5 Days Training Manual on

Active & Responsible Citizenship
For Secondary School Teachers

Reclaiming Cultural & Social Diversity:
Mobilizing Youth for National Harmony & Peace

By
Idara-e-Taleem-o-Aagahi

In collaboration with
Citizens Rights and Responsibilities Pakistan (CRRP)
Aga Khan University – Institute for Education Development
(AKU-(IED))

Sponsored by
United States Institute of Peace (USIP)

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Acknowledgement

This manual is the outcome of the combined efforts of two major teams of: Idara-e-Taleem-o-Aagahi (ITA) Public Trust, and Department of Citizens Rights and Responsibilities Pakistan (CRRP), Aga Khan University – Institute for Education Development (AKU-(IED))

It represents convergence of two institutional teams who have been working on issues of citizenship, democracy, conflict, and peace education since 2002 in Pakistan and abroad.

The five main resource persons for the development of this manual are duly acknowledged under the supervision of Dr. Bernadette Dean, Head CRRP at AKU –IED

The above have a bond outside this project as well as all five are Alumni of the Plymouth State University – Pakistan Education Leadership Institute (PELI), Newhampshire USA, class of 2008 and 2007 respectively. They attended a four week Summer Institute on “Active and Responsible Citizenship through Education Stewardship of the Environment & Cultural Heritage Preservation”, with a rich exposure in knowledge and practice to concepts of: active citizenship, heritage, cultural preservation and conflict resolution. Upon return of four of them they sat down to assist with a very hands on training manual as agreed under the current United States Institute of Peace (USIP) project. Both Dr. Dean and Baela Raza Jamil from AKU –IED and ITA as advisers to the project had agreed to this mutual support in manual design. CRRP is known in Pakistan as a unique department for building conceptual and practical skills of educators in critical areas of sustainable citizenship. ITA is honored that such collaboration could indeed take place.

It is the result of this team effort that a five day manual have be designed, tested and finalized for running workshops in all four provinces of the country targeted to teachers in both experimental schools and indeed other schools as well in the same cities.

We are grateful to ITA’s desk top team for supporting with layout and printing.
Guidelines to Use of the Training Manual

This training manual has been developed to support the teachers, dealing with Secondary level subjects. The following guidelines can help a trainer to get maximum benefits from this manual. To use this manual effectively a trainer should:

- Be clear on the objectives of the manual
- Have full clarity on the concepts, discussed in the manual
- Ensure the provision of all training materials according to the activities described in the manual for smooth training session.
- Select a spacious, well-equipped and accessible training venue
- Ensure the availability of a large room to facilitate the movements of participants
- Need assessment of the target group
- Select the concepts according to the needs of the target group
- Set the training norms in the start of the session with a mutual understanding
- Inform the participants about training in time
- Keep the session interactive and activity-based in accordance with the concepts of the manual
- Divide the participants into groups for activities using effective methods of Group division
- During group work, encourage every group member to sharing the concepts, especially shy and quite participant
- Adopt a participatory approach throughout the session
- Use simple and easy language in the session
- Listen to every participant attentively
- Familiar with hands-on techniques to motivate the participants
- Respond the questions of the participants to their satisfaction
- Conclude all activities properly
- Be audible to all the participants/ have a clear voice
- Use appropriate body language
## Content Page

<table>
<thead>
<tr>
<th>Sr#</th>
<th>Contents</th>
<th>Page#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Schedule of the workshop</strong></td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td><strong>Introduction &amp; Significance of Community &amp; Citizenship</strong></td>
<td>7</td>
</tr>
<tr>
<td>1.1</td>
<td>Introduction of “Community”</td>
<td>8</td>
</tr>
<tr>
<td>1.2</td>
<td>Membership of a Community</td>
<td>9</td>
</tr>
<tr>
<td>1.3</td>
<td>Identity (Diversity)</td>
<td>11</td>
</tr>
<tr>
<td>1.4</td>
<td>Concept of “Citizenship”</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td><strong>Exploring “Citizenship Education”</strong></td>
<td>16</td>
</tr>
<tr>
<td>2.1</td>
<td>Hard Core of Citizenship</td>
<td>17</td>
</tr>
<tr>
<td>2.2</td>
<td>Understanding of Citizenship Education</td>
<td>19</td>
</tr>
<tr>
<td>2.3</td>
<td>Rights &amp; Responsibilities</td>
<td>20</td>
</tr>
<tr>
<td>2.4</td>
<td>Basic Human Rights (Constitution)</td>
<td>23</td>
</tr>
<tr>
<td>2.5</td>
<td>Competencies required for Democratic Citizenship</td>
<td>28</td>
</tr>
<tr>
<td>2.6</td>
<td>Kinds of Political System</td>
<td>30</td>
</tr>
<tr>
<td>2.7</td>
<td>Attributes of Democracy</td>
<td>31</td>
</tr>
<tr>
<td>2.8</td>
<td>Exploring Government</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td><strong>Exploring Citizenship Skills (Social Inquiry)</strong></td>
<td>39</td>
</tr>
<tr>
<td>3.1</td>
<td>What is Inquiry?</td>
<td>40</td>
</tr>
<tr>
<td>3.2</td>
<td>How to conduct an Inquiry</td>
<td>41</td>
</tr>
<tr>
<td>3.3</td>
<td>Walking through the steps of Inquiry</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td><strong>Value Education</strong></td>
<td>49</td>
</tr>
<tr>
<td>4.1</td>
<td>Understanding Value Education</td>
<td>50</td>
</tr>
<tr>
<td>4.2</td>
<td>Why it is important to develop Citizenship Values</td>
<td>51</td>
</tr>
<tr>
<td>4.3</td>
<td>Equality for developing Value Education</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td><strong>Conflict Resolution &amp; Lesson Planning</strong></td>
<td>54</td>
</tr>
<tr>
<td>5.1</td>
<td>What is Conflict?</td>
<td>55</td>
</tr>
<tr>
<td>5.2</td>
<td>Style of handling Conflict</td>
<td>58</td>
</tr>
<tr>
<td>5.3</td>
<td>Strategies of Conflict Resolution</td>
<td>59</td>
</tr>
<tr>
<td>5.4</td>
<td>What is lesson Planning?</td>
<td>61</td>
</tr>
<tr>
<td>5.5</td>
<td>Format of Lesson Planning</td>
<td>62</td>
</tr>
<tr>
<td>5.6</td>
<td>Developing lesson plan on Skill/Value of citizenship Education</td>
<td>63</td>
</tr>
<tr>
<td>S.NO</td>
<td>TOPIC</td>
<td>Time Duration</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 1:-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welcome and Introduction</td>
<td>09:00 am -09:20 am</td>
</tr>
<tr>
<td></td>
<td>Introducing the concept of community (Probing &amp; Group Work)</td>
<td>09:20 am -09:45 am</td>
</tr>
<tr>
<td></td>
<td>Exploring the concept of community</td>
<td>09:45 am -11:45 am</td>
</tr>
<tr>
<td></td>
<td>Community Cycle (Think-Pair-Share activity)</td>
<td>11:45 am -12:30 pm</td>
</tr>
<tr>
<td></td>
<td>Membership of different communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identity (Diversity) (Group Work)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introducing the Concept of Citizenship</td>
<td>12:30 pm -01:00 pm</td>
</tr>
<tr>
<td></td>
<td>Discussing the definition of Citizenship</td>
<td>01:00pm -02:00 pm</td>
</tr>
<tr>
<td>2.</td>
<td>Day 2:-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of day 1</td>
<td>09:00 am -09:15 am</td>
</tr>
<tr>
<td></td>
<td>Citizenship Education and its Hard Core (Refer to Youth and Active Participation: Government Accountability to Citizens)</td>
<td>09:15 am- 09:45am</td>
</tr>
<tr>
<td></td>
<td>Understanding the Hard core of Citizenship</td>
<td>09:45 am- 11:00am</td>
</tr>
<tr>
<td></td>
<td>Citizenship Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rights &amp; Responsibilities (Activity)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Human Rights (Constitution)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What needs to be done to educate for Democratic Citizenship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exploring Political System</td>
<td>11:00 am- 12:00pm</td>
</tr>
<tr>
<td></td>
<td>Understanding about political system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kinds of political systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explaining the attributes of Democracy</td>
<td>12:00pm- 12:30pm</td>
</tr>
<tr>
<td></td>
<td>Discussion: which form of political system is suitable for Pakistan and why?</td>
<td>12:30 am -02:00 pm</td>
</tr>
<tr>
<td></td>
<td>Jigsaw on systems of Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Day 3:-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of day 2</td>
<td>09:00 am -09:15 am</td>
</tr>
<tr>
<td></td>
<td>Identifying the key features of parliamentary and presidential form of government</td>
<td>09:15 am- 09:45am</td>
</tr>
<tr>
<td></td>
<td>Introduction to Citizenship Skill: Social Issue Inquiry (some examples of potential topics are: government; politics; elections; women’s rights and human rights violations; domestic violence; diversity) Note: participants can select topic relevant and related to social issue</td>
<td>09:45 am- 11:00am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00 am- 12:00pm</td>
</tr>
<tr>
<td>Break</td>
<td>12:00pm- 12:30pm</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Inquiry:</td>
<td>12:30 am -02:00 pm</td>
<td></td>
</tr>
<tr>
<td>➢ What is Social Issue Inquiry and its steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Walking through the steps of inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Preparing the Presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Day 4:

<table>
<thead>
<tr>
<th>Review of day 3</th>
<th>09:00 am -09:15 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Presentations of the social issue inquiry</td>
<td>09:15 am- 09:45am</td>
</tr>
<tr>
<td>➢ Developing Critical Thinking through inquiry based learning</td>
<td>09:45 am- 11:00am</td>
</tr>
</tbody>
</table>

**Introduction to Value Education (Equality & Justice, Cooperation, integrity, Freedom to & from.)**

<table>
<thead>
<tr>
<th>➢ Why it is important to develop citizenship values</th>
<th>11:00 am- 12:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ How Citizenship values can be developed with the help of activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Break</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Understanding Diversity with activities</td>
<td>12:00pm- 12:30pm</td>
</tr>
<tr>
<td>➢ Understanding Equality with activities</td>
<td>12:30 am -02:00 pm</td>
</tr>
</tbody>
</table>

### 5. Day 5:

<table>
<thead>
<tr>
<th>Review of day 4</th>
<th>09:00am- 09:15am</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Conflict Resolution (Role play)</td>
<td>09:15am- 12:00pm</td>
</tr>
<tr>
<td>➢ Styles of handling Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td>➢ Strategies of Conflict Resolution (Types)</td>
<td></td>
</tr>
<tr>
<td>➢ Negotiation, Mediation (Role Play)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Break</th>
<th>12:00pm- 12:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning</td>
<td>12:30pm- 02:00pm</td>
</tr>
<tr>
<td>➢ What is lesson planning</td>
<td></td>
</tr>
<tr>
<td>➢ Sharing and Discussing the format of a lesson planning (sample)</td>
<td></td>
</tr>
<tr>
<td>➢ Developing a lesson plan on any one of the skill or values of citizenship education</td>
<td></td>
</tr>
<tr>
<td>➢ Preparation Time</td>
<td></td>
</tr>
</tbody>
</table>

**Closing of the workshop**

<table>
<thead>
<tr>
<th>➢ Introduction &amp; address of chief guest</th>
<th>02:00pm- 02:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Distribution of Certificates</td>
<td></td>
</tr>
<tr>
<td>Administrative &amp; Financial Matters</td>
<td></td>
</tr>
</tbody>
</table>
DAY 1

Introduction & Significance of “COMMUNITY & CITIZENSHIP”
**Introduction of Community**

Objectives: The main objectives of this Unit are to:-
- Introduce the basic concept of Community
- Introduce the concept of community as a symbol of social cement
- Create a better understanding of the importance and need of “Community”
- Enable a deeper understanding of the influence of Community on human development and integration

<table>
<thead>
<tr>
<th>Activity 1.1</th>
<th>Introduction of “Community” as a concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong> 30 minutes</td>
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</tbody>
</table>

Materials required:
- Black/White board
- Charts
- Markers
- Paper tape
- Handouts

**Methodology**

- Probing
- Pair work
- Group work
- The trainer will write a question “What is Community?” on the board.
- The participants will be given five minutes to brainstorm and share their viewpoints regarding the above mentioned word/concept as shown in the figure.
- After some individual thinking the participants will be divided into groups comprising of 5-6 members each
- Within the groups they will share their ideas about community so that they can understand the importance of living together
- After group work the trainer will share the definition of Community with the participants
Hand Out

Definition of Community

“A body of people having common rights, privileges, or interests, or living in the same place under the same rules and regulations”

Common definitions of community normally emerge as a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings. The participants may differ in the emphasis they place on particular elements of the definition. ‘Community’ may be defined similarly but experienced differently by people with diverse backgrounds.

Activity 1.2  Membership of Community

Duration: 45 minutes

Material required:
- Black/White board
- Chart
- Marker
- Paper tape

Methodology

- Probing
- Think-Pair-Share Activity
- The participants will be asked to list some of the different communities they belong to and explain their role in each of them
- After this the participants will be asked to identify the benefits and challenges of being part of one of these communities
- The participants will be given 10 minutes to think over it and share with their group fellows to understand the benefits and challenges of the communities and what they can do to make their communities more beneficial and peaceful
- At the end of this activity the facilitator will share a hand out of the community cycle with the participants to make them familiar with their roles from an individual level to national level as the member of different communities
Community is a group of people who live together, interact with each other to satisfy their own and each other's needs. Community depends upon a cycle/circle, shown in the figure, as human beings we belong to different/many communities. We all are born into a community i.e. our family helps us to meet our needs for food, shelter, love and care etc. as an individual/human being, we belong to such communities like:

- Teachers’ community
- Parents’ community
- Students’ community etc
- Being Pakistani we belong to Pakistani community
Activity 1.3  Identity (Diversity)

Duration: 45 Minutes

Materials required:
- Black/White board
- Marker
- Writing pads
- Hand out

Methodology

- Individual work
- Pair work
- Group work
- The trainer will draw a symbolic human figure on the board indicating different habits & characteristics as shown in figure 1.3 and ask the participants to write their own likings and disliking for each of the 8 questions listed.

Diversity among us

What languages do I speak?
What is my religion?
What ceremonies do I celebrate?
What is my name?
What clothes do I wear?
What music do I like?
Where do I go for holidays?
What food do I eat at home?
Figure: 1.3

- The participants will be given seven minutes to think and write about the above mentioned questions about their likings & disliking and share with their peers/friends.

Other possible activity is to list down the following on a sheet of paper to highlight Diversity:

<table>
<thead>
<tr>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL</td>
</tr>
<tr>
<td>Identity</td>
</tr>
</tbody>
</table>

Share your list with your friends and find out what you both have in common & how are you different.

| COMMON | UNCOMMON |

You must notice that at the same time we are alike and different from each other. Reflect on what you discovered.

- Meanwhile the trainer will make a table on the board for the next activity for the whole group to share their individual likings and disliking with their group members to fully understand and engage with the concept of diversity among us.

(Instructions are missing to fill this worksheet? For e.g. what kind of questions will be written in the first column)

<table>
<thead>
<tr>
<th>Sr#</th>
<th>Questions</th>
<th>Myself</th>
<th>Group Member 1 Name</th>
<th>G.M 2 Name</th>
<th>G.M 3 Name</th>
<th>G.M 4 Name</th>
<th>G.M 5 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Question 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Question 2</td>
<td></td>
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<td>3</td>
<td>Question 3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Question 4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Question 5</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>6</td>
<td>Question 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Question 7</td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td>8</td>
<td>Question 8</td>
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</table>

- After completing individual work they will be asked to share it within their paired partner and then with the whole group and fill out the table comprising all group members.
• They will be asked to write the names of your group members to know their identity
• At the end the trainer will conclude this activity by giving them a comprehensive definition of identity, and some examples of diversity among us as well as in the universe

Identity

Each one of us has a set of individual identities. Our identities are formed by the different claims made on us by the different communities we belong to. For example, the family we are born into gives us our name, language we speak and our belief. Our family, however, may live in a neighborhood where everyone speaks a mother language and belong to a different religious group. We may therefore have to learn the other language, but will still practice our own religious traditions. The claim made on individuals by each of these communities’ leads to a more multilayered identity, as each adds a further civil, political and social dimension. Multiple identities may provide an enriched understanding of who we are and who we can become. However, at times, being a member of different communities can cause internal tensions as the communities might have divergent purposes.

Diversity

Explained by Mr.I.A.Rehman (Director Human Rights Commission of Pakistan -HRCP)

“Diversity covers Democracy. Diversity, Democracy and Tolerance are the leaves of the same plant, branches of the same tree. Basic element is respect for human beings as the finest of creatures”.

Diversity is a value that appreciates the differences in the way people live and think. It teaches us that people of different religions, political beliefs and socio economic groups can live together in a community and could share and celebrate different cultures, religious values, and political opinions. Pakistanis hailing from different religions, speak different languages, eat different foods, earn their livelihoods by various means, and have diverging views on national issues. Often such different beliefs and ideas result in conflicts and instead of diversity becoming the strength of the community is turned into a weakness. But appreciating diversity allows us to value and respect each other and treat every one fairly and equally. Diversity also allows us to focus on and work together to strengthen ourselves, finding common grounds and common bonds, instead of highlighting only our differences.
Activity 1.4  Concept of “CITIZENSHIP”

Duration: 30 minutes
Material required:
- Definitions of citizenship
- Pencils/ball points
- Charts
- Markers
- Handouts

Methodology
- Individual work
- Group work
- Presentation
- The participants will be provided a handout based on different definitions of “CITIZENSHIP”. They will be asked to underline the core word/s of each definition according to their own understanding regarding citizenship
- They will underline the word/s individually and then share with the whole group
- After this they will be divided into groups and asked to make their own definition of “CITIZENSHIP” with mutual understanding & collective thoughts
- They will be asked to present their group work with other groups to share their views at broader level
- After group presentations the trainer will conclude this activity by sharing the concept of citizenship
Hand out
Definitions of Citizenship

“Citizenship is a status given to all those who are full members of a community. All citizens have equal rights and duties” (Adapted from Marshall).

“Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one’s membership in a political community” (Kymlicka and Norman)

“Citizenship is the involvement in public affairs by those who have the rights of citizens” (Barbalet)

“Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social, and political elements, and provides citizens with defined rights and obligations, a sense of identity, and social bonds” (Ichilov)

Citizenship varies because each person, each culture, through usage and constructs, expresses his/her conception of political and social life, freedom and relations with others. Moreover the conception of ‘citizenship’ is open to change based on new visions of society and new forms of social and political life based on these visions.
DAY 2

Exploring Citizenship Education
**Review of day 1**

The 2nd day will begin with a review of the previous day to refresh the concepts learnt and lay a basis to make a strong connection/integration between both days’ activities.

<table>
<thead>
<tr>
<th>Activity 2.1</th>
<th>Hard Core of “CITIZENSHIP”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>25-30 minutes</td>
</tr>
<tr>
<td><strong>Material required:</strong></td>
<td></td>
</tr>
<tr>
<td>• Black/white board</td>
<td></td>
</tr>
<tr>
<td>• Markers</td>
<td></td>
</tr>
<tr>
<td>• Charts</td>
<td></td>
</tr>
<tr>
<td>• Handouts</td>
<td></td>
</tr>
</tbody>
</table>

**Methodology**

- Probing
- Group work

- Now that the participants are familiar with some elements of citizenship, the trainer will ask them to think about the core elements of citizenship
- They will be given ten minutes to brainstorm on it and write their ideas on their own writing pads
- After brainstorming a sharing activity of ideas will be conducted with the whole group
- The trainer will wrap up the activity by sharing the hard core ideas on citizenship with the participants
### Hand Out

**The Hard Core Elements of “Citizenship”**

Following are the core elements of citizenship

<table>
<thead>
<tr>
<th>In the first place, ‘citizenship’ is a legal and political status.</th>
<th>In the second place, citizenship is a social role:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- It is a civic contract between a political community and the individual.</td>
<td>- Citizenship is one of the identities of an individual.</td>
</tr>
<tr>
<td>- It includes legal rules that define membership of a political body.</td>
<td>- It is a social bond between individuals living in a community.</td>
</tr>
<tr>
<td>- It is a set of rights (civil, political, social) and liberties that the state grants its citizens.</td>
<td>- It is context-related, that is, a citizen can be a member of different communities (local, national, regional, and world) and therefore, can have different types of roles and responsibilities.</td>
</tr>
<tr>
<td>- It involves the citizen’s loyalty to the state that protects him/her and grants civic rights.</td>
<td>- It presupposes certain competencies or a civic literacy that make it possible to effectively exercise their citizen status.</td>
</tr>
<tr>
<td>- It involves a balance between rights &amp; responsibilities.</td>
<td>- It dissociates citizenship from belonging to a particular territory.</td>
</tr>
<tr>
<td>- It ensures access to public life and civic participation.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.2 Understanding of Citizenship Education/
What is Citizenship Education?

Duration: 35 minutes
Materials required:
- Black/white board
- Markers
- Definition of Citizenship Education

Methodology
- Brain storming
- Group work

- The trainer will write a question on the black board that “What is Citizenship Education”?
- The participants will be given five minutes for brain storming about the above mentioned question
- The trainer will gather their view points on the board
- After brain storming the trainer will give them a hand out and share the comprehensive definitions of Citizenship Education
Handout

Citizenship Education

[Citizenship education seeks to] develop knowledge, skills and attitudes and values which enable students to participate as active and informed citizens in our democratic society within an international context. (National Goals for Schooling, Australia, 1989)

Education for citizenship is concerned with both the personal development of society at the local, national and international levels. On a personal level, citizenship education is about integration into society. It is about overcoming structural barriers to equality; challenging racism and sexism in institutions. On a political and social level, it is about creating a social order that will help provide security without the need for repression. (Osler and Starkey, 1996)

<table>
<thead>
<tr>
<th>Activity 2.3</th>
<th>Rights and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong> 35 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials required:
- Black/white board
- Markers
- Charts
- Writing pads

**Methodology**
- Brain storming
- Imagination
- Group work

The participants will be asked to imagine that “you have just struggled for and won a new country. List the rights and responsibilities (civic, social, economic, political, cultural) all citizens would have in this country. Explain why these rights and responsibilities are important.

- The participants will be given ten to fifteen minutes to do individual thinking about their desired country and make a list of rights and responsibilities for a peaceful & prosperous living environment where everyone feel safe and secure
• After preparing the list, they will be asked to share it with the whole group for consensus about rights and responsibilities.

• The trainer will provide the constitution of Pakistan to participants and ask them to compare their list with the Rights discussed in the constitution. It will help them to identify the rights that are additional to their list. The discussion will be generated to explore the nature of rights participants have identified and the rights given in constitution.

• The trainer will conclude the activity by sharing the Fundamental Rights of Citizens in the Constitution of Pakistan and salient responsibilities of citizens.
Rights and Responsibilities

Each community assigns different rights and responsibilities to its citizens. In Pakistan, you have certain rights and freedoms, guaranteed by the constitution of Pakistan. 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 a Child (CRC), because Pakistan is a signatory to both.

With rights we also have responsibilities. Often responsibilities are directly related to our rights. For example, as citizens of Pakistan we have the right to vote in elections. We have the right to freedom of expression and the responsibility to express our view in a way that is respectful of others. While most of our responsibilities are based on morality and social conscience, some are written into laws. Only a few responsibilities are written into laws of Pakistan such as the responsibility to obey the law and to pay taxes.

<table>
<thead>
<tr>
<th>Fundamental Rights of Citizens in the Constitution of Pakistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Security of person</td>
</tr>
<tr>
<td>- Freedom of movement</td>
</tr>
<tr>
<td>- Preservation of language, script and language</td>
</tr>
<tr>
<td>- Freedom of speech</td>
</tr>
<tr>
<td>- Freedom to profess religion and to manage religion institutions</td>
</tr>
<tr>
<td>- Equality before the law</td>
</tr>
<tr>
<td>- Non discrimination in respect of access to public places</td>
</tr>
<tr>
<td>- Right to vote</td>
</tr>
<tr>
<td>- Freedom of trade, business or profession</td>
</tr>
<tr>
<td>- Provision as to property</td>
</tr>
<tr>
<td>- Protection of the property rights</td>
</tr>
<tr>
<td>- Safeguard against discrimination in services.</td>
</tr>
</tbody>
</table>

Responsibilities of Citizens

The responsibilities of citizens vary depending on one’s country, and may include:

- Paying taxes
- Serving in the country’s armed forces (when required)
- Obeying laws enacted by one’s government
- Demonstrating commitment & loyalty to the democratic political community and state
- Constructively criticizing the conditions of political and civic life
- Respecting the rights of others
- Defending one’s own rights and the rights of others against those who would abuse them
- Exercising one’s rights
### Activity 2.4 Basic Human Rights (Constitution)

#### Duration: 45 minutes

**Materials required:**
- Black/white board
- Markers
- Pencils.ball points
- Copy of Fundamental Rights in the Constitution of Pakistan
- A Grid on Citizenship Rights

#### Methodology

- Individual work
- Group work

- The trainer will provide a copy of Fundamental Rights in the Constitution of Pakistan and a grid on Citizenship rights (refer the attached handouts)
- They will be asked to read the constitution carefully, understand the key concept of each article and place each article in their respective column of Civil, Political, Economic and social rights given in the handout of Citizenship Rights
- They will be given ten minutes for this task
- After this, the trainer will explain the fundamental rights in the constitution to make them conceptually clear about the rights and responsibilities
Fundamental Rights in the Constitution of Pakistan

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

2. Safeguards as to arrest and detention. (I) No person who is arrested shall be detained in custody without being informed, as soon as may be, of the grounds of 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 he produced before a magistrate within a period of twenty-four hour of such arrest. Excluding the time necessary for the journey from the place of arrest to the court of the truest magistrate, and no such person shall be detained in custody beyond the said period without the authority of a magistrate ...

3. Slavery, forced labour, etc., prohibited. (I) 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. Protection against retrospective punishment. (I) No law shall authorize the punishment of a person—(a) For 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 present at the time the offence was committed. ...

5. Protection against double punishment and self-incrimination. No person shall be prosecuted or punished for the same offence more than once. or I shall, when accused of an offence, be compelled to be a witness against himself.

6. 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.

7. 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 leave freely throughout Pakistan and to reside and settle in any part thereof.

8. Freedom of assembly. Every citizen shall have the right to assemble peacefully and without anus. Subject to any reasonable restrictions imposed by law in the interest of public order.

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1 PLD DI976 Lai. 1250
2 PLD 1976 Kar. 1365. PLD 1993 Sr 473
9. Freedom of association. (1) Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in furtherance of the interest of any public order or morality.] 5(2). Every citizen, not being in the service of Pakistan, has 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 "[or public order] such law shall provide that where the Federal Government declare 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 reference, matter to the Supreme Court whose decision on such reference shall be final.[:] [Provided that no political party shall promote sectarian, ethnic, regional hatred or animosity, or be titled or constituted as a militant group or section].

10. 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.

11. Freedom of speech, . 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.

12. Freedom to profess religion and to manage religious institutions. Subject to law, public order and morality:- (1) Every citizen shall have the right to profess, practice and propagate his religion; and (2) Every religious denomination and every sect thereof shall have the right to establish, maintain and manage its religious institutions.

13. 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.

14. 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.

15. 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.

16. Protection of property rights. No person shall be compulsorily deprived of his property save in accordance with law …

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4 Subs. By the Constitution (Fourth Amndt) Act, 1975 (71 of 1975), s.3, for "morality or public Order" (w.e.f. the 21st November, 1975).
5 Subs. by the Constitution (First Amndt.) Act, 1974 (33 of 1974), s. 4, for cl. (2) (w.e.f. the 4th May, 1974).
6 Subs. ibid., for full stop
7 Subs. ibid., for full stop.
8 Proviso added ibid.,
11 PLD 1976 Lah. 1250.
12 PLD 1957 Pak. P. 9, PLD 1999 SC 57.
17. ^13^ 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 alone. (3) Nothing in this Article shall prevent the State from making any special provision for the protection of women and children.

18. 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.

19. Safeguard against discrimination in services. 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's

20. 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.

Reference


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^13^ PLD 1999 - 57

^14^ PLD 1993 SC 473.
## Citizenship Rights

<table>
<thead>
<tr>
<th>Civil Rights</th>
<th>Political Rights</th>
<th>Economic Rights</th>
<th>Social Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights to individual freedoms such as, freedom of expression, freedom of movement</td>
<td>Rights that facilitate participation in decision making such as the right to vote</td>
<td>Rights to have an occupation or conduct trade or business</td>
<td>Rights to food, shelter and clothing and to live a life in accordance with the standards prevailing in the society</td>
</tr>
</tbody>
</table>
Activity 2.5 Competencies required for Democratic Citizenship

Duration: 1 hour

Materials required:
- Black/white board
- Markers
- Charts
- Hand out

Methodology

- Probing
- Group work
- Presentation
- The trainer will ask the participants that what competencies (Knowledge, Skills, Dispositions and Actions) are required for democratic citizenship or to make young people active, responsible and informed citizens
- The trainer will draw a table on the board regarding knowledge, skills, dispositions and actions

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• -------------------------</td>
<td>• -----------------------</td>
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<tr>
<td>• -------------------------</td>
<td>• -----------------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• -------------------------</td>
<td>• -----------------------</td>
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<tr>
<td>• -------------------------</td>
<td>• -----------------------</td>
</tr>
</tbody>
</table>

- The participants will be given fine minutes to brainstorm and write the examples of knowledge and skills, dispositions and actions that are required for educating citizen for active and responsible citizenship according to their own thinking
- After writing they will be asked to share their viewpoints with the whole group about democratic citizenship
- At the end the trainer will conclude this activity by sharing a grid of civic knowledge, civic skills, civic dispositions and civic actions with the participants
### Attributes/Competencies required for Democratic Citizenship

#### Civic Knowledge
- Concept of citizenship, citizenship rights, roles and responsibilities, democracy, social justice, constitution (law & Government)
- The rights and responsibilities of citizens
- Human rights and responsibilities
- The local, national and international context

#### Civic Skills
- Information gathering
- Communication
- Critical thinking
- Conflict resolution (Mediation, Negotiation)
- Problem solving
- Decision making
- Inquiry

#### Civic Dispositions
- Belief in the dignity and equality of every human being
- Determination to act justly
- Commitment to equality
- Respect for freedom
- Willingness to work with and for others
- Value diversity
- Take personal and civic responsibility
- Respect for the rule of law
- Concern for human rights
- Practice of tolerance

#### Civic Action
- Vote
- Engage in community service
- Become a member of civil society group(s)
- Advocate for change
  - Sign petitions
  - Write letters to government representatives
  - Advertise your cause
  - Participate in walks, demonstrations
- Refuse to buy certain things (e.g. plastic bags as they pollute the environment)
Exploring Political Systems

<table>
<thead>
<tr>
<th>Activity 2.6</th>
<th>Kinds of Political System</th>
</tr>
</thead>
</table>

**Duration: 15 minutes**

**Materials required:**
- Black/white board
- Markers
- Charts
- Hand out

**Methodology**

- Group work
- Presentation

- The trainer will ask the participants that how many political systems are being practiced in the world.
- The participants will share their views on the different political systems exists.
- After collecting their ideas the trainer will conclude this activity by sharing a hand out based on political systems with participants to make them conceptually clear about the political systems and the importance of democracy.
- The trainer will also discuss the attributes of democracy with the participants as this is one of the most popular political systems in the world today.

**Hand out**

```
Political Systems

- Autocracy
- Monarchy
- Anarchy
- Democracy
```
Activity 2.7
Attributes of Democracy

**Duration: 45 minutes**

Material required:
- Black/white board
- Markers
- Charts
- Hand out

**Methodology**

- Peer work
- Group work
- Presentation

The participants will be asked which form of political system is suitable for Pakistan and why?
- They will be given ten minutes and asked to write at least three to four points regarding their own thinking about political system and its suitability for Pakistan
- They will be asked to work in peers for five minutes for brain storming and than in groups for making presentations with reciprocal understanding
- Meanwhile the trainer will provide them site-based support for making productive presentations (moving across groups)
- After preparing presentations, they will be asked to select a representative of their groups for presentation with mutual understanding, this practice will enable them to understand the importance of democracy
- The representative will be asked to present/share their presentations with the whole group
- The rest of the audience/participants will only listen the presentation, but they can also put/solicit questions to the presenting group for their own conceptual clarity or even they can comment or add something for the improvement, this practice enhance critical thinking and communicational skills of the participants
- After the presentations, the trainer will provide a hand out based on the attributes of democracy to the participants and the trainer will give her input by comparing different political system in order to clarify that why the democracy is best form of government.
- s/he will conclude the activity with a comprehensive discussion about the attributes of Democracy
II. DEMOCRACY AS A POLITICAL SYSTEM
A Political System is a complete set of institutions. Political organizations, interest groups, the relationships between these institutions and political norms and rules that govern their functions. There are a number of political systems, the minor ones are shown in Figure 4.

Democracy is one of the most popular political systems in the world today. The word "democracy" comes from the Greek democratic, which means "rule of the people", that is, government in which supreme power is vested in the people and exercised directly by them or by their representatives elected under a free electoral system. The major characteristics of democracy include tolerance towards minorities, freedom of expression, and respect for the essential dignity and worth of the human individual with equal opportunity for each to develop freely in a cooperative community (Webster, 1993).

The concept of democracy rests on several principles and attributes to the operational red in the society. Figure 5 illustrates a few major principles depicted as pillars and some attributes that support the pillars to sustain democracy.

**Sovereignty of the people**
The core principle of democracy is the belief that the people possess the capacity and wisdom to rule on their own. In other words, authority rests with the people to make decisions about how to order their lives in the community. In other words people rule themselves directly or indirectly. Generally, in a democracy people make decisions through their elected representatives. Generally political parties are also independent. This highlights the importance of political parties which recruit, nominate and campaign for candidates to represent people. These representatives are either elected through plurality vote (the candidate with the most votes in an election wins), or proportional representation, (cast ballots for political parties, not for individual candidates). Party representation in the national legislature is determined by the percentage, or proportion, of votes received by each party in the election.

As modern societies grow in size and complexity, the arena for communication and public debate is increasingly dominated by the media: radio and television, newspapers, magazines, books, even computerized data bases. The media fat a democracy inform and educate people to enable them make intelligent decisions as citizens. This role is especially important during election campaigns, when few voters will have the opportunity to see, much less talk- arils. candidates in person.
**Free and fair elections**

In order to elect trite representatives, people's active and meaningful participation in election is important. This is only possible in free and fair elections. Voting in elections is the most fundamental, visible and common form of participation in modern democracies. The ability to conduct free and fair elections is at the core of what it means to call a society democratic and depends on the active participation of citizens and the provisions or free expression. Through freedom of expression citizens organize themselves and use non-violent means and ways to raise their voice against injustices. Elections also contribute to democratic practice, as a system of checks and balances to ensure that political power is dispersed and decentralized and to ensure no institution, group or individual becomes too powerful. Media also serve as a watchdog over government and other powerful institutions in the society. By holding to a standard of independence and objectivity, however imperfectly, the media can expose the truth behind the claims of governments and hold public officials accountable for their actions.

**Majority rule coupled with minority rights**

All democracies are systems in which political decisions are made by majority vote. No one, however, would call a system fair or just that permitted 51 percent of the population to oppress the remaining 49 percent in the name of majority rule. Therefore, in a democratic society, majority rule must be coupled with guarantees of individual human rights that serve to protect the rights or minorities--whether ethnic, religious, or political. The rights of minorities do not depend upon the goodwill of the majority but are protected by laws and institutions and cannot be eliminated by majority vote.

**Equality before the law**

Democracy declares that all are equal before the law and are entitled without any discrimination to equal protection of the law. In simple language, the law is the same for everyone; it should be applied in the same way to all. The principle of equality before the law is especially important for minority groups or groups with less economy and political power. Justice and rule of law is best achieved when the laws are established by the very people who must obey them. In democracies citizens willingly obey the laws of their society, because they are submitting to their own rules and regulations. To ensure justice and rule of law, a system of strong, independent courts should have the powers and authority, resources, and the prestige to hold government officials, even top leaders, accountable to the nation's laws and regulations.
### Activity 2.8 Branches of Government

**Duration:** 1 hour  
**Material required:**  
- Black/white board  
- Markers  
- Charts  
- Hand out

#### Methodology

- Jigsaw on Branches of Government  
- Group work  
- Presentation  
- The participants will be asked about the branches of the government  
- The trainer will write the names of the government branches on the board  
- Then the participants will be divided into three groups and given names, legislative, executive and judiciary  
- The group named legislative will be given the handout of legislative, the group named executive will be given executive’s handout and the group named judiciary will be given the handout based on the information of judiciaries procedures for group work  
- They will be given ten minutes to comprehend the information given in the handouts and for discussion in the group  
- They will be asked to note the salient features of each branch of the Government  
- After this, the participants will be dispersed into different groups to share the information of work done in the groups as experts  
- All the group members will exchange the information about all the three branches among them to know about the other branches  
- This practice will enhance the cooperative learning skills of the participants, and also enable them to use this teaching learning strategy in their classroom to develop the conducive learning environment for the students  
- Then the participants will be asked to present their group presentation for more conceptual understanding  
- The trainer will conclude the activity with productive and comprehensive discussion regarding branches of the Government.

<table>
<thead>
<tr>
<th>G.1 Legislative</th>
<th>G.2 Judiciary</th>
<th>G.3 Executive</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
III. THE GOVERNMENT OF PAKISTAN
The Constitution of Pakistan 1973 provides for a Federal Parliamentary System of government. Federal means that there are two levels of government with decision making powers divided between then: the federal government based in Islamabad and the provincial government. Based in the capital city of each province. Parliamentary means that the Prime. Minister is the head of government. Under the Local Government Ordinance 2001 district governments were created to devolve power to and increase citizens’ participation in government (The Local government will not be discussed in this booklet).

A democratic government has three branches legislative. executive and judiciary.

Legislative Branch
The legislative branch of government or parliament has the power to make and change laws. At the federal level, Pakistan has a bicameral Parliament which consists of the National Assembly (NA) and the Senate. At the provincial level it has a unicameral parliament with each province having a Provincial Assembly.

The National Assembly
The total membership of the NA is 342 elected members. 272 are elected on the basis of adult franchise and ‘one person one vote’. The other 70 seals 60 fur women and 10 for minority religious groups are special seats reserved to enable disadvantaged groups to have representation in the National Assembly.

Membership to the NA is open to all citizens of Pakistan who are 25 years of age and above. are registered voters and are graduates. Members of the NA (MNAs) are elected for a five-year term. The member who gains the confidence of the majority of the MNAs is invited by the President to be the Prime Minister and form the Government.

The main function u of the NA is to male the laws for the country. The NA has the power to make laws with respect to any matter in the Federal Legislative List and enjoys exclusive powers to consider Money bills including the annual budget.

The NA must nice( far at least 130 days in at least three sessions a year. A session of the NA is summoned by the President of Pakistan under Article 54(I) of the Constitution. It can also be summoned by the Speaker un a request made by at least 25% of the MNAs.

At the first session of the NA the Speaker and Deputy Speaker are elected. The office of the Speaker is the highest office in the NA of Pakistan. The Speaker presides over the NA. The Speaker decides who may speak, moderates debate. makes rulings on procedure. announces the results of votes and disciplines members who break the procedures of the house. The Speaker must show complete impartiality in the discharge of functions. The Speaker often represents the NA in ceremonial and other simaliuns.

When the NA is dissolved the Speaker continues in the office, till a new Speaker is elected. The NA can be dissolved by the President on the advice of the ‘rime Minister.

The Senate of Pakistan
The role of the Senate is to promote harmony and to alleviate the fears of smaller provinces, therefore equal representation is given to all the provinces. The Senate has 100 members, 22 from each province which include 14 general, 4 technocrats/Glenn and 4 women. In addition there are 4
members from the Federal Capital territory and 8 from DATA. Members are elected for a 6-year term. Members must be graduates, 30 years and above and be registered voters.

Unlike the National Assembly, the Senate cannot be dissolved by the President rather it is a permanent legislative body which symbolizes a process of continuity in the national affairs. After the Senate has been duly constituted, at its first meeting, it elects from amongst its members a Chairperson and Deputy Chairperson for a 3-year term.

The main function of the Senate is to make the laws for the country. In order to function effectively, the Senate has a Committee System. Senate Committees comprising specialists and experts in the field give in-depth consideration to the legislative bills before approving them to become law. Senate Committees also deal with issues of national importance and public interest (such as problems of less developed areas and human rights). The proceedings are shared with the general public so as to create awareness among them.

How a bill becomes a law at the federal level

Activity: Simulate the law making process

1. Have students agree on an issue that requires a law in the country.
2. Set up your class to represent the legislature: Divide the class into three groups. Make one group members of the Senate. Make the other two groups members of the National Assembly, with one group representing the government and the other group representing the opposition.
3. Have the Senate elect a Chairperson and the National Assembly elect a Speaker (Remind the Speaker of his/her role in the National Assembly, especially the fact that he/she must not take sides).
4. Follow the steps of making a law
   - Government/opposition present the bill
   - MNAs debate the bill
   - MNAs vote on the bill (if over 50% of the vote is in favour of the bill, send it to the Senate)
   - Present the Bill, select committee review discussion, and voting on the bill (if the bill gets the majority vote, send it to the President the teacher) for assent.
5. If the President gives assent to the bill, the bill becomes an Act of Parliament and a law for the country.
**Executive Branch**

The Executive Branch of the government carries out the policies and runs the daily affairs of the government. At the federal level the executive branch comprises of the President, Prime Minister, a cabinet (Ministers with special responsibilities) and the civil bureaucracy. At the provincial level the executive consists of the Governor, the Chief Minister and the provincial civil service.

The President is elected for a five-year term by members of the Senate, MNAs and MPAs. The President is eligible for reelection but cannot hold office for more than two consecutive terms. The President may be removed from office for incapacity or gross misconduct by two thirds vote of the members of the Parliament.

The Prime Minister is responsible for implementing the policy of the government. The PM is assisted by the Federal Cabinet which comprises the federal ministers and ministers of state, each responsible for one government ministry. Federal Ministers must be elected members of Parliament.

Members of the civil service are not elected representatives but government employees. They perform the thousands of tasks necessary for a government to run effectively. Some might research information to help in making new policies or write details for new laws whereas others might collect taxes, process passports, deliver mail or check health regulations.

Because civil servants carry out the daily business of the country, they have the ability to influence how the government responds to the needs of citizens. In fact, civil servants are often the only direct contact that most citizens have with the government.

Activity:
Set up the class to represent the Ministry responsible for implementing the law made in the above activity. Have one student act as the Minister, one student act as the Secretary and the rest of the class members of the Ministry. Ask the Minister to chair the meeting and discuss what actions to take to implement the law.

**Judicial Branch**

The core function of the judicial branch is to interpret the law. The judicial branch includes the Supreme Court, the High court in each province and other lesser courts. Figure 5 shows the hierarchical relationship between the courts that are part of the judicial branch of the government of Pakistan.
DAY 3

Exploring Citizenship Skill

(Social Issues Inquiry)
Activity 3.1  What is Inquiry?

Duration: 25 minutes

Materials required:
- Black/white board
- Markers
- Charts
- Handouts

Methodology

- Brainstorming
- The trainer will write the word “Inquiry” on the board
- The participants will be given five minutes to brainstorm and share their ideas about what inquiry means
- The trainer will probe participants until they provide a closer answer to the above-mentioned question
- Then the trainer will share main features of inquiry with the participants.

What is Inquiry?
Inquiry is a teaching and learning strategy used in a process-oriented classroom, where the emphasis is given to the process of learning as well as the product’s of students’ work. Inquiry is a process of framing questions, gathering and analyzing information, and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically, and solving problems, instead of a classroom where the teacher controls the information by using the textbook and the students are passive recipients of knowledge.
Duration: 45-50 minutes

Materials required:
- Black/white board
- Markers
- Charts
- News papers
- Hand out of problem based inquiry
- Hand out of critical thinking

Methodology

- Brainstorming
- The trainer will ask the participants their ideas on how they can conduct an inquiry
- They will be given 2-3 minutes for discussion
- The ideas suggested by the participants will be gathered on board
- After brainstorming the trainer will share the types and steps of inquiry

Types of Inquiry

Knowledge Based Inquiry
- It is aimed at enabling learners to raise some questions to enhance their understanding of the content and learn about it from different perspectives.

Problem Based Inquiry
- It encourages learners to better understand local, national or global problems and engage in actions in order to address them.

Steps of Inquiry
The problem based inquiry comprise on following steps:
1. Identification of problem
2. Frame a question for the inquiry
3. Formulate a hypothesis
4. Plan the inquiry
5. Locate the information from a variety of sources:
   - Books
   - Internet
   - Databases
   - Film
   - Observation
   - Interviews
   - Newspaper
   - Reviews and reports
6. Record information
7. Think critically about the information you have gathered
8. Evaluate your findings and conclusions
9. Decide your audience and way of communication
10. Suggest possible actions based on findings
11. Make an action plan
12. Take the action
13. Reflect on the action and decide on next steps

<table>
<thead>
<tr>
<th>Activity 3.3</th>
<th>Walking through the steps of Inquiry</th>
</tr>
</thead>
</table>

**Duration: 2& half hour**

- After sharing the steps of problem based inquiry the participants will be divided into groups comprising 5-6 members in each group
- They will be asked to identify/select a social issue from their surroundings
- They will be provided newspapers, books and available resource material
- They will also given the hand outs of critical thinking and problem based inquiry
- The trainer will help them in choosing the issue or problem from the society for making an action based inquiry
- They will be given 45-60 minutes to search out the information regarding their inquiry
Meanwhile the trainer will guide them about the ways of information gathering with the help of resource material and interviews.

The participants can also use internet facility if available to collect the data.

After consulting newspaper, books and other resource material, they will be given 30-35 minutes for data recording of the inquiry.

The trainer will facilitate them to make an organizer for recording main ideas and supporting ideas of a chapter.

The collected data will be evaluated by the participants, after evaluation they will draw conclusions of their findings.

They will be given 30 minutes following to decide their audience and ways of communication i.e. report, posters, newspapers article or letter to the editor and findings to the Nazim (Mayor) etc.

After decision making they will prepare posters, reports or articles according to the need of their inquiry.

Then they will be asked to suggest some measures and make an action plan for solving this issue of the society, they will be given 25-30 minutes for this task.

At the end they will be asked to make a presentation based on their finding to sensitize the people regarding the issue and its solution.

All the group members will select their representatives for presentations.

Brief presentations will be conducted by the participants on the subject of their problem based inquiry.

After presentations the trainer will enlighten the importance of inquiry based learning that it enables the students conceptually clear and also take actions in order to address the problem.

It also enables the teachers to make their classrooms more effective and interactive for the students and get maximum productive outputs/results in order to make them active, responsible and informed citizens.
Problem-based inquiry helps citizens in understanding local, national or global problems and to take appropriate actions in order to address them. Problem-based inquiry has the following steps.

<table>
<thead>
<tr>
<th>Steps</th>
<th>How to do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a problem</td>
<td>Read the newspaper, listen to the news, or move around your neighbourhood you will encounter many problems:</td>
</tr>
<tr>
<td></td>
<td>• Lack of cleanliness in schools.</td>
</tr>
<tr>
<td></td>
<td>• Unemployment in Karachi</td>
</tr>
<tr>
<td>Frame a question for the inquiry.</td>
<td>Make a list of open ended questions that will help you ask about your topic / problem.</td>
</tr>
<tr>
<td></td>
<td>• How can schools be made environmental friendly?</td>
</tr>
<tr>
<td></td>
<td>• What are the causes and effects of unemployment in Karachi?</td>
</tr>
<tr>
<td>Formulate a hypothesis.</td>
<td>Provide a possible suggestion or all educated guess to your question.</td>
</tr>
<tr>
<td></td>
<td>• Schools can be made environmental friendly by: Proper maintenance, Educating students, planting trees, putting litter hilt.</td>
</tr>
<tr>
<td></td>
<td>• The causes of unemployment are: f)0v~city, lack of jobs or 1 l(k of skills.</td>
</tr>
<tr>
<td>Plan the inquiry.</td>
<td>Decide. how you might conduct the inquiry</td>
</tr>
<tr>
<td></td>
<td>• Whitt is the best place to find data on the topic?</td>
</tr>
<tr>
<td></td>
<td>• How much time do I have?</td>
</tr>
<tr>
<td></td>
<td>• Whom can I consult?</td>
</tr>
<tr>
<td>Locate information from a variety of sources:</td>
<td>Looking information from the Text</td>
</tr>
<tr>
<td></td>
<td>A book usually contains three main parts that help its to find information:</td>
</tr>
<tr>
<td></td>
<td>1. Title page- it is the main cover page that includes the full title of the book, name of authors, name of publisher and date of publication.</td>
</tr>
<tr>
<td></td>
<td>2. Table of Contents- list of chapter titles and page numbers</td>
</tr>
<tr>
<td></td>
<td>3. Index- It provides a list of subjects, names and key terms dealt within the book found at the back of the book.</td>
</tr>
<tr>
<td></td>
<td>Locating information from the newspaper</td>
</tr>
<tr>
<td></td>
<td>The newspaper is divided into (fillet-cut sections:</td>
</tr>
<tr>
<td></td>
<td>1. Main page contains the key national and international news.</td>
</tr>
<tr>
<td></td>
<td>2. National section- information about the events/ happening in the country.</td>
</tr>
<tr>
<td></td>
<td>3. Editorial page- letters to the editor and column written by local and foreign solid musts.</td>
</tr>
<tr>
<td></td>
<td>4. Sports Section- latest/updates of local and international sports</td>
</tr>
<tr>
<td></td>
<td>5. Business Section- updates on the present stock exchange, international markets, foreign exchange values etc.</td>
</tr>
<tr>
<td></td>
<td>6. Advertisement- promotion of a commodities, announcements etc.</td>
</tr>
<tr>
<td></td>
<td>7. International news- updates of the events/ happenings around the world.</td>
</tr>
<tr>
<td>Acquiring information:</td>
<td>If the material is useful you need to read it carefully. The best wily (10 this is by following the live steps: survey, questions, read, recite, review.</td>
</tr>
</tbody>
</table>

Hand out
PROBLEM-BASED INQUIRY
### Record information

To record information, use an organizer to help you choose the information you will record. Sometimes it is helpful to use the outline provided by the author, that is, the title and subtitles provided. Look at the figure below for how you might organize the information in a chapter.

#### Figure 1: Organizer for recording main ideas and supporting ideas of a chapter

<table>
<thead>
<tr>
<th>Subtitle 1</th>
<th>Subtitle 2</th>
<th>Subtitle 3</th>
<th>Subtitle 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>Main Idea</td>
<td>Main Idea</td>
<td>Main Idea</td>
</tr>
<tr>
<td>Supporting Ideas</td>
<td>Supporting Ideas</td>
<td>Supporting Ideas</td>
<td>Supporting Ideas</td>
</tr>
</tbody>
</table>

### Think critically about the information you have gathered

Think critically about the information you have gathered. Refer to the Chapter 5 on Critical Thinking.

Evaluate your findings and draw conclusions.

Evaluate your findings and draw conclusions. Analyze the information and try to find out the answer of the inquiry question.

Evaluate your findings and draw conclusions.

Evaluate your findings and draw conclusions. Analyze the information and try to find out the answer of the inquiry question.

- Ask yourself: How appropriate is the hypothesis based on the data? What conclusions can be drawn from the information? How useful is the conclusion? What opinion can be formed? What evidence supports the opinions?
- For example: Schools do take measures such as _____, _____, _____, to keep the school clean. However, due to ____ reasons, they are unable to maintain cleanliness.

### Decide your audience and way to communicate your findings through a variety of ways:

- Report
- Posters
- Newspaper article
- Letter to the editor
- Findings to the Nazim

Decide your audience and way to communicate your findings through a variety of ways:

Refer to the section of the book on "Actions for reference to letter to the editor".

### Suggest possible actions based on findings:

- Writing letters to MNAs' IP As/Nazims
- Writing letters to the editor/press
- Becoming a member of a pressure group
- Asking a pressure group to support your cause
- Petitioning (walks/marches/mass demonstrations/Signature campaigns)
- Boycotting

Suggest possible actions based on findings.

Select actions that are doable. Look at possible consequences of each action. Choose the best action.

For each suggested solution ask the following questions and have students rate it using a 5-point scale.

<table>
<thead>
<tr>
<th>How doable is it?</th>
<th>Sustainable (How many people will benefit from it? the least money)</th>
<th>Cost effective (require it?)</th>
<th>Beneficial to us (How much will we learn from it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double</td>
<td>How sustainable (time the effect will last) is it?</td>
<td>How many money it costs</td>
<td>How much learning will it bring?</td>
</tr>
<tr>
<td>Sustainable</td>
<td>How many people will benefit from it? the least money</td>
<td>How cost effective (require it?)</td>
<td>How much learning will it bring?</td>
</tr>
<tr>
<td>Cost effective</td>
<td>How much money it costs</td>
<td>How many people will benefit from it? the least money</td>
<td>How much learning will it bring?</td>
</tr>
<tr>
<td>Beneficial to us</td>
<td>How many people will benefit from it? the least money</td>
<td>How cost effective (require it?)</td>
<td>How much learning will it bring?</td>
</tr>
<tr>
<td>Learning for us</td>
<td>How much money it costs</td>
<td>How many people will benefit from it? the least money</td>
<td>How much learning will it bring?</td>
</tr>
</tbody>
</table>

### Make an action plan.

- Prepare an action plan:
- What has to be done?

Make an action plan.

### Action Plan for Cleanliness in School

<table>
<thead>
<tr>
<th>What has to be done?</th>
<th>Who will do it?</th>
<th>By when?</th>
<th>Who else can be involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take the action.</td>
<td>Draft a letter to the Nazim, Take an appointment, Meeting with the Nazim, Write a letter to the Editor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on the action and decide on next steps.</td>
<td>I member of the group, I member of the group, 4-5 Members, Any one of the group members</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Principal, students and staff of the school**

- Take the action.
- Meet with the "Town Nazim, share findings and ask for assistance to provide finals to maintain schools cleanliness.

After taking the first few steps ask yourselves, Is the plan working? Are things going as planned or are you facing difficulties. If things are going according to plan congratulate yourself and move on. If not, ask. Should we chaise our solution? Our strategy? "Think about alternatives or follow-up mechanisms. If your voice won't be heard through a particular way, what other alternatives do you leave? What were the outcomes? How do you feel about the results? What follow up mechanisms can you use? Also talk with your support group for ideas on how to progress. Reflect on what you've learned. What have you actually accomplished? Support each other. Don't give up.
Critical thinking is the ability to assess the authenticity, accuracy and worth of knowledge, claims and arguments. Critical Thinking is about making a judgment about what to believe or do in any situation. It includes skills such as distinguishing between facts and opinions, detecting bias, examining evidence and considering alternatives before making a decision.

### How To Use The Critical Thinking Intellectual Tools?

<table>
<thead>
<tr>
<th>Intellectual Tools</th>
<th>What it is?</th>
<th>How to do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Background Knowledge</td>
<td>The information about the topic from different sources in order to make a well informed/thoughtful judgment.</td>
<td>Acquire your information using the internet, books, and newspaper clippings. Listen to the news and radio and interview people to obtain information. Always use multiple sources with different viewpoints.</td>
</tr>
<tr>
<td>2. Criteria For Judgment</td>
<td>The reasons/justification for deciding which of the alternatives is most sensible or appropriate.</td>
<td>Apply appropriate criteria for judgment such as:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weight of Evidence: Is this a fact or opinion? Are there any distortions or errors or omissions? What are the most significant facts?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relevance: Are the ideas relevant to the argument/claim? What supporting and negating ideas are presented?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Logical Coherence: Are evidences supporting the claim? Clarity: Are the ideas clear? Is the purpose of the author clear? Are the conclusions clear? Are implications clear?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reliability: What is the purpose of the information? Who is presenting this information? Are different viewpoints included? When it was last updated?</td>
</tr>
<tr>
<td>3. Critical Thinking Skills</td>
<td><strong>A point of view</strong> is a position someone takes in expressing his or her observation of an event, situation, idea or issue. This position is often supported with reasons and facts</td>
<td>1. Recognizing <strong>point of view</strong> helps you evaluate which information is most useful.</td>
</tr>
<tr>
<td></td>
<td><strong>Bias</strong> is a personal inclination for</td>
<td>• Identify the speaker and the topic being discussed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What are the main ideas/ views of the speaker?</td>
</tr>
</tbody>
</table>
or against an event, person, thing or idea formed in advance.

**Stereotype** is the mental image of a group of people that assume that they will look and/or act in a particular way regardless of individual differences.

**Propaganda** is the systematic effort to spread opinions or beliefs, often by distortion and deception, may not present both sides of the evidence.

### 2. Detecting bias
- Do you think what is being presented is true? Why?

### 3. Stereotype
- Is any group presented in negatively?

### 4. Propaganda:
- Is there any single ideas presented? Are there any negative ideas pointed out? What are they?

### 4. Thinking Strategies
- Strategies, organizing charts that may be useful in critical thinking problems.
- Identifying reasons for anti against positions, using models (metaphors, drawing, and symbols) to simplify problems. Using charts/spreadsheets to organize information.

### 5. Habits Of Mind
- The values and habits of a careful and conscientious thinker.
- Open-mindedness
- Fair mindedness
- Independent mindedness
- Inquiring or critical attitude
- Respect for high quality product and performance
- Keeping knowledge and skills updated.
DAY 4

Value Education
Activity 4.1 | Value Education

**Duration:** 30 minutes

**Materials required:**
- Black/white board
- Markers
- Charts
- Handouts

**Methodology**
- Brainstorming
- Pair work

The participants will be asked that being a teacher which type of values and norms do you generally develop among students in your school.
- They will be given 5 minutes to brainstorm on it.
- The trainer will write the word value and gather their points on the board as given in the following figure.

- After this the trainer will share some citizenship values i.e. diversity, being responsible, integrity, cooperation, and equality etc with the participants.
• Then in the next activity individual participant will be asked to prioritize the list of values given on the board on the basis of importance in front of them.
• They will be asked to pick out 10 most important to themselves and rank them from 1-10
• They will be given 10 minutes for this activity
• After this they will be asked what did they feel during this activity, did they find it easy/difficult to rank the things which they value. Therefore we should keep in mind that as a human we have to respect all the values as it helped us to perform as a human being

LIST OF VALUES
1. Friendship
2. Honesty
3. Loyalty
4. Love
5. Sincerity
6. ETC

<table>
<thead>
<tr>
<th>Activity 4.2</th>
<th>Why it is important to develop Citizenship Values</th>
</tr>
</thead>
</table>

**Duration: 45 minutes**

**Material required:**
• Black/white board
• Markers
• Charts

**Methodology**

• Brain storming
• Group work
• The participants will be divided into groups
• The trainer will give some situations of conflict regarding discrimination of caste, religion, social status, gender etc to each group to identify that why conflict is emerging and what solutions can be suggested to resolve it
• They will be given 15 minutes to work in groups and write down the reason and solutions for the conflict

<table>
<thead>
<tr>
<th>Kind of Conflicts</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ___________________</td>
<td>• ___________________</td>
</tr>
<tr>
<td>• ___________________</td>
<td>• ___________________</td>
</tr>
<tr>
<td>• ___________________</td>
<td>• ___________________</td>
</tr>
</tbody>
</table>
They will be asked to share their ideas with the whole group to understand the reasons and designing solutions of conflicts regarding discrimination of caste, religion, social status, gender etc on a broader scale and how equality can be developed among all the human beings.

The trainer will ask the participants, what did you learn from this activity and which types of conflicts appear in your classrooms.

The trainer will conclude the activity by sharing that due to lack of citizenship value our society is facing issue like discrimination, unjust, corruption etc. therefore we need to develop certain values of citizenship in students deliberately; some of them are as follows: Diversity, Equality, Cooperation, etc.

Activity 4.3  Developing Equality as Value for Citizenship Education

**Duration:** 1 & half hour

**Materials required:**
- Black/white board
- Markers
- Charts

**Methodology**
- Interview
- Group work

The participants will be divided into groups and asked to choose their favorite influential personality from the society with mutual understanding of the group.

The group leaders will be asked to act like their chosen personality.

The other group members will be asked to interview their leader in the context of the selected personality.

Keep their interview short and insightful.

They can ask these type of questions as given below to the interviewee:

- How do you define equality?
- Are opportunities and resources equally distributed in our society? How?
- In your opinion what practices best highlight equality in Pakistani society?
- How do you describe discrimination in our society (economic, political, cultural and civil)?
- In your opinion what is the biggest barrier to removing discrimination from our society?
- According to your observation which groups are treated more unequally and why?
What suggestions would you like to give to the Government for developing a more equal society?

What role do you think civil society has in removing all forms of discrimination?

How would you describe discrimination at the global level?

- They will be given 30 minutes to preparing a questionnaire and for interview to the personality
- After having interviews they will be asked to share the experience of taking interview and collected answers to the whole group, how did they find it effective for creating equality in the society
- Then the trainer will ask the participants who they can conduct the activity based on equality with their students
- Participants will design some activities with the help of the trainer/s for their for students
- The trainer will share with the participants that students can interview their teachers, head teachers, family, neighbors and friends also to develop a clearer notion of equality and remove discrimination from the society
DAY 5

Conflict Resolution

&

Lesson Planning
### Activity 5.1: What is Conflict?

#### Duration: 30 minutes

**Materials required:**
- Black/white board
- Markers
- Charts
- Hand out

**Methodology**

- Brainstorming
- Peer work
- Group work

The participants will be divided into four groups. Each group will be asked to describe the term ‘conflict’ and an example of conflict they encountered at school, in the neighborhood or between family members at home.

- When they will finish their work ask each group to share the kind and nature of conflict they described in the group and then list some of the key aspects of conflict based on the stories.

- The trainer will write the word conflict on the board and ask the participants to share the key aspects identified. This will be STEP ONE. They will be asked, what did they notice about the item or what does it tell you about the conflict? And can you think of any positive things at all about conflicts?

- They will be asked to disperse into groups and prepare two lists, one of negative things about conflict and another one on positive things about conflict.

- Then they will be asked to share their ideas and encouraged to share something different.

- **The activity will be concluded with the emphasis on conflict resolution by the trainer**

Conflict is a normal part of life. Every one has conflicts, which they deal with in ways that are either constructive or destructive. Conflict dealt with in a negative way is destructive conflict. Whereas the conflict dealt with in a positive way is constructive conflict. Conflict is based on differences: differences of interest that include hopes, expectations, needs, wants, values or beliefs, between two or more people. It can be experienced at the intrapersonal (internal conflict with in a person), intrapersonal, intra-group and inter-group. It has human beings, it is inevitable that we come into conflict with others as we all have different priorities, values, beliefs, needs and wants. Conflict, therefore, is a normal and natural part of our life.
Duration: 30-45minutes

Materials required:
- Black/white board
- Markers
- Charts
- Handouts

**Methodology**
- Brain storming
- Role play
- The trainer will explain the participants that all animals and human beings are equipped with two possible ways of handling conflict “fight” or “flight” (physically running away as well as other phase such as remaining silent, etc.) fight can be set to be a “win-lose” approach to conflict where one person will win the fight and the other will lose.
- Flight is a “lose-win” approach where one person deliberately loses and therefore the other person win. Humans also have other ways of dealing with conflict.
- Divide the participants into six groups. Explain to them that you will be giving each group a symbol of an animal which has a distinct style. Using the sign conflict style each group will have to prepare a script resolving the following conflict: “you want to go to your friend’s on a Sunday morning but your mother wants you to stay at home to help tidy things up as guest will be coming in the evening”.
- Provide one animal symbol to each group and ask them to prepare a role-play for corresponding conflict style only to that group. The animals and conflict style are:

- **Tortoise**: avoidance-avoids or delays
- **Gorilla**: aggression– dominates and does not listen to others point of you
- **Panda**: give in-gives into the others side
- **Fox**: compromise-every one gives a little and no one gets exactly what they want
- **Owl**: collaborate –every one problem-solves together
- **Fish**: appeal to authority-gets an authority to decide or settle the dispute

conflict style has been demonstrated. List the style and its associated qualities on the board. After all the skits have been presented your list on the board should look like the student hand out “Six ways of handling conflict”.
- They will be asked to get into groups or divide them into groups of four. Provide each group a student hand out ‘six ways of handling conflict’.
• Ask them to discuss the following questions:
  • What would be the potential advantages of each style?
  • What would be the potential disadvantages?
  • What situation would each of these conflict styles be most appropriate for?
  • What styles do you see most often at home? Or in school?
  • The trainer will conclude the activity by sharing the handout of “styles of conflict resolution”
    with the participants.
## SIX WAYS OF HANDLING CONFLICT

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. AGGRESSION</strong></td>
<td>Dominates and doesn't listen to other's point of view</td>
</tr>
<tr>
<td></td>
<td>• Physical fighting</td>
</tr>
<tr>
<td></td>
<td>• Yelling</td>
</tr>
<tr>
<td></td>
<td>• Making the other person feel bad</td>
</tr>
<tr>
<td><strong>2. COLLABORATE</strong></td>
<td>Everyone problem-solves together</td>
</tr>
<tr>
<td></td>
<td>• Problem-solving together</td>
</tr>
<tr>
<td></td>
<td>• Talking it over</td>
</tr>
<tr>
<td></td>
<td>• Coming up with a solution that both like</td>
</tr>
<tr>
<td><strong>3. COMPROMISE</strong></td>
<td>Everyone gives a little and no-one gets exactly what they want</td>
</tr>
<tr>
<td></td>
<td>• Everyone getting something</td>
</tr>
<tr>
<td></td>
<td>• No one getting what he or she really wanted</td>
</tr>
<tr>
<td><strong>4. AVOID OR DELAY</strong></td>
<td>Avoids or delays</td>
</tr>
<tr>
<td></td>
<td>• Pretending nothing is wrong</td>
</tr>
<tr>
<td></td>
<td>• Running away</td>
</tr>
<tr>
<td></td>
<td>• Staying away from the other person</td>
</tr>
<tr>
<td><strong>5. APPEAL TO AUTHORITY</strong></td>
<td>Gets an authority to decide or settle the dispute</td>
</tr>
<tr>
<td></td>
<td>• Getting an adult to settle the dispute</td>
</tr>
<tr>
<td></td>
<td>• Getting an adult to make a decision</td>
</tr>
<tr>
<td><strong>6. GIVE IN</strong></td>
<td>Gives in to the other side</td>
</tr>
<tr>
<td></td>
<td>• Lets the other(s) have their way</td>
</tr>
<tr>
<td></td>
<td>• The other person is powerful or has authority</td>
</tr>
</tbody>
</table>
Activity 5.3 Strategies of Conflict Resolution (Type)

Duration: 30 minutes

Material required:
- Black/white board
- Markers
- Charts
- Handouts

Methodology

- Discussion
- Role play
- The participants will be provided a handout on “Conflict Resolution Strategies”
- The trainer will explain that there are many ways people resolve conflicts, some of which have names given in the hand out.
- They will be asked to read carefully and discuss each of the terms. They will be asked to provide some examples for each conflict resolution strategy
- They will be asked to prepare a role play depicting the conflict and its resolution using the suggested strategies provided in the hand out
- The groups will be asked to perform their role play and the rest of the groups will be asked to identify what conflict resolution strategy is being used
- The trainer will emphasis that the conflict can be solved in a very positive and peaceful manner by using some effective techniques
- After role play and discussion the trainer will conclude the activity by sharing the other ways of resolving the conflict that are not mentioned in the hand out i.e. compromise, problem-solving, competing and using chance etc
**Conflict Resolution Strategies**

**NEGOTIATE**
When two or more people decide to work out a conflict themselves by following some steps for example 1. one side presents their point of view 2. the other side presents their point of view 3. both sides decide on whose view has the strongest points.

**ARBITRATE**
Sometimes the mediator does make the decision for the people involved in the conflict. In this case he/she acts not a mediator but as an arbitrator (or a judge). When people ask an arbitrator to help they have to agree to do whatever the arbitrator says.

**COMMUNICATE**
Misunderstandings can cause conflict. Talking things over might help take care of the conflict.

**MEDIATE**
Sometimes people want to resolve a conflict on their own but have trouble so they ask someone, who is not involved in the conflict, to help. The person called to help is called a mediator. The role of the mediator is not to decide who is right or wrong but to help the people who are involved in the conflict come to a decision themselves.

**LEGISLATE**
To legislate is to make a rule or law. Sometimes a conflict happens again and again. In order to ensure the conflict does not recur people make new laws or rules or change existing ones.

**LITIGATE**
When people can not resolve a conflict themselves they go to a court and have a trial. There is a judge who is like an arbitrator. Both sides hire lawyers who try to convince the judge that they are right. The judge decides who is right according to what the law says and decides what the solution should be.
Lesson Planning

<table>
<thead>
<tr>
<th>Activity 5.4</th>
<th>What is lesson planning?</th>
</tr>
</thead>
</table>

**Duration: 30 minutes**

Materials required:
- Black/white board
- Markers
- Hand out

**Methodology**

- Brain storming
- The participants will be asked that “what is lesson planning”?
- They will be given 5 minutes to brain storm on it and share their view points regarding the lesson planning and its importance
- The trainer will write their points on the board
- After brain storming the trainer will share about the lesson planning and its value with the participants

Lesson planning is a special skill that is learned in much the same way as other skills. It is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the skill to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others. It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing "how to" is far more important than knowing "about" when it comes to lesson plans, and is one of the important markers along the way to becoming a
Duration: 30-40 minutes

Materials required:
- Black/white board
- Markers
- Hand out

Methodology
- Brain storming
- Group work
- The trainer will ask the participants that do you prepare lesson planning for your class, if yes, then share the steps which you follow during the lesson planning
- They will share their pattern with the whole group, the trainer will collect the points on the board
- After brain storming, the trainer will divide the participants into groups and share the given format with them

Format of Lesson Planning

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Civic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main objectives of the lesson are written in this portion</td>
<td>The civic skills i.e. communication, problem solving or inquiry are written in this portion</td>
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<td>• ----------------------------------------</td>
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Activity # 1

Introduction/Introductory activity
In this portion the teacher can introduce the lesson through a story, poem, or short questions pointing to the lesson
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| • ---------------------------------------- | • ---------------------------------------- |
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<table>
<thead>
<tr>
<th>Activity # 2</th>
<th>Basic activity</th>
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<tbody>
<tr>
<td>This portion is based on the basic content delivery with interactive activities</td>
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<table>
<thead>
<tr>
<th>Activity # 3</th>
<th>Re-enforcement</th>
</tr>
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<tbody>
<tr>
<td>This portion helps the teacher to re-enforce the delivered lesson to know about the effectiveness</td>
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<thead>
<tr>
<th>Activity # 4</th>
<th>Assessment &amp; Evaluation</th>
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<tbody>
<tr>
<td>This portion helps the teacher to assess the student learning outcomes (SLOs)</td>
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</table>
**Activity 5.6**  
**Developing Lesson Plan on Skill/Value of Citizenship Education**

**Duration:** 1 & half hour

**Materials required:**
- Black/white board
- Markers
- Charts
- Text books

**Methodology**

- Group work
- Presentation
- The participants will be divided into groups comprising of 5-6 members in each
- Text books of grade 8-9 will be provided to them
- They will be given 25 minutes to prepare a lesson on any civic skill or value of citizenship education
- Meanwhile the trainer will provide support to develop comprehensive and productive lesson plans to develop/instill educational skills and values in the students through practice
- After lesson preparation they will be asked to select the group presenter with mutual understanding
- Presenters will present the group presentation to share their work with the whole group, the rest of the participants will be asked to observe the presentation that which skills and values are being discussed and put suggestions, how it can be made more effective and interactive
- Then the trainer will conclude the activity by sharing some effective techniques and strategies of lesson planning with the participants
Cooperative Learning

What is cooperative learning?
Cooperative learning is an instructional strategy that involves the instructional use of small groups so that students work together to maximize their own and each others' learning. In the cooperative classroom students are given two responsibilities: (i) to learn and complete assigned material and, (ii) to make sure that all other member of the group do so as well. Cooperative groups are structured by the teacher so that group members feel that they need one another in order to complete group tasks, can individually demonstrate what has been learned in the group, reflect on group effectiveness and suggest improvement. use social skills, and promote one another's success by encouraging, teaching, and helping one another through face-to-face interaction. In cooperative groups all members are better off in the group than they would be by working alone.

What are the benefits of cooperative learning?
Recently, there has been a shift in education from a purely academic focus to promoting the development of well-rounded individuals who will grow up to be successful members of society. Teachers today must play an active role in facilitating not only the academic but also the social and psychological development of their students. A score of academic, social and psychological benefits are associated with working collaboratively in groups such as improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, and improved attitudes towards school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

How is cooperative learning used in the classroom?
There are a number of cooperative learning structures that can be used to facilitate cooperation in any lesson. We will study four such structures:

Roundtable (Kagan, 19911)

Roundtable is a simple cooperative structure that can be used with any subject matter and is composed of two basic stages or steps:
Step 1: Divide the students into groups of three or four. Pose a question that has many possible answers. For example, you can ask students to list all the qualities a citizen should have or the ways they can resolve conflict peacefully.
Step 2: Ask students to make a list of possible answers on one sheet of paper.
paper, by having each student write one answer and then pass the paper on to the person on his or her left. Roundtable gets its name from the fact that the paper literally goes round the table.

The primary function of Roundtable, in terms of structuring cooperation, is that it ensures that all group members are participating equally, but it also allows the teacher to note individual contributions.

The oral version of Roundtable is called Roundrobin (Kagan, 1990). Instead of each student in the group writing his/her response, each group member verbally makes his or her contribution to the group.

**Think Pair Share (Frank Lyman et al.)**

Think Pair Share is a cooperative structure made up of three steps

- 'Think', 'Pair' and 'Share'.

To begin Think Pair Share you must first pose a question to the class. Choose a question that encourages / requires students to engage in critical thinking or analysis.

**Step 1 'Think':** Students 'Think' alone about the answer to the question for a specified amount of time.

**Step 2 'Pair':** Students 'Pair' up with a partner to discuss the question. Partners must listen to and expand on one another's ideas and points of view.

**Step 3 'Share':** Students 'Share' their answers to the question with the entire class.

To ensure that each student attempts to answer the question during the 'Think' phase you can have them write down (their individual answers on a sheet of paper (Think Vr rite Pair Share, Kagan, 1990). To ensure that students listen and discuss with their partners during the 'Pair' phase, you could ask students to give the answers they heard from their partners during the 'Share' phase.

**Think Pair Share (Frank Lyman et al.)**

Think Pair Share structures are effective when students participate equally (that is, there is no free-riding or loafing), practice social skills, and individually demonstrate what they have learned from their partners.

**Three-Step interview (Kagan, 1990)**

<table>
<thead>
<tr>
<th>Possible Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do you think the world would be like without electricity?</td>
</tr>
<tr>
<td>• Imagine you are lost in the city. What kind of things would you do to find your way home?</td>
</tr>
</tbody>
</table>
Three-Step Interview is useful for getting students to share information and ideas, and it works best with groups of four. As its name suggests, Three-Step interview is composed of three basic steps:

**Step 1:** Divide the class into groups of four. Two members of the same group pair up with one another. One student must interview the other on an assigned topic (that is, student A interviews student B on topic X).

**Step 2:** Students reverse roles (that is, student B interviews student A on topic X).

**Step 3:** Students do a Roundrobin with each student sharing what he or she learned in the interview with the group.

Three-Step Interview structures cooperation by ensuring that students practice a range of social skills, particularly communication skills, participate equally, are interdependent on their partners, and are accountable for demonstrating what they have learned from their partners.


The cooperative structure Jigsaw is a highly effective cooperative structure that can be used with any lesson or subject area. Research indicates that students learn best when they teach what they have learnt to others. Jigsaw can be used to facilitate students learning assigned material and passing it to group members. Jigsaw is also an effective cooperative structure for topics requiring higher order thinking, problem-solving, analysis, and the exchange of unique ideas. Jigsaw is composed of four basic steps.

- **Step 1:** Students are assigned to cooperative groups of three to four members or work in the groups they are already members of. This is their HOME group. Each member in the group...

**Instructional Strategies Positive Interdependence**

Positive interdependence exists when students believe that they will achieve their cooperative learning group goals if and only if all other members of the learning group achieve their goals. In other words, students believe they 'sink' or 'swim' together.

You can structure in positive interdependence by:

- Setting a goal students can only achieve it they work together cooperatively
- Providing a group a single set of materials.
• Assigning roles to each member of the group
• Allocating time for the assigned task
• Promising rewards to successful groups.

**Individual Accountability**

The second essential element of cooperative learning is individual accountability. That is after completing a cooperative activity in a group each member should be able to complete a similar assignment on his/her own.

• A simple way of showing students that they are accountable for their group’s work is by calling on individual students at random to answer a question on some part of the work they did in their cooperative teaming groups.

• You can structure individual accountability by conducting regular quizzes and tests that group members must take *individually* on material learned in their groups.

**Processing**

Processing, the third element of cooperative learning, is when group members discuss and evaluate how well they are achieving their goals and maintaining successful working relationships.

In order to ensure successful processing in your classroom, you should allow groups sufficient time after a cooperative activity for processing to take place. A simple way of guiding group processing is by asking students to do tasks such:

• List three things that were done by group members that helped the group become successful, and list one thing that could be done to make the group even more successful tomorrow.’

• ‘Think of something that each one of your group members did to make the task more successful. Tell them what it is.’

• ‘Tell your group members how much you appreciate their contributions to the task’
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By

CRRP Team-AKU-IED, Karachi Pakistan

3) Youth and Civic Participation: Govt Accountability to Citizens

By

CRRP Team-AKU-IED, Karachi Pakistan

Laws:

1 PLD DI976 Lai. 1250
2 PLD 1976 Kar. 1365. PLD 1993 Sr 473
   (w.e.f the 21" November, 1975).
4 Subs. By the Constitution (Fourth Arndt) Act, 1975 (71 of 1975), s.3, for "morality or public Order"
5 Subs. by the Constitution (First Arndt.) Act, 1974 (33 of 1974), s. 4, for cl. (2) (w.e.f. the 411’ May, 1974).
6 Subs. ibid., for full stop
7 Subs. ibid., for full stop.
8 Proviso added ibis.,
11 PLD 1976 Lah. 1250.
13 PLD 1999 - 57
14 PLD 1993 SC 473.

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