categorizations of human rights are civil and political rights and economic and social rights.

Explain the difference between civil, political, social, economic, and cultural rights. Provide examples of each and elicit suggestions from Student Teachers about other possible examples.

Week 4, session 1: Children's rights and the right to education

Option 1

Quick feedback (5 minutes)

Via this activity, you will get a quick overview of Student Teacher's understanding of and attitudes towards human rights violations. Write four or five provocative statements on the board. These statements should openly violate one human right or another – and yet reflect existing realities that Student Teachers are likely to recognize in the society around them.

Example statements include:

- Children are still growing – they don't *need* as many rights as adults.
- Killing for honour is different from other forms of murder.
- Men must be paid more than women for doing the same job.
- In some cases, it is acceptable to use torture.

Ask Student Teachers to read these statements and ponder them in complete silence.

Direct Student Teachers to choose one example and write down their thoughts in reaction to it on a piece of paper. If time allows, you might like to read each statement one by one and allow a minute after each statement for Student Teachers to jot down their thoughts. Give them signal to begin writing.

Collect thoughts from Student Teachers. You might use their responses to develop a quick assessment of Student Teachers' understanding of the idea of the inalienability/universality of human rights.

Mini-lecture (15 minutes)

Point out that each of the statements violates a basic human right.

Even though exceptional cases may make one of these statements seem all right, the larger repercussions on society of violating these rights is bound to cause more harm than good. A right cannot be selectively applied.

Explain that the Convention on the Rights of the Child mentions, among other things, the following rights:

- the right to expression
- the right to information
- the right to nutrition
- the right to health care
- the right to protection from abuse
- the right to protection from exploitation
- the right to protection from neglect
- the right to development
- the right to recreation
- the right to name and nationality
- the right to survival
- the right to education.

Elaborate each right and provide examples from daily life to illustrate why each item deserves to be an inalienable right for a child. For example, the right to education is interdependent on many of the rights in this list.

Group task (15 minutes)

Form triads. Each group will explore the interconnectedness of the right to education with children's rights. Direct groups to considering each of the following rights in relation to the right to education:

- the right to expression
- the right to information
- the right to protection from abuse
- the right to protection from neglect
- the right to development
- the right to recreation.

Ask Student Teachers how schooling and education might protect a child's other rights.

Ask groups to imagine that they are educators in charge of running a primary school. Direct them to come up with two or three school routines, structures, or activities that specifically protect and uphold one or more of the above-listed rights. For example, routines that allow children the right to express themselves might include a biweekly art class or daily writing time in which children are allowed to draw/create/write about what they want. Similarly, debates or protected discussions with teachers and peers are also vital opportunities for children to exercise the right to express opinions.

As groups discuss possible routines, structures, or activities, distribute chart paper (one per group) and a marker, and direct groups to present their final ideas on a chart.

Mini-presentations (15 minutes)

Invite a representative from each group to give a three-minute presentation on their chart to the rest of the class.

Homework: In their learning journals, ask Student Teachers to reflect on why the right to education inherently protects children against child labour.

Option 2

Jigsaw (30 minutes)

Divide the class into four groups. Distribute the 'Fact Sheet: A Summary of the Rights under the Convention on the Rights of the Child' in *Faculty Resources*. Assign each group a different part of the convention to review:

- Group 1: articles 1–10
- Group 2: articles 11–20
- Group 3: articles 21–30
- Group 4: the remaining articles

Give each group 15 minutes to read and discuss the summary of the articles assigned to it. Each group member should be an 'expert' on the assigned section and be in a position to teach the content to others. Group members should be prepared to discuss it and teach it.

Reassign students to groups of four. Each new group should have at least one member from the original four groups. If there are a few extra people, ask them to join any group they like.

In the new groups, Student Teachers should take turns teaching the others the content that they were assigned in their original group. Urge Student Teachers to listen carefully as their peers talk and take notes where necessary.

Mini-lecture (5 minutes)

Explain that among all the rights they just studied in the convention document, the right to education holds a unique position because of its interdependence with so many other rights, such as the right to be protected from child labour, the right to information, and the right to a name. Merely attending a school regularly is a safety net that prevents certain rights violations. Give examples to prove this point.

Whole-class discussion (15 minutes)

Ask Student Teachers how schooling and education might protect a child's other rights, including the following:

- the right to expression
- the right to information
- the right to protection from abuse
- the right to protection from neglect
- the right to development
- the right to recreation.

Invite the class to suggest examples of school activities that allow children to exercise one or more of the above rights.

Week 4, session 2: Teaching human rights through the social studies curriculum

Option 1

Lesson-planning activity (60 minutes)

Divide Student Teachers into small groups and direct each to select one human right from the numerous rights that have been under discussion in previous sessions.

Direct them to develop a lesson plan that provides details of how this human right may be taught to schoolchildren. This lesson plan must be one hour in length and Student Teachers are free to choose the class/age group for whom they want to develop it.

Remind Student Teachers:

- to begin with a specific learning objective and to keep this in mind while planning
- to create a chance for active learning
- to focus on a skill or disposition, rather than merely knowledge.

Arrange for Student Teachers to try their lesson at school with children. Plan for an opportunity to debrief with them after they have tried their lesson.

Option 2

Plan the session around using 'Fact Sheet: A Summary of the Rights under the Convention on the Rights of the Child' and 'PowerPoint on the Rights of the Child' from *Faculty Resources*.

- Direct the class to think about how classroom structures and activities can demonstrate these rights.
- Work in small groups to plan a parent–teacher meeting in which you explain the Convention on the Rights of the Child and its implications on children's rights at school, in the community, and at home.

Week 4, session 3: Universality and indivisibility: are human rights universal?

Option 1

Introduction and explanation (10 minutes)

Briefly explain the following to the class:

- The idea of universal human rights has been a contested issue.
- One view is that human rights should apply to everyone, everywhere.
- Another view explores the possibility that some things that are not accepted in some cultures may be accepted in other places in the world, and therefore, anything 'universal' cannot exist.

Is there such a thing as a universal human right?

Text-against-text (30 minutes)

Distribute 'The Price of Humans', an op-ed from a local newspaper, that can be found in *Faculty Resources*. Ask the Student Teachers to read it individually.

While Student Teachers are reading, distribute the following excerpt from the article, 'The Challenge of Human Rights and Cultural Diversity' (*Faculty Resources*).

Ask Student Teachers to work with a neighbour to compare the two texts against and reflect on how they connect. What does the second text make you think about what you've read in the first? Ask Student Teachers to underline examples of cultural relativism in the 'The Price of Humans'.

Whole-class discussion (10 minutes)

Elicit reflections from the whole class about the two texts.

Option 2

You will need copies of newspaper or magazine articles about practices that are (or were) deeply entrenched in societies that threaten human rights now or in the past. These practices, such as child marriage, foot-binding, honour killing or apartheid, are often described as being part of a society or country's cultural or moral code.

Introduction (10 minutes)

Begin by explaining the concept of cultural relativism.

Distribute 'The Challenge of Human Rights and Cultural Diversity' from *Faculty Resources*. Call attention to the second paragraph about cultural relativism.

Small group activity (15 minutes)

Divide the class into groups of four or five people. Ask Student Teachers to read 'The Challenge of Human Rights and Cultural Diversity', and direct their attention to the article's second paragraph about cultural relativism and how, if it is adopted in an extreme way, it threatens human rights.

Next, have Student Teachers review the articles that seem to illustrate the concern described in second paragraph. Later you could invite students to prepare a poster using the clippings they collected titled, 'Human Rights and Cultural Diversity'. (This should be an out-of-class activity.)

Textbook analysis and lesson planning (30 minutes)

As groups complete the task above, give them one or two copies of a social studies textbook used in primary school in your province. Ask them to find a unit or chapter that they might use in preparing a social studies lesson on human rights and cultural diversity. Brainstorm a set of activities that might be used to develop a lesson plan for the grade of their choice.

Summing up (as time permits)

Elicit two or three comments about what Student Teachers learnt.

Challenge them to think about how they can teach for social justice through the social studies.

Assignments

Have each student complete a lesson plan using the ideas generated in the group discussion. They can submit their completed work at the next session or add it to a portfolio collection. Remind them to be specific about the purpose of the lesson and outcomes.

Additional sessions for unit 1

The following session plans provide other ways of covering the material in this unit. Instructors may use these plans instead of those in the unit plan above or intersperse them with other sessions in order to explore a topic. Many of these lessons use resources referred to in the sessions above and found in the *Faculty Resources* section at the end of the guide.

1) Towards Creating a Better World: Developing Citizenship Values, Skills and Dispositions Through the Teaching of Controversial Issues
2) Civil, Political, Social, Economic, and Cultural Rights
3) Human Dignity, Equality, Justice, and Freedom
4) Women's Rights, Children's Rights, and Interdependence

Additional session: Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues

This session uses Kashmir as the focus of discussion.

Option 1

Assignment prior to class

Collect data about Kashmir from various perspectives and sources. Come prepared to the next class with information about the Kashmir dispute between India and Pakistan.

Introduction (10 minutes)

Show a map of Pakistan and India. Ask a few questions about the location of Kashmir.

Ask students to share the information they collected – what did they collect?

Discussion using the demystification strategy (40 minutes)

The demystification strategy is a strategy for teaching controversial public issues. The strategy requires Student Teachers to discuss a set of questions that gives them a number of ways of looking at an issue as well as a sound basis for making a judgement.

A full explanation of the demystification strategy can be found at:

➢ http://bctf.ca/globaled/teachingresources/clarkepat/teachingcontroversialissues.html

Explain that the demystification strategy will be used to discuss the Kashmir issue. Review statements and arguments commonly heard about Kashmir. Ask, 'What is the Kashmir issue/dispute? Let us demystify it!'

Help the class to see the perspectives of all the sides: Pakistan, India, the Kashmiri people, and the United Nations.

Facilitate the discussion by playing different roles and using different approaches, such as the neutral approach, the balanced approach, or the stated commitment approach. Play the devil's advocate by taking up an opposite position to the one expressed by class or in teaching materials.

Summing up (10 minutes)

Summarize the discussion and reiterate that controversial issues are complicated and difficult to solve. Point out various roles you have played in pushing Student Teachers to consider different perspectives.

Elicit reflections on the demystification strategy by asking the following questions:

- What went well?
- What needs improvement?
- How useful could this strategy be in handling controversial issues?
- What was the Instructor's role during the strategy?

Option 2

Assignment prior to class

Collect data about Kashmir from various perspectives and sources. Come prepared to the next class with information about the Kashmir dispute between India and Pakistan.

Introduction (5 minutes)

Show a map of Pakistan and India. Ask a few questions about the location of Kashmir.

Ask students to share the information they collected – what did they collect?

Debate on Kashmir (30 minutes)

Explain the debate strategy, as the class will need to be clear about steps of the debate.

Have the class arrange chairs so that the two sides of the debate face each other. Have half of the class create a list of reasons why Kashmir should be a part of Pakistan; the other half creates a list of reasons against it. The preparation phase involves the Student Teachers detecting bias and differentiating facts from opinions.

Help the class to see the perspectives of all the sides: Pakistan, India, the Kashmiri people, and the United Nations.

Discussion/debriefing (15 minutes)

Help the class analyse and evaluate their debate strategy. Student Teachers may consider the following questions:

- Did I understand the procedure?
- Was I well prepared? Did I do my homework? Did I inquire about the issue, and collect and analyse data from various perspectives?
- Was I able to substantiate my claims with evidence?
- Was I confident? Why or why not?

Summing up (10 minutes)

Summarize the debate and reiterate that controversial issues are complicated and difficult to solve.

Elicit reflections on the debate strategy by asking the following questions:

- What went well?
- What needs improvement?
- How useful could this strategy be in handling controversial issues?
- What was the Instructor's role during the strategy?

Additional session: Civil, political, social, economic, and cultural rights

Option 1

Introduction (10 minutes)

Explain that human rights can be classified and organized in a number of different ways. On an international level, the most common categorization of human rights has been to split them into civil, political, economic, social, and cultural rights.

Ask what is meant by civil, political, social, economic, and cultural rights.

Make five separate columns on the writing board and writes the headings: civil, political, social, economic, and cultural.

Have Student Teachers review the different categories of rights. They should consider the rights in the context of examples from their everyday experiences.

Group task (40 minutes – 20 minutes for preparation; 20 minutes for presentations)

Divide the class into four groups.

Give each group a copy of the Universal Declaration on Human Rights (see *Faculty Resources*). Have groups to choose one right from the Universal Declaration. Ask each group to do the following:

- Prepare a short skit (3–5 minutes) showing either the upholding or violation of their selected right.
- Present their skit to the class without telling which right they have chosen.
    - The audience will guess the right being discussed based of the skit.

This activity can be one of the ongoing/formative assessments. Look at organization, preparation, cohesiveness, participation, helpfulness, and creativity.

Class discussion/reflection (10 minutes)

Start a class discussion on the different aspects of the activity. Analyse the processes and dynamics involved in group work. Ask the following questions and offer feedback:

- Did everyone share their ideas and contribute in the preparation phase?
- What went well?
- What could have been better?

Focus on what went well and what needed improvement. Feedback needs to have a positive tone with suggestions for improvement addressing ideas rather than people.

Comments need to be made as suggestions and not commands.

Option 2

Small-group task (20 minutes)

Arrange the class in a small group setting. Give each small group one of the following topics: safety and security, health, education, play, culture, and shelter.

Groups should imagine themselves as the members of the United Nations.

Have each group to write down at least 10 rights they think should be guaranteed to all human beings. The right should be related to their given topic, and they should indicate why that right is important. For example, clean drinking water is essential to maintain good health.

Bring the class back together and have groups share their lists of rights, the reasons why the rights are important, and why they should be included in that section.

Promotion of human rights survey (15 minutes)

Give everyone a copy of 'Taking the Human Rights Temperature of Your School'

➢ http://www.hrusa.org/hrmaterials/temperature/temperature.shtm

Explain the survey before having class complete it. Then, have Student Teachers complete the form and determine the human rights temperature.

Group share (10 minutes)

Have groups discuss what they have found out about the 'human rights temperature' of their college/university.

Whole-class discussion (15 minutes)

Discuss the following questions:

- In which areas is our institution promoting human rights?
- In your opinion, what are your and/or other members' contributions to the existing human rights climate?
- What problems exist in relation to the promotion of human rights in our institution?
- What needs to be done to improve the situation?
- How can you and other members contribute?

Additional session: Women's rights, children's rights, and interdependence

Option 1

Preparation before class begins

Write four or five questions/statements on paper and put them around the class at four or five stations.

Example questions could include the following:

- It's OK for a husband to beat his wife if he thinks she has misbehaved. If yes, why? If not, why not?
- Children are still growing up so they have fewer rights than adults. Do you agree? If yes, why? If not, why not?
- Children have the right to be protected from harm. How? Give an example for this.
- In countries where human rights are upheld, people have the right not to be subjected to torture. But is it ever acceptable to use torture?

Other questions related to human rights issues may be chosen, depending on the background and level of people in the class.

Introduction to a new strategy (10 minutes)

Explain the strategy/gallery walk procedure and its importance as a strategy enabling people to work in groups and share information in a short amount of time.

Arrange class into teams of three to five people. Provide each group with a different coloured marker, pen, or crayon for the gallery walk.

Explain that a gallery walk requires cooperative learning skills. Assign different roles to the team member such as leader, reporter or presenter, monitor, and recorder. (It is important to make the responsibilities of different group members very clear to them.) Briefly review evaluation criteria.

Gallery walk (20 minutes)

Direct teams/groups to different charts or stations. Upon arriving at the station, each team writes comments for the question posed at the station. To avoid chart clutter and repetitive/long comments, encourage the recorder to write in a brief, to the point, bulleted format at the top of the chart.

When the instructor says 'rotate', the group rotates, clockwise, to the next station and adds their content/comments there.

Groups walk from one station to the other writing their responses to the question(s) posed.

This process is repeated until the groups arrive at their starting station. Three to five minutes could be spent at each station, but the exact time will depend upon the nature of the question.

Facilitate discussion in groups. Invite participation by all group members.

Ask the class to record their response to their original (starting) question and sit with their team before beginning the report out stage.

Report out/class presentations (30 minutes)

Groups synthesize what they wrote about their original discussion question. (10 minutes)

The reporter (chosen earlier) summarizes the group's comments with the help of other group members and makes a five-minute oral presentation to the class using the writing board or on an overhead projector.

Option 2

Assignment prior to class

Collect pictures showing young children working or depicting child labour from newspapers and magazines and bring them to class.

Introduction (5 minutes)

Show a picture of a young girl washing a huge pile of clothes. Ask the class to describe what the girl is doing.

Pair-share (10 minutes)

Pairs share the pictures that Student Teachers have brought. Discuss who the child in the picture is (e.g. a boy or girl) and what that child is doing.

Writing a short story (25 minutes)

Ask a volunteer to read the short story 'Life in the City'.

Life in the City

My name is Sakina. I am 12 years old. I come from a very poor family living in a remote area. My father works on a farm. One day our neighbour who works in the city came. She asked if I wanted to go with her to the city. I accepted the offer thinking that I could earn lots and lots of money for the family. My life in the city is very hard. I hardly have any time to rest because I have to wake up very early to begin my work and do not finish before 8:30 pm in the evening. Sometimes it can even go as late as 10 pm at night. I have to do all the housework for the family. I am all alone and nobody seems to care for me. I also have very little money. Whenever I see children carrying books on the way to school, I envy them. I wish that I were among them. I want to go home.

Have pairs write short stories for one of the pictures they have brought. Student Teachers should address the following questions, which should be posted on the board:

- Who is telling the story (think of a name for the child)?
- Where does the child live and/or come from?
- Where does the child work?
- Why did the child agree to work there? (Give at least one reason.)
- How would you describe the child's life?

Ambassadors (10 minutes)

Have each pair share their story with another pair.

Small groups (15 minutes)

Post the following questions on the board and ask groups to discuss them:

- How did you feel when you heard the story of Sakina?
- Should a 12-year-old child like Sakina be made to work for others instead of going to school? Why? Why not?
- What could be some of the reasons for child labour?
- If you were Sakina, what would you do? How would you feel? Why?

Readers' theatre (5 minutes)

Review Unit 1 Optional Sessions/Activities in *Faculty Resources*.

Set up a readers' theatre using these statements:

- All children have the right to education for the development of their full potential.
- All children have the right to be protected from work that harms their physical, mental, spiritual, moral, or social development.
- Children can work provided that the work does not interfere with their education or is not harmful to their health or physical, mental, spiritual, moral or social development.
- If children do not have access to school because they are forced to work, then theirs rights are violated and their development is harmed.

Summary

Point out the human rights concept of interdependence. Specifically, the right to be protected against child labour and the right to education are interdependent.

Homework

Make a poster to campaign against child labour.

Additional session: Universality and indivisibility: are human rights universal?

Assignment prior to class

Read additional reading for Week 4, Session 3, 'A Brief Introduction to International Human Rights Law Terminology' (excerpt from *Human Rights: A Basic Handbook for UN Staff*, pp. 2–5).

Option 1

Introduction and explanation (10 minutes)

Explain the following:

- The idea of universal human rights has been a contested issue.
- One view is that human rights should apply to everyone, everywhere.
- Another view explores the possibility that some things that are not accepted in some cultures may be accepted in other places in the world, and therefore, anything universal cannot exist.

Ask if there is such a thing as a universal human right, and ask Student Teachers to justify their responses. Do they agree or disagree with the concept of universal human rights?

Role play/simulation (40 minutes)

Have Student Teachers role-play people from various walks of life discussing human rights. Establish several roles:

- a newspaper editor
- a school teacher
- a refugee
- a sweeper
- a victim of a sectarian attack
- a military commander
- a clothing factory worker.

Have each character share their viewpoints about the idea of universal human rights. Encourage Student Teachers to think specifically about the possible viewpoint of their character. Explain that some people hold that some human rights are a luxury and that access to safe water and food are more important than the right to express an opinion, especially for people with low incomes. Others hold that curtailing free speech is important to prevent 'hate speak'. Also encourage teachers to think about the human right that is most likely to be of interest to their character. A teacher, for example, might be most concerned about the right to education.

Discussion/debriefing/reflection (20 minutes)

Focus on how this strategy might be used to teach the concept of universal human rights in an elementary grade classroom. Consider the following questions:

- For what ages would it be most appropriate?
- What strategies might be suitable for younger children?
- How does the strategy help us to understand the concepts?
- Was there a tendency to get involved in the role play and forget the point of the role play?
- How did Student Teachers' own stereotypes of their roles interfere with their perspective as that character?

UNIT 2

HISTORY: PEOPLE, PAST EVENTS, AND SOCIETIES

Unit overview

Through the study of time, continuity, and change, this unit enables Student Teachers to recognize and evaluate different perspectives and biases in historical writing.

Capacities such as critical thinking, issue analysis, and an examination of perspectives are developed in Student Teachers to enable them to improve the teaching and learning of history.

Unit outcomes

By the end of this unit the Student Teachers will be able to:

- develop an understanding of the reasons for teaching and learning history as part of social studies
- develop an awareness of the ways in which we learn about the past, and the methods and tools of the historian
- understand the meaning of time and chronology and the reasons for change and continuity
- analyse complex cause-and-effect relationships, multiple perspectives on ideas and events, and the effects of the 'accidental' and 'irrational' on history
- recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
- discuss how history can be used as a vehicle for processes, knowledge, and understanding of citizenship education.

UNIT 2:	**History: people, past events, and societies**
Week #	Topics/themes
5	Definition, rationale, and methods of history • What is history? • Change and continuity
6	Cause and effect • Multiple causations • Multiple perspectives and the interpretation of history • Reflection and review

Weeks 5 and 6

Below are some resources you may find helpful in planning the unit on history.

'Why Teach History?' and discussion questions (see *Faculty Resources*)

- http://voices.yahoo.com/how-teach-history-children-1751705.html?cat=4

This is a short article on reasons to teach history to children.

- http://en.wikipedia.org/wiki/Historical_method

This website offers details, principles, and procedures of the historical method. This source also discusses criticism into six inquiries: (i) *When* was the source, written or unwritten, produced? (date); (ii) *Where* was it produced? (localization); (iii) *By whom* was it produced? (authorship); (iv) *From what pre-existing material* was it produced? (analysis); (v) *In what original form* was it produced? (integrity); and (vi) *What is the evidential value* of its contents? (credibility).

Creating timelines

Time and chronology can be introduced though the construction of timelines. Student Teachers can draw a timeline showing start of schooling until they joined the ADE/B.Ed. (Hons). While sketching the events, they can mention specific and interesting happenings that took place in the world during a specific year or period.

Cause and effect

In history, cause and effect play a very significant role.
'Causal Explanations in History' (http://www.canadianmysteries.ca/en/4178.php) is a brief 400-word discussion of different types of historical explanations and the difference between direct and underlying causes.

The article provides a starting point for understanding significance and interpretation. The Instructor can either read the passage to the class and prepare activities to show the significance of certain events, or ask Student Teachers to read the passage and come up with their own interpretation.

UNIT 3

GEOGRAPHY: PEOPLE, PLACE, AND ENVIRONMENT

Unit overview

This unit examines the interaction of humans within their environment. The skills required for teaching and learning geography are also included in this unit. The interrelationships between geography, history, culture, political science and the like are explored.

Several of the suggested activities extend beyond a single session and require careful planning and preparation by the Instructor and Student Teachers alike. If you want to conclude these activities in time, you will need to have started them earlier in the course. For example, if you decide to hold the mock environmental summit suggested in week 8, Student Teachers will need a few weeks to study climate change, collect information, and prepare their stance.

Unit outcomes

By the end of this unit the Student Teachers will be able to:

- explain human and environmental interaction
- compare world regions and their historical, cultural, economic, and political characteristics
- evaluate various perspectives on any issue.

UNIT 3:	**Geography: people, places, and environment**
Week #	Topics/themes
7	Definition and rationale for teaching and learning geography • Key concepts/themes of geography: location, place, human–environmental interactions, movement, and regions skills required for teaching and learning geography
8	Global warming: exploring the issue • Global warming – a myth or reality? • Controversy about the theory of, and responses, to global warming • Reflection and review

Week 7

Below is a menu of ideas for planning sessions in week 7.

A reading about the teaching of geography, 'Geography is more than maps and rivers', is included in *Faculty Resources*. You may want to include it as homework or have students write their own rationale for teaching geography.

Exploring themes in geography using the newspaper

Have Student Teachers find articles that discuss issues related to geography. In class, have Student Teachers classify them according to their relationship to geography (e.g. location, resources, migration, etc.). Use this as springboard for a mini-lecture on how geography is interrelated with other social studies subjects.

Exploring location

Every point on Earth has a specific location that is determined by an imaginary grid of lines denoting latitude and longitude. Parallels of latitude measure distances north and south of the line called the equator. Meridians of longitude measure distances east and west of the line called the prime meridian. Geographers use latitude and longitude to pinpoint a place's absolute or exact location. To know the absolute location of a place is only part of the story. It is also important to know how that place is related to other places – in other words, to know that place's relative location.

Relative location deals with the interaction that occurs between and among places. It refers to the many ways – by land, by water, even by technology – that places are connected. The theme of location is the basis of geographic education. It asks the question, 'Where is it?' Every day we are faced with opportunities to answer this question. As we watch or read the news, we organize the information we hear in many ways. One category always exists – location. Everything happens somewhere.

Linking news with latitude and longitude

Review the related article in *Faculty Resources*.

Divide the class into groups of three. Provide each group with the coordinates of several locations around the world. Have each group use the coordinates to find out the name of the place. They should do this as quickly, but as accurately, as possible.

Provide each group with brief information about three or four places and something that happened or happens there – for example, Lagos (a former slave port), Allahabad (one of the locations for the Kumbh Mela), Mohenjo-daro (one of the largest settlements of the ancient Indus Valley Civilization), and the Fukushima Nuclear Power Plant (a nuclear power plant that was seriously damaged by a tsunami in 2011).

Ask each group to use the coordinates to locate the place on a map and to say what knowing the coordinates and the location tells them about the event. They should think about why that event at that place. For example, the nuclear plant was built near the sea so that there would be plenty of water to cool the reactor. However, that coastline of Japan is part of the Pacific Ring of Fire – an area where a large number of earthquakes and volcanic eruptions occur in the basin of the Pacific Ocean.

Design a country

Challenge Student Teachers to dream up their own countries and to create maps of those countries. The maps should show natural features (e.g. rivers, mountains) and man-made features (e.g. highways, major cities). People should name their countries, decide which products will provide the economic basis of their country, and include any significant landmarks or tourist attractions. Be sure they include a key for the map. Use the questions on the 'Design a Country' worksheet (*Faculty Resources*) to guide discussion.

Have Student Teachers think about how they would adapt this activity for children and what children could learn from the activity.

Exploring place

All places have characteristics that give them meaning and character and distinguish them from other places on earth. Geographers describe places by their physical and human characteristics. Physical characteristics include such elements as animal life. Human characteristics of the landscape can be noted in architecture, patterns of livelihood, land use and ownership, town planning, and communication and transportation networks. Languages, as well as religious and political ideologies, help shape the character of a place. Studied together, the physical and human characteristics of places provide clues to help students understand the nature of places on the earth. Place is a theme of geography that summons a mental picture of a place with people going about their everyday lives in the familiar environment. Place is the personality of geography.

Preparing a brief for the new Pakistani ambassador to Country X

This activity encourages Student Teachers to think about geography and populations. It also develops the skill of selecting and prioritizing information and presenting.

Divide the class into groups of three. Assign each group a country that is in the news.

Ask each group to imagine that they are part of a team from the Foreign Office helping the new ambassador from Pakistan understand the country to which she has been posted.

The team has been asked by the ambassador to prepare a five-minute brief for their next meeting. She has asked some very specific questions about what information she wants. The questions are:

- What important information do I need to know about the geography of the country and its population?
- Is the country prone to particular types of natural or man-made disasters?
- How are such disasters influenced by the geography of the country?
- What will be the likely impact of any such disasters?
- What characteristics of the population influence the impact of disasters in this country?
- What assistance may be required in the event of such disasters?

The team should be prepared to present their brief to the ambassador in the next session.

Exploring human–environment interaction

How do people affect the environment? How does the environment affect people? Looking at the effect that each has on the other is another important part of studying geography.

The environment means different things to different people depending on their cultural backgrounds and technological resources. In studying human–environment interaction, geographers look at all the effects – positive and negative – that occur when people interact with their surroundings. Sometimes a human act, such as damming a river to prevent flooding or provide irrigation, requires consideration of the potential consequences. The construction of a dam on the river, for example, changes the natural landscape, but it also creates a reservoir that helps provide water and electric power for arid land. Studying the consequences of human–environment interaction helps people plan and manage the environment responsibly.

People affecting the environment

Have the class list the ways in which people affect their environment every day (e.g. driving cars, using water, disposing of garbage, smoking cigarettes). Make a second list of ways that people affect their environment through seasonal activities (e.g. watering lawns, burning leaves, fishing, and hunting). Look through the newspaper or Internet to find examples of both kinds of activities. Use the 'Thinking about People and the Environment' worksheet (see *Faculty Resources*) to make a comparison chart of the two lists, and have the class discuss which activities are more harmful or more helpful to their environment.

Discuss the findings and have Student Teachers suggest ways that people can change their behaviour and improve their environment. Introduce and generate a discussion on climate change (how the global human population has affected climate) and on the environmental movement (how people are trying to combat and prevent climate change).

Exploring movement (migration)

People interact with other people, places, and things almost every day of their lives. They travel from one place to another, they communicate with each other, and they rely upon products, information, and ideas that come from beyond their immediate environment. When considering the theme of movement as a way to study geography, one should ask these five W questions: who, what, where, when, and why do things, people, and information move? Also, how do they move?

There are patterns of movement that make our lives in Pakistan predictable and orderly. Sometimes these patterns are interrupted and people feel a ripple effect from the system breakdown. Many countries, however, do not have a dependable pattern of movement, and this can worsen events such as famine or wartime relief efforts. Student Teachers should be able to recognize where resources are located, who needs them, and how they are transported over the earth's surface. The theme of movement helps Student Teachers understand how they themselves are connected with, and dependent upon, other regions, cultures, and people in the world. Movement is very important to the study of geography because it can contribute to the development of the human characteristics of a place, such as cultural traits, governmental practices, and tolerance of diversity.

How do ideas travel from place to place?

Discuss different ways that ideas travel from one place to another. Examples might include music, literature, and folk tales. Also, consider the following questions:

- How do people react – personally, professionally, politically, technologically – when they are able to freely communicate with one another?
- How does the newspaper help people to share ideas?
- In what ways are people prevented from experiencing the movement of ideas? (Examples include censorship, geographic barriers, and language barriers.)
- What happens when people are not able to communicate?

Roots

Where do your families come from? Find about your families' roots. Plot the information on a class chart so you can see the roots that you share with others in the class.

Discuss what you know about when and why your ancestors came to Pakistan and how they got here.

Recent migration

Look through the newspaper for stories about recent migrants from or immigrants to Pakistan, and about internal migration. Consider the following question:

- Where are the recent migrants and immigrants coming from/going to?
- Why did they decide to come to (or leave) Pakistan?
- Why did they decide to leave one place in Pakistan to live in another place in Pakistan?
- Did migrants or immigrants have a choice about their move? Why? Why not?

This activity provides an opportunity to discuss the impact of war, natural disasters and economics on the population of Pakistan.

Exploring regions

A basic unit of geographic study is the region, an area on the Earth's surface that is defined by certain unifying characteristics. The unifying characteristics may be physical, human, or cultural. In addition to studying the unifying characteristics of a region, geographers study how a region changes over time. Using the theme of regions, geographers divide the world into manageable units for study. Regions can change over time due to changes in climate, economic conditions, accessibility of trade routes, and many other factors. Geographers study how regions change to predict the needs of the people and the effects on the environment. The theme of regions is important in terms of our learning to manage the differences and similarities that allow our world to function as a unit.

A regional dilemma

Many places in Pakistan are dealing with challenges such as the degradation of the environment, internal displacement (people forcibly moved from where they live), ethnic conflict, economic migration, or the effect of natural disasters.

Select a region of Pakistan and use a variety of information sources to accurately identify the challenges that region is facing problems. Determine the major problem in the region.

Using the 'Exploring a Regional Dilemma' worksheet (see *Faculty Resources*), describe the challenge.

Week 8

Below is a menu of ideas for activities in week 8.

➢ http://hdgc.epp.cmu.edu/teachersguide/teachersguide.htm#topten
This is a website for teachers. It has an article on global warming and teaching ideas you may want to use in preparation for sessions on this topic.

A mock environmental summit

At the end of a unit on global warming, Student Teachers role-play representatives from various countries and organizations at an imaginary international summit on the Santa Barbara Protocol, dealing with global warming. Student Teachers prepare by studying the global climate change, the Kyoto Protocol, and other information on human impacts on the environment. For more information, visit:
➢ http://www.ipcc.ch/

Groundwater depletion

Following a general lecture on groundwater depletion and recharge, have Student Teachers complete the following activities:

- Have Student Teachers select a role and write a short newspaper editorial about groundwater and problems associated with it from the perspective of a farmer, an environmental activist, a politician from a farming district, or a family in a city with an acute water shortage.
- Create a poster identifying the challenges and issues of groundwater depletion and recharge; it should be suitable for an advertisement campaign.

UNIT 4

CULTURE AND DIVERSITY

Unit overview

This unit gives the teachers an understanding of culture, diversity, and world view – the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. It also includes an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future. Peace concepts, the skills and dispositions for prevention, management, and resolution of conflict to build more peaceful societies, are also included in this unit.

Unit outcomes

By the end of this unit the Student Teachers will be able to do the following:

- understand the concept of culture and how it is transmitted
- develop an appreciation for the rich complexity of a society's culture and an understanding of how the parts of a culture interrelate
- recognize the special strategies required to allow the different elements within a pluralistic society to live together amicably
- recognize and appreciate the multicultural and multi-ethnic dimensions of a society and the contributions made by various groups
- appreciate the similarities and differences that exist among societies of different times and places
- develop an understanding and appreciation for the rational and peaceful resolution of conflicts and settlement of disputes.

UNIT 4:	Culture and diversity
Week #	Topics/themes
9	Rationale for the study of culture • The dynamic nature of culture • Groups and institutions
10	Society and socialization • Civilization • Cultural adaptation
11	Assimilation and acculturation • Diffusion and dissonance • Multiculturalism and its implications • Reflection and review
12	Interdependence • Peace and sustainability • Understanding peace and conflict
13	Why peace education?: teaching children the skills to resolve conflicts • Positive attitudes and skills – empathy, cooperation, anger management, and problem solving • Communication and negotiation • Reflection and review

Go to http://www.peaceeducation.org/ for ideas about teaching about peace and conflict and peace education.

UNIT 5

POWER, AUTHORITY, AND GOVERNANCE

Unit overview

This unit gives teachers an understanding of the various ideologies and forms of power. It also discusses the origins, functions, and sources of government power and the roles played by individuals and groups.

Unit outcomes

By the end of this unit the Student Teachers will be able to develop an understanding of power and its forms and an appreciation for the balance of power established by the constitution between the majority and minority, the individual and the state, and government 'by' and 'for' the people.

UNIT 5:	**Power, authority, and governance**
Week #	Topics/themes
14	Power and Government Systems and Regimes • Institutions of government, political processes, and participation • Civil society: individuals, groups, and institutions • Reflection and review

The resource listed below can be used to help students develop their understanding of government and civil society and prepare them for an active role in their community and society.

B. L. Dean, *The State of Civic Education in Pakistan* (Aga Khan University. Institute for Educational Development, 2007). Available at:

➢ http://www.akdn.org/publications/civil_society_pakistan_edu_civic.pdf

UNIT 6

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Unit overview

The study of economic concepts, principles, and systems in this unit enables Student Teachers to understand how economic decisions affect their lives as individuals and as members of society.

Unit outcomes

By the end of this unit the Student Teachers will be able to:

- recognize and analyse the economic systems of various societies and their responses to the three basic economic questions: what to produce (value), how and how much to produce (allocation), and how to distribute (distribution)
- recognize and discuss the economic global interdependence of societies.

UNIT 6:	**Production, distribution, and consumption**
Week #	Topics/themes
15	Definition of economics and the rationale for teaching and learning it • Conflict between wants and resources, choice, and scarcity • Opportunity cost
16	Economic Systems • Production and distribution of wealth • Supply and demand • Reflection and review

Professional Standards

PROFESSIONAL STANDARDS FOR TEACHING SOCIAL STUDIES

Professional standards for Teaching Social Studies

In 2009, the Ministry of Education passed into policy a set of National Professional Standards for Teachers in Pakistan (NPSTP). These 10 standards describe what a teacher should know and be able to do.

The following is a list of standards specific to the teaching of social studies. They were developed to be used in conjunction with the two social studies courses in the B.Ed. (Hons) Elementary/ADE programme. These standards provide a description of the knowledge, skills, and dispositions a teacher requires to teach social studies.

This set of standards for teaching social studies is linked to the NPSTP. The first standard in the NPSTP concerns Subject Matter Knowledge – the specific knowledge, skills, and dispositions a teacher requires to teach the National Curriculum. In the NPSTP, knowledge, skills, and dispositions are described in general terms for all subjects. Here, they are described specifically for the teaching of social studies.

The standards for teaching social studies may be used by Instructors and Student Teachers in a variety of ways, such as for assessment (including self-assessment) and planning instruction. The standards could also be used as part of instruction. Helping Student Teachers deconstruct and understand the standards (and how they apply in the classroom) will help them learn about teaching social studies.

Subject Matter Knowledge (Teaching Social Studies)

Knowledge and understanding

Teachers should know and understand the following:

- the standards, benchmarks, and student learning outcomes in the National Curriculum for social studies (classes 4–5), and history and geography (classes 6–8)
- the philosophical underpinnings of teaching social studies (transmission, transcendence, and transformation)
- that the content of social studies is drawn from anthropology, economics, and sociology – subjects that are linked to each other
- the tentative nature of knowledge
- that events and situations are connected and happen for a reason(s) (i.e. causality)
- that there may be a variety of explanations for an event or situation and that some explanations are more valid than others
- that teaching social studies requires teachers and students to create new explanations and models for grappling with persistent and/or recurring issues across time, space, and cultures
- the centrality of human activity in the study of social studies
- the importance of social studies in helping to develop local and global perspectives in a world with limited resources and characterized by diverse communities and world views.

Dispositions

- Teachers value and are committed to doing the following:
- exhibiting curiosity about issues and ideas
- asking questions about controversial issues
- looking at controversial issues from a range of perspectives
- exhibiting open-mindedness and respect for alternate perspectives
- showing empathy for others
- collaborating and cooperating to work through issues and questions
- participating in a range of citizenship activities at school and in the local community, including those with a national or global perspective
- being collegial and reflective, and engaging in critical reflection in their teaching
- finding just and peaceful solutions to global problems.

Performance and skills

Teachers demonstrate their knowledge and understanding by doing the following:

- planning teaching and learning based on content that challenges and extends student knowledge and understanding about important social, local, national, and global issues
- using methods of teaching and learning appropriate to the content being taught
- using innovative teaching-learning pedagogies to promote high order and critical thinking, social inquiry, and cooperative learning
- helping students develop plans to study topics and issues of interest
- connecting teaching and learning social studies with other subjects taught in primary grades
- selecting a variety of appropriate resources, including ICTs, for teaching and learning social studies
- participating actively in professional forums and, wherever possible, conducting systematic study on the teaching and learning of social studies as a social inquiry or as an action research study.

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➢ http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf

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Policy and Planning Wing, Ministry of Education, Government of Pakistan (2009). National Professional Standards for Teachers in Pakistan. Available from

➢ http://unesco.org.pk/education/teachereducation/files/National%20Professional%20Standards%20for%20Teachers.pdf

Syllabi and Course Guides for the HEC approved Teaching Social Studies I and II in the ADE/B.Ed. (Hons) Elementary programme

Sample Assignments

Situational analysis of teaching and learning of social studies in a school

Individually you are expected to write a 1500-word paper on the current status of teaching and learning social studies in schools. For this, you are required to perform an exploratory study on this topic. You are expected to develop various tools to collect data.

Criteria

Design and use of data collection tools

- Presentation of findings
- Discussion on findings with related literature
- Organization of the paper

Grade	Criteria
Grade A	The tools for data collection are creatively designed and their limitations are recognized. The findings are presented with strong supporting evidence drawn from a variety of data sources. Critical analysis of findings and contextually related literature are embedded in the discussion. Excellent organization demonstrating superior logic, coherence, and consistency of ideas are present in the paper.
Grade B	The tools for data collection are creatively adapted. The findings are presented with evidence drawn from various data sources. Critical analysis of findings and related literature is evident in the discussion. Good organization demonstrating high quality logic, coherence, and consistency in ideas are present in the paper.
Grade C	Data collection tools are adapted. The findings are presented drawn from adequate data sources. Findings are presented with some evidence of critical analysis, and there is evidence of some related literature used in the discussion. Acceptable organization, demonstrating satisfactory logic, coherence, and consistency of ideas are present in the paper.
Grade D	Data collection tools are not adequately designed or adapted. The findings are presented from limited data sources, and there is lack of evidence of critical analysis. The literature used in the discussion of findings is not relevant. Inadequate organization with less than satisfactory logic, coherence, and consistency of ideas.
Fail	Data collection tools are inadequate to collect required data. Claims are made but not supported with the evidence from the data. The literature is mismatched with the findings. Haphazard organization with no evidence of logic, coherence, and consistency of ideas are present in the paper.

Conduct action research on teaching social studies

You are expected to develop two or three lessons on a social studies topic for children in a lower primary grade (choose class 1–3). You should teach the lessons. After each lesson, you should reflect on what happened, what went well, and how you would change the lesson if you did it again. Write a 1200-word report on the process.

Criteria

- Conceptual understanding of the concern/issue
- Critical reflection
- Organization of the paper

Grade	Criteria
Grade A	Paper demonstrates insight into the practice of teaching and learning social studies. Paper is critically reflective, not descriptive. The critical reflection is based on data feedback. Excellent organization demonstrating superior quality logic, coherence, and consistency in ideas are present in the paper.
Grade B	Paper demonstrates a good understanding of the practice of teaching and learning social studies. Paper is reflective, not descriptive and supported by data and literature. Good organization demonstrating superior quality logic, coherence, and consistency in ideas are present in the paper.
Grade C	Paper demonstrates an adequate understanding of the practice of teaching and learning social studies. Paper is less reflective and more descriptive. Process is not clearly evident. Data and literature support is limited. Acceptable organization demonstrating satisfactory logic, coherence, and consistency in ideas are present in the paper.
Grade D	Paper demonstrates inadequate understanding of the practice of teaching and learning social studies. Paper is descriptive with some process of reflection. Data gathered and literature used have little relevance. Inadequate organization with less than satisfactory logic, coherence, and consistency are present in the paper.
Fail	Paper does not demonstrate appropriateness and relevance to the practice of teaching and learning social studies. Paper is purely descriptive, with almost no process of reflection and analysis. There is no relevant data, and the literature used shows evidence of misunderstanding arguments. Haphazard organization with no evidence of logic, coherence, and consistency are present in the paper.

Designing a social studies unit

Student Teachers will all work with a team of three or four peers to develop a unit of study that is two or three weeks in length, with activities and outcomes that would be suitable for younger children. Suggested components of the unit are listed below.

Rationale. This component serves as an introduction to the unit. It should tell why the unit is important for children. Make explicit how the curriculum defines the role of the student and the teacher, as well as the socially relevant nature of the curriculum. In short, this section should contain essential information that a teacher would need to know in order to make a decision whether this unit would be suitable for a social studies class.

Organization. Consider what holds a unit together and how content is organized. For example, is it topical, thematic, chronological, sequential, or emerging? Think about the context in which it will be taught. Will it be taught daily for an hour or weekly for a block of time? Plan a schedule and ensure that it is appropriate for the audience. Ensure that the curriculum addresses the expanding developmental needs of children as they progress through school. Address how time should be used in the curriculum.

Inform teachers how to create an environment, build on student interests, and develop continuity of experience for students. Explain how it can be adapted for more than one class level.

Major learning goals. Write the overarching curriculum goals on the board. List two or three specific goals for younger children as well as two or three specific goals for older children. In what way do the goals support and reflect the rationale? Do they address the whole child?

Subject matter overview. Outline subject matter knowledge and/or skills for the unit.

Learning experiences bank. Give examples of the kinds of learning experiences that can be used to teach the unit. Think in terms of two categories of learning experiences. First, discuss those that are specific to the class level or goal. Explain briefly how they are developmentally appropriate and support the needs of children at those particular levels. Second, discuss those that can be repeated from class level to class level. Explain how these kinds of experiences can be deepened and extended over time to accommodate the needs of students in different years.

Assessment. This component articulates the ways in which the curriculum conceptualizes assessment. Your discussion of assessment should be consistent with the philosophy of the curriculum. How will children have opportunities to demonstrate learning in a variety of ways that are consistent with the philosophy and goals of the curriculum? Describe the strategies, tools, and criteria you suggest to use to gather meaningful information about children's learning prior to, during, and at the conclusion of the curriculum. Be explicit. For example, if you suggest observation, what should teachers observe for?

Annotated resources and materials. This section should contain resources and materials to be used with the class (e.g. literature, experiential materials, descriptions of field trip sites, audio-visual resources, computer software, etc.). Where possible, indicate how to access the resources and materials.

References. Include a list of references cited.

More options for assignments

Listed below are more options for assignments. Bear in mind that regardless of the option selected, relevance to the social studies and appropriateness for the class level you select are essential. Also consider options suggested by Student Teachers.

a. Prepare an annotated bibliography of at least 20 resources for teaching social studies in primary school.

b. Write a review of a social studies curriculum textbook written for primary school students in the last five years. (Texts can be selected from the optional readings list provided). The review should be five to seven pages long.

c. Write a review of websites or Internet resources relevant to social studies teaching in primary school grades. Review at least five Internet resources, identify their strengths and weaknesses, and discuss ways in which they might be used with children in different classes.

d. Design two virtual field trips or two face-to-face field trips that use your curriculum framework as the context. Choosing this option requires that you have experienced the field trips yourself.

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Faculty Resources

Table of Contents

Introduction

Faculty Resources is a collection of readings and materials to supplement the course, Teaching Social Studies. It includes readings for students in the course as well as faculty resources. Faculty resources include notes, readings, classroom activities, and additional materials such as handouts. The student readings are drawn from diverse sources and include articles from both academic and popular media, worksheets, and other materials. The Resource Guide is organized by unit so that the readings and materials parallel the structure of the course. In some cases, reflection questions are included at the conclusion of readings to help guide student in thinking about content.

Most resources and readings are matched to a particular session. Faculty will find them listed under the lesson options in the faulty planning guide. Not all readings and resources have been assigned to specific course sessions, however. Many are included to provide choices and extra information. In some cases, a reading or resource will be used in multiple sessions. Where this is the case, it is included in the resource collection where it is first used.

Unit 1 is developed in its entirety. A complete list of readings and helpful websites is to be found at the beginning of Unit 1. Units 2–6 include teaching ideas for faculty to use in designing sessions. Websites and readings are also suggested.

A description of methods and teaching strategies may be found at the end of the units.

All materials have been written to support this course – Teaching Social Studies. They are for educational purposes only and may not be included in other works offered for sale. Faculty are free, however, to duplicate and distribute them to students as needed.

F

Social Studies (note)

From the Association for Social Studies Educators and Teachers (Pakistan):
The definition of social studies takes many forms and is often compromised to suit the teaching needs determined by the educational system within a country. This is especially true in our case where the definition of this most vital subject has been reduced, at best, to comprise of geography, history and civics. Compounding the problem of limited scope is the fact that the last decade has seen a marked decline in the level of importance accorded to this subject by our educational system and in particular by the parents and (thus) students.

For more information, visit:

- http://ptan.org/association%5Casset.htm.

Definitions of Social Studies

According to Merriam-Webster (www.merriam-webster.com), social studies is 'a part of a school or college curriculum concerned with the study of social relationships and the functioning of society and usually made up of courses in history, government, economics, civics, sociology, geography, and anthropology'.

The National Council for the Social Studies (NCSS) defines social studies as follows:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (NCSS Task Force on Standards for Teaching and Learning in the Social Studies, 1993, p. 213).

Linking Social Studies and Teaching for Citizenship

Rights of the citizen	Responsibilities of the citizen

Questions for discussion

1) How might each of the disciplines that make up the social studies contribute to teaching of the rights you have listed?
2) How might each of the disciplines that make up the social studies contribute to teaching each of the responsibilities you have listed?

Be prepared to share with the whole class.

The Goals of Civic Education

Educators around the world are unanimous that the goals of civic education be preparation for participation in a democratic society. In Pakistan there is no such unanimity. There are many civic educators who like their counterparts in the rest of the world believe that the goal of civic education in Pakistan should be preparation for democratic life. There is another group who believes that the goal of education in general and civic education is not to foster democracy but to produce good, practicing Muslims. At present there is a struggle between these two forces which is reflected in the heated debates about the goals of education in general and civic education in particular. Civic education experts accepted the fact that in such a diverse society like Pakistan, different groups have different visions of and goals for civic education. They wondered as to how the space could be created for discussion on issues and negotiation for coming to a consensus on the vision, goals and strategies for civic education.

The national civic education experts found the existing vision and goals of education in general and civic education in particular to be very narrow, limited to facilitating young people to obtain gainful employment and become good, practicing Muslims. They proposed a vision based on a philosophy of humanism and underpinned by a human rights framework. They suggested that the goals of civic education be the promotion of a democratic and pluralistic society and preparation of young people as informed, responsible and participatory citizens.

Civic education experts were unanimous in their belief that civic education is vitally important to the development of Pakistan as a democratic society. They suggested that civic education be a separate subject in the school curriculum. Less idealistic participants pointed to the difficulty of obtaining this curricula change and suggested civic education be designed as a co-curricular activity. They felt we had to find innovative ways to educate adults and out-of-school young people for citizenship. University professors suggested the setting up of departments of civic education in universities to develop the knowledge base and provide the expertise required in both the formal and informal education sectors.

Excerpt from: B. L. Dean (2007). *Research Report: The State of Civic Education in Pakistan*. (Islamabad: The Aga Khan Foundation, 2007). (The excerpt referenced is taken from p. 10 of a literature review on civic education in Pakistan.)

Questions for discussion

1) What experience did you have in civic education as a primary school student?
2) How can social studies help children become good citizens?
3) What can teachers do when children come from homes where extremely different views are held about the purpose of civic education?

Thinking about Conceptions of Citizenship

Read each of the quotations below from *The Social Studies Wars* (2006) by Ronald W. Evans. Then answer the questions below, which ask for your opinion.

Remember that people may have very different ideas about each quotation.

Quotation 1

'Pendulum swings are a regular feature of the [social studies] curriculum landscape, and the primary pattern has been this: toward traditional and discipline-based curricula during conservative times; toward experimentation, child-centered and inquiry or issues-oriented curricula during liberal times.'

Questions for discussion

1) Can you classify Pakistan's history into 'conservative' and 'liberal' times?
2) How might the persona of the 'ideal citizen' have changed during these times?
3) Could these changes have sparked controversy? Explain.

Quotation 2 (regarding the United States)

'The social studies wars reflect the nation's cultural divide, manifest in the 2004 presidential election: red states versus blue states; democrats versus republicans; conservatives and cultural fundamentalists versus liberals and moderates.'

Questions for discussion

1) In your opinion, what impact might this 'divide' have on the concept of an 'ideal citizen'?
2) What challenges might this pose for a social studies curriculum writer for Pakistani schools? Might controversies arise? Explain.
3) Could different geographical regions of Pakistan represent a similar cultural divide?

Citizenship Education (lecture notes)

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The article below may be used to prepare lecture notes or as a student reading.

Citizenship education seeks to accomplish a number of general goals, such as imparting knowledge about democratic practices and institutions, instilling core democratic beliefs and values, and encouraging more active and informed political participation.

The central purpose is, by and large, to lay the groundwork for responsible democratic citizenship by educating children and young adults about the types of behaviours and attitudes they will need to function effectively in a democratic society. Programmes that are aimed at achieving this goal can include fairly discrete and measurable activities (e.g. imparting specific information about democratic procedures and institutions in formal civics courses). Programmes can also be geared towards much deeper and less immediately observable results, such as fostering a spirit of critical inquiry, encouraging students to accept beliefs about the importance of citizen participation, building a sense of shared responsibility and teamwork, and encouraging initiative.

Research has shown that breakout groups, dramatizations, role-playing, problem-solving activities, simulations, and mock political or judicial activities lead to far greater levels of positive change than more passive teaching methods such as lectures or the distribution of materials.

What is citizenship?

Citizenship is about taking an active part in society.

It is about how we live together in our communities and about how we 'get on' locally, nationally and globally. It is about ensuring that everyone has the knowledge and skills to understand, engage with, and challenge the main pillars of our democratic society – politics, the economy, and the law.

Why is citizenship important?

The values of democracy, justice, equality, and inclusion have been long fought for but are easily neglected and abused. This is especially true when faith in politics is low and economic times are tough. The best way to guard these values is to develop well-informed, educated citizens with the confidence and appetite to take part in society, question injustice, and drive change. The best way to guarantee a brighter future for all is to create a society in which we all understand our rights and responsibilities and in which everyone is equipped and ready to play an active part.

What is citizenship education?

We want young people to leave school or university with an understanding of the political, legal, and economic functions of adult society and with the social and moral awareness to thrive in it.

Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and their communities.

It is not about trying to fit everyone into the same mould or about creating 'model' or 'good' citizens.

We want our schools and universities not simply to teach citizenship but to demonstrate it through the way they operate.

Why teach citizenship?

Democracies need active, informed and responsible citizens – citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens
- informed about the social and political world
- concerned about the welfare of others
- articulate in their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens

These capacities do not develop unaided. They have to be learnt. While a certain amount of citizenship may be picked up through ordinary experiences in the home or at work, it can never in itself be sufficient to equip citizens for the sort of active role required of them in today's complex and diverse society.

If citizens are to become genuinely involved in public life and affairs, a more explicit approach to citizenship education is required. This approach should be:

- inclusive, an entitlement for all young people regardless of their ability or background
- pervasive, not limited to schools but an integral part of all education for young people
- lifelong, continuing throughout life

This is only possible through a curriculum that teaches about the way democracy, politics, the economy, and the law work.

Citizenship issues are:

- real, actually affect people's lives
- topical, current today
- sometimes sensitive, can affect people at a personal level, especially when family or friends are involved
- often controversial, people disagree and hold strong opinions about them
- ultimately moral, relate to what people think is right or wrong, good or bad, and important or unimportant in society

How does citizenship education benefit young people?

- It helps them to develop self-confidence and successfully deal with significant life changes and challenges such as bullying and discrimination.
- It gives them a voice in their schools, in their communities, and in society at large.
- It enables them to make a positive contribution by developing the expertise and experience needed to claim their rights and understand their responsibilities and by preparing them for the challenges and opportunities of adult and working life.

What are the essential elements of citizenship education?

Citizenship education involves a wide range of different elements of learning, including:

- knowledge and understanding about topics such as laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development, and the world as a global community and about concepts such as democracy, justice, equality, freedom, authority, and the rule of law
- skills and aptitudes such as critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, engaging in conflict resolution, and participating in community action
- values and dispositions that engender respect for justice, democracy, and the rule of law; openness; tolerance; courage to defend a point of view; and a willingness to listen to, work with, and stand up for others

The most effective form of learning in citizenship education is:

- active, emphasising learning by doing
- interactive, using discussion and debate
- relevant, focusing on real-life issues facing young people and society
- critical, encouraging young people to think for themselves
- collaborative, employing group work and co-operative learning
- participative, giving young people a say in their own learning

Adapted from a document titled 'What is Citizenship?' in the Human Rights Education (HRE) Library at:

➢ http://www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww.citizenshipfoundation.org.uk%2Flib_res_pdf%2F0193.pdf&external=N

Textbook Analysis

Review a primary school social studies textbook. See if you can find ways in which the textbook authors try to incorporate the suggestions.

Remember that the most effective form of learning in citizenship education is:

- active, emphasising learning by doing
- interactive, using discussion and debate
- relevant, focusing on real-life issues facing young people and society
- critical, encouraging young people to think for themselves
- collaborative, employing group work and co-operative learning
- participative, giving young people a say in their own learning

Grade level of the textbook analysed:

Notes:

Teaching Children to Become Good Citizens

S

Early years (katchi–class 2)	Middle years (classes 3–5)	Secondary school (classes 6–8)

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Notes on Teaching Controversial Issues

The following may be used as notes in preparing an active lecture or adapted as a student reading.

This article offers some suggestions and recommendations for teaching controversial issues in the classroom.

Controversial issues can arise in the teaching of virtually every subject. For example, history deals with the causes of events such as wars, industrial disputes, revolutions, and coups, implicitly attributing blame or credit. Geography involves a concern with the use of the natural and built environments and consequently with issues such as pollution and the siting of roads, airports, and power stations. English literature is replete with all the drama of human life: divided loyalties, patriotism, the worth of human life, political and secular betrayals, crises of faith, and issues of ends and means and their relationship and justification. Religious education probably embraces the very essence of controversy, dealing as it does with the foundations of moral behaviour and the purpose and meaning of life. And the sciences, technical subjects and the arts are not exempt from controversy, both about their theories and their applications in society.

The anxiety that the handling of controversial issues causes many people, especially parents, teachers, head teachers, and school committees, is understandable. While it is important not to underestimate the difficulties of teaching controversial issues, it is strongly believed that offering pupils the experience to freely discuss difficult issues is a vital and worthwhile part of citizenship education. Pupils themselves should always be given some choice as to the issues to be considered. This may help in two ways. First, it is likely to lead to a considerable increase in their enthusiasm for, and interest in, the subject matter. Second, it guards against attempts to impose upon them any particular sectional interest or viewpoint in the classroom.

People who care about the future are integral to a healthy society. Such people willingly contribute to the society's development for the common good. They reject the 'don't care' culture and are not always asking 'What's in it for me?' These are people who want to be practising citizens. Before this can happen, they need to have a sense of belonging – of identity – with the community around them. Our goal as educators is to create a nation of able, informed, and empowered citizens who know, understand, and can enforce their rights. However, we should also recognize that their path to personal fulfilment lies through active involvement in strengthening their society.

Citizenship education must give people confidence to claim their rights and challenge the status quo. At the same time, it must make it clear that with rights come obligations and responsibilities. It should foster respect for law, justice, and democracy. It should nurture concern for the common good while encouraging independence of

thought. It should provide people with an armoury of essential skills: listening, arguing, making a case, and accepting the greater wisdom or force of an alternative view. However, because we learn by doing, the practical experience of citizenship is at least as important as formal education in its principles. One of the best ways of putting the theories of citizenship into practice is through voluntary work in the community. Young people often display a spiritual and material generosity towards others that can disappear by the time adulthood is reached. One of the challenges facing us is how to encourage children to retain that giving instinct and how to help them put it to best use.

References

D. Bridges, 'Dealing with Controversy in the Curriculum: A Philosophical Perspective', in J. Wellington (ed.), *Controversial Issues in the Curriculum*. (Oxford: Basil Blackwell, 1986).

C. Oulton et al., 'Controversial Issues – Teachers' Attitudes and Practices in the Context of Citizenship Education' *Oxford Review of Education*, 30 (2004), 489–507.

The How and Why of Teaching Controversial Issues

Why teach controversial issues?

- Because they exist! These issues comprise the real world that children see and feel around them. Without addressing real-world situations, a citizenship curriculum cannot expect to prepare children to tackle the complexities of the modern world.
- 'Responsible citizenship' requires preparation. When controversial issues are tackled sensitively in the classroom and children are taught to listen respectfully to multiple sides of an argument, they are likely to grow up into tolerant citizens.
- Controversial issues inspire critical thinking. By their very definition, they are complex and multifaceted, and have no clear and easy solution. They inspire questions and analysis, force children to consider multiple perspectives, and foster critical thinking skills.
- Being able to confront controversial issues increases emotional intelligence and the ability to tackle and resolve conflict.
- Dealing with controversial issues is important for proactive social reconstruction. Responsible citizenship requires working for a better tomorrow. Issues of social justice – often controversial – need to be addressed in classrooms if we hope to create citizens capable of bringing about positive social change in their communities.

How might controversial issues be taught?

- Choose issues that match the maturity level of the children.
- The teacher's role has to be balanced/neutral. The teacher must not reinforce stereotypes.
- The teacher should not tell children what to think or 'preach' a point. Controversial issues often touch on views or beliefs that are deeply embedded. Telling young people what to think or believe is likely at best to have no effect and, at worst, to close their minds to considering alternative views.
- Teachers often need to position themselves to be the devil's advocate. This means that regardless of their own stance on a topic, teachers adopt an oppositional or provocative stance to force children to consider or support opinions that are unfamiliar or unpopular.
- Children have to be taught to listen to others' opinions respectfully, without interruption, to consider multiple sides of an issue and to use language that is appropriate (i.e. not discriminatory).
- Controversial issues may be taught through debate, discussions, or writing. Using materials such as local newspapers, photographs, quotations, and political cartoons, and analysing popular culture (e.g. advertisements, TV shows) and trending aspects of local culture, can also be instructive.

For more details on the why and how of controversial issues, you might consult these webpages:

- http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/files/teaching_controversial_issues.pdf

This site suggests strategies to help teachers introduce and manage controversial issues in their teaching.

- http://bctf.ca/globaled/teachingresources/clarkepat/teachingcontroversialissues.html

This site provides guidance on a four-step classroom strategy for clear thinking on controversial issues.

Challenges in Teaching Controversial Issues

If knowledge is not seen as morally and politically neutral then, argues Geddis (1991), students need to learn skills which allow them to 'uncover how particular knowledge claims may serve the interests of different claimants. If they are to be able to take other points of view into account in developing their own positions on issues, they need to attempt to unravel the interplay of interests that underlie these other points of view' (p. 171). The challenge therefore when teaching about controversial issues is to recognise that they are controversial because the protagonists from their own worldview are applying reason and thereby arriving at their different perspectives. Students need to explore how it is that individuals can apparently arrive at different perspectives on an issue. Introducing them to multiple perspectives is therefore an essential part of the methods of teaching about controversial issues.

Excerpted from: C. Oulton *et al.*, 'Controversial Issues – Teachers' Attitudes and Practices in the Context of Citizenship Education' *Oxford Review of Education*, 30 (2004), 489–507.

Questions for discussion

1) Give an example of how particular knowledge claims may serve the interests of some people and not others.
2) Give an example of how people can arrive at different perspectives after careful reasoning based on the same evidence.

Teaching Citizenship Through Established School Subjects

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Slide 1

Teaching Citizenship Through Established School Subjects

Slide 2

Recent history of citizenship education

- Pre-1970s: constitutional information to high-status students; civics for students viewed as having a low social status
- 1970s: political literacy (issues, procedural values, skills, encouraging a proclivity to action)
- 1980s: 'new' types of education (global, peace, development, etc. – affective, holistic, and 'political')
- Late 1980s–1997: citizenship education ('voluntary' activity by young people in a context shaped by a declining welfare state)
- 1997–Present: citizenship education

Slide 3

Observations from The Crick Report (1998)

- Children learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom; both towards those in authority and each other
- Children learning about and becoming helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community
- Pupils learning about and how to make themselves effective in public life through knowledge, skills, and values

Slide 4

Curriculum for citizenship

- Knowledge and understanding about becoming informed citizens (e.g. legal human rights and responsibilities underpinning society; basic aspects of the criminal justice system and how they relate to young people; diversity of national, religious, and ethnic identities; and the need for mutual respect and understanding)
- Developing inquiry and communication skills (e.g. justifying a personal opinion about topical issues, problems, or events verbally and in writing)
- Developing participatory and responsible action skills (e.g. negotiating, deciding, and taking part responsibly in both school and community-based activities)

Slide 5

Potential of teaching citizenship through history

- Broaden students' experience of different peoples and cultures and appreciate the pluralist nature of society.
- Understand how values and human rights emerge within a society.
- Analyse a variety of societal perspectives at both national and international levels.
- Discuss the validity of evidence, motivations, and opinion of people in different social, economic, and political contexts.
- Develop the ability to make value judgements.
- Trace the development of citizens' rights.
- Address controversial issues.

Slide 6

Potential for teaching citizenship through English

- Understand the views, beliefs, opinions, and feelings of others through characters in stories.
- Be able to express views, beliefs, and opinions in an appropriate style.
- Understand how people interrelate.
- Develop a sense of right and wrong by exploring the experiences of others.
- Understand and take account of audience and context.
- Read how literature treats moral and political themes.
- Understand how literature contributes to the creation of cultural identity.

Slide 7

Potential for teaching citizenship through ethics/religious education

- Experience a range of different value perspectives on society and ethical/moral issues.
- Develop strategies for community involvement and service learning.
- Enhance personal dispositions and positive attitudes.
- Understand the importance of toleration and respect for others in a pluralist society.

Slide 8

Procedural concepts: making a real connection to citizenship

- Invite students not just to think about citizenship but to think as citizens.
- Move away from simply teaching content.
- Identify what students need to do and how they should think in order to demonstrate effective learning.

Slide 9

Students should be able to:

- Explain their views, understanding, and arguments – and not just learn and reproduce the facts, figures, and events
- Accommodate and reflect upon opinions and views that may be different from their own; embrace diversity within the context of a pluralistic democracy
- Participate in the consideration and debate of these ideas in the classroom and (ideally) use this experience and understanding in their life outside school

Slide 10

It is important to:

- Consider the three learning outcomes in an integrated way. (Incidentally, this will lead to an easier approach to teaching and assessing/evaluating.)
- Teach by exploring relevant contemporary content from different subject areas

Slide 11

Understanding student responses about diversity

- Students explore a variety of standpoints. They are interested to know who has said what, where they have come from, what is in their interest, and what will act against things that seem to be in their favour.
- Students consider a variety of perspectives in the context of what might be described as the limits to acceptable thinking and action.

Key Elements for Responsible Citizenship

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This assignment could be used as homework. There is a version on the following page with empty boxes.

Invite students to add information to the boxes to create their own diagram about the key elements for responsible citizenship. They can then compare it with the version below.

KEY ELEMENTS FOR RESPONSIBLE CITIZENSHIP

Knowledge

- Social justice and equity
- Diversity
- Globalization and interdependence
- Sustainable development
- Peace and conflict

Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict
- Resolution

Values, attitudes, and dispositions

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

Key Elements for Responsible Citizenship

What do you think are the key elements for responsible citizenship?

Based on your personal opinions, compile a list in each box. You may want to consult with classmates.

KEY ELEMENTS FOR RESPONSIBLE CITIZENSHIP

Knowledge

Skills

Values, attitudes, and dispositions

Fundamental Rights and Principles of Policy (from the Constitution of Pakistan)

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This document is referred to in several sessions. You may want to prepare a handout that lists the articles separately and have several copies of the whole document to share. It is available from:

- http://www.pakistani.org/pakistan/constitution/part2.ch1.html.

Part II: Fundamental Rights and Principles of Policy

7. Definition of the State

In this Part, unless the context otherwise requires, 'the State' means the Federal Government, [Majlis-e-Shoora (Parliament)], a Provincial Government, a Provincial Assembly, and such local or other authorities in Pakistan as are by law empowered to impose any tax or cess.

Chapter 1. Fundamental Rights

8. Laws inconsistent with or in derogation of fundamental rights to be void.

(1) Any law, or any custom or usage having the force of law, in so far as it is inconsistent with the rights conferred by this Chapter, shall, to the extent of such inconsistency, be void.

(2) The State shall not make any law which takes away or abridges the rights so conferred and any law made in contravention of this clause shall, to the extent of such contravention, be void.

(3) The provisions of this Article shall not apply to:

(a) any law relating to members of the Armed Forces, or of the police or of such other forces as are charged with the maintenance of public order, for the purpose of ensuring the proper discharge of their duties or the maintenance of discipline among them; or

(b) any of the

(i) laws specified in the First Schedule as in force immediately before the commencing day or as amended by any of the laws specified in that Schedule;

(ii) other laws specified in Part I of the First Schedule;

and no such law nor any provision thereof shall be void on the ground that such law or provision is inconsistent with, or repugnant to, any provision of this Chapter.

(4) Notwithstanding anything contained in paragraph (b) of clause (3), within a period of two years from the commencing day, the appropriate Legislature shall bring the laws specified in [Part II of the First Schedule] into conformity with the rights conferred by this Chapter: Provided that the appropriate Legislature may by resolution extend the said period of two years by a period not exceeding six months.

Explanation: If in respect of any law [Majlis-e-Shoora (Parliament)] is the appropriate Legislature, such resolution shall be a resolution of the National Assembly.

(5) The rights conferred by this Chapter shall not be suspended except as expressly provided by the Constitution.

9. Security of person.

No person shall be deprived of life or liberty save in accordance with law.

10. Safeguards as to arrest and detention.

(1) No person who is arrested shall be detained in custody without being informed, as soon as may be, of the grounds for such arrest, nor shall he be denied the right to consult and be defended by a legal practitioner of his choice.

(2) Every person who is arrested and detained in custody shall be produced before a magistrate within a period of twenty-four hours of such arrest, excluding the time necessary for the journey from the place of arrest to the court of the nearest magistrate, and no such person shall be detained in custody beyond the said period without the authority of a magistrate.

(3) Nothing in clauses (1) and (2) shall apply to any person who is arrested or detained under any law providing for preventive detention.

(4) No law providing for preventive detention shall be made except to deal with persons acting in a manner prejudicial to the integrity, security or defence of Pakistan or any part thereof, or external affairs of Pakistan, or public order, or the maintenance of supplies or services, and no such law shall authorise the detention of a person for a period exceeding three months] unless the appropriate Review Board has, after affording him an opportunity of being heard in person, reviewed his case and reported, before the expiration of the said period, that there is, in its opinion, sufficient cause for such detention, and, if the detention is continued after the said period of [three months], unless the appropriate Review Board has reviewed his case and reported, before the expiration of each period of three months, that there is, in its opinion, sufficient cause for such detention.

Explanation-I: In this Article, 'the appropriate Review Board' means,

(i) in the case of a person detained under a Federal law, a Board appointed by the Chief Justice of Pakistan and consisting of a Chairman and two other persons, each of whom is or has been a Judge of the Supreme Court or a High Court; and

(ii) in the case of a Person detained under a Provincial law, a Board appointed by the Chief Justice of the High Court concerned and consisting of a Chairman and two other persons, each of whom is or has been a Judge of a High Court.

Explanation-II: The opinion of a Review Board shall be expressed in terms of the views of the majority of its members.

(5) When any person is detained in pursuance of an order made under any law providing for preventive detention, the authority making the order shall, [[within fifteen days] from such detention, communicate to such person the grounds on which the order has been made, and shall afford him the earliest opportunity of making a representation against the order: Provided that the authority making any such order may refuse to disclose facts which such authority considers it to be against the public interest to disclose.

(6) The authority making the order shall furnish to the appropriate Review Board all documents relevant to the case unless a certificate, signed by a Secretary to the Government concerned, to the effect that it is not in the public interest to furnish any documents, is produced.

(7) Within a period of twenty-four months commencing on the day of his first detention in pursuance of an order made under a law providing for preventive detention, no person shall be detained in pursuance of any such order for more than a total period of eight months in the case of a person detained for acting in a manner prejudicial to public order and twelve months in any other case:

Provided that this clause shall not apply to any person who is employed by, or works for, or acts on instructions received from, the enemy [or who is acting or attempting to act in a manner prejudicial to the integrity, security or defence of Pakistan or any part thereof or who commits or attempts to commit any act which amounts to an anti-national activity as defined in a Federal law or is a member of any association which has for its objects, or which indulges in, any such anti-national activity.]

(8) The appropriate Review Board shall determine the place of detention of the person detained and fix a reasonable subsistence allowance for his family.

(9) Nothing in this Article shall apply to any person who for the time being is an enemy alien.

[10A. Right to fair trial:

For the determination of his civil rights and obligations or in any criminal charge against him a person shall be entitled to a fair trial and due process.]

11. Slavery, forced labour, etc. prohibited.

(1) Slavery is non-existent and forbidden and no law shall permit or facilitate its introduction into Pakistan in any form.

(2) All forms of forced labour and traffic in human beings are prohibited.

(3) No child below the age of fourteen years shall be engaged in any factory or mine or any other hazardous employment.

(4) Nothing in this Article shall be deemed to affect compulsory service:-

(a) by any person undergoing punishment for an offence against any law; or

(b) required by any law for public purpose provided that no compulsory service shall be of a cruel nature or incompatible with human dignity.

12. Protection against retrospective punishment.

(1) No law shall authorize the punishment of a person:-

(a) for an act or omission that was not punishable by law at the time of the act or omission; or

(b) for an offence by a penalty greater than, or of a kind different from, the penalty prescribed by law for that offence at the time the offence was committed.

(2) Nothing in clause (1) or in Article 270 shall apply to any law making acts of abrogation or subversion of a Constitution in force in Pakistan at any time since the twenty-third day of March, one thousand nine hundred and fifty-six, an offence.

13. Protection against double punishment and self incrimination.

No person:

(a) shall be prosecuted or punished for the same offence more than once; or

(b) shall, when accused of an offence, be compelled to be a witness against himself.

14. Inviolability of dignity of man, etc.

(1) The dignity of man and, subject to law, the privacy of home, shall be inviolable.

(2) No person shall be subjected to torture for the purpose of extracting evidence.

15. Freedom of movement, etc.

Every citizen shall have the right to remain in, and, subject to any reasonable restriction imposed by law in the public interest, enter and move freely throughout Pakistan and to reside and settle in any part thereof.

16. Freedom of assembly.

Every citizen shall have the right to assemble peacefully and without arms, subject to any reasonable restrictions imposed by law in the interest of public order.

17. Freedom of association:

(1) Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interest of sovereignty or integrity of Pakistan, public order or morality.

(2) Every citizen, not being in the service of Pakistan, shall have the right to form or be a member of a political party, subject to any reasonable restrictions imposed by law in the interest of the sovereignty or integrity of Pakistan and such law shall provide that where the Federal Government declares that any political party has been formed or is operating in a manner prejudicial to the sovereignty or integrity of Pakistan, the Federal Government shall, within fifteen days of such declaration, refer the matter to the Supreme Court whose decision on such reference shall be final.

(3) Every political party shall account for the source of its funds in accordance with law.

18. Freedom of trade, business or profession.

Subject to such qualifications, if any, as may be prescribed by law, every citizen shall have the right to enter upon any lawful profession or occupation, and to conduct any lawful trade or business:

Provided that nothing in this Article shall prevent:-

(a) the regulation of any trade or profession by a licensing system; or

(b) the regulation of trade, commerce or industry in the interest of free competition therein; or

(c) the carrying on, by the Federal Government or a Provincial Government, or by a corporation controlled by any such Government, of any trade, business, industry or service, to the exclusion, complete or partial, of other persons.

19. Freedom of speech, etc.

Every citizen shall have the right to freedom of speech and expression, and there shall be freedom of the press, subject to any reasonable restrictions imposed by law in the interest of the glory of Islam or the integrity, security or defence of Pakistan or any part thereof, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, [commission of] or incitement to an offence.

19A. Right to information:

Every citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law.

20. Freedom to profess religion and to manage religious institutions.

Subject to law, public order and morality:

(a) every citizen shall have the right to profess, practise and propagate his religion; and

(b) every religious denomination and every sect thereof shall have the right to establish, maintain and manage its religious institutions.

21. Safeguard against taxation for purposes of any particular religion.

No person shall be compelled to pay any special tax the proceeds of which are to be spent on the propagation or maintenance of any religion other than his own.

22. Safeguards as to educational institutions in respect of religion, etc.

(1) No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own.

(2) In respect of any religious institution, there shall be no discrimination against any community in the granting of exemption or concession in relation to taxation.

(3) Subject to law:

(a) no religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any educational institution maintained wholly by that community or denomination; and

(b) no citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste or place of birth.

(4) Nothing in this Article shall prevent any public authority from making provision for the advancement of any socially or educationally backward class of citizens.

23. Provision as to property.

Every citizen shall have the right to acquire, hold and dispose of property in any part of Pakistan, subject to the Constitution and any reasonable restrictions imposed by law in the public interest.

24. Protection of property rights.

(1) No person shall be compulsorily deprived of his property save in accordance with law.

(2) No property shall be compulsorily acquired or taken possession of save for a public purpose, and save by the authority of law which provides for compensation therefore and either fixes the amount of compensation or specifies the principles on and the manner in which compensation is to be determined and given.

(3) Nothing in this Article shall affect the validity of:

(a) any law permitting the compulsory acquisition or taking possession of any property for preventing danger to life, property or public health; or

(b) any law permitting the taking over of any property which has been acquired by, or come into the possession of, any person by any unfair means, or in any manner, contrary to law; or

(c) any law relating to the acquisition, administration or disposal of any property which is or is deemed to be enemy property or evacuee property under any law (not being property which has ceased to be evacuee property under any law); or

(d) any law providing for the taking over of the management of any property by the State for a limited period, either in the public interest or in order to secure the proper management of the property, or for the benefit of its owner; or

(e) any law providing for the acquisition of any class of property for the purpose of

(i) providing education and medical aid to all or any specified class of citizens; or

(ii) providing housing and public facilities and services such as roads, water supply, sewerage, gas and electric power to all or any specified class of citizens; or

(iii) providing maintenance to those who, on account of unemployment, sickness, infirmity or old age, are unable to maintain themselves; or

(f) any existing law or any law made in pursuance of Article 253.

(4) The adequacy or otherwise of any compensation provided for by any such law as is referred to in this Article, or determined in pursuance thereof, shall not be called in question in any court.

25. Equality of citizens.

(1) All citizens are equal before law and are entitled to equal protection of law.

(2) There shall be no discrimination on the basis of sex.

(3) Nothing in this Article shall prevent the State from making any special provision for the protection of women and children.

[25A. Right to education:

The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.]

26. Non-discrimination in respect of access to public places.

(1) In respect of access to places of public entertainment or resort not intended for religious purposes only, there shall be no discrimination against any citizen on the ground only of race, religion, caste, sex, residence or place of birth.

(2) Nothing in clause (1) shall prevent the State from making any special provision for women and children.

27. Safeguard against discrimination in services.

(1) No citizen otherwise qualified for appointment in the service of Pakistan shall be discriminated against in respect of any such appointment on the ground only of race, religion, caste, sex, residence or place of birth.

Provided that, for a period not exceeding [forty] years from the commencing day, posts may be reserved for persons belonging to any class or area to secure their adequate representation in the service of Pakistan:

Provided further that, in the interest of the said service, specified posts or services may be reserved for members of either sex if such posts or services entail the performance of duties and functions which cannot be adequately performed by members of the other sex [:]

[**Provided** also that under-representation of any class or area in the service of Pakistan may be redressed in such manner as may be determined by an Act of Majlis-e-Shoora (Parliament).]

(2) Nothing in clause (1) shall prevent any Provincial Government, or any local or other authority in a Province, from prescribing, in relation to any post or class of service under that Government or authority, conditions as to residence in the Province. for a period not exceeding three years, prior to appointment under that Government or authority.

28. Preservation of language, script and culture.

Subject to Article 251 any section of citizens having a distinct language, script or culture shall have the right to preserve and promote the same and subject to law, establish institutions for that purpose.

Fact Sheet: A Summary of the Rights Under the Convention On the Rights of the Child

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This document is referred to in several sessions. You may want to prepare a handout that lists the articles separately and have several copies of the whole document to share. It is available from

- http://www.unnicef.org/crc/files/Rights_overview.pdf.

Article 1 (**Definition of the child**): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (**Non-discrimination**): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (**Best interests of the child**): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 4 (**Protection of rights**): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out the when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

Article 5 (**Parental guidance**): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean

pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues 'in a manner consistent with the evolving capacities of the child'. The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (**Survival and development**): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (**Registration, name, nationality, care**): All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (**Preservation of identity**): Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

Article 9 (**Separation from parents**): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 (**Family reunification**): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 (**Kidnapping**): Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

Article 12 (**Respect for the views of the child**): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 12 (**Respect for the views of the child**): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 13 (**Freedom of expression**): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (**Freedom of thought, conscience and religion**): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (**Freedom of association**): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (**Right to privacy**): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (**Access to information; mass media**): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

Article 18 (**Parental responsibilities; state assistance**): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

Article 19 (**Protection from all forms of violence**)**:** Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

Article 20 (**Children deprived of family environment**): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (**Adoption**): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 (**Refugee children**): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23 (**Children with disabilities**): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 24 (**Health and health services**): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25 (**Review of treatment in care**): Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on 'the best interests of the child'. (See Guiding Principles, Article 3.)

Article 26 (**Social security**): Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

Article 27 (**Adequate standard of living**): Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

Article 28: (**Right to education**): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (**Goals of education**): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (**Children of minorities/indigenous groups**): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 31 (**Leisure, play and culture**): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 32 (**Child labour**): The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

Article 33 (**Drug abuse**): Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34 (**Sexual exploitation**): Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 35 (**Abduction, sale and trafficking**): The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This

provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 36 (**Other forms of exploitation):** Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37 (**Detention and punishment**): No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

Article 38 (**War and armed conflicts):** Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

Article 39 (**Rehabilitation of child victims**): Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40 (**Juvenile justice):** Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Article 41 (**Respect for superior national standards**): If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42 (**Knowledge of rights**)**:** Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

Articles 43-54 (**implementation measures**): These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

Universal Declaration of Human Rights

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This document is referred to in several sessions. You may want to prepare a handout that lists the articles separately and have several copies of the whole document to share. It is available from the following site:

- http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=5211&category_id=24&category_type=3&group=.

Simplified version of the Universal Declaration of Human Rights

Summary of Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

A summary of the Universal Declaration of Human Rights

1) Everyone is free and we should all be treated in the same way.
2) Everyone is equal despite differences in skin colour, sex, religion, language for example.
3) Everyone has the right to life and to live in freedom and safety.
4) No one has the right to treat you as a slave nor should you make anyone your slave.
5) No one has the right to hurt you or to torture you.
6) Everyone has the right to be treated equally by the law.
7) The law is the same for everyone, it should be applied in the same way to all.
8) Everyone has the right to ask for legal help when their rights are not respected.
9) No one has the right to imprison you unjustly or expel you from your own country.
10) Everyone has the right to a fair and public trial.
11) Everyone should be considered innocent until guilt is proved.
12) Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13) Everyone has the right to travel as they wish.
14) Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15) Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.

16) Everyone has the right to marry and have a family.

17) Everyone has the right to own property and possessions.

18) Everyone has the right to practice and observe all aspects of their own religion and change their religion if they want to.

19) Everyone has the right to say what they think and to give and receive information.

20) Everyone has the right to take part in meetings and to join associations in a peaceful way.

21) Everyone has the right to help choose and take part in the government of their country.

22) Everyone has the right to social security and to opportunities to develop their skills.

23) Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

24) Everyone has the right to rest and leisure.

25) Everyone has the right to an adequate standard of living and medical help if they are ill.

26) Everyone has the right to go to school.

27) Everyone has the right to share in their community's cultural life.

28) Everyone must respect the 'social order' that is necessary for all these rights to be available.

29) Everyone must respect the rights of others, the community and public property.

30) No one has the right to take away any of the rights in this declaration.

From:

- http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=5211&category_id=24&category_type=3&group=

Citizen Rights

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1) Everyone has the right of equal access to public service in their country.
2) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which they have all the guarantees necessary for their defence.
3) Parents have a prior right to choose the kind of education that shall be given to their children.
4) Everyone has the right to protection of intellectual property.
5) Everyone has the right to education.
6) Everyone has the right to health.
7) Everyone has the right to work, under fair conditions.
8) Everyone has the right to information.
9) Everyone has the right to marriage and family.
10) Everyone has the right to recognition in law.
11) Everyone has the right to benefit from science.
12) Everyone has the right to be treated equally in law.

The Evolution of the Concept of Human Rights

The concept of Human Rights has evolved over thousands of years. It can be traced back to different civilizations, philosophies and religions. Throughout history, when concerned people experienced and observed injustice, torture and slavery in their surroundings they responded with the call for specific rights so as to promote justice and human dignity. Let us look at a few key legal documents of the past in which the values of human rights were discussed. The Babylonian King, Hammurabi (2000 B.C.) established a legal code which stated, '…to make justice reign, in the kingdom, to destroy the wicked and violent, to prevent the strong from oppressing the weak… to enlighten the country and promote the good of the people'. Other documents over the centuries such as the Charter of Cyrus (570 B.C.), the Last Sermon of Prophet Muhammad (632 CE) and the Magna Carta of 1215 CE provided laws and rules for human rights' protection. More recent documents like the French Declaration of the Rights of Man and Citizen in 1789 and the American Bill of Rights in 1791 also ensured certain rights.

Nevertheless, the most important period for the development of a universal legal document of human rights was at the end of the Second World War. The war made people around the world realize that human rights violations in one country affect other countries and that the concept of human rights is closely linked with peace and security in the world. Hence there was a need for a legal universal document which would guarantee the maintenance of international peace and security of the world.

On December 10, 1948, the United Nations Commission on Human Rights (UNCHR) presented a document called the **Universal Declaration of Human Rights** (UDHR) to the General Assembly of the United Nations where it was adopted. The UDHR is divided into two sections: the *preamble* which describes the reasons why the Universal Declaration of Human Rights was created and the 30 Articles which enshrine the rights of all human beings in the world. The articles of the UDHR entitle all human beings, irrespective of their race, colour, nationality, social origin, gender, language and geographical location, to the Right to Security (Article 1), Life and Liberty (Article 3), the Right to a Nationality (Article 15), the Right to Freedom of Opinion and Expression (Article 19), the Right to Education (Article 26), the Right to an Adequate Standard of Living (Article 25), the Right to Take Part in the Government of his/her Country (directly or through freely chosen representatives) (Article 21) and others. Although, the UDHR is a statement of principles and not a legally binding document, its principles became a basis for and are reflected in national constitutions and municipal laws of different countries. In addition, the UDHR is a yardstick that can be used to evaluate the practice and protection of human rights all over the world. Presently, the UNCHR facilitates the works and activities to promote and protect the human rights of all people around the world.

Excerpted from B. L. Dean, R. Joldoshalieva, and F. Sayani, *Creating a Better World* (Karachi: Aga Khan University Institute for Educational Development, 2006).

Quotations on Human Rights

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'There is a fundamental connection between human rights and peace. We will have peace on earth when everyone's rights are respected.'

–John Peters Humphrey

'A society which emphasizes uniformity is one which creates intolerance and hate.'

–Pierre Elliot Trudeau

'If civilization is to survive, we must cultivate the science of human relationships – the ability of all peoples, of all kinds, to live together, in the same world at peace.'

–Franklin D. Roosevelt

'I am Canadian, free to speak without fear, free to worship in my own way, free to stand for what is right, free to oppose what I believe wrong and free to choose who shall govern my country.'

–John Diefenbaker

'Silence never won rights. They are not handed down from above; they are forced by pressures from below.'

–Roger Nash Baldwin

'Never doubt that a small group of thoughtful committed citizens can change the world - indeed it is the only thing that ever does.'

–Margaret Meade

'You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty.'

–Mohandas Gandhi

'The only way to make sure people you agree with can speak is to support the rights of people you don't agree with.'

–Eleanor Holmes Norton

'You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings.'

–Pearl S. Buck

'Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free.'

–Tenzin Gyatso, 14th Dalai Lama

'A good motivation is what is needed: compassion without dogmatism, without complicated philosophy; just understanding that others are human brothers and sisters and respecting their human rights and dignities. That we humans can help each other is one of our unique human capacities.'

–Tenzin Gyatso, the 14th Dalai Lama

'It has long been recognized that an essential element in protecting human rights was a widespread knowledge among the population of what their rights are and how they can be defended.'

–Boutros Boutros-Ghali

'The chief obstacle to the progress of the human race is the human race.'

–Don Marquis

'It is often easier to become outraged by injustice half a world away than by oppression and discrimination half a block from home.'

–Carl T. Rowan

'To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there.'

–Kofi Annan

'We discovered that peace at any price is no peace at all...And we also discovered that there is something more hideous, more atrocious than war or than death; and that is to live in fear.'

–Eve Curie

'In the End, we will remember not the words of our enemies, but the silence of our friends.'

–Martin Luther King, Jr.

'People, even more than things, have to be restored, renewed, revived, reclaimed, and redeemed. Never throw anyone out.'

–Audrey Hepburn

'I would like to be remembered as a person who wanted to be free so other people would be also free.'

–Rosa Parks

'In spite of everything, I still believe that people are really good at heart.'

–Anne Frank

Retrieved from:

- http://evoke.tigweb.org/guide.html

This website provides and a guide to initiate discussion around human rights, as well as inspire expression and creativity among youth.

Examples of Human Rights Abuse

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It is easy to find examples of human rights abuses or issues. Here are some:

Throughout the 20th century:

- In different parts of the world including in the United States, Australia and South Africa, people were segregated based on their skin colour
- Child labour
- No universal suffrage (in the UK for example, women did not have the same voting rights as men until 1928)
- Girls, children with disabilities, children from poor families, children from minorities have been excluded from education

1940s and1950s: The gulags of Russia

1960s and1970s: Chemical warfare in Vietnam

1970s: Attempted genocide by Idi Amin in Uganda; Pol Pot's 'Killing Fields' in Cambodia

1980s: Attempted genocide of the Kurds in Iraq

1990s: Ethnic cleansing in Kosovo; genocide in Rwanda

It is estimated that at least 60 million people have died or been maimed (emotionally and physically) in wars and human rights abuses since 1945. The number of victims continues to climb.

However, the number of people promoting human rights through education and the media, the growth of organizations protecting people through action such as Amnesty International and Doctors Without Borders, and government legislation involving human rights reflect the Universal Declaration of Human Rights' impact since its adoption and proclamation.

Human Rights: Key Principles, Themes, and Values

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Introduction

Teaching and learning about human rights should be an essential component of our school curriculum. The following information will help facilitate teachers in understanding the concept of human rights and education for the protection and promotion of human rights in classrooms and schools. This section begins with a discussion of what human rights are, outlining the key principles, themes, and values, on which human rights are founded.

Defining human rights

Human rights are rights inherent to all human beings. There are three key principles of human rights – they are *universal*, *inalienable*, and *indivisible*. Firstly, *universal* means that rights are valid for everyone everywhere, regardless of race, gender, religion, nationality, etc. Secondly, human rights are *inalienable* – that is, they cannot be taken away from a person. Lastly, human rights are *indivisible*, interdependent, and interrelated, which means that practising one right depends on another. These principles are important because they explain why every human being has rights by virtue of being human and why those rights cannot be taken away. There are many human rights. These rights can be put into three categories: civil and political rights, social and economic rights, and collective rights.

Civil and political rights

These include the right to freedom of speech, right to freedom from, right to life, right to recognition as a person before the law, and freedom of assembly and association.

Social and economic rights

These include the right to an adequate standard of living, right to social security, right to work, and right to education.

Collective rights

Collective rights enable people to secure the first and second categories of rights. They include the rights to development, peace, and a healthy and sustainable environment.

Freedom, human dignity, equality, and justice are fundamental principles of the concept of human rights. Freedom means that all human beings are born free irrespective of their race, gender, religion, nationality, language, and social status. In particular, the emphasis is on freedom from slavery and servitude. Human dignity means that each human being irrespective of social, cultural, or family background should be recognized and respected as an individual. Equality is the recognition that all of us are born free and equal before the law. Moreover, the principle of equality prevents any form of discrimination on the basis of race, religion, gender, nationality, age, social status, or language. Justice means that all human beings are answerable for their own actions and for denying or violating other people's freedom and rights. It means opposing parties should be heard prior to any judgement – and judgement should be given in the framework of democratically established laws and courts. One kind of justice is social justice, which concerns sharing wealth with a view to a greater equality and equal recognition of each individual's merits.

Adapted from B. L. Dean, R. Joldoshalieva, and F. Sayani, *Creating a Better World* (Karachi: Aga Khan University Institute for Educational Development, 2006).

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Important Characteristics of Human Rights

Human rights are founded on **respect for the dignity and worth of each person**;

Human rights are **universal**, meaning that they are applied equally and without discrimination to all people;

Human rights are **inalienable**, in that no one can have his or her human rights taken away other than in specific situations. For example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law;

Human rights are **indivisible, interrelated and interdependent**, for the reason that it is insufficient to respect some human rights and not others.

In practice, the violation of one right will often affect the respect of several other rights.

Office of the High Commissioner for Human Rights United Nations Staff College Project, *Human Rights: A Basic Handbook for UN Staff*, United Nations <http://www.ohchr.org/Documents/Publications/HRhandbooken.pdf>, accessed 6 February 2013.

The Price of Humans

by Yaqoob Khan Bangash

In 1933, when Sir Edward Wakefield was forced on Kalat as its prime minister, he was appalled that a practice which had been abolished in the British Indian empire in 1843, was still prevalent in the state — namely, slavery. Sir Edward recalls in his memoir, *Past Imperative* that it took a lot of convincing on his part to get this practice banned in Kalat. While I am taking Kalat as an example here, it took several decades after the British had formally abolished slavery for the several hundred other princely states to take action against it. There are several reasons for this slow progress and though it is not easy to understand why people would support such a crime in this day and age, let me theorise one important point.

One of the most important reasons for the lack of alacrity in banning slavery in India was that the people in the subcontinent had still not developed the concept of the 'dignity of the human being'. Let us not forget that it was only in the 1800s that several practices, which we now consider to be inhuman and immoral, were banned in India, mostly by the British. Together with slavery, India also faced the menace of female infanticide and *satti* — a practice where a widow self-immolated herself after her husband's death. It took long and concerted efforts by determined officers and people to root out these evils, and here I am, always reminded of the words of Sir Charles Napier on *satti*, when some people asked him to not interfere in Indian customs. Sir Charles replied: 'You say that it is your custom to burn widows. Very well. We also have a custom: when men burn a woman alive, we tie a rope around their necks and we hang them. Build your funeral pyre; beside it, my carpenters will build a gallows. You may follow your custom. And then we will follow ours.'

However, even with all the efforts that have been taken to root out this practice, we can still find isolated incidents of *satti* in India today, with at least 40 incidents having been reported since 1947. This has happened because the process of educating the people about the dignity of human beings has still not fully taken root. Unless people are educated why other human beings, especially women, have a right to exist and are to be respected, these social evils will continue to exist in one form or another. For example, despite the fact that female infanticide is banned in India, we can still see its modern manifestation in the form of pre-natal sex selection. Instead of killing the female child after she has been born, parents now abort the female foetus before she is even born. This issue had become so widespread by the 1990s that the Indian government enacted the Pre-natal Diagnostic Techniques Act in 1994 that criminalised the disclosure of the sex of the foetus. However, every year almost a million women still go 'missing' in India because of their sex.

While female foeticide has not become a problem in Pakistan yet, our attitude towards women and human beings in general, does not preclude that this will never become a problem. Hardly a week goes by without reports of women being raped, tortured or sold. Newspapers are full of horror stories about human trafficking,

which has become a major problem in Pakistan and affects all — men, women and children. The government of Pakistan has enacted the Prevention and Control of Human Trafficking Ordinance of 2002, but it has had little effect since the country lacks the education and understanding required to prevent such heinous crimes.

Recently, a student of mine shocked the class by commenting on the Chauri Chaura incident of 1922 which led Gandhi to call off the Non-Cooperation Movement saying: 'Only 22 policemen were burnt alive. That's not such a big deal!'

We need to seriously rethink our approach towards educating people about human dignity, since if this is really our attitude towards the value and dignity of human life then no law can change us and we will continue to treat people as mere commodities.

Published in *The Express Tribune*, 29 May 2012. Available at

➢ tribune.com.pk/story/385312/the-price-of-humans/

The Challenge of Human Rights and Cultural Diversity

Cultural relativism is the assertion that human values, far from being universal, vary a great deal according to different cultural perspectives. Some would apply this to the promotion, protection, interpretation and application of human rights which could be interpreted differently within different cultural, ethnic and religious traditions. In other words, according to this view, human rights are culturally relative rather than universal.

Taken to its extreme, this relativism would pose a dangerous threat to the effectiveness of international law and the international system of human rights that has been painstakingly constructed over the decades. If cultural tradition alone governs State compliance with international standards, then widespread disregard, abuse and violation of human rights would be given legitimacy.

D. Ayton-Shenker, *The Challenge of Human Rights and Cultural Diversity* (United Nations Department of Public Information DPI/1627/HR, March 1995). Available at:

- http://www.un.org/rights/dpi1627e.htm

Rights of Children: Readers' Theatre

Separate the statements below, and give each statement to a different person.

Explain that the chorus will be repeated after each statement. Have the person who has the 'chorus' begin. Then ask those with statements to stand to read their statements in turn, with the chorus read following each statement. At the end, have the entire class repeat the chorus together.

You may explain to the class what you are doing ahead of time, or prepare the readers before class so they may begin when you ask.

Chorus: No one has the right to deny the human dignity of a child.

1) All children have the right to education for the development of their full potential.
2) All children have the right to be protected from work that harms their physical, mental, spiritual, moral, or social development.
3) Children can work provided that the work does not interfere with their education or is not harmful to their health or physical, mental, spiritual, moral or social development.
4) If children do not have access to school because they are forced to work, then theirs rights are violated and their development is harmed.

Note on Universal Human Rights

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Debating the universality of human rights requires a definition of 'human rights' and 'universality'. The idea of human rights is related but not equivalent to justice, the good, and democracy. Strictly, the conception is that every individual has legitimate claims upon his or her society for defined freedoms and benefits; an authoritative catalogue of rights is set forth in the Universal Declaration of Human Rights.

The rights of the Universal Declaration of Human Rights are politically and legally universal, having been accepted by virtually all states, incorporated into their own laws, and translated into international legal obligations. In reality, assuring respect for rights requires the continued development of both stable political societies and the commitment to constitutionalism.

Virtually all societies are also culturally receptive to those basic rights and human needs included in the Universal Declaration of Human Rights, which reflect common contemporary moral intuitions. However, other rights – notably, freedom of expression, religious and ethnic equality, and the equality of women – continue to meet deep resistance.

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Whose Job Is It?

If you were accused of committing a crime, what would these people do?

Defence lawyer: This person would ask you what happened, advise you, and defend you.

Police officer: This person would be responsible for arresting and interviewing you.

Magistrate: If your case was not considered a serious offence, this person would hear it. The magistrate decides whether you are guilty and passes sentence on you.

Probation officer: This person supervises certain types of sentences and would try to rehabilitate you in the community.

Judge: This person would hear your case, if it was considered a serious offence. A jury would decide whether you were guilty, but this judge determines your sentence.

Prosecutor: This person would present the case for the prosecution (i.e. against you).

Why Teach History?

by Frances Schoonmaker, Professor Emeritus,
Teachers College, Columbia University

Some people equate teaching history with the social studies. It would be hard to imagine teaching the social studies without teaching history. Social studies is more than the history of things, but history is an essential part of the social studies. It is an important tool for developing civic understanding, one of the central goals for the social studies. It is also a subject in which inquiry is an important tool. Inquiry is one of the important tools of social studies.

Children are naturally interested in history. They want to know 'How come?' As they are able to explore 'How come?' questions, they can develop a sense of the continuity of people, places and events. They can learn to see how people and places are interconnected. Our history is shaped by our geography, for example. It was not by accident that some of the early civilizations developed in the Fertile Crescent, the crescent shape region that grew up around the ***Tigris*** and ***Euphrates*** rivers. Geography can divide people. Different histories develop. Think, for example, how geography has shaped the history of Pakistan and the histories shaped by geography.

Studying history also helps children to deal with change. Continuity and change are reoccurring themes in history. Children have to adapt to changes at home and with their friends. People have had to adapt and change to live in different political climates. They adapt and change to climate itself—rainfall, global warming, a colder than usual winter—all have an impact on people's lives and their history. Knowing how people of the past have dealt with change can be reassuring to children in their daily lives. And it can reassure those who face an uncertain world.

Furthermore, people of the past have experienced success and failure just as we experience success and failure. Often success and failure today reflect success and failure of our forbearers. They had hopes and dreams, just as we have hopes and dreams. Even young children can discover patterns in the way people behave and learn how to let the past become a teacher.

Children are naturally concerned about the conflict. They experience it. They hear about it in the news. That they overhear in conversation of adults. History helps us to understand why some conflicts seem to persist. It helps us learn how to avoid the mistakes that feed conflict. And it helps us to understand that some conflicts cannot be resolved. They can only be managed.

History can nurture a sense of awe and respect in children. It opens up stories of people who have worked to make the world a better place. Children can make connections between such people and themselves. They, too, can help make the world better for people to follow.

These are only a few of the reasons that history is an important part of the social studies. Perhaps you can think of others.

The social studies teacher must not use history as an excuse for indoctrination in his/her perspective. Interpretation of events—how they actually happened and their meaning—is often contested among a people. The teacher must help students to accept their right and responsibility to think for themselves and develop a viewpoint based on evidence and reason. Then, the larger task is to help them understand that people examining the same evidence and using reason may arrive at different opinions and beliefs.

Questions for discussion

1) In what ways have you experienced continuity and change?
2) How has the history of your family been affected by geography? Politics? Religion? Economics?

Geography is More Than Maps and Rivers

There is an old saying, 'History is about chaps, geography is about maps'. In fact, many of us were taught that way. When we think about geography, we may remember being made to memorize long lists of national capitals, major rivers, and products exported. It was all 'facts' about the world. History was another subject, studied during another class period.

Today, the study of geography and history go hand in hand. Geography focuses on the relationships between people, places, and environments. These places have a context that history helps us to understand. Geography helps children develop an understanding of the world, its diverse people and places, and how these are interconnected. It also helps them to become responsible as stewards of their world.

Geography is about how weather and climate affect people, ecosystems that support particular kinds of life, the migration of people, and environmental issues. Children need to know about the place where they live, but they also need to know about other people and other places. How did my people come to be the way they are? How are we like other people? How are we different? Are the people who live in mountains the same as people who live in deserts? These questions beg another question – how do people relate to the physical environment, and how do people contribute to changes in the earth and in the climate? Children consider why different cultures developed in different places, why we have wars, and how they might find the answer to such questions.

When we ask question about the world, we are equipping children to learn how to understand the world around them. Exploration of such questions may start with geography, but they immediately become multidisciplinary. Exploring geography requires skills of inquiry that involve both reading and mathematical skills. Exploring geography requires scientific methods, reasoning, data collection and analysis and many other skills. And to thoroughly explore geography, one not only needs to understand history, but all of the social studies subjects. Our old conceptions of geography can take on new meaning. Maps become one of the tools for understanding relationships between people and places. Capitals of countries, locations of rivers, natural resources, and products exported to other countries are meaningful as they help us to answer questions about social and physical changes in the world.

Geography doesn't have to begin with the formal curriculum. It can begin when a child brings a rock into the classroom. Where did the rock come from? Are there other rocks like it nearby? Does it belong to the immediate environment or did it come from somewhere else? How does one know what kind of rock it is? The questions begin and soon we are looking at interrelationships between people and the physical environment, other people, or resources. It is then that geography can be said to open the world for children.

Questions for discussion:

1) How were you taught geography?
2) In what way is the study of history and geography still about 'chaps and maps'?

Linking News with Latitude and Longitude

S

Use the latitude and longitude coordinates you have been given to pinpoint the location of the news event on the world map. Look through the newspaper and find a news article with a setting that matches the provided coordinates. Be prepared to share a summary of the news event and its coordinate setting with the rest of the class.

Latitude _____ Longitude _____ Location _____

Who:

What:

Where:

When:

Why:

Summary of news article:

Questions for discussion

1) What does knowing the coordinates tell you that deepens your understanding of the event you were asked to locate?
2) How does the event you have located connect to other social studies disciplines such as history?

Design a Country

Name of the country:

Natural features:

Man-made features:

Climate:

Exports:

Tourist attractions:

Population (minority and majority populations):

When you have designed your country, use your imagination to create answers to these questions:

1. What historical situation led to the development of this country?

2. What opportunities does the geography of this country offer?

3. What sources of conflict are likely to result from the geography?

Thinking About People and the Environment

S

Everyday activities	Harmful to environment	Helpful to environment	**Seasonal activities**	Harmful to environment	Helpful to environment

Social studies, including geography, are concerned with helping people to develop the skills to be full participants in society. As you look at the list you have created, what opportunities do you see for social involvement? Identify one thing on the list that you might be able to change through your own relationship to the environment.

Exploring a Regional Dilemma

Select a region of Pakistan. Use a local newspaper to identify a special problem that is being discussed in the region. If there is more than one local paper, look at them to see if coverage of the problem is similar. Find as many articles as you can on the topic. Be sure to look at editorials as well as news articles.

Summary of the problem:

List four or five factors newspapers mentioned as contributing to the problem:

Analysis of factors

Think about the ways geography contributes to understanding the factors that contribute the problem you identified. You may not be able to answer all of the questions by looking at the newspaper articles. You may not agree with the article writers. Your job is to report what you have read.

1. What factors, if any, relate to changes in the region?

2. What factors, if any, relate to the physical environment (e.g. climate, mountains)?

3. What factors, if any, relate to social, cultural, or religious conditions?

Taking a stand

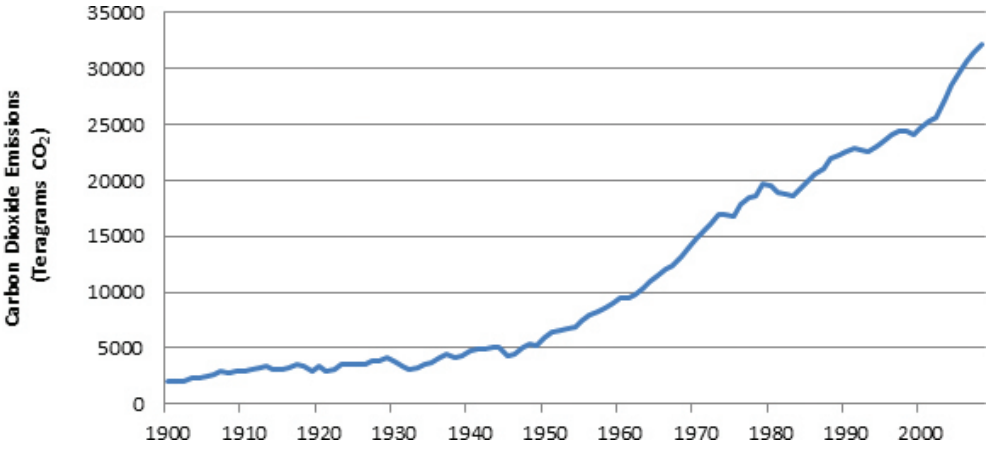
As a resident of the region, what is your opinion about the problem? Do you agree/disagree with newspaper accounts? Write a paragraph reaction to the analysis.

For faculty use in preparing for the session on global warming. Do not duplicate.

Global Warming

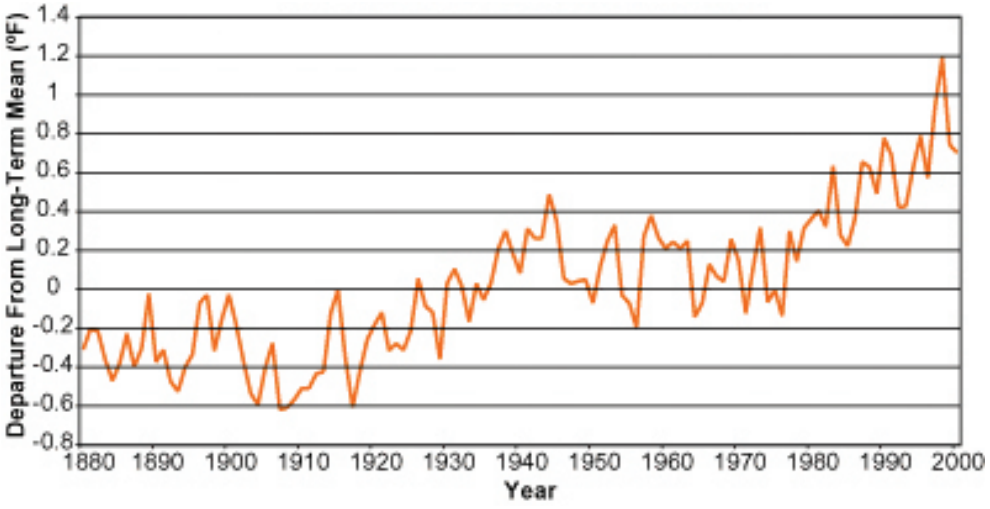
F

Global Carbon Dioxide (CO2) emissions from fossil-fuels 1900-2008



Source: Boden, T.A., G. Marland, and R.J. Andres (2010). Global, Regional, and National Fossil-Fuel CO2 Emissions. Carbon Dioxide Information Analysis Center, Oak Ridge National Laboratory, U.S. Department of Energy

Global Temperature Change 1880-2000



Source: U.S. National Climatic Data Center, 2001

Top ten things you need to know about global warming

There are a number of widely held misconceptions about climate change, and unfortunately, these are reflected in some of the educational materials available on the web. It is therefore crucial for teachers to educate themselves and their students with accurate information and be careful not to reinforce common but incorrect notions. The following primer is a good place to begin.

#1 Global warming is caused primarily by carbon dioxide from burning coal, oil and gas.

Certain gases that trap heat are building up in Earth's atmosphere. The primary culprit is carbon dioxide, released from burning coal, oil and natural gas in power plants, cars, factories, etc. (and to a lesser extent when forests are cleared). The second is methane, released from rice paddies, both ends of cows, rotting garbage in landfills, mining operations, and gas pipelines. Third are chlorofluorocarbons (CFCs) and similar chemicals, which are also implicated in the separate problem of ozone depletion (see #5 below). Nitrous oxide (from fertilizers and other chemicals) is fourth.

#2 Earth's average temperature has risen about 1 degree F in the past 100 years and is projected to rise another 3 to 10 degrees F in the next 100 years.

While Earth's climate has changed naturally throughout time, the current rate of change due to human activity is unprecedented during at least the last 10,000 years. The projected range of temperature rise is wide because it includes a variety of possible future conditions, such as whether or not we control greenhouse gas emissions and different ways the climate system might respond. Temperatures over the US are expected to rise more than over the globe as a whole because land areas closer to the poles are projected to warm faster than those nearer the equator.

#3 There is scientific consensus that global warming is real, is caused by human activities, and presents serious challenges.

Scientists working on this issue report that the observed global warming cannot be explained by natural variations such as changes in the sun's output or volcanic eruptions. The most authoritative source of information is the UN Intergovernmental Panel on Climate Change (IPCC) which draws upon the collective wisdom of many hundreds of scientists from around the world. The IPCC projects global temperature increases of 3 to 10 degrees F in the next 100 years and says that human activity is the cause of most of the observed and projected warming.

#4 There's a difference between weather and climate.

Weather refers to the conditions at one particular time and place, and can change from hour to hour, day to day, and season to season. Climate, on the other hand, refers to the long-term average pattern of weather in a place. For example, we might say that the climate of South Florida is warm, moist and sunny, although the weather on a particular day could be quite different than that. Long-term data are needed to determine changes in climate, and such data indicate that Earth's climate has been warming at a rapid rate since the start of intensive use of coal and oil in the late 1800s.

#5 The ozone hole does not cause global warming.

Ozone depletion is a different problem, caused mainly by CFCs (like Freon) once used in refrigerators and air conditioners. In the past, CFCs were also used in aerosol spray

cans, but that use was banned in the US in 1978. CFCs deplete the stratospheric ozone layer that protects life on Earth from excess ultraviolet light that can cause skin cancer and cataracts in humans and other damage to plants and animals. An international agreement has phased out most uses of CFCs but the ozone layer is only just beginning to recover, partly because these chemicals remain in the atmosphere for a long time. (Although ozone depletion is not the cause of global warming, there are a number of connections between the two. For example, many ozone-depleting compounds are also greenhouse gases. Some of the compounds now replacing CFCs in order to protect ozone are also greenhouse gases. And ozone itself is a greenhouse gas. In addition, while greenhouse gas build-up causes temperatures close to Earth's surface to rise, it cause temperatures higher up, in the stratosphere, to fall. This stratospheric cooling speeds ozone depletion, delaying the recovery of the ozone hole.)

#6 Global warming will have significant impacts on people and nature.
As temperatures continue to rise, precipitation is projected to come more frequently in the form of heavy downpours. We can probably expect more extreme wet and dry conditions. In the western US, where snowpack provides free storage of most of the water supply, reduced snowpack will make less water available in summer. Coastal areas will become more vulnerable to storm surges as sea level rises. Plant and animal species will migrate or disappear in response to changes in climate; New England may lose its lobsters and maple trees as they move north into Canada. Natural ecosystems such as coral reefs, mangrove swamps, arctic tundra, and alpine meadows are especially vulnerable and may disappear entirely in some areas. While global warming will have impacts on natural and human systems all around the world, the largest impacts will be on many natural ecosystems and on people who live in developing countries and have few resources and little ability to adapt. On the positive side, warmer winters will reduce cold-related stresses and growing seasons will lengthen. And there will be tradeoffs in some areas, such as less skiing but more hiking; and fewer killing frosts but more bugs.

#7 Sea level has already risen due to warming and is projected to rise much more.
Many people are under the mistaken impression that only if the polar ice caps melt will sea level rise. In fact, average sea level around the world has already risen 4 to 8 inches in the past 100 years due to global warming and is expected to rise another 4 to 35 inches (with a best guess of around 19 inches) by 2100. The primary reason for this rise is that water expands as it warms. The second reason is that glaciers all over the world are melting, and when land-based ice melts, the water runs to the sea and increases its level. Thousands of small islands are threatened by the projected sea-level rise for the 21st century, as are low-lying coastal areas such as southern Florida. Of course, if there is any significant melting of the polar ice sheets, the additional rise in sea level would be enormous (measured in feet not inches). This is projected to occur on a time scale of millennia rather than centuries.

#8 Saving energy and developing alternative energy sources would help.
Each of us can reduce our contribution to global warming by using less greenhouse-gas-producing energy: driving less, choosing fuel efficient cars and appliances (like refrigerators and water heaters), and using solar energy where feasible for water and space heat. We can encourage our political and business leaders to institute policies that will save energy and develop alternative energy sources that do not release

carbon dioxide. We can preserve existing forests and plant new ones. But even if we take aggressive action now, we cannot completely prevent climate change because once carbon dioxide is in the atmosphere, it remains there for about a century, and the climate system takes a long time to respond to changes. But our actions now and in the coming decades will have enormous implications for future generations.

#9 An international agreement known as the Kyoto Protocol has been negotiated to reduce greenhouse gas emissions, but the US is not participating in it.
Because of its high energy consumption, the US has long emitted more carbon dioxide than any other country. Because carbon dioxide remains in the atmosphere for about 120 years, it accumulates, becomes equally distributed around the world, and has global effects. Thus, while using large amounts of energy to achieve economic growth, the US and other wealthy nations have unintentionally burdened the rest of the world with a long-term problem. And many negative impacts of climate change are likely to be more severe for poorer countries that lack the resources to adapt. The US has more technological and financial resources than other nations. The role of the US in reducing its own emissions and sharing its technologies with other nations will thus be critical to the success of international efforts to limit climate change. Meanwhile, we do not have to wait for the government to take action. Some companies, governments and individuals have already committed to reducing their emissions of greenhouse gases without laws or treaties requiring them to do so.

#10 Protecting the world's climate by stabilizing atmospheric concentrations of greenhouse gases will require enormous reductions in current emissions.
Even if ratified, the Kyoto Protocol in its present form is only a start and would not be nearly enough to stabilize climate. It is estimated that greenhouse gas emissions would have to be reduced to less than one third of current levels to stabilize atmospheric concentrations. This would require a major transformation of the energy sector. A mix of new and existing energy technologies will be needed to achieve this, including large increases in energy efficiency and renewable energy. Researchers are also developing technology to capture and bury carbon dioxide thousands of feet underground. Major increases in public and private research and development are needed to make the necessary technologies available as rapidly and economically as possible.

This article is by Susan Joy Hassol, an environmental science writer with over a decade of experience in global change science and education. Available at:
➢ http://hdgc.epp.cmu.edu/teachersguide/teachersguide.htm#topten

Teaching in a Changing World

Below are statements about why it important to teach about cultural differences. What reasons are given in each paragraph? Can you think of other arguments for including diversity in classrooms that are not mentioned in the paragraphs?

I

Pakistan is an Islamic country and majority of its residents are Muslims. Basically its society is of pluralistic nature. People living in each province have their unique culture having its own values, mores, taboos, way of living, dress, nature of economy, peculiar climate, but at the same time it is bind with cultures of other provinces due to the peculiar feature of religion that is Islam. This major aspect of culture is definitely observable in classroom setting where there are students belonging to various areas of the country bringing with them their own peculiar diversity.

Cited in S. Khatoon, S. Rehman, and M. Ajmal, 'Teaching in Multicultural Classroom – Assessing Current Programs of Teachers' Training in Pakistan', *International Journal of Humanities and Social Science*, 1 (2011), 70–8. Available at:

- http://www.ijhssnet.com/journals/Vol._1_No._6;_June_2011/9.pdf

II

There is a need to acknowledge that everyone has a cultural background, and a need to try and understand how a different culture will have shaped understandings and expectations, while also acknowledging that people within a culture are different - they're shaped by the culture, but they're still individuals.

From 'What Do We Mean by Culture and Cultural Diversity', *Teaching Effectively for Cultural Diversity.*

- <http://www.deakin.edu.au/itl/pd/tl-modules/teaching-approach/culture/topic01.php>

III

We all want children to grow up in a world free from bias and discrimination, to reach for their dreams and feel that whatever they want to accomplish in life is possible. We want them to feel loved and included and never to experience the pain of rejection or exclusion. But the reality is that we do live in a world in which racism and other forms of bias continue to affect us. Discrimination hurts and leaves scars that can last a lifetime, affecting goals, ambitions, life choices, and feelings of self-worth.

From J. Gonzalez-Mena and D. Pulido-Tobiassen, 'Teaching Diversity: A Place to Begin',

- http://www.cdrcp.com/pdf/AntiBias-Teaching%20Diversity.pdf.

IV

We are living in a rapidly changing world. While a teacher is providing instruction in their classes the world is changing everyday. There are video conferences where languages are translated. There are Web sites that uncover cultures that are rapidly growing more modern. The teacher who is sensitive to these changes will produce a student who is better prepared to have a flexible world perspective. The new labor force will require students to understand cultural differences. Today workers are sometimes assigned to live and survive in other countries while working for international companies.

From S. Jones, 'Incorporating Cultural Diversity in the Classroom', Teachers of Color (17 April 2009),

- http://www.teachersofcolor.com/2009/04/incorporating-cultural-diversity-in-the-classroom/

Methods and Strategies

F

The following is a list of some of the strategies used in this course to encourage active learning.

Active lecturing. An active lecture is not too different from any good lecture, but it attempts to directly involve listeners.

There is no one best way to give an active lecture, but it involves any of the following techniques:

Give information in small chunks (about 10 minutes), and then have class members do something with that information for a few minutes. Here are some examples of activities, which you can repeat or vary:

- Write a one-minute reaction to what you have just heard.
    - Talk to the person next to you about what you heard and see how your perspectives differ. Do you agree? Do you have questions?
- List as many key points as you can remember.
- Compare notes taken during the chunk. Help each other fill in gaps or determine if crucial information is missing. (Some people do not allow note taking during the lecture, but this is up to the Instructor.)

Give out cards or slips of paper in three different colours. When class members are listening to your comments, have them hold up a colour for 'I understand', 'I don't understand', or 'I disagree'. Then either stop and allow questions or adjust what you are saying so there are more 'understand' colours showing. This is particularly effective with large groups of 50 or more people.

Ambassadors. This is a useful way to get groups or individuals to exchange information. Two or more members move from one group to another to share/compare discussion etc. You may wish to have half of each group move to another group. This is especially useful if you do not have ample time for a whole-class discussion.

Brainstorming. This is a technique for generating creative ideas on a topic. It may be an individual activity or organized as a group activity. Give people a limited amount of time (e.g. one minute) to say or write as many ideas as they can on a topic. No matter how unrelated an idea seems, write it down. (Alternatively, the Instructor might ask the whole class to brainstorm and write all the ideas on the board.) After the brief period of brainstorming, ideas may then be analysed, organized, and discussed. This is often used as a problem-solving technique. Ideas are then analysed in light of how useful they might be in solving the problem.

Gallery walk. This is a strategy that borrows its name from a visit to an art gallery. Students walk through an exhibit of posters, artefacts, or display of items they have completed. They can be directed to take notes. The idea is to thoughtfully look at what is displayed.

Graffiti wall. A graffiti wall may be displayed in the classroom for use all term. Students may write their thoughts, feelings, or expressions before or following each session and sign their name. Anonymous comments are not suitable. Ideas generated in class may be posted on the 'wall'. Use paper from a large roll of craft or newsprint paper or join several cardboard boxes together to make a wall that can be stored between sessions. Students can take turns getting and putting away the wall each session.

Group work: some tips for forming instructional groups. There is no one best way to form groups. The best way for you is the way that suits your purpose. Use a more complicated strategy if students need a break or need to be energized. Use a simple technique if time is short. Ways to form groups include the following:

- Ask people to count off from one to five (depending on the number of people you want in a group). Groups will form based on their number (e.g. all of the ones will gather together).
- Before class, determine how many people you want in a group or how many groups you need. Give each class member a different coloured sticker, star, or dot as they enter the class. Then when it is time to form groups, ask them to find people with the same sticker etc. and sit together.
- Put different coloured bits of paper in a cup or jar on each table. Have people take one and find people in the room with the same colour to form a group.
- Have students get together with everybody born in the same month as they were. Make adjustments to the groups as needed.

Mini-lecture. A mini-lecture contains all the components of a good lecture. It is sharply focused. It begins with an introduction that provides an overview of what you will talk about.

It offers examples and illustrations of each point. It concludes with a summary of the main point(s).

One-minute paper. Ask class members to write for one minute on a particular topic (e.g. their reflections on a topic, an assigned subject). They are to focus on writing their ideas, without worrying about grammar and spelling. A one-minute paper differs from brainstorming because there is more focus.

Pair-share. Use this technique when you want two class members to work together to share ideas or accomplish a task. Simply ask them to work with a neighbour or have them find a partner based on some other criteria. It is very useful when you want people to quickly exchange ideas without disrupting the flow of the class. (Sharing in triads and foursomes are also small group techniques.)

Poster session. This is useful when you want students to organize their thoughts on a topic and present it to others in a quick but focused way. Have individuals or small groups work to create a poster to explain or describe something. For example, if they have been doing an inquiry on a particular topic, they would want to include their focus, methods, and outcomes, along with colourful illustrations or photographs. The poster can be self-explanatory or students can use it to explain their work. As an in-class tool, a poster session is often combined with a gallery walk so that the class may review a number of posters in a short time.

Readers' theatre. Readers' theatre is a group dramatic reading from a text. Readers take turns reading all or parts of a passage. The focus is on oral expression of the part being read rather than on acting and costumes. Readers' theatre is a way to bring a text to life.

It is a good idea to go over passages to be read aloud with students so they are familiar with any difficult words.

Sometimes readers' theatre is used to get student interested in a text. They hear passages read first and then read the longer text.

KWL. This is a strategy that provides a structure for recalling what students know (K) about a topic, noting what students want to know (W), and finally listing what has already been learned and is yet to be learned (L).

The KWL strategy allows students to take inventory of what they already know and what they want to know. Students can categorize information about the topic that they expect to use as they progress through a lesson or unit.

Text-against-text. This is a way of helping students learn to analyse and compare written documents. The idea is to look at two documents and search for overlap, confirmation, or disagreement. It is a way of looking at different perspectives. Sometimes it is useful to give students readings prior to class and ask them to compare the readings based on a set of study questions, such as:

1) Look at each author separately. What do you think the author's main point is?
2) How does the author support his/her argument?
3) Look at the authors together. In what ways do the authors agree?
4) What are their points of disagreement?
5) What is your opinion on the issue?

Text-against-text may be used to compare a new reading or new information with material that has already been covered.

In classrooms where the whole class uses a single textbook, Instructors often find they are teaching against what is in the textbook. Sometimes it is hard for students to accept that a textbook can and should be questioned. Putting together a text-against-text activity using the textbook and outside materials (e.g. an article) can help them understand that there are legitimate differences of opinion on a subject. Articles need not contradict each other. They may be about the same topic, but offer students different ways of seeing a subject.

Another way to use the activity is divide the class into groups, give each a set of materials, and have them debate the texts. Some university faculty like to put together text sets that include both scholarly and non-scholarly works and have students to think about differences. For example, you might provide all students – regardless of their reading level or learning style – with easy-to-read materials as a way to introduce themselves to a topic. Even competent adult learners seek out 'easy' books or materials to learn about a new or complex topic. Providing a picture, newspaper article, or even a children's book in a text set might give everyone the means of connecting to or understanding some aspect of the larger subject.

Roundtable technique. For this technique, divide the class into small groups (i.e. four to six people), with one person appointed as the recorder. A question that has many possible answers is posed, and class members are given time to think about the answers. After the thinking period, members of the team share their responses with one another. The recorder writes the group's answers. The person next to the recorder starts and each person in the group (in order) gives an answer until time is called.

Quizzes. Prepare and give a short quiz (15 minutes) over the different aspects of child development covered in the unit. As students take the quiz, ask them to circle items they are unsure of. They can review and discuss their work in the following ways:

- **Triads**. Have students meet in groups of three to review the quizzes so that they can help each other with their weak areas. (10 minutes)
- **Review**. Go over the quiz with students, and have them look at their own work and make corrections. (30 minutes)
    - Notice points class members had difficulty remembering and take time to review them. You may ask students to assist with this and discuss how they were able to remember.
    - Use this time to correct any misconceptions.
    - Have students save their quiz for future study.

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