

*Creating Awareness of Rights &
Responsibilities in Youth
(CARRY)*



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Modules

ISLAMIC ETHICS ON ENVIRONMENT

Concept Development Notes for teachers/ facilitators

Islam on Tolerance towards the environment

Islam always urges us to be good and do good. Islam wants us to be decent, helpful and useful in the society. Islam is a way of living, and if it is put into full use in our lives, it can help to create a peaceful society where co-existence is possible regardless of cast, creed, culture or religion.

Islamic principles and ethics have always advocated a good conduct towards the environment and respect for the natural resources. The word "Earth" (ard) appears no less than 485 times in the holy book of the Qur'an. Shari'a, the word for Islamic Law, literally means "source of water."

All living things are partners to man in existence and they deserve their own respect e.g., Islam forbids the wastage of water and the usage thereof without benefit. The preservation of water for the drinking of mankind, animal life, bird life and vegetation is a form of worship which gains the pleasure of Allah.

Therefore, Islam forbids factory outpours to go to waterways or to the ocean, as this would pollute the water and threaten all life forms. Similarly air is the property of Allah hence, contaminating the air with smoke is an encroachment on nature and a threat to the life of mankind and all other living things.

It is incumbent on every Muslim to contribute his/her share in improving greenery. Muslims should be active in growing more trees for the benefit of all people. Even during battle, Muslims are required to avoid cutting trees that are useful to people.

It is forbidden in Islam to kill an animal for mere play. Islam has forbidden wastage of animals and plants in peacetime and in wartime." Tradition has it that if someone kills a bird for amusement, the bird will demand justice from that man on judgment day.

The Muslim holy books tell of a woman **who "was tortured and was put in Hell because of a cat which she had kept locked till it died of hunger."** In another tale, a prostitute's sins are washed away because she gave drinking water to a thirsty dog.

Quotations for morning assembly presentations by teachers/heads of schools

Following are some quotes from the Quran and Hadith to reaffirm our faith in the great teachings of Islam.

Al-Quran

"We made from water every living thing" Sura of the Prophets (21:30).

"There is not an animal in the earth, nor a creature flying on two wings, but they are nations like you." (6:38)

The Qur'an proclaims that it is Allah who "sends down water from the sky, and therewith we bring forth buds of every kind. We bring forth the green blade from which we bring forth the thick-clustered grain; and from the date-palm, from the pollen thereof, spring pendant bunches, and gardens of grapes, and the olive and the pomegranate."

"Lo! the squanderers were ever brothers of the devils and the devil was ever an ingrate to his Lord." Devout Muslims, Kamal says, "do not disorder their world... in search of self-gratification, greed, waste and ingratitude to their Lord".

Al-Qur'an (17:27):

Sunnah:

“Men are co-owners in three things: water, fire and pastures”.

During a journey, one of Muhammad's (SAW) companions removed a baby pigeon from a nest. Muhammad (SAW) confronted the thief and gently returned the bird to its nest. "For charity shown to each creature with a wet heart, there is a reward," the Prophet (SAW) declared.

"The Prophet (SAW) said that he who is kind and merciful towards animals, Allah will be kind and merciful towards him"

The Prophet (SAW) instructed the faithful that any Muslim who plants a crop that feeds another person, animal or bird, will receive a reward in paradise. Cutting down trees is seen as an abomination.

How important is the planting of trees? In the words of the Prophet (SAW): **"When doomsday comes, if someone has a palm shoot in his hands, he should plant it."**

“Have compassion on those who are on Earth, so that He who is in Heaven will have compassion on you”. “Allah will not show compassion to him who has no compassion towards people.”

ISLAM ON TOLERANCE / KINDNESS TO OTHERS

“Be kind to your parents and kindred and the orphans, and those in need, and speak kindly to mankind.” (Al-Quran 11-83)

“To give of your funds out of love for Him, to your kin, to the orphans, to the needy, to the wayfarer, to those who ask and for the ransom of Slaves.”

(Al-Quran 11-117)

“And do good- To the Parents, the kinsfolk, the orphans, those in need, the neighbours who are near, the neighbours who are strangers, the companions by your side, the wayfarer, and what your right hands possess: For God loves not he who is arrogant, the vainglorious.” (Al-Quran 4-36)

PROPHET’S MESSAGE ABOUT WOMEN:

“The most perfect among the faithful is one whose moral character is the best, and the best among you are those who are kindest to the women.”

“Allah enjoins you to treat women well. For they are you mothers, daughters, and aunts.”

“And for women are rights over men similar to those for men over women.”

ON FORGIVENESS

“Surely, God is Forgiving, Merciful.” (Al-Quran)

“And if you pardon and overlook it, and forgive, verily God is Forgiving, Compassionate.” (Al-Quran 14-64)

ON SELF-CONTROL (ANGER MANAGEMENT)

OUR PROPHET (PBUH) SAYS:

“He is not strong and powerful who runs people down; but he is strong who withholds himself from anger.”

“Whoever suppressed his anger, when he was capable of showing it, Allah will give him a great reward.”

HOW TO CREATE CHILD- FRIENDLY/ ENVIRONMENT FRIENDLY SCHOOLS

In order to teach skill-based education in the schools, certain pre-conditions need to be in place.

Role Modelling:

The principal, administration and teachers must role model whatever concept or value they are promoting or teaching .e.g. while teaching tolerance they shall not resort to physical punishments themselves. Tolerance towards the environment will mean not-tolerating wasting water, destroying plants in the school yards, throwing rubbish around, smoking in the school, spitting around, untidy clothes/shoes etc.

Relations between students:

Are there cases of violence or humiliation? For example, name-calling?

Are there prejudices against students? For example, against religious groups, girls, or students from ethnic minority or refugee families?

Does anything happen when students complain about violence? Is this effective?

Relations between teachers and students:

- Are students expected to obey teachers without understanding the orders?
- Are students given a voice in making and enforcing school rules?
- Are students humiliated by teachers? Is discipline humane?
- Is the Principal's office door opened or closed?
- Does the Principal know the student's names?
- Are students called by their own name or “special” name?
- Are all students treated equally?

Relations between teachers and principals:

- Are teachers afraid to complain or to give suggestions to the Principal?
- Do teachers from different subjects ever work together to present topics?

- Do they exchange teaching experiences among themselves?
- Do teachers work as a team in a coordinated way? Are teachers given a voice in policy decisions?
- Are teachers treated equally?

Relations between teachers and parents:

- Are parents afraid to complain to teachers when they do not like the way their children are treated or what they are taught?
- Do they fear that complaining might make things worse for their children?
- Are parents involved in Parent Teacher Association and school management committees running the school? Does this work? How could it be improved?

School rules and procedures:

- What values are promoted in school rules?
- Does the school has defined rules for respecting the environment e.g no abuse of water resource, looking after the plants rather than destroying them, rule for using toilet in a civilized manner, wearing tidy clothes etc)
- Are students expected to blindly obey all rules for the sake of obedience and discipline?
- Are punishments irrelevant or unfair?
- Do school rules apply to all students equally?
- Can students help to make the rules or are they imposed on them?

The physical environment:

- Are living conditions in the school building healthy?
- Clean drinking water, clean toilets, classrooms are tidy, garbage bins available, etc
- Is there a playground?
- How well maintained is it? Are there enough plants/trees around?

- Are students involved in making their classroom clean and comfortable? (do they have dust bins, are they made to use the dust bin, how frequently is the classroom cleaned & mopped, are students asked to help in cleaning the grounds, school yards etc)
- Are students' paintings, poems and writing displayed on the walls? Is the work of less able students also displayed?
- Are students treated equally, regardless of gender or social status?

What can be done to improve the Environment in the school?

Physical:

- Cleanliness- class room, ground, toilets
- Waste Management- class rooms, grounds, canteen area etc.
- Water Conservation- drinking source, toilets, at home, in the community
- Plant protection – at home, in schools etc

Ethical Environment:

- Violence, conflicts and prejudices among students:
- Teachers and students can work together to develop a specific policy to deal with these situations. A student council can also be formed to deal with such problems. This is a suggested course of action for dealing with violent conflicts:
- Stop physical or verbal aggression.
- Find out the real problem by asking those involved and those witnessing for brief statements.
- Allow students to speak quietly in turn and give physical reassurance to upset students.
- Ask the students for suggestions for resolving the conflict and be prepared to contribute one or two ideas.
- Discuss the alternatives on the basis of searching for a fair solution.

- Agree on a course of action and follow it. If it is not working after a trial period, consult the students and try another solution.
- Follow up the incident with a discussion, a story, role-play or artwork. Ask students to compare it with similar incidents.

Rules:

If students find some rules unnecessary, unfair or without reason why not allow them to suggest changes? Rules in school are necessary if we want to avoid confusion and chaos, but each rule can be examined to see if it is fair or still valid. Teachers should be prepared to compromise with the needs of the students if a change to the rules is suggested which would contribute to the effective running of the school. Students should then feel a responsibility to respect the rules.

Rules for the Classroom:

- Students should raise hands in order to make a point or to express themselves.
- Do not allow a chaotic situation to arise as you will spend useful time in controlling students.
- No student should be allowed to put down another student.
- Everybody must listen to others even if they disagree with them. This generates respect for others. If teacher does it, so will students.
- No calling out to other students is allowed.
- Listening skills must be worked on.

Rules for respecting the environment/ conservation of resources can be established by the students and teachers as an activity.

Note: This information may be useful to facilitators for follow-up and evaluation while executing the project in the schools.

TEACHING TOLERANCE

**"Never doubt that a small, committed group of people can change the world
Indeed, it is the only thing that ever has".** (Margaret Mead)

We are all involved on some level with the issues and problems that face our country today. Many of us are passive in our involvement and many of us are more actively engaged in the democratic process and trying to create change where we think it is necessary.

When I was younger I was not as involved or interested because I did not make the connection with how it influenced my everyday life. That has changed over the years as it probably has for many people who see the impact that different choices and decisions by the government have made.

For the democratic process to work we must all engage on a very basic level and learn about policies, issues, politicians, etc. and then vote and speak our mind about them. This involvement can start small and grow but if we all at least do our part then our democracy will continue to flourish and truly represent our best interests as a country.

For changing the world we have to change ourselves this means looking at alternatives and meeting diversity which causes conflict and resistance to change.

"One cannot become a butterfly by remaining a caterpillar."

Change and personal growth is all about discovering the inevitability of change and the need for one to clarify a vision of the future

"We cannot become what we want to be by remaining what we are."

For bringing any kind of change the key is patience and Tolerance. In a democratic society the possibility of effecting social change is ever present, if the citizens have the knowledge, the skills and the will to bring it about.

A good civic education program, therefore, leads to developing the knowledge, skills, values and traits of private and public character which gives the ability to deal with conflict rationally, productively and fairly.

"Given the right circumstances, from no more than dreams, determination, and the liberty to try, quite ordinary people consistently do extraordinary things."

Dee Hock, founder of VISA International

Sharing is essential in a democratic society; the sharing of power, of resources and of responsibilities.

Our planet is in trouble! pollution, acid rain, global warming, the destruction of forests and other wild habitats, the decline and extinction of thousands of species of animals and plants....and so on.

Nowadays, most of us know that these threats exist and that humans have caused them. Many of us are very worried about the future of our planet and unless we can find a way of solving the problems we have made then the environment will suffer even more.

It all sounds so depressing - but we certainly mustn't despair! Every one of us, whatever age we are, can do something to help slow down and reverse some of the damage. We cannot leave the problem-solving entirely to the experts - we all have a responsibility for our environment.

We must learn to live in a sustainable way i.e. learn to use our natural resources which include air, freshwater, forests, wildlife, farmland and seas without damaging them. **This is called environmental tolerance.** We shall use the available natural resources in such manner that the future generations will have the same natural resources that we have. This is only possible if you have zero tolerance towards policies and actions that are responsible for environmental degradation.

Tolerance Criteria: In order to identify clearly whether and when an attitude can be regarded as tolerance, three basic requirements have to be checked:

- **Precondition-** Presence of conflict
- **Procedure -** Absence of violence
- **Motivation-** Acceptance of equal rights

Competence in tolerance can be promoted in several ways by education and political training. Specific teaching of this skill must take place on the,

- Rational Level
- Emotional Level
- Task oriented Level

Teaching competence in Tolerance starts with the following components:

Comprehensive **knowledge** about tolerance, and the **general inclination** for tolerance, as well specific **skills** in dealing with conflicts.

Knowledge about tolerance

This comprises of the following:

- Knowing the consequences of ones actions in case of conflict, i.e. the advantages and disadvantages of intolerance, seeming tolerance and tolerance.
- Insights into the limits of tolerance as well as information about possible and necessary options to act, if the limit is reached.

Disposition to Tolerance and Specific Capabilities for Dealing with Conflicts.

Promoting the following capabilities will increase people's inclination to get themselves oriented with the tolerance maxim:

- Competence for dialogue and communication
- Capability of taking the point of view of one's counter part.
- Capability of implementing the models for constructive and democratic resolution of conflicts.

Implementation Strategy

As far as an educational concept for teaching tolerance is concerned, the following points can be kept in mind;

- Prepare for seeing misunderstandings as normal occurrences.
- Impart possible structures, characteristics and risks of communication in cases of conflict thus enabling the individual to control his or her behavior accordingly. Initiate and promote learning and orientation processes through providing experiences of distance and difference.
- Inform people consequences of tolerance, seeming tolerance and intolerance.
- Introduce and train alternative ways of conflict settlement.
- Enable people to overcome differences through talk, exchange of opinion and negotiation.
- Offer different ways of teaching: for instance "enabling" and "creating a framework for experience" instead of instructing.

LESSON PLANS

Environmental theme

Air Pollution

Embedded theme

Tolerance

Lessons Plan-I

Similarities and Differences

Objectives:

- To help students look for positive qualities in themselves.
- To help develop greater self-esteem among the children.

Material:

- Small square slips of blank paper (to write the names of the students on), according to number of the students in the class.
- A small plastic basket or a shoe-box, covered with a brown paper.
- Three inches wide and five inches long strips, cut from a chart paper, according to the total number of the class.
- Choose a large section of the wall or place an extra bulletin board for display.
- Black or blue markers.

Instructions for the Facilitator:

- Remind the class to abide by the rules of the class-room already established:
- Taking turns while speaking
- Raising hands to speak
- No calling out
- Distribute slips of paper among the students and ask them to write their names on them.
- Collect these chits in a basket or shoe-box.
- Pace the lesson so that it does not become very long and boring.
- Ask the teacher to stop the activity after ten students have been called out.
- This activity should continue until all the names have been called out. It may take a few weeks to conclude it.
- Write down the responses of the class with the name of the child written at the top.

Directions and Methodology:

Explain to the class that they are to describe at least two good qualities of the child whose name slip will be picked from the basket.

- The student, whose name is called, will stand out at the front. The rest of the class is to focus on her/his good qualities only, for example, “Amna is good at Maths”. “Hammad’s drawing is very good”. “Saleha is polite” etc.
- Do not take more than three or four responses per child. Choose the best answer to be written on the slips of paper.
- Avoid repetition.
- Please note that the number of compliments for each child should stay the same in order to avoid resentment in the class.
- Teacher should stay out of the picture during this activity and should, at no point, let her own bias become visible to the class.
- The teacher may have to intervene gently if he/she detects signs of hostility or ridicule aimed at a certain child. A gentle reminder that this is a “give and take” activity may appease the troublemaker.
- Do not call out more than ten children per session.
- Display the Compliment Slips at the allotted wall/bulletin board with the name of each child written at the top of the strip.

Question Bank:

- How did you feel when you heard good things said about you?
- Did you ever realize that you had these qualities?
- Does it help to be tolerant towards others?
- What happens when we become intolerant towards others?
- Do you think that looking for good things about people rather than the bad things helps to be friends?
- Is it hard to find good things about people who are different from you?
- Have you ever looked for good things about other people before?
- Will you do it from now on?

Discussion:

- Explain to the students that we must be aware of our good qualities in order to have positive self-concept. However, boasting about these qualities is not desirable.
- Discuss with the students that it takes practice to think positively about others, if we are used to thinking negatively about them.
- Explain that it is easy to have conflict if we say or think negative things about others as we carry a lot of anger in our hearts.
- Explain to the students that for a peaceful society we need to be tolerant and accommodating.

Conclusion:

- The facilitator should step in at this point. The class should have a round of applause to congratulate themselves on being able to see the good in others and for being brave enough to say that.
- The facilitator should also evaluate that the objectives set in the beginning were achieved by the end of this activity.
- The facilitator must ensure that the questions and discussion is done at the end of each session of this activity as repetition helps internalize the concept.

(Lesson Plan Source: 101 Ways of Enhancing your Self-Concept)

Activity 1 - B

Establishing the connection to the environmental theme

Similarities and Differences between plants

Objectives:

- To bring about behavioural changes in students towards the environment.

Materials:

- Two (sample) plants or photographs of plants.
- Chart papers
- Coloured markers

Instructions for the Facilitator:

- Remind the class of the rules established earlier for participation in the discussion.
- Stop the activity after ten differences/similarities have been called out.
- Write down the responses of the class on the chart in bold letters.
- Choose a large section of the wall or place an extra bulletin board for display

Directions and Methodology:

- Explain to the class that they are to describe similarities between the chosen plants (two in this case).
- Make two columns on the chart paper/ white board. The first column should be marked in bold letters “SIMILAR” whereas the second column should be marked “***DIFFERENT:***”
- Start taking students responses. They might come up with responses on size of the plant, shape of the leaves, colour of the leaves, thickness of the stem, flowering/non-flowering, provides shade/no shade, fruiting plants/non-fruiting etc.
- Write their responses on the chart paper/ board.

- Encourage them to think beyond the physical similarities and differences i.e., do all plants need air, water, they need good soil, fertilizer, care etc.
- Do not take more than one or two responses per child.
- Choose the word “air” for further discussion and start taking students responses e.g., plants inhale oxygen and exhale carbon-dioxide, all living things need air, etc. Establish the connection of the human beings and animals to “air” for the next activity.

Question Bank:

- Did you ever think about similarities and differences between the plants?
- What happens if we do not look after the plants needs? Do they grow properly?
- How are they similar to human beings and other animals? Can human beings & animals live without oxygen?
- If there are no plants, what will happen?
- Shall we tolerate people who are responsible for destroying plants and other vegetations?
- How do you think tolerance can be created among people for a peaceful society and tolerance towards natural resources for a healthy environment?
- Will you do it from now on?

Conclusion:

- The facilitator should also evaluate that the objectives set in the beginning were achieved by the end of this activity.
- The facilitator must ensure that the questions and discussion is done at the end of each session of this activity as repetition helps internalize the concept.

Activity –II

Air Pollution

Effects of Environmental Pollution on Human Health and Disposition

In order to have a happy and healthy life it is imperative that we learn to live in harmony with Nature. Environmental degradation plays a major role in determining our mental make-up. Our lifestyles, our way of life, our inconsiderate and careless consumption of resources all contribute towards making our environment more and more polluted.

Air Pollution:

One of the worst and the most dangerous for environmental pollution is Air Pollution. It is a difficult concept to grasp because we often can't see it.

Air pollution is caused by certain gases i.e. Carbon dioxide (CO₂), methane, and nitrous oxides. These are the major greenhouse gases. The gases build up in the upper atmosphere and may lead to global climate change, sometimes called global warming. When Carbon dioxide rises into the atmosphere, it screens the sunlight. It allows the sunlight in but doesn't allow the heat to leave.

To be guided and monitored by the teacher

Objectives:

- To make children understand the importance of clean air for all life forms
- To make them aware of their role in trying to control/reduce air pollution

Materials:

- Pictures depicting air pollution – cars, factories, brick kilns, burning wood, cigarettes etc.
- Some reference books from the school library
- Old magazines, newspapers, research Articles etc.
- Internet search (if possible)

- Chart papers, markers /water colours,

Instructions for the Facilitator:

- Since this would be a new idea/ methodology for many students, your role is very important in organizing, guiding and supporting them.
- Information gathering can be done from the text books, reference materials available in the school library, old magazines and internet.
- More than two meetings will be required to finalize the research.

Directions & methodology:

- Initiate the discussion on air pollution by showing pictures of smoke from wood fire/ brick kilns/ cigarettes and or emissions from factories/ chemical industries
- Ask for responses of the students. Take responses from all students and avoid repetitions.
- Ask whether they are aware that there is a kind of pollution that one “cannot see” but is badly damaging the environment.
- Inform them that together we will do a simple research on various aspects of air pollution.
- Inform them about the topic of research.
- Make two groups of the students for this research work.
- Provide copies of resource materials to them and ask them to start sorting data on the following :

List of the Air Pollutants

- | | |
|---------------------|-----------------------|
| 1. Ozone | 4. Particulate matter |
| 2. Carbon dioxide | 5. Sulphur dioxide |
| 3. Nitrogen dioxide | 6. Lead etc |

Other Pollutants

- | | |
|----------------------------------|---------------------|
| 1. Stratospheric Ozone Depleters | 3. Greenhouse Gases |
| 2. Toxic Air Pollutants | |

Sources of these pollutants

1. Vehicular emissions
2. Industrial chemical emissions
3. Burning wood
4. Smoking - cigarettes, huqqa, sheesha
5. CFC's
6. Sprays, paints and other chemicals

Impacts of Air Pollution on

Health of:

1. People
2. Plants
3. Animals
4. Ecosystem
5. Economy

Some easy-to-do solutions at the:

1. Individual Level
2. School Level
3. Community Level

Question Bank:

- Did you ever think about “air pollution” before?
- How does it affect all life forms on earth?
- What are the causes of “climate change”?
- What happens when large amounts of Carbon dioxide are thrown into air?
- Can we control the temperatures to a certain degree? How?

Whole School Activity:

The findings of this research can be shared with rest of the school in the form of Poster-making.

Subsequent Suggested Activities:

- In order to experience, the students can be taken to a greenhouse of a garden or nursery. There they can feel the air trapped in the green house. On return from the visit the teacher can ask the following:
- How did you feel inside the greenhouse?
- Could you normally breathe inside the greenhouse?

- What if the temperatures were much higher or much lower? How would it affect the plants?
- How much heat/warmth is necessary to keep the earth alive? What if the temperatures drop or rise sharply?

Conclusion:

- The facilitator should also evaluate that the objectives set in the beginning were achieved by the end of this activity.
- The facilitator must ensure that the questions and discussion is done at the end of each session of this activity as repetition helps internalize the concept.

Activity-III

How to Welcome a New Classmate

Objectives:

- To engender the feelings of empathy, acceptance and respect for others
- To enable the students to understand that they must always treat others, as they would like to be treated themselves.
- To learn a vivid lesson about how unkind words can hurt others.

Material:

- Black-board, chalk, chart paper or poster sheets in blue or green colour, adhesive tape, a place in the class-room to hang the cut-out, a pair of scissors.
- Prepare before the lesson a life-size outline of a person. Hang it in front of the class.

Directions and Methodology:

- This activity will drive home to the kids of all ages the power words have to hurt or to heal. Introduce the class to their new “class-mate”. You might give the figure a name such as Sabz Khan or Neeli to avoid any association with a real person.
- Ask the students to imagine that Sabz Khan has just come into a classroom where friendships are already formed; the atmosphere is unwelcoming. Invite students, one at a time, to say something mean to Sabz Khan. They will have to use their imagination, as Sabz Khan has no specific features they can make fun of. The teacher can initiate the activity by saying something mean like, “Why have you come here? I wish you could sit in the other section.” Each time, a mean thing is said to Sabz Khan, the teacher rips off a piece of Sabz Khan’s body and hands it to the person who gave the remark.

Teaching Tips:

- When tearing apart the cut-out, make sure to rip large chunks of his body. It should be easy for the students to put it back as they will know where each chunk fits into the whole.
- After five or six students have said mean and unpleasant things to Sabz Khan, its time to start taping Sabz Khan together. Ask the children who have chunks of his body to put it back one by one. As each piece is reconnected, each student must apologise to Sabz Khan for the mean comment that was given to him. Encourage the whole group, at this point, to come up with as many positive remarks and suggestions (to make him part of the group) as possible.
- When the torn body is fully repaired-no matter how hard the students have tried to piece it together-Sabz Khan will not look the same as he did when they met him the first time.
- Hang the cut-out of Sabz Khan on a wall as a reminder of the power words have to hurt. His presence will be a constant reinforcement of a vivid lesson in kindness.

Question Bank:

- Have you ever experienced any such situation in your life where people refused to welcome you as a new member of their group? Situations can be a) a new neighbourhood, b) a new school, c) on the play-field, d) an out of town visit.
- How did you feel? Describe your experience in detail.
- Can you recall a kind gesture or comment that you received which uplifted your spirits in the above situation?
- Suppose there is a new kid in your school or neighbourhood, what would you do to put her/him at ease?
- How do you react when someone says unkind or painful things on your face?
- How do you feel when people say kind things to you?
- Why do people put barriers to someone-even without trying to know that person-that they do not like him/her?

- Answer: prejudice, bias, pre-conceived ideas, threat to status quo, their own position in the group.

Written Activity (Assessment)

Have students write a paragraph to explain in their own words what lessons they have learnt from this activity.

Conclusion:

Our facilitator should conclude the activity by pointing out that in order to live in a peaceful and pleasant environment, it is important to accept people as they are without making any pre-judgments.

(Lesson Plan Source: Education World-Google Earth)

TOLERANCE II

Environmental theme

Personal Hygiene

Embedded theme

Tolerance

Communication Skills

Personal Hygiene

Time: To be decided by the facilitator in consultation with school management.

Notes for the Facilitator:

Effective communication can pave way for a more tolerant attitude towards others. While teaching peace education in schools, helping the students acquire good listening and speaking skills should be considered a compulsory and important element of this programme.

Open communication where people are honest, where they listen and where they try to understand the other person's point of view is the cornerstone towards creating a tolerant society.

Effective communication can take place only when both sides are willing to participate. Most of the conflicts arise due to one way communication. Unfortunately, much of the communication in the society is one way –radio, newspapers, speeches made by leaders of the community etc.

Beginning at our schools, we must all try to remedy the situation.

Listening, speaking, conversing, writing, seeing, observing, understanding body language are some of the generally understood forms of communication.

Through a series of some interesting activities, we can help the students improve or learn the above mentioned skills.

Note:

While conducting these activities, the facilitator will have the opportunity to point out the difference between communication and miscommunication as well.

Activity I

Talking Stick

Objective:

- To help develop in children listening and talking skills.

Material:

- A knobbly stick at least 16” to 18” long and without sharp bits.

Direction and Methodology:

- Ask the children to sit in a semi-circle. Explain to them that the native American people or Indian’s had a way of listening to each other so that every body got a chance to talk. They used a talking stick. Whoever has the talking stick has the power to speak and every one else has the power to listen.
- A good way to start is for the facilitator to take the stick, and for example, say something, *(a clean and neat person is better accepted in the society, and how you would like a person who is very untidy, smells bad and looks shabby. In order to have a better social acceptance one has to take care of ones personal hygiene which includes clean body, clean clothes and shoes and no body odours)*
- He facilitator then passes the stick on to the child next to him or her and assigns her a topic **(a few ideas given under suggested topics)**. This is an easy way to show the children how to use the talking stick.
- The talking stick is then passed around in a circle. Anyone who doesn’t want to speak simply passes it on. It is a good way to get shy children to speak with confidence and to persuade dominant children to respect the right of other children.
- Be sure not to force the children to speak.
- Ensure that each child is allotted a reasonable time to speak and gently discourage the “talkers” from prolonging their hold onto the stick.

Suggested Topics:

- What is your idea of a “well-dressed” person?
- Why are some people more impressive than the others? (Possible responses could be that they wear nice and smart clothes and shoes, they wear perfumes, good hair style, etc)
- Is it important for people to keep various body parts clean to be socially acceptable?
- What is a civilized way of using a public toilet?
- Do you like to enter a toilet that is filthy, smelly and blocked?
- Do people like to be friends with people who are shabby, untidy, smelly?
- How can you convey politely to someone in a shabby appearance to tidy up a little?
- How can you effectively convey to a person who has bad body/mouth odours to adopt better hygiene practices?

Question Bank:

- What was it like to speak / to hear other people speak?
- Did you find out any thing new or surprising?
- Do you like to be interrupted?
- What is the advantage of letting someone speaks without interruptions?
- Do you think you are better able to communicate with people now?
- Can you now express your dislike/ unrest about someone’s attitude, appearance or way of communication in a better manner?

Subsequent Suggested Activity:

- To practice their communication/ presentation skills ask the students to prepare short role plays on the given topics (suggested topics above).
- Divide them in groups and assign them a topic. The students can also be asked to choose a topic of their interest.
- Ask them to write a nice and brief role play on the given subject.

- Help them finalize the scripts.
- Allow them enough time to practice their role play.
- Organize a special session in the school for the performances.
- The students perform their role-plays.
- After the performances the teacher can initiate a discussion on the performance. (The teacher has to be very careful in taking responses and should carefully handle any possible ridicules and remarks that can hurt the students)
- Ask the students to give the performers a round of applause.

Source: *First Steps: A manual for Human Rights Education (pilot version)*
Published by: Amnesty International

Activity II

Active Listening Rules

Objective:

- To enable the children to develop active listening as a skill

Material:

- Blackboard, Chart, Markers

Instructions for the Facilitator:

- Remember the rules of good board work.
- Clean the board thoroughly so that the class could read whatever you write on it.
- Never talk with your back towards the students.
- Write clearly and in large letters for the benefit of the students sitting at the back.
- Always stand to one side of the board when you have finished writing- never in front of it.
- Divide the board into sections and give captions to each section according to your requirement.

Directions and Methodology:

- Discuss with the class what is necessary to be a good listener.
- Record the answers on the black board. You may get responses such as “interested”, “understanding”, “knows what I am talking about”, “gives good advice”.
- After writing the responses on the black board, repeat the previous activity, practising the skills the students have identified.
- Explain to the class that active listening has a set of rules the same as most other things and that if these rules are practiced then listening and communication are more efficient.

- Now copy down the rules given here, on the chart.

Discussion:

- In a general class discussion, ask if the speakers felt that they were really being listened to when the listener practiced these skills.
- Discuss all the rules one by one.

Conclusion:

Repeat the rules with the class and ask them to try to remember and use them in all the situations where they are asked to listen. Inform the class that you will be watching for good active listening behaviour.

Active Listening Rules

(To be displayed in the class-room)

1. Listen to what the person is saying.
2. Check that you have heard correctly by paraphrasing what the speaker has said asking “Is this what you mean?”
3. When the speaker has finished, summaries the main points and check with the speaker.
4. If the speaker is emotional (angry or sad), be very careful to the words not just the emotions.
5. Ask for clarification to check that you have the whole story.
6. Ask questions to fill in the details of the story if they are important.

Paraphrasing – *saying the same thing in different words*

Clarification - *To make ideas or information clear*

Assess this activity on the assessment form.

(Source: Teacher Activity Book (UNHCR))

Activity III

Expressing Emotions

Describing the Pictures and Developing Short Stories

Objectives:

- To enable the student to observe and be able to express themselves effectively.
- To help develop their writing skills by stirring up their imagination.

Materials:

Some pictures (enclosed with the activity) pencils, blank paper, coloured pencils.

- Pictures of neat, clean, happy children vs. an untidy, sick, unhappy child
- Picture of a clean room vs. a very dirty room
- Picture of someone with shining teeth vs. a picture of dentures that are pale, dirty.
- Picture of a clean toilet vs. a very dirty toilet
- Picture of a child with filthy hands eating food vs. a child with clean hands eating food. (the facilitators can also make an effort to look for images/ pictures relevant to the activity).

Direction and Methodology:

- Show pictures to the class.
- Let them express themselves on these photographs by asking the given questions.
- How does this child look?
- How does the other child look?
- How does the place look?
- Do dirty teeth look nice? Are such people socially acceptable?
- Do you like to enter a dirty room/ toilet?
- What do you think would happen to the child who is eating with dirty hands?

Subsequent Suggested Activity:

- Divide the class into groups of four each.
- Distribute the pictures showing different aspects of personal hygiene
- Ask them to build a story around these pictures.
- Ask them to tell the story to the class (this is an opportunity for the teacher to evaluate both listening and speaking skills of the students)
- The best story can be read out to the whole school in the morning assembly.
- Best story can be published and distributed to students in other classes or whole school.
- Teacher can make an effort to get the story printed in the local newspaper

Evaluation and Follow-up:

- The facilitator should try his/ her best not to interfere in this creative activity and encourage the students to come up with their own ideas.
- The facilitator can bring in more pictures if the activity helps in meeting the objectives.

Conclusion:

Good communication skills not only help in bridging the gaps in understanding other's point of view and express oneself effectively, these skills also help boost one's self concept which consequently leads to better interpersonal relationships.

Conflict

Concept Development Notes

We live in a world full of diversity. Conflicts arise due to differences in lifestyle, beliefs, options, customs and traditions. Conflicts may also arise due to a clash of rights, misunderstanding or misinterpretation.

Concept:

Conflicts can be experienced at different levels:

- At the Personal Level: Among Parents, Siblings, Peers and teachers.
- At the Local Level: Between neighbours, city and village administration.
- At the National Level: Conflicts could arise between provinces, different sect, ethnic or religious bodies.
- At the International Level: Conflict arises from regional differences.

Characteristics of a Conflict:

- There are two or more people involved.
- They have incompatible goals.
- These people (or parties) oppose each other.
- The conflict grows or expands.

A conflict then, is a state of negative attitudes, values, behaviours which may result in violent reactions between groups.

Sometimes a conflict may not be an individual's choice, but conflict usually starts from within some individual.

Some of the common causes of conflict can be:

- Negative attitudes of a person (e.g. jealousy, greed)
- Negative values of individual (e.g. hatred, discrimination)
- Lack of basic needs
- Human differences such as cultural, social, historical etc.
- Corruption, negligence (which develop from negative attitudes and values)

- Misunderstanding and disagreement.

If we now look at these causes and the approaches possible to handle them, we can divide conflicts into two broad categories.

Internal Conflicts:

It may refer to an internal conflict within a particular group of people or within a particular country. However, in this case we mean the conflict that occurs within an individual. It is the negative feelings, values, attitudes that develop within a person towards other people but are not yet exposed. This is also called “Structural Conflict”.

Its examples are hatred, discrimination and stereo typing.

External Conflict:

We think of external conflict as something separate from ourselves. We find ourselves helpless in such situations. It occurs between people who are different from each other. It is a conflict, already exposed and visible and occurring with violence taking place. It develops from ‘Internal Conflicts’, which have not been resolved this is sometimes called ‘Open Conflict’. Some examples are quarrelling, fighting and war.

Effects of Conflict:

The effects of conflicts on a human society can be extremely harmful and tragic. We must all struggle to promote peace and minimize conflict if we are to survive.

Conflict affects our societies in both direct and indirect ways.

We are confronted by:

- Misunderstanding and hatred
- Separation and poverty
- Degradation of human dignity
- Injuries and destruction of people and property
- Massive exodus of people.

Minimisation of conflict is possible only if we are willing to understand the causes, the effects and then seek a solution. The solutions can only work if people are keen to resolve their issues wholeheartedly and permanently.

As we have broadly divided conflicts into two types- External and Internal- We must also know that we need different approaches for handling these conflicts.

External conflicts can, in most cases only be managed, if you see two people fighting, you are to stop the fight first by separating them. We can say the war was 'over' when the armies stop fighting. This is an immediate step to take to 'manage' conflict. Management of conflict can stop the problem from occurring again only for a brief period but it does not necessarily solve it.

It is important that we learn to respond to the root causes of the conflict rather than just stopping it. This approach is called 'resolution'

It means to solve the problem by:

- Removing or resolving the causes
- Coming up with a solution through peaceful means which is acceptable to both the parties.
- Giving a sustainable and permanent solution not just to solve the current situation but also to prevent further conflicts.

Hatred, jealousy and anger can not be stopped or solved; but we can train people to control these negative feelings through talks, and discussions. We should also motivate people to show willingness to change and soften their stance so that they can feel positive towards each other.

Our values, attitudes and behaviour manifested in our actions are often the cause of conflict. Our perceptions, biases, emotions and the type of body language we use are a

major source of causing conflict. We are often guilty of stereotyping or generalizing others without making a sincere effort to understand them.

Is it possible to prevent conflict? One cannot answer this question conclusively as the presence of conflict in our lives is inevitable. Besides, the conflict is not always negative. Our aims in this programme should be to help students face conflict in a constructive and positive way without resorting to violence.

A simple argument in this regard can be that problem-solving skills are needed only when we acknowledge the presence of problem in our lives. However, it is possible to minimize certain conflicts by learning such skills and developing such attitudes that help raise our threshold of tolerance.

One thing we should know and understand is why the other person reacted as she/he did. This is called “empathy”. Empathy is the ability to feel and see things through another’s point of view. In this regard we need to know the other person’s feelings about a certain conflict situation, i.e. what prompts his /her reactions to a given problem. We must be open-hearted and willing to accommodate and share feelings with others. We must learn to respond to the needs that people have instead of reacting to their emotions and behaviours. Empathy is difficult to acquire but it goes a long way in resolving our conflicts.

To have a perspective on the types of personalities that one has to deal with also paves way for making peace with others.

Generally speaking you can group personalities into three broad categories.

A Submissive Person:

- Takes no action to assert one’s own rights.
- Puts others before oneself at one’s own expense.
- Gives in to what others want.

- Remains silent
- Apologises more than is needed.

An Assertive Person:

- Stands up for one's own rights while acknowledging the rights of others.
- Respects oneself and other people.
- Listens actively to what the other person talks about.
- Expresses oneself clearly and honestly.
- Does not use abusive language.

Aggressive Person:

- Stands up for one's own rights without caring for others' rights.
- Uses violent reactions.
- Abuses, accuses, and blames others.

Determining certain behaviour depends on many factors. Certain behaviours can be labelled aggressive, assertive, and submissive or differently when it is displayed by people of different ages, status, culture or gender.

There are a number of ways to resolve a conflict peacefully: Dialogue, negotiations, mediation and reconciliation are some of the more effective techniques for resolving conflict. No matter what means we resort to solve a problem, the outcome can only be considered successful if the parties involved benefit from it.

[Solutions can be divided into three different types.](#)

Win-Lose Solution:

It is when only one group / person benefits after the conflict is solved. For example, in a court case where by one person is judged guilty (loser) and sent to prison and the other is set free (winner). This may lead to revenge and cause resentment.

Win-Win Solution:

It is where both the parties involved benefit. A win-win solution aims at satisfying the needs of both parties involved. It entails fair negotiation and a solution is reached through co-operation.

Lose- Lose Situation:

This is where neither party benefits. When we try to resolve a conflict by going to war, both sides lose many people, towns are destroyed, the economy suffers and people become poorer thus creating a vicious cycle of conflict. Even the winning side can not be a winner in the real sense because of the heavy losses incurred and precious lives wasted.

Characteristics of a Win-Win Solution

In principle, a Win-Win solution should be a real solution (**R.E.A.L**)

R: Realistic: Means it should be a practical solution and should be put to practice.

E: Effective: It must answer to the needs of both parties involved.

A: Acceptable: No Win-Win solution is possible unless it is accepted and agreed to by both conflicting parties.

L: Logical: In order to be a long lasting solution it has to be fair and objective to both parties involved.

Win-Win Solutions need to be promoted by motivating both the parties to actively participate for a fair solution. It is of course, the hardest to get but the most effective in preventing further conflicts.

Source: Peace Education Programme, UNESCO
Human Rights Education Programme, Pakistan
Citizenship Rights and Responsibilities, Pakistan

Environmental theme

Water

Embedded theme

Conflict Resolution-1

Activity-1

What is conflict?

Objectives:

- To develop in children the ability to identify conflicts.
- To help children analyze conflicts of rights using their own experience.

Material:

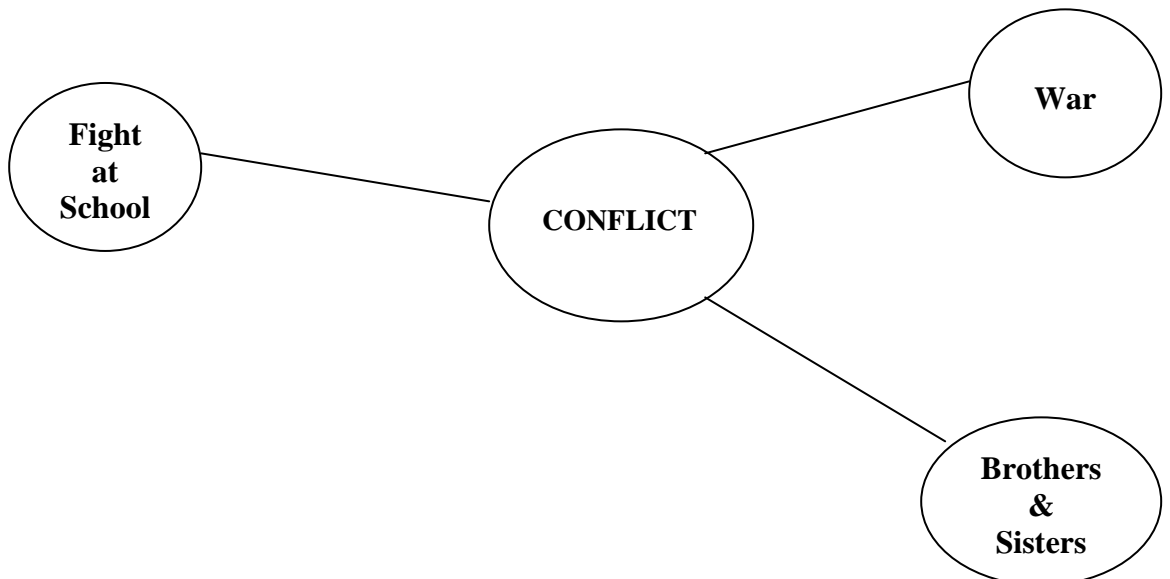
Chalkboard, chalk

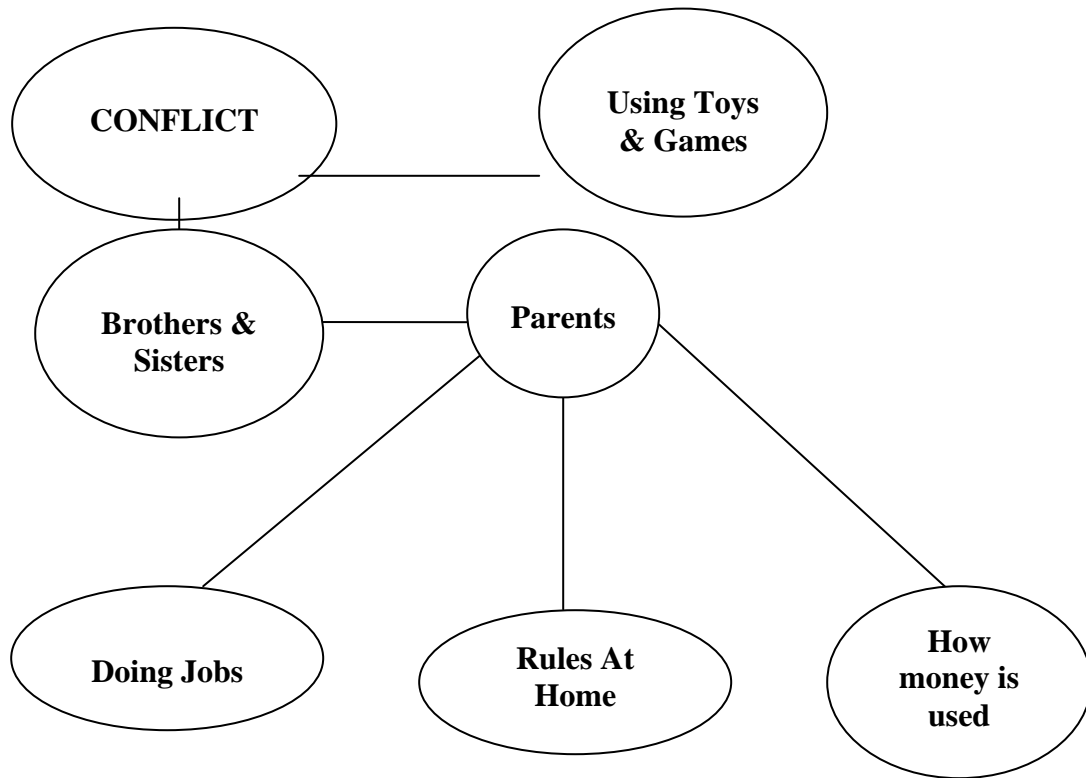
Directions and Methodology:

Brain Storming

- In the middle of the chalk board write the word 'conflict' in a circle.
- Ask the students what they think the word means.
- Ask for memories or thoughts it evokes. Each time something is suggested, draw a solid line from the main circle and add the word or phrase which has been suggested. When children begin to suggest ideas which are related to ideas already suggested, link them to the appropriate previous suggestion, not the main circle (so as not to discourage them). Continue while interests remain high.

Following diagram explains the method more clearly.





Question Bank:

Ask the questions below to draw out some general ideas about conflict

- How could we define 'conflict'?
- What do the conflicts we identified have in common?
- What causes conflicts?
- What makes them worse?
- What prevents or solves conflicts?
- In the examples, whose rights are ignored by whom? Which rights?

Instructions for the Facilitator:

- Remember that school children are only used to answering questions in an academic context and that too when they think they are correct. Besides, they are often punished for answering incorrectly.
- You need to create an atmosphere of trust and understanding where no child is snubbed or reprimanded for speaking his mind. Secondly, while describing their position or emotions in a conflict situation, they may use negative remarks for others. Please refrain from giving your judgment or labelling that child as rude or revengeful.

Evaluation and Follow up:

- Ask the students to keep a diary of conflicts that they see around them for a week. Ask them to identify conflicts, which are solved in a useful way, conflicts which waste a lot of time, or which recur a lot. It may be useful to sort these conflicts into categories. For example, friendly/angry, simple/confusing, violent/non-violent.
- It would be appropriate at this stage to tell the students that stepping back from a conflict and analyzing it is a first step for solving it in a way which respects the rights of everyone involved.
- Review the written work of the follow up.

Source: First Steps: A manual for HRE

Published by: Amnesty International 1996

Activity III

Identifying Attitudes

Objectives:

- To support that there are many different ways (perspectives) to solve a conflict.
- To help them understand that peaceful resolution is not only possible but often the better way out.

Instructions for the Facilitator:

The options/suggestions given in the questionnaire can be categorized under three different patterns, i.e.

1. A Submissive Person
2. An Assertive Person
3. An Aggressive Person

Discuss with children the advantages and disadvantages of each of these behaviours and inform them that the most functional of these behaviours is assertiveness whereas aggression and submission are both dysfunctional behaviours. (Please consult concept development notes).

Directions and Methodology:

- Make photocopies of the given questionnaire.
- Distribute them among the children.
- Explain that they will learn many different ways of dealing with conflicts. Some of these are listed on the questionnaire.
- Share conflict scenarios with the students both from environmental theme (water) as well as inter-personal conflicts.
- Tell the children to go over the suggestions given below and indicate by ticking what would they use in each scenario.

Sr.#	Options	Frequency	Sometimes	Never
1	Avoid the person			
2	Change the subject			
3	Try to understand the other person's point of view.			
4	Try to turn the conflict into a joke			
5	Admit that you are wrong even if you do not believe you are.			
6	Give in			
7	Apologize			
8	Try to find out specific reasons for the problem			
9	Try to reach a compromise			
10	Pretend to agree			
11	Get another person to decide who is right			
12	Threaten the other person			
13	Fight it out physically			
14	Whine or complain till you get your way			

Name: _____

Age: _____ **Class:** _____

School: _____

Discussion:

- After the questionnaire is completed, ask the students to share the results with their neighbours. Help them to rewrite the list in order of best of worst solutions.
- Ask them how did they decide whether a solution was good or bad?

Conclusion:

Ask the students to watch for assertive behaviour around them and look for differences between three types of behaviour.

Stories / scenarios

The Fight at Water Point:

You are waiting at the water point for the water to come on. There is already a queue of jerry cans and other containers at the point, but no people. The water comes on and you go to the tap.

You argue with the person who has just come. You were there waiting and they had left their containers. Seeing you stood in the sun you feel it is right for you to go first.

When the other person pushes you, you slap him/her for being rude. Then the person is very angry and starts shouting at you. Lots of people come around to see that the fight is about.

What do you do?

The Fight at Water Point:

You have left your water container at the water point for when the water comes on.

When the water comes on you go down to the water point, but somebody has pushed ahead and is filling three jerry cans!

You argue with the person telling them they cheated by pushing ahead, that's why people put the jerry cans in a queue. You push the person out of the way. The way they are filling cans there will be no water for anyone else.

The person slaps you and this makes you very angry. You shout at the person and feel there will be a real fight.

What do you do?

The Shared Book

There are not enough text books for every body in the class. You have to share with a person you don't even like. There is a homework assignment and you want to do well in preparation for you exams. You ask the teacher if you can borrow the book overnight. The teacher agrees but when it is time to go home your classmate has the textbook and wants to take it home to do the same assignment.

The Shared Book

There are not enough text books for every body in the class. You have to share with a person you don't even like. There is a homework assignment and you want to do well in preparation for you exams. Your classmate asks the teacher if you can borrow the book overnight.

You feel this is unfair as you want to do well in the exams too. Besides you feel that your classmate is always having the book, you have to look at the book sideways as your neighbour holds the book and reads faster than you.

You decide that if the book is allowed to leave the school then it is only fair that you have the book first. You take the book when it is time to go home.

The Goat

You have lost your goat. Three days you have been looking for it and then you see it with your neighbour's goats in the yard. You go to the neighbour and ask for your goat back, saying (with anger) that your neighbour stole the goat knowing that it was yours. The neighbour refuses to return the goat.

You are so angry at your neighbour stealing the goat that you tell everybody what a thief your neighbour is. Other people in the community listen to your words and become angry as well. There is a lot of talk about this thief in the community and many bad things are said. You feel proud that although you have lost your goat, every body in the community supports you.

Now, there is a real problem, the whole community is divided and some of them are saying that you are stupid and careless and should not be allowed to have any goats. You decide to go to somebody who can sort out this problem and get your goat back. You go to a mediator and ask for help.

The Goat:

You have an extra goat in your herd. You think it belongs to your neighbour but nobody has come looking for it. You do not mind and allow the goat to stay with your herd and eat the feed in your yard. Then your neighbour comes and angrily accuses you of stealing the goat. You are so angry at being accused of being a thief that you refuse to return the goat.

Now you are really angry. People in the community are talking about you and turning their backs to you when you go out. You hear that everybody is calling you a thief. You decide to tell people that your neighbour is too stupid and careless to keep goats. You tell everybody that you see. Now some people in the community support you and some support your neighbour. Many bad things are said, not just about your neighbour but also about the people who support your neighbour. The community is divided.

Your neighbour has gone to a mediator. You are not happy about the community division so you accept the call from the mediator and listen to what he/she has to say.

Subsequent Suggested Activity:

Ask the students to prepare role plays on the given scenarios and present it before the school.

Activity IV

Sub topic: Clean Water

Objectives:

- Students will gain a deeper appreciation for clean water.
- Students will be able to estimate/calculate their use of water per day approximately.
- They will understand why conserving water is important.

Directions and Methodology:

- This is an activity where children will be asked questions in order to have a two-way flow of information.

Ask for a show of hands

- How many children drink plain tap water?
- How many drink water put through a filter?
- How many drink boiled water?
- How many take water from stream, river or well?

Given the area where this activity is to be conducted, there are chances that most of the students would be using tap water.

- What else do we use tap water for?
- Expected answers: laundry, washing, cooking, and scrubbing the floor.
- Encourage the students to point out usages of water outside their homes as well.

For example: mixing paint, washing cars, watering lawns etc.

- Now with the help of a chart already prepared, explain how much water an average person uses per day.

The Usage of Water by One Person Per day

Sr. #	Water used during	(Gallons)
1	Washing face or hands	01
2	Taking a bath	40
3	Brushing teeth (water running)	02
4	Brushing teeth (water turned off)	1/4
5	Flushing the toilet/visit	05
6	Getting a drink	1/4
7	Dish washing	10
8	Washing clothes	40

- Ask them if they were limited to 10 gallons per day.
- How would they allocate water usage?
- How would your life be different?
- What if you were limited to use the amount you could carry for a mile?

Once the importance and appreciation of having clean water in our lives is established, discuss with them the issue of water pollution.

Question Bank:

- What causes water pollution?
 - Factory waste, which has not been cleansed of poisons, flowing into river and streams.
 - Leaks in water pipes, especially when drinking water pipes are placed too close to drainage pipes.
 - The use of lead pipes to carry drinking water.
- What are the damages of water pollution?
- How does it affect our health?
- What can you and I do to help stop water pollution?
- What can the factories do?
- What can the government do?
- Name some water-borne diseases common in your area?

How to Make a Simple Water Filter:

Materials:

- 2-litre soda bottle cut in half (by an adult)
- Napkins or paper towels
- Gravel, sand and cotton balls for your filter
- Dirty water, you can make it by adding cooking oil, food colouring, pieces of paper, and tiny pieces of Styrofoam to make water.

Instructions for the Facilitator:

- Put the top half of the soda bottle upside-down (like a funnel) inside the bottom half. The top half will be where you build your filter; the bottom half will hold the filtered water.
- Layer the filter materials inside the top half of the bottle. Think about what each material might remove from the dirty water and in what order you should layer the materials. For an added challenge, use only two of the materials to build your filter.
- Pour the dirty water through the filter. What does the filtered water look like?
- Take the filter apart and look at the different layers. Can you tell what each material removed from the water?
- Wipe the bottle clean and try again. Try putting materials in different layers or using different amounts of material.

Questions Bank:

- Is this water free of all pollutants?
- Are there better materials for cleaning water?
- What are the pollutants that may not be visible to the eye?

Bacteria

Arsenic

Other poisons

Viruses

Lead

- Will it be a good idea to get your water lab-tested?

Evaluation and Follow up:

- Ask if any one of them thought about the information given in these activities and shared it with their families. Did they alter their behaviour in terms of using water?

School Activities:

- Arrange a poster making activity depicting natural sources of water, its usages, causes of water pollution and solutions to this issue.
- Collect samples of water from different sources in the area and have it lab tested to gauge its purity.
- Prepare some good speakers from the group to share this information with others in the morning assembly.

Environmental theme

Forests

Embedded theme

Conflict II

Instructions for the Facilitation:

By now the students would have done enough work to familiarize themselves with different aspects of conflict.

It is now safe to talk about problems and how they are solved. They must also be familiar with the prerequisites of problem-solving i.e. empathy, assertiveness and emotional honesty.

Activity 1

Handling Emotions

Objectives:

- To help the students recognize emotions
- To help the students recognize how emotions affect behaviour.

Instructions for the Facilitator

This lesson on emotions may be difficult in the beginning as many of the students will not be able to recognize emotions and culturally may not be permitted to display them.

- Explain that if we cannot identify emotions it is not possible to deal with them
- Watch for misbehaviour and attempts to 'side-track' the activity.
- If a student is seeking attention, by misbehaving, send the child to the classroom.
- Do not insult or physically punish the students.

Directions and Methodology:

- Stand the class in a circle.
- Explain to the class that they have to express the emotions their body language- the way they stand or sit, what they do with their arms, the look on their face, how they hold their head etc.
- Demonstrate what you want the student to do by starting the game.
- Make sure that each student chooses a different emotion.

- Every student should have a turn.
- Encourage the students to think of feelings that nobody else has demonstrated.

Discussion:

- List the emotions that were demonstrated by the students.
- Introduce some emotions that they probably feel but can not express: “How do you feel when – you are not allowed out to play, have to fetch water, are wrongly accused in school etc.”
- Do not dwell only on negative emotions; look for positive ones such as joy, contentment, happiness.
- Discuss with the class the various emotions and what each emotion means.
- Ask the class which emotions are acceptable and which are kept hidden and under what circumstances they are kept hidden.

Conclusion:

Finish this activity on a happy note, and remind them that knowing your emotions and feelings saves you from confusion in a conflict situation.

Subsequent Suggested Activity:

- Divide the class into small groups
- Ask them to express their emotions on the given topic before the class.

Topics (Environmental Topics)

Joy: You are selected for a plantation activity in the school

Sadness: not being chosen to participate in the plantation activity

Anger: Somebody has uprooted your plant.

Frustration: Your plant is not growing well despite your good care

Loneliness: Most of the students have gone for the activity and leave you out.

Activity II

Empathy / Co-operation

Objective:

- To help children understand the importance of trust and cooperation.

Material:

- Six Pieces of cloth to blindfold the students

Directions and Methodology:

- Ask the children to form pairs.
- Blind fold one child in each pair.
- The other child in the pair is “leader and leads their partner around the school ground.
- The “leaders” should find a variety of (safe) experiences for their partners. For example, asking them to identify objects by touch, leaving them alone for a moment, running together on smooth ground. Encourage ‘leaders’ to use their imagination.
- Pairs swap the roles.
- After the activity, allow time for the class to talk about the game.

Question Bank:

- What was it like to be “blind”?
- What was it like to be the “leader”?
- How did you communicate?
- Did you feel responsible when you were the leader?
- Did you trust the leader?
- Why is trust important? (In families, friendship, between countries....)

Evaluation and Follow up:

Provide a rope three to five metres long for each team of six students and ask them to play the game of skipping. This game can be played by both girls and boys. Each team stands to one side and each member of the team takes ten turns of the rope and runs out as the next child runs in.

The first team to finish without mistakes wins. Such games where terms work s required can teach a valuable lesson about cooperation.

Conclusion:

Ask the children if they enjoyed their lesson and congratulate them on their participation.

Lesson Plan Source:

A Manual for Human Rights Published by: Amnesty International

Activity III

Conflict Resolution in Real-Life Situations

Objective:

- To help children identify ways to solve conflicts of rights.

Material:

- Copies of the stories,
- An open space.

Instructions for the Facilitator

Role-play of a situation can improve understanding of a situation and encourage empathy. For example, in a role-play about robbery, by acting the part of the victim the student can get insight into what it is to be the victim of a crime.

Story A

A brother and sister are watching television. The boy is ten and the girl is eight. The boy is sitting on a comfortable chair, the girl on the floor. The boy leaves the room to fetch something. The girl sits on the chair. The boy returns "get off my chair," he says. "It's not your chair now," the girl replies. The boy....

Act out as many endings as you can. Observe how many endings involve using force. Is it possible to come up with a Win-Win solution in this case? How?

Story B

Sakina and Kashif were very happy because their parents bought them each a very nice present. Kashif got a whistle and he was so happy that he started to play on it straight away. Sakina was also very happy because she got a flute. She started to play too. At first they were both very happy because they had got presents and they could both play at the same time. Sakina stopped playing and asked Kashif if he could stop for a while and let her play. Kashif said that it didn't bother him if she played and that he didn't want her to stop. Sakina was so angry that she started to play very loudly and

then Kashif tried to play even louder. They started to compete with each other and because they were making such a noise their parents came into the room.

Subsequent Suggested Activities:

Use this list of problems from time to time and encourage the students to talk about these everyday life issues and their peaceful solutions in the morning assembly.

- Two children have to share a textbook and one will not let the other see the book
- Two friends are playing with a ball. A third child comes and asks to play; the first child says 'yes' and the second say 'no'.
- Someone throws a ball across the classroom, and the teacher sees it. The teacher is angry, but unfortunately picks on the wrong pupil. "You! You again! You are always causing trouble." The pupil.....

Conclusion:

Encourage the children to think of problems and how to solve them without always relying on somebody else or resorting to violent means.

Lesson Plan Source: Human Rights Education Programme

A campaign On Conflict Resolution (2002-2003)

Activity IV

Story: The Tree

Objectives:

- To raise awareness about environmental issues.
- To inculcate respect for the environment.

Material:

- A copy of the story – The Tree, Charts, coloured, pencils and markers etc.

Instructions for the Facilitator:

The story of the Tree highlights the interdependence of all living things. It also stresses upon the need to preserve the earth's natural resources, and the importance of trees in maintaining the ecological balance. You can inform the class that the destruction of natural resources is carried out due to greed for money, carelessness or ignorance. Encourage the students to believe that we can influence others by what we do and how we behave. We are responsible for creating a better world and a healthier environment for all of us to live in.

Directions and Methodology:

- Inform the class that you are about to read out a very interesting story to them. In order to enjoy and understand the story they must observe the rules already established.
- Try to read the whole story in one session and then ask all the 'comprehension questions'.
- Keep another session for discussion on environmental pollution.
- Once the story is finished, ask the student to re-cap the story in their own words.

Question Bank:

- Why did Manju and Salmi have to wait for their mother to fall asleep before they could go out and play with Tina and pappu?
- Would it hurt if someone scratched your arm? Why?

- Do you think the tree felt any pain when it was scratched?
- Do you think plants have feelings? Why?
- Why do you think trees are important?
- Can you name some ways in which we intentionally or unintentionally hurt trees or plants?
- In what ways do you think trees are important for us and other living things?
- Imagine a world without trees. What do you think it would be like?

Subsequent Suggested Activities:

Ask the students that since they know now that trees have feelings too, draw trees that are:

- | | |
|-------------|---------------------------------|
| 1. Happy | 4. Sleeping |
| 2. Talking | 5. Bearing fruit that you like. |
| 3. Fighting | |

The charts can be put to an exhibition in the classroom. Invite students and staff from other classes to come and see the exhibition.

Teachers can select the best drawings and have them included in the year book or school magazine.

Presenting the Pollution Problem

By now you know many facts about pollution. Now you should take the responsibility of sharing your knowledge with others. A good way to do this is by giving a presentation to your class/school on significance of forests, their role in controlling pollution and how they provide food & Shelter to birds, insects and animals.

How to Prepare a Presentation

Now that you know some things about pollution, it is time you found out more facts for yourself. Once you have more information, you can prepare a presentation and

share what you know with other children. Here is an outline to help you organize your presentation.

1. Choose One Topic:

Otherwise your presentation will become too big to handle. For example, you could talk about the harm done by burning chopping trees down for fuel and other purposes without planting enough.

2. Introduction:

This is where you say what you are going to talk about and why it is important for us to learn about this topic.

3. Collecting Facts:

This is the most important part of your presentation. You will need to find out a lot of facts to understand the problem and convince people about the harm done by pollution in your city.

What to ask?

- Here are some questions you should be able to answer.
- What are the dangers of air pollution?
- What causes this pollution?
- How does it affect our health?
- What makes pollution dangerous for our environment?
- What can you and I do to help stop chopping trees?
- What can the police do?
- What can the government do?

These are only some of the questions. Make a list of your own questions to which you can then find the answers.

To find answers you will need to go to the library to read books on pollution, find information in an encyclopaedia, read newspapers, talk to your parents, teachers, older students and older sisters and brothers.

4. Ending:

You should end by saying that the first step towards claiming our right to a healthy environment and a healthy life is to increase our knowledge. As we now know some of the facts about pollution, we must all take the responsibility for doing something to change the situation.

Make a list of practical things that you, other children and teachers can DO to help stop pollution. You must give your suggestions at the end of your presentation.

Instructions for the Facilitator:

This activity introduces children to the idea of independent research or fact finding. Given their age-group, the facts they are expected to collect are very basic. The important of this activity lies mainly in awakening their curiosity about the world they live in, by making them realize not only that this world is within their reach, but also how closely it is linked to their own lives.

The facilitator's role at this stage is to facilitate access to information and material by pointing out resources of information within their reach e.g. newspapers, books, magazines. Organizations concerned with environmental work etc.

Conclusion:

Have a brief discussion with the students on what they have learned through this activity. Remind them to grow as many plants as they can.

THE TREE

She's asleep," Manju whispered cautiously.

"Are you sure," Salmi hissed back, pushing Manju out of the way and peeping through the keyhole to take a look himself.

"Well?" Manju asked impatiently.

"Let's go," Salmi replied.

Forgetting about the long hour they had spent glued to their parents' bedroom door, waiting for their mother to doze off, they ran out and shouted for Tina and Pappu at the top of their lungs.

Their calls were finally answered when the two children rushed out of their home and skipped off with them to the front lawn. The children loved these long summer afternoons. They were not bothered by the afternoon sun that silenced even the birds and drove their parents indoors. It was fear of their getting heat stroke that made Ammi insist that they rest or read quietly in their room until the sun went down and it was cool enough to go outside. But the deserted garden held its own magic for the children, and the trees provided all the shade they needed as they played all sorts of games among the bushes and flowerbeds.

So every afternoon, they waited for Ammi to fall asleep before slipping out of the house and calling their friends Tina and Pappu, who lived in the house next door, to come and play with them.

This afternoon too, like every other afternoon, they were intent on all sorts of games, from chasing each other around the lawn to playing hide and seek in the shrubbery.

Little did they know that today they were going to have a strange adventure? It was during a game of hide and seek that it happened.

Salmi had scrambled up the mango tree to hide from Tina. He spent about five minutes perched on one of the branches, waiting for her to come near the tree, but when she didn't, he took out the little penknife that he had got for his birthday, and began to carve his name on the branch.

"Hey! what do you think you're doing?" said a deep voice. Salmi almost fell off the tree. "W-wh-who?? Wh-where?" "Look underneath you son. You're sitting on my branch."

"AAAAAAAAAAAAAAA!!!" Salmi wailed, as he half slipped and half clambered down the tree.

The children ran up to him when they heard him cry and stood around him, wanting to find out what had happened. But all that Salmi could do was to sob and point at the tree.

"T-t-the tr-tree sp-po-spoke to m-me," he finally managed to say. "Very funny!" said Tina sarcastically. "And I flew here to find out why you yelled!" The children laughed loudly at her reply.

"Come on, Salmi - you gave yourself away so now its your turn to find us. Count to fifty and start looking," said Manju and they all ran off, leaving Salmi alone with the speaking tree. Slowly he started to move away from it.

"Where are you off to? I haven't finished with you yet," called the tree. Salmi opened his mouth to let out another one of his bloodcurdling yells, but before he could do so, the tree spoke again, "Oh hush up. If there's one thing that I hate more than termites and wood worm, it is cry-babies."

"Hey," Salmi replied, sticking out his chest and trying to sound brave, "who are you calling a cry-baby?"

"Well you're the only one standing before me and I'm certainly not talking to myself," the tree replied.

"Hey listen Mr. Tree watch your tongue -" "And you watch your hands young man," the tree interrupted, "who gave you the right to scratch your name on my branch? How would you like it if I scratched my name on your arm?"

"I didn't know you could feel anything."

"And I don't know that it'll hurt you if I dropped a branch on your foot! Why should I not feel anything? I'm alive like you, aren't I?"

No honestly, I didn't even know you were alive. After all, this is the first time that a tree has spoken to me."

"Just because I choose to listen instead of yakking away all the time like humans do, - whether I have anything worth saying or not - doesn't mean that I'm not alive. How do you think I grow leaves and mangoes if I'm not alive?" the tree said crossly.

"I'm sorry, I didn't think." Salman mumbled, bowing his head.

"You better be, because if I catch you, or any of your friends, making scratches on my branches ever again, I'm going to throw you all off myself. And one more thing, ask my permission before climbing up me." "Yes sir! But please Mr. Tree - please speak to my friends also - they'll never believe me otherwise."

"Hurrumph!" said the tree. "All right, perhaps just this once . However, to go back to what we were talking about, we trees can't go around talking to all the human beings all the time - we'd have no energy left to grow fruit and leaves if we did that."

"Hey Salmi come here," Pappu shouted, and then added as an afterthought, "that is if you're not too busy conversing with the tree." All the children giggled loudly.

"Can you all come here for a minute," replied Salmi. "I've something wonderful to show you."

"All Right!" they groaned, straggling up to the mango tree. "Now show us what's so wonderful."

"Just listen," said Salmi, holding up his hand for silence.

At first the children heard only the creaking of the branches as the wind blew softly through the trees, then a deep voice began to speak to them. They listened as if they could not believe their ears, but as the tree went on speaking, they settled around its trunk and listened in earnest.

And the tree told them wonderful stories of how the trees were among the ancient guardians of the earth and how they provided shade and fruit for people and animals and homes for the birds; and how trees were even willing to give some of their wood for humans to use; but how humans had become greedy and selfish and had begun to cut trees to make money and how this was destroying the forests of the earth and making it impossible for any one to live on it.

Finally, the tree stopped speaking and there was silence. Then Tina spoke up. "We promise that from now on we'll look after the trees and all growing things, because you have made us see how much we need you. But we have a problem."

"Yes," said Manju joining in, "it is not enough for the four of us to look after trees and all growing things - how can we convince everyone else to do the same? We are only little children. No one will listen to us." The branches of the tree waved about as the tree nodded its head.

"Oh, but you can make a difference. If people see you all taking care of trees, and you talk to them and tell them about why you care for us, slowly the word will spread, and there will come a time when human beings and all living things will learn to live together without harming each other." "Yes," said the children, "that's a good idea. We'll do as you say." "Good," said the tree. "Now run along and go inside. The sun is about to set and your mothers will wake up any minute now. You don't want them to catch you playing in the garden at this time of the day, do you?"

"H - How do you know that, Tree?" gasped Manju.

"You'd be surprised at the things I know," chuckled the tree and all its branches shook with merriment.

Saying a hasty goodbye to Pappu and Tina, the children rushed towards the house. Before going inside, they turned around and waved to the mango tree, which waved all of its branches back at them.

Lesson Plan 5

CIVIC EDUCATION

Embedded theme:

Formal relation between the State and Citizen

Concept Building Notes-Waste Management

Waste management is an important global issue. Unfortunately there are no simple solutions to the problems at hand. One of the best starting points, however, is the acknowledgment and recognition of the problems by all the citizens of the world. It is an issue that needs to be addressed on all levels: personal, community, national and international.

There is an urgent need for taking on this problem which has already assumed monstrous proportion. It is threatening the existence of earth. In Pakistan, however, the Ministry of Environment is one of the most neglected and least important government department due to the paucity of resources, level of genuine concern and interest. It also suffers from low technical capacity and staff required to tackle the huge task of ensuring greener economic development.

Some “symbolic” steps however are taken by the concerned departments by;

- Observing the “World Environment Day” on June 5 every year.
- organizing official get together.
- Issuing newspapers advertisement and press statements.
- Arranging walks to emphasize environmental protection.
- Functions organized by educational institutions.
- Arranging lectures to create awareness of “waste” on land, air and water.

Trash or Treasure?

Two key concept should be developed by the teachers among students;

- Importance of recycling
- Awareness of environmental hazards

What is trash to one person may be of value to another person. Go over the handout trash or treasure (enclosed) with the students.

You can get a good idea of what trash is all about by looking into the nearest trash can. You might see candy-bar wrappers empty cups, fast-food packing, old news

papers- things people don't want or can not use anymore. But what is trash? Are all the things in our trashcan really trash? Is a jam jar or an old pair of jeans really useless? Well, it depends on who you ask. What some people call trash, other call treasure.

You know when to throw something out and when to hang on to it.? Take the bike pictured here for instance, you won't get very far riding it. Pests such as mosquitoes and rats can live and breed in old tires. Tire dumps may catch fire and smolder for days, polluting the environment.



But a dump does not have to be the end of the road for an old tire. Hang one from a tree to make great swing. Or paint one pink and fill it with petunias. The rubber from chopped and shredded tires can be used to make doormats and hockey pucks, but the biggest and fastest growing use for scrap tires is as a source of fuel.

What about car and truck tires? Americans throw away a whopping 240 million of them each year. As those tires pile up, so do the problems, converting some 200 million tires into fuel each year.

So you see, the definition of trash can vary from person to person. The people who handle our trash simply define it as all the things we've thrown away. Waste-disposal specialists call trash "solid waste" and define it to cover a broad list of categories that includes most even-thing we might discard.

But think about the bike and those old tires. Would you call them trash? Or treasure?

Kinds of “waste”

- Students can get a good idea of what “waste” or “trash” is all about by looking in the class waste paper basket or trash can.
- They might see candy-bar wrappers, empty cups, fast food packing, broken pencils, fruit, cans, plastic bottles, waste papers etc.
- Also think people don't want or can't use any more.
- The people who handle our trash simply define it as all things we have throw away.
- Waste disposal specialist call trash “solid waste” and define it cover broad list of categories that includes most of everything we might discard.

Common class's item: -- some have already mentioned above. Here is a list, (handouts enclosed along with weight in grams)

Appendix II

Common School items

'This list provides the weights of items that are commonly found in a classroom wastebasket. Use the list to estimate the weight of the trash in your trash profile. If an item in your profile isn't listed here, estimate its weight by looking at the weights of similar items on this list.

Sr. #	Items	Weight (in Grams)
1	Apple corn	20.0 - 50.0
2	Candy-bar Wrapper	0.6 - 2.1
3	Gum Wrapper	0.2 - 0.4
4	Old Gum	2.0 - 3.0
5	Empty Juice Box (250 ML)	15.0 - 16.0
6	Empty Juice Carton (250 ML, 780OZ)	19.0 - 21.0
7	Straw	0.3 - 0.7
8	Plastic Sandwich Bag	1.2 - 3.0
9	Orange rind (whole orange)	75.0 - 132.0
10	Banana Peel (Whole Banana)	54.0 - 80.0
11	Paper Cup	7.0 - 13.0
12	Bottle Cap	2.0 - 4.7
13	Napkin	2.2 - 5.5
14	Paper Lunch Bag	12.0 - 28.0
15	Empty soda can	13.5 - 16.0
16	Paper clip (slandered size)	0.4 - 1.2
17	Worn out plastic maker	8.0 - 10.0
18	Broken or worn out pencil	1.5 - 4.0
19	Pencil Shaving	0.1 - 0.5
20	Sheet of Note book Paper	3.0 - 4.6

How does waste affect us?

- Spread of diseases
- Produce insect like our enemy like as mosquitoes, flies etc. these and other pests feed and breed on the waste and spread diseases like yellow fever, malaria, dengue fever etc.

- Insects that feed on blood have the potential to transmit diseases between humans and between humans and animals.
- Waste simply attracts the ----- cockroaches, rat family and other such animals.
- Many other blood suckers feed and breed on such waste.
- Polluted environments, pollutes human minds and their thinking.
- Waste results in spoiling the air by emanating a foul stench from stagnant garbage.
- Injuries and destruction of people and property as well.
- Gives rise to conflict, hatred etc.
- Complexes are at a rise
- Degradation of human dignity
- Enmity
- Massive exodus of people
- And many devastating negative reactions.

Outcomes of effective waste management

- Clean environment
- Green Pakistan
- Eradication of diseases
- Happy and congenial environment
- Satisfaction and sense of achievement
- Win-win solution
- Awareness of rights and duties
- Clean habits (cooperative and love)
- And many more for the students to think
- Think globally but act locally
- World a better place to live
- More chirping of birds, blue sky and parks would be lived with the laughter and chuckles of children

- A clean environment instantly changes the outlooks of individuals; has a positive effect on the psyche of nation

Concept Building Notes

Functions of the State

State: (Background Information)

Do we actually need a government? Is it possible to live without laws or rulers?

A vast majority would say yes the government is a “necessity”.

A government is a body that has the power to make and enforce laws within an organization or group. In the broadest sense, government means to manage or supervise, whether over an area of land, a set of people, or a collection of assets. The primary duty of a government is to reward the people who do good things and punish the wrongdoers.

Governments exist for the purpose of serving the needs and desires of the people, and the government’s relationship with the people is clearly stipulated in a social contract (a constitution and a set of laws). Both the government and the people must abide by this contract.

When people become aware of problems in their communities, they often want government to develop and carry out policies to deal with those problems. These may be problems for which there are;

- existing policies or laws that do not work well,
- existing policies or laws that are not being enforced,
- no policies or laws.

As a citizen you have a right to say what you think government should do about problems in your community. You also have a right to say what you think about problems in your state, the nation, and about international problems. You have the right

to try to influence the decisions people in your government make about all of those problems.

To be able to participate effectively, however, citizens need to know which levels of government and which governmental agencies are responsible for changing, enforcing, or developing a specific public policy.

For example, state legislatures may direct agencies to enact policies resulting from federal legislation. Or, local governments may create policies in order to carry out responsibilities assigned to them through laws enacted at the state or federal level. Additionally, as part of the process of developing and implementing policy, governmental agencies must determine if the new policy conflicts with existing legislation or policy.

Types of governments:

Democracy

A democracy is any system of government in which the people have the rule. The ancient Greeks used the word democracy to mean government by the many in contrast to government by the few. The key of democracy is that the people hold ultimate power. Abraham Lincoln best captured this spirit by describing democracy as “government of the people, by the people, for the people”.

Democracy may take one of two forms. In a direct democracy, the people govern themselves by voting on issues individually as citizens.

In indirect or representative democracy, the people elect representatives and give them the responsibility and authority to make laws and to conduct government.

Democracy is the most desirable, but also the most difficult form of government. It can exist only under certain conditions. Three of them are essential to the success of representative democracy. They are as follows;

- ❖ The people should accept it.
- ❖ They must fight for it.
- ❖ They should possess the ability to make it work properly.

But there is more, democracy is based on the character and intelligence of its citizens. Good citizens must be enlightened, alert and intelligent. They must have civic sense and must take interest in public affairs.

Democracy requires such habits of mind and character as tolerance, honesty, common sense, and respect of other's rights, readiness to perform one's duties, public mindedness and vigilance.

When there is a consciousness of one's obligations and rights, the sense of citizenship is automatically born. A sense of obligation gives rise to acceptance of rules and others' rights which in turn, creates willingness to perform one's duties and all the afore mentioned traits. For example, when a baby is born, he is totally dependent on his parents; at this stage he has only rights and no obligations. As he grows older, his responsibilities and obligations to his parents increase, and his parent's obligations to him decrease; this process goes on until it is entirely reversed. This happens with everyone we deal or spend time with, like friends, colleagues, servants, authorities, etc.

The basis of democracy is persuasion and respect for the views of the opponents and critics for which the spirit of co-operation and tolerance is required. This is one of the many things we have yet to learn.

Autocracy (dictatorship)

Any system of government in which the power and authority to rule are in the hands of a single individual is an autocracy. This is one of the most common and oldest forms of

government. Historically, most autocrats have maintained their positions of authority by inheritance.

Several forms of autocracy exist. One is absolute or totalitarian dictatorship. In totalitarian dictatorship, the ideas of a single leader or group of leaders are glorified. The government seeks to control all aspects of social and economic life.

Monarchy is another form of autocracy. In a monarchy a king, queen, or emperor exercises the supreme powers of government. Monarchs usually inherit their positions.

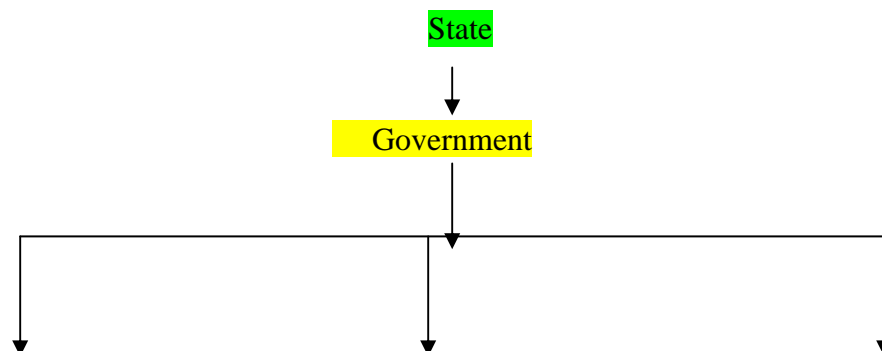
Separation of powers:

The three organs of a government are Executive, Legislature and Judiciary. All these organs of government have distinct and specific functions.

The executive has to execute laws, legislature to make and exact laws while judiciary has to interpret and apply law in the settlement of disputes. The inter-relationship between executive and legislature determines presidential or parliamentary forms of government.

If executive is part of legislature and also accountable to it, the system will be parliamentary.

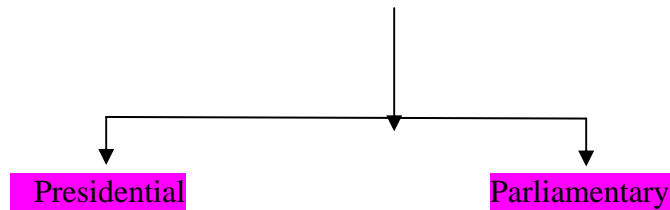
In case the head of the executive is also the head of the state who is elected by the people and wields executive authority, the form of government will be presidential one.



Executive

Legislature

Judiciary



Activity I

Theme: Waste Generation/ Waste Management

Title:

Think globally but act locally

Objectives:

- To create environmental awareness to make students responsible citizens.
- To inculcate in the young generation a sense to make a difference.

Materials:

- White Board/ chart papers
- Board Markers / colored markers
- Information materials

Directions and methodology:

- Provide copies of information material on “Waste / Waste Management” to the students ahead of the activity.
- Initiate the discussion by asking students what trash/waste is?
- Ask for the students responses. Limit the exercise to 5 minutes.
- Ask, how many students throw waste around?
- How many throw waste in the bins?

- How many pick up waste from the ground/street? Ask for a show of hands (honest responses).
- Ask students whether everything we discard as waste is “really” waste? Can we re-use, re-cycle some of it?
- Ask how each one of us generates waste every day (paper, plastics, wrappers, tins etc) and how it contributes to environmental pollution?
- Ask whether by adopting civic attitudes we can minimize/control waste generation and thus decrease pollution?

Instructions for facilitator for discussion/ questions:

The facilitator should link up the subject “waste management” with responsibility of the citizens & concerned institutions towards environment. Ask;

- Who do you think is mainly responsible for creating trash/waste?
- Is it possible for the community/students to reduce trash?
- What do we do with the trash at personal/community level?
- Does careless disposal of waste/trash cause pollution? What prevents the pollution?
- What can we do to help stop the piling of waste around school, home or neighborhood?
- How many of you read/discuss about environmental issues?
- Who is responsible for collecting waste and disposing it off properly?
- Inform them that in the following lesson they will learn what is a government for and what are its responsibilities towards the environment.

Suggested activities:

- Follow integrative approach. Invite the science teacher in your institutions to give your students some background on the environment and the effects of too much waste/trash. If the science teacher is not available invite professional in the field to come and talk with your students (or school for that matter) on waste management.

- Designs activities where students do practical trash collection/trash sorting in school.
- Hold a competition of designing attractive labeled bins for different use of trash.

Evaluation and follow up.

Here are ideas for various activities regarding waste management; teachers / facilitators can make use for bringing in variety from time to time.

- Let your student write a daily diary and write down how much waste was managed by them under different categories.
- They must write how the class /school/home used to be before “waste management” and after it. Pictorial records will help the team evaluate the activity.
- Ask students to write an essay on “how to observe june-05”. Make a list, celebrate the day, organize walks, talks, tableaux, speech/essay competition, poster / banner competition.
- The best essay may be read in the morning assembly by the concerned student.
- Plan to issue tips published as good essays in the newsletter/magazine etc
- Arrange for a cleanliness contests in the school, where students are involved in class/school cleanliness drive.

Activity II

Sub-theme: What is state?

(Time required: 15 minutes)

Title: What is a state?

Objectives:

- To help students to understand the meaning of the state.
- Introduce students to different organs of governments.

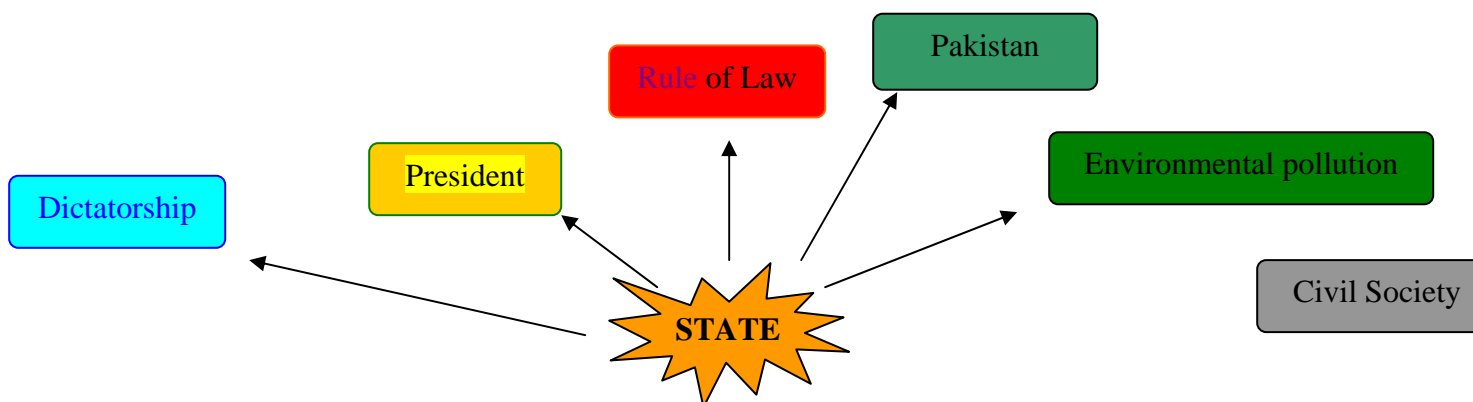
- To help students understand different functions of the organs of government.

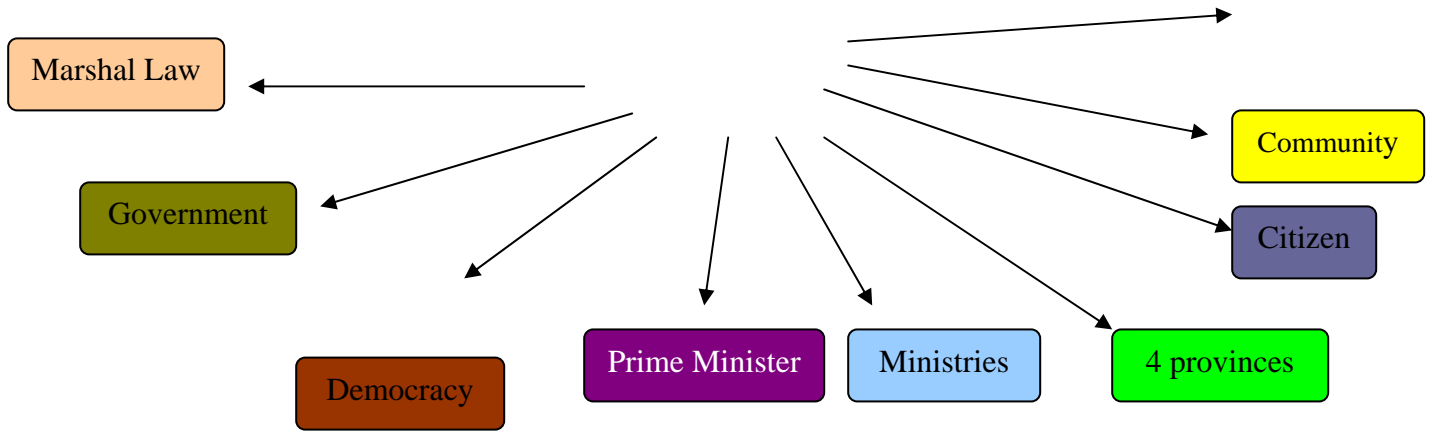
Materials:

- board
- markers / chalk
- card sheets
- Video/slide show/photographs

Directions and Methodology:

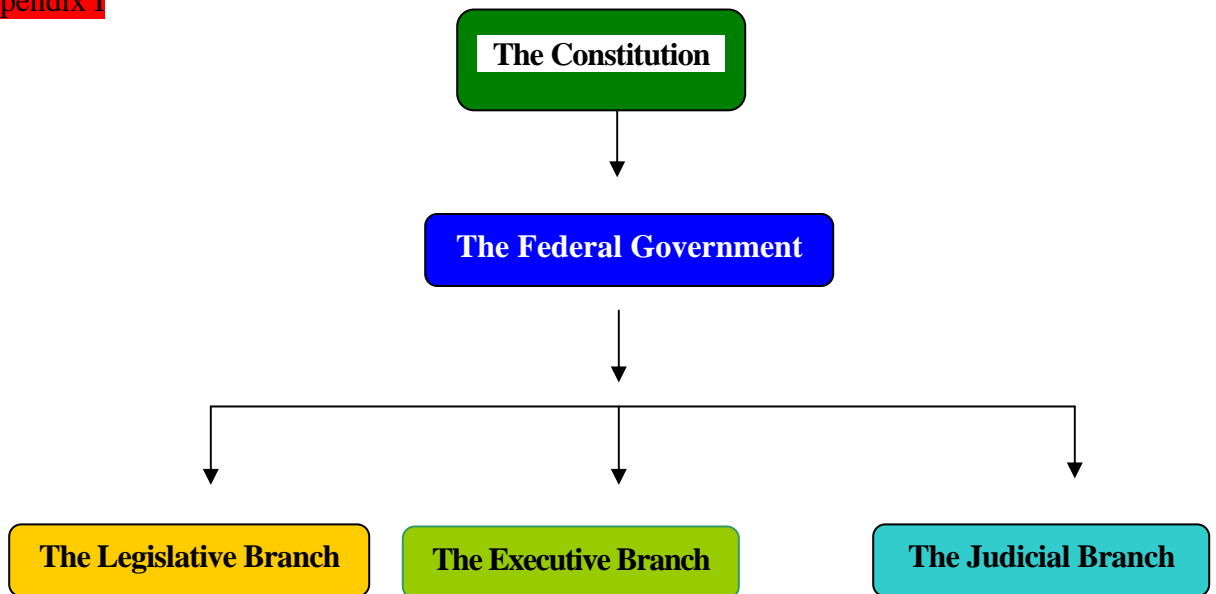
- Show the video/slide show/photographs to the students depicting waste generation/environmental degradation and its impact on humans and other life forms.
- Initiate a guided discussion on it. Ask for students responses. Whether the video/images invoke some thoughts in their minds?
- Ask, who do they think is responsible for managing waste in their school/community? Possible answers could be the municipality, local government or the government.
- Ask, do they know what is a government? For explaining the process do the following exercise.
- Brainstorm (prepare a mind map) Write the word “State” in the middle of the board.
- Keep on writing the ideas given by the students. In case of repetition of any word/idea encircle the one already written.
- Time this all to ten minutes.





- Teacher/facilitator will then draw the given diagram (flow chart- Appendix I) on the board to explain the organs of the state and their functions briefly.
- Teacher will explain the working of each. (Appendix 2a- below).

Appendix I



Discussion & questions:

- Why is a state important?
- Do you agree that state gives a sense/ feeling of belonging to its citizens? How?
- What type of government would you like? Why?
- Is the government responsible for providing us a “clean” environment?
- What branch of the government is responsible for preparing laws relating to environmental protection? Do we have such laws? Are these laws implemented?
- Which institutions/departments are responsible for taking action against the violators of laws. Are they fulfilling their duties?
- What can the local government do to manage and dispose off waste? Is the local government doing its job properly?
- Do you think that the citizens can influence the policies? How?

Instructions for the facilitator/teacher:

- Provide copies of the concept notes on the functions of organs of state much ahead of the activity so that the students are able to read and prepare before the interaction with the team.
- If the students are curious and excited to pose questions/ give answers, do not stop this working noise.
- Provide relevant answers to the questions asked. Give examples and uses. Let the session/ class be interactive.

Suggested activity:

- Divide the class into the three branches of the government i.e. executive, legislature and judiciary.
- Make photocopies of the given hand out and distribute among the groups. (Appendix 2b).
- Explain to them the given instructions on the handout.
- This will introduce and also check if they have understood the working of a government.

- Assign a research project to the group to find out which institution is responsible for managing waste in their school/neighborhood/community. The coordinating teacher should help them in the process.
- Ask the students to identify areas where there are huge gaps in policy implementation.
- Based on their findings, the students should prepare a brief report. The team should make an effort to get the best report published in the newspaper.

Follow up & feedback:

- Ask students to prepare role plays under the guidance of the coordinator teacher. The students should be able to come up with concepts clearly defining the role of the executive, judiciary and legislature.
- The role play should be performed in front of large audience.
- Good speakers can also be identified from among the group members to do short speeches on the role of each branch.
- Divide the class in three organs of ‘government’. These would be responsible to keep check and balance regarding the ongoing “waste management” project. Each group to keep record of their actions taken in respect to their duties.
- The three branches should sit together from time to time to share their achievements/failures and review of their work.
- Anything found interesting must be appreciated and presented in front of the whole school in the morning assembly.
- Students to keep a diary. They should note down how they are playing their role as active citizens e.g. minimizing the use of plastics, informing others about recycling, etc. How?
- Teacher to keep authentic and fair record of all the activities along with active participation from the students.
- Review the written work of the follow up.

Appendix 2(a)

The Three Branches of the Government

The legislative branch is called Parliament. It consists of the Senate and National Assembly. It is the responsibility of parliament to propose and pass laws. In the system of checks and balances, parliament can refuse to approve Presidential appointments and can override a Presidential veto.

The executive branch consists of the President, the prime minister, the Cabinet and the departments and independent agencies. It's the responsibility of the executive branch to enforce laws, the president has the power to veto (reject) any bill (law) of parliament. He appoints all Supreme Court-Justices.

The judicial branch consists of the Supreme (highest) Court, Circuit Courts of Appeals, and district courts. This branch explains and interprets laws and makes decisions in lawsuits. It has power over the two branches because it can declare their laws and actions unconstitutional (against the principles of the constitution).

(Appendix 2b)

Answer these questions about the three branches of government

	the Legislative	The Executive	the Judicial
1. What does it consist of	The Senate		
2. What are its responsibilities?			

3. What powers does it have under the system of checks and balances?			

Activity III

Title: Types of government:

Objectives:

- To learn the basic objective of the existence of state.
- To analyze as to who benefits the most in state- citizen relationship.

Material:

Story; Yertle the Turtle

Directions and Methodology:

- Facilitator to explain how state tries to bring out the best from the human and natural resources for the collective good.
- Also explain in easy-to- understand way of types of governments. Quote examples from the environment.
- Discuss with the students how there is small government in every home, school etc.

Example:

- At personal level (at home) parents, grand parents, uncles, aunts, siblings etc.
- At School: Principal, teachers, classmates, friends.
- At the local level: local government, vicinity or neighborhood.
- At national level: Provincial government, religious bodies, state within a state, terrorism.
- At the international level: Regions, continents, neighbors, UNO etc.

Discussion & Questions:

- Who is the authority in the above relations?
- Is it right for one person to take all decisions? Why? Why not?
- What do you suggest?

- Now introduce the types of governments they have seen in their country.
 - Dictatorship
 - Democracy
 - What is dictatorship?
 - What happens to the rights of people in dictatorial regimes?
 - Does country flourish in this type of government?
 - What is democracy? How does it affect the thinking of the people and their rights?
 - What is civil society? What role can it play? Give examples. Quote some examples from environment.
 - Which government would you like to have? Why?
 - Give photocopy of the story ‘Yertle the Turtle’ (annexed below)
 - Read it to the students. Ask the students to read.
 - Ask them what message is conveyed?
 - Ask them was Mack right in protecting his rights and other fellows rights?

Suggested activities:

- After the story is shared with the students, ask students to share the story with other classes.
- A declamation contest should be organized in the school. Two teams for and against “dictatorship” should prepare and present their views. A panel of judges to decide on the winning team.

Tips for the Facilitator:

- Help students understand the importance of democracy.
- Why is it important to keep our ears and eyes open?
- Ask the students to collect ideas for waste management and how important do they think is the role of an individual?

A story of Yertle the Turtle

Yertle the Turtle was king of the pond, a nice little pond. It was clean. It was neat. The water was warm. There was plenty to eat. The turtles had everything that turtles might need and they were all happy. Quite happy indeed!

They were... until Yertle, the king of them all, decided the kingdom he ruled was too small. "I'm ruler", said Yertle, "of all that I see. But I don't see enough. That's the trouble with me. With this stone for a throne, I look down on my pond but I cannot look down on the places beyond. This throne that I sit on is too, too low down. It ought to be higher!" he said with a frown. "If I could sit high, how much greater I'd be! What a king! I'd be ruler of all that I see!"

So Yertle, the Turtle King, lifted his hand and Yertle, the Turtle King, gave a command. He ordered nine turtles to swim to his stone and, using these turtles, he built a new throne. He made each turtle stand on another one's back and he piled them all up in a nine-turtle stack. And then Yertle climbed up. He sat down on the pile. What a wonderful view! He could see 'most a mile! "All mine!" Yertle cried. "Oh, the things I now rule! I'm the king of a cow! And I'm the king of a mule! I'm the king of a house! And, what's more, beyond that I'm the king of a blueberry bush and a cat! I'm Yertle the Turtle! Oh, marvelous me for, I am the ruler of all that I see!"

And all through the morning, he sat up there high saying over and over, "A great king am I!" Until, long about noon. Then he heard a faint sigh. "What's that?" snapped the king and he looked down the stack. And he saw, at the bottom, a turtle named Mack. Just a part of his throne. And this plain little turtle looked up and he said, "Beg your pardon, King Yertle. I've pains in my back and my shoulders and knees. How long must we stand here, Your Majesty, please?" "SILENCE!" the King of the Turtles barked back. "I'm king, and you're only a turtle named Mack." "You stay in your place while I

sit here and rule. I'm the king of a cow! And I'm the king of a mule! I'm the king of a house! And a bush! And a cat! But that isn't all. I'll do better than that!

My throne shall be higher!" his royal voice thundered, "So pile up more turtles! I want 'bout two hundred!" "Turtles! More turtles!" he bellowed and brayed. And the turtles 'way down in the pond were afraid. They trembled. They shook. But they came. They obeyed. From all over the pond, they came swimming by dozens. Whole families of turtles, with uncles and cousins and all of them stepped on the head of poor Mack. One after another, they climbed up the stack. Then Yertle the Turtle was perched up so high, He could see forty miles from his throne in the sky! "Hooray!" shouted Yertle. "I'm the king of the trees! I'm king of the birds! And I'm king of the bees! I'm king of the butterflies! King of the air! Ah, me! What a throne! What a wonderful chair! I'm Yertle the Turtle! Oh, marvelous me!

For I am the ruler of all that I see!"

Then again, from below, in the great heavy stack, Came a groan from that plain little turtle named Mack. "Your Majesty, please... I don't like to complain, but down here below, we are feeling great pain.

I know, up on top you are seeing great sights, but down here at the bottom we, too, should have rights. We turtles can't stand it. Our shells will all crack! Besides, we need food. We are starving!" groaned Mack.

"You hush up your mouth!" howled the mighty King Yertle. "You've no right to talk to the world's highest turtle. I rule from the clouds! Over land! Over sea! There's nothing, no, NOTHING, that's higher than me!"

But, while he was shouting, he saw with surprise that the moon of the evening was starting to rise up over his head in the darkening skies. "What's THAT?" snorted Yertle. "Say, what IS that thing that dares to be higher than Yertle the King? I shall not allow it! I'll go higher still! I'll build my throne higher! I can and I will! I'll call some more turtles. I'll stack 'em to heaven! I need about five thousand, six hundred and seven!"

But, as Yertle, the Turtle King, lifted his hand and started to order and give the command, That plain little turtle below in the stack, That plain little turtle whose name was just Mack, Decided he'd taken enough. And he had. And that plain little lad got a bit mad. And that plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!

Yertle the Turtle, the king of the trees, the king of the air and the birds and the bees, the king of a house and a cow and a mule... Well, that was the end of the Turtle King's rule! For Yertle, the King of all Sala-ma-Sond, Fell off his high throne and fell plunk in the pond.

Today the great Yertle, that marvelous, he is the King of the Mud. That is all he can see. And the turtles, of course... all the turtles are free as turtles and, maybe, all creatures should be.

Activity IV

Project Citizen

Sub-project: Waste Management

Objectives:

- To create awareness about the categories of waste. Introduce students to the three **R**'s of trash (handouts enclosed Appendix 6)
- To prepare students for responsible roles in the school/community.

Materials:

- Copy of trash collection guide.
- Pair of gloves
- Empty cans
- Chart papers, colors

- Sashes

Directions and Methodology:

- Explain to the students that a “civic action plan” has to be prepared.
- Give copy of trash collection guide to them.
- A pair of gloves to be given to each student or they can also use paper/cloth bags to pick up the waste/trash.
- The teacher will allocate areas in the school to the students to manage waste and keep the premises clean. The activity should continue for at least a week.
- Explain to the students to keep profile for complete record.

Instructions for facilitator/teacher:

Discuss with students that in order to influence others and to pressurize the governmental institutions, the students should get organized for active citizenship. It will start with actions within the school and later outside the school.

Feedback & follow-up:

Within the school:

Since this will become an all class/school activity, the teacher must prepare for permission from the management and motivate others for participation.

- From among the group of the students, select three pairs of students to act as organs of the state. Explain their roles and responsibilities to them.
- The different “organs” to prepare rules and regulations to be followed during the activity period. The facilitator/teacher should help them devise rules.
- Provide them sashes so that they are identified as “monitors/caretakers”.
- Their job is to take rounds before commencement of school, after break, after school to keep the premises clean and ask other students to help and to participate under supervision of coordinating teacher.
- They should keep record of their actions and should meet from time to time to share their work. The teacher should try to be present in all meetings.

- The remaining students will act as “concerned citizens” and will mobilize and motivate other students for action.
- Each group to submit a detailed profile from the start to the end of the “Project Citizen”.
- Evaluate the project. Award prizes
- Give a badge/token prize to each student

Further activities:

- Prepare big cans from waste empty boxes into six categories of waste, namely- paper, plastic, metals, glass, food waste and other and place them at appropriate points in the school. Include all waste items
- Arrange poster competition. Provide solutions and slogans. Inculcate ownership and sense of belongingness
- Prepare good speaker from amongst the students to speak on the subject.
- A trash can (made from empty tins) competition will not only focus attention on the topic but provide attractive dust bins for different areas of institution.
- Invite effective people from the community/neighborhood to give motivating speech/talk.

Outside the school:

- Help and encourage students to write letters to the Municipal Corporation for proper disposal of waste from their school/neighborhood.
- As the project is ongoing the school principal, staff and students to invite officials from the local government, nazims, ministers, philanthropist, stars etc. to visit your school. Keep a log book for their views for record.
- School management to arrange a trip in partnership with project team for student to see the recycling, disposal etc.
- Involve media.
- Send aesthetically designed cards, highlighting the importance of proper waste management to neighbors/ other schools.
- Organize a visit to local government offices. Student should be explained how the waste is managed effectively and scientifically if it is, if it is not then why?

Appendix III

Waste collection guidelines

- Record the number of students present the day of the collection.
- Collect at least one day's worth of trash. If you collect trash for two or more days, store and weigh each day's trash separately.
- Sort trash into six categories: paper, plastic, metals, glass, food waste, and other.
- Include all items that are normally recycled.
- Collect both solid and liquid food waste.
- Do not include the weight, of packaging in your food-waste measurement. For example, if your food waste includes cartons of leftover milk weigh the milk and the cartons separately. Include the weight of the milk in your food-waste total. Include the weight of the cartons in your paper-waste total.
- Do not collect trash that is thrown away in bathroom facilities.
- Do not collect medical waste. (If you have a medical waste, make sure it is properly disposed of.)
- Do not change any of your trash habits. Do not throw away more or less than you usually do. Changing your habits will result in data that are not truly representative of your class.

Material Used

Crandall, J. 1998. Collaborate and Cooperate
English teaching forum April-June.1998. P.53-57
SPELT- Vol. 14- No-3. P. 28-30

Lesson Plan 6

Concept Building Notes

Local governments are responsible for the public services in a community. Local governments translate state planning and management policies and legislation into local actions. They are the front line planning authority for most developments, apart from those which, due to their size, scale or importance in terms of social, economic or environmental impact for the state, are assessed by the federal governments.

Generally, the role of local government includes:

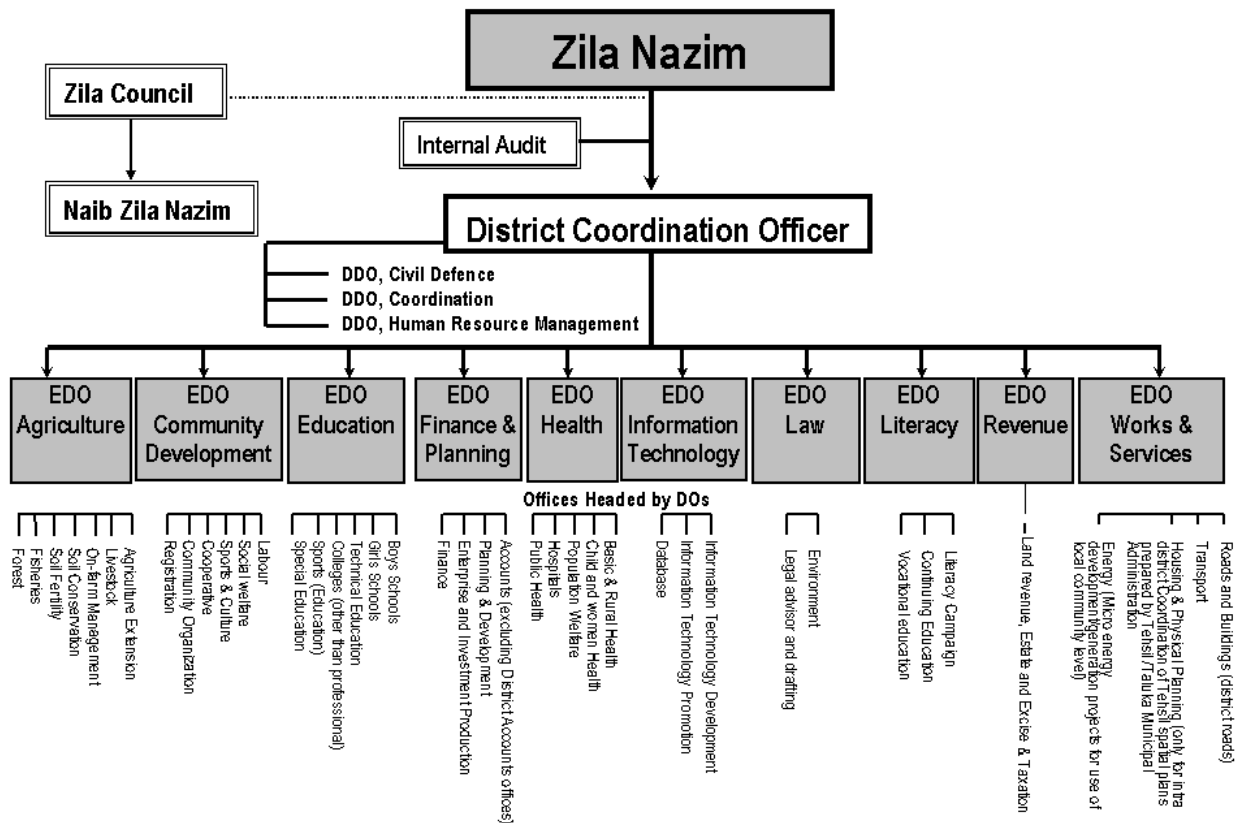
- Provision of services and facilities to residents, including community facilities i.e. schools, hospitals, police stations, local courts, post offices, libraries, municipal offices, road construction and maintenance, waste management, environmental health & sport and recreation facilities.
- Planning, including social and cultural planning, infrastructure planning, economic planning, financial planning, and service planning i.e. Waste Management and Pollution Control, Water, Soil conservation and Land utilization etc.
- Local governments also:
 - encourage and facilitate community input and participation
 - ensure the integration of current policies, objectives and strategies in action plans

Structure of the district government:

The District Government consists of Zila Nazim and District Administration. Zila Nazim heads the District Government and performs such functions and exercises as have been assigned to him under Local Government Ordinance 2001. He is assisted by the District Coordination Officer. The Zila Nazim ensures that the business of the District

Government is carried out in accordance with the provisions of the Local Government Ordinance and other laws for the time being in force The District Administration

comprises the district offices, including sub-offices of the Provincial Departments of the Provincial Government decentralized to the District Government and other offices set up by the Provincial Government and grouped under the Executive District Officers and coordinated by the District Coordination Officer ([See organogram](#)).



The District Coordination Group of Offices is headed by the District Coordination Officer. A group of offices, other than the District Coordination Group of Offices, is headed by an Executive District Officer. The District Officers heads the district offices. The Provincial Government may setup sub-offices of the offices decentralized to district government in every tehsil or town in a city district depending upon the needs of such tehsil or, as the case may be, town for such sub-office. Where any sub-office exists or is set up in a tehsil or town in a City District. It will be headed by the Deputy District Officer. The District Government is responsible to the people and the Provincial Government for improvement of governance and delivery of services. The following are some exercises to help you think about your local government.

Theme:

Waste Management

Embedded theme:

Formal Relationship between the State & the Citizen

Who, what is the District Local Government (DLG)?

Activity 1

District and Local Government; Roles & Responsibilities

Objectives:

- Make students understand the roles and responsibilities of DLG institutions.
- To learn why local government is needed?

Materials:

Copies of the hand outs

Directions and Methodology:

- Introduce the concept of DLG. (write up and organogram)
- Brainstorm about the services provided by DLG.
- Write them on the board.
- Provide copies of the hand outs; A, B, C, D, E. to the students. Each explains the activity to be done.
- Share the information given in the hand out.

Suggested activities:

- Involve the whole school. Students should prepare information materials/posters to be distributed to other classes and /or visit other classes for information sharing.

Instructions for teachers:

- Check the handouts after completion.
- Share with other teachers/ colleagues and classes.
- Provide copy of 'A word search puzzle'. Let it be ongoing activity. All words are related to the state.

Appendix 5 (a)

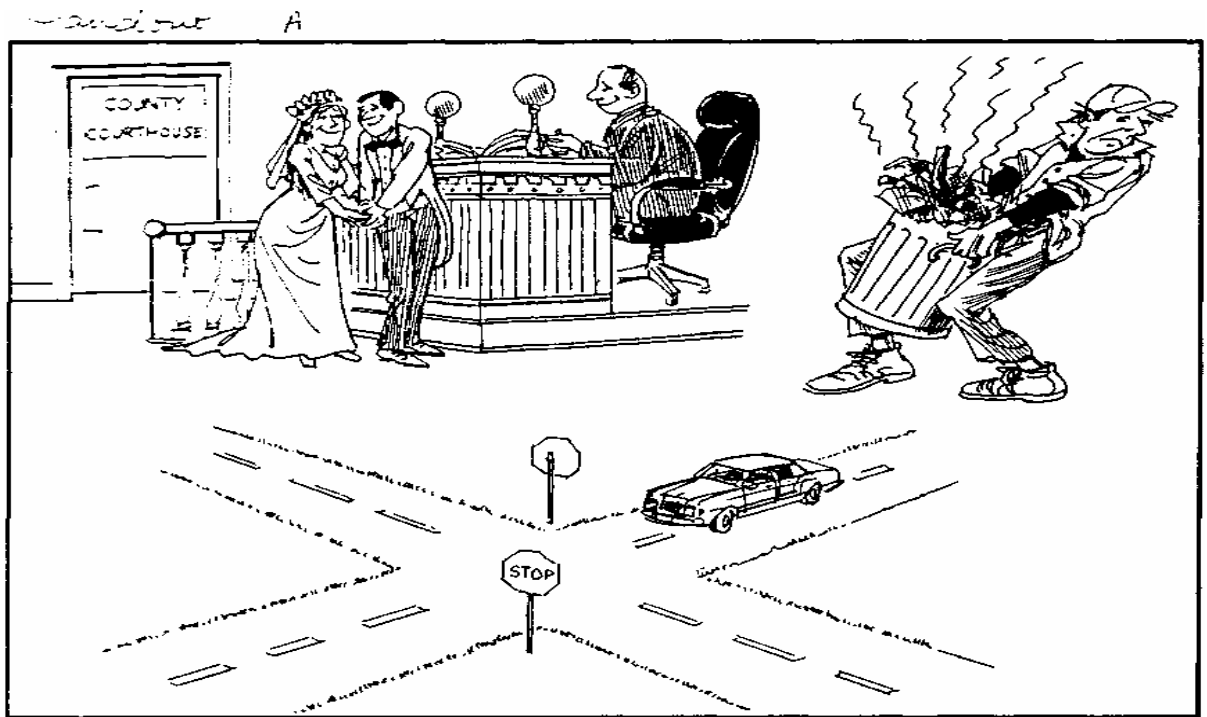
Local Government: Responsibilities

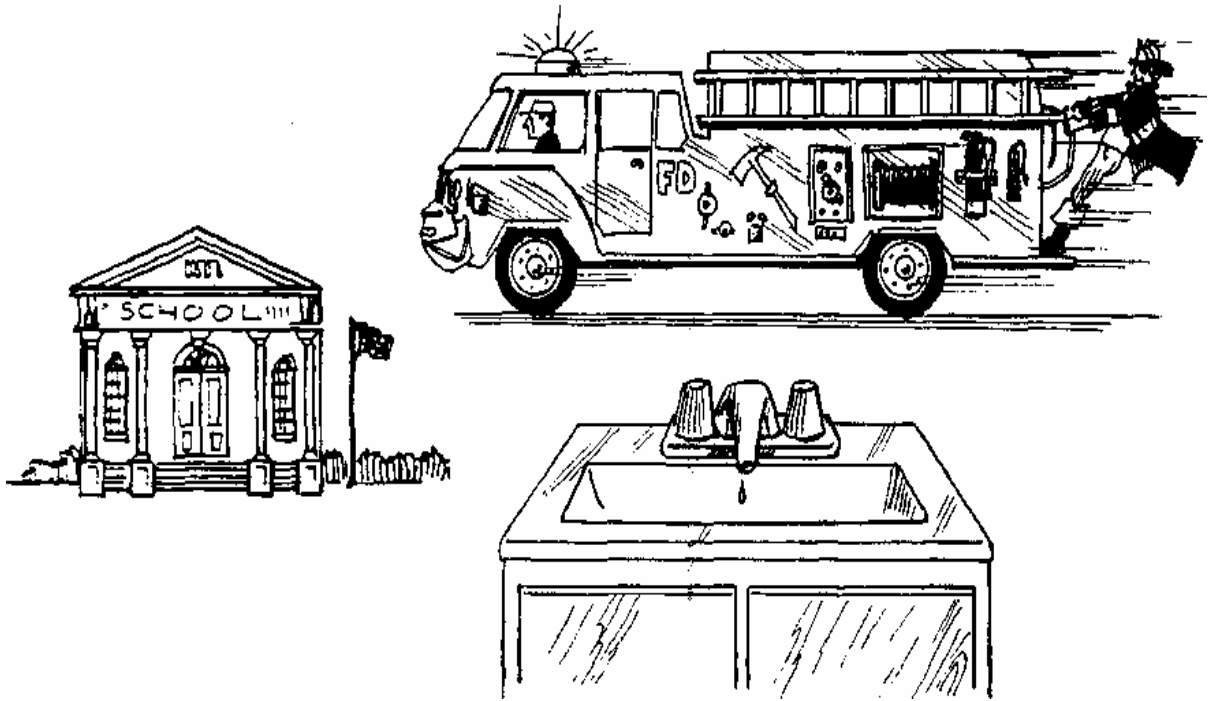
OBJECTIVE:

- ❖ Identify services provided by local governments

Pre-Readings

The six scenes in the following pictures represent services from local governments. Discuss the scenes with the partners. Write a word or sentence to describe the service. Share your answers with the class.






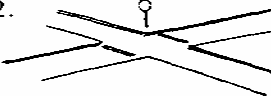



Hand Out (B) Appendix 5 (b)

Vocabulary

(Use your dictionary to help you understand the words below. Match the words on the left with the definitions on the right. Put the correct letter on the line.

- | | |
|-----------------|---|
| 1. Funding | a. what we teach in schools |
| 2. license | b. not dangerous |
| 3. (To) hire | c. moving cars, buses, etc. |
| 4. (to) collect | d. to save from danger |
| 5. traffic | e. to give someone a job |
| 6. records | f. official papers or documents |
| 7. (to) rescue | g. near where you live |
| 8. Local | h. to gather together |
| 9. Safe | i. money for a program |
| 10. Curriculum | j. permission to do something, like driving |

Appendix 5(c)

Situation	Name	Responsibilities
	Water Department	makes sure drinking water is safe
<p>2.</p> 	Roads/Highway Department	repairs local roads, signs, and bridges
	Board of Education	hires teachers, decides salaries, curriculum, funding
	Clerk's Office	keeps records (marriage licenses, birth certificates)
	Sanitation Department	collects trash, keeps area clean
	Fire & Rescue Department	stops fires, saves people in emergencies
	Police Department	protects people, makes sure laws are not broken
	Treasury or Tax Department	collects money to provide for services and programs
	Courthouse	hears cases about local laws, family problems, traffic laws

Appendix 5(d)

Handout D

Using the Information

A. Read about some local problems. Look at the chart on the opposite page. Decide where to call for help. Write where to call for help. Write the name of the local service.

1. Steve sees some smoke coming from his neighbor's apartment.

Where can he call? _____

2. **Ahsan** lives on a very busy street. There are lots of accidents on the corner. Ah thinks the town needs a stop sign on the corner.

Where can he call? _____

3. Talat wants to go to Brazil. She needs a passport. She needs some identification to show she is a Pakistani citizen

Where can she call? _____

4. Neha sees a very drunk man. He is leaving a bar. He is going to drive his car.

Where can she call? _____

5. Pheng's son does not understand English. He is having problems in school. He needs help to learn English. .

Where can he call? _____

(See B.)

B.) Form a small group. Can you think of another service provided by your local government? Add it to box 10 on the chart. Can you think of another problem? Add it to number 6 above. Share your group's ideas with the other groups in class.

READING: Public Schools

Read the following paragraph:

"One of the most important functions or duties of local government is managing the public schools. People often want to be involved in decisions made about the schools because they want the children in the area to get a good education. Local school districts elect school boards so that the people can be involved. The school board makes decisions about teacher salaries, curriculum, and, to a certain extent, funding, as well as many other administrative aspects of maintaining the schools in its district. People in the community often go to school board meetings to publicly state their opinions about what needs to be done in the schools."

Question:

Name three services of education department?

Appendix 5(e)

Using the Reading

C. *Form a* small group. Pretend you are a group of parents. You are going to a school board meeting. Make a list of five more things you want the school to do. Your list can include new ideas, too. Be prepared to tell the school board your reasons.

Need	Reason
ss1. Bilingual Aides	___ some students don not speak enough English

2. _____ : _____ --
3. _____
4. _____
5. _____
6. _____

Testing Skills

Read the first sentence in each question below. Circle the letter of the sentence below it that has the same meaning.

1. Local governments offer many services.

- a) Local governments take care of schools, roads, and water,
- b) Local governments pay the state for services.
- c) Local governments receive services from the federal government.

2. The people elect members to the local school board.

- The people hire the school board members.
- School boards have elected members.
- School boards have appointed members.

3. The County Courthouse hears cases about traffic laws.

- Local courts hear cases about buying school buses.
- Local courts hear cases about the price of stamps.
- Local courts hear cases about speeding tickets.

4. The Clerk's Office keeps official records.)

The Clerk's Office takes care of licenses and certificates.

- The Clerk's Office gives driving tests.

- The Clerk's Office keeps tax money.

Question:

Name three services your local government provides?

Appendix 6

A word Search Puzzle

Formal relationship between the state and citizen.

Z O R T X Q S P N T L U A S G N I D L I U B R E U H W I W D
W R B J F T S Y J R H Q E H U K Y A O A T A C S M U B P O S
M M B O N E Y G L Q K H A U J Q K H K O N Q A N V X B F C X
F L S A T A B A U I R M J Y F E F M L B H D R S T X E E H H
M A O Y L M N U D A B I S K Y S C R A P E R T M S A W P W Z
R T B E W K X W R Z G G F C L X E G W V O H O Z P T C Z E C
S K M G T H L G B T G X P S H N S G E A B X G B G J H L S K
K P C J P S L O W C U W U P O O A L D M P A R C H I T E C T
O E U I O V G O X Y C W G X U O O S I I S P A M P G L R V O
C S I K S J F R G J Y L I F S P X L S K R A P L Y T I C Z N
W Y I X Q F M E B E H A S T E E R T S W I B H C C P Y E O M
I M W K T L Y U N P D H J R S I S Z R A S B Y G A W A I N E
Z E U L H S X V U H B M S Y Z P D X A R B V V H W W B V I C
J P D M N K G X M I Q C B Y U O I B M I H N Z Z R Y D F N M
X S M Z Q D K T J S T Q H K G R T A W I J J W E B D Y X G M
O P V R D N R M O C I D H K Q M H X M L X W N X J S E Z Q A
O T D A D Y S W E Q U P M I D V N L T A B Q N Z N F N P R T
R T F Z W X Y X G D M A B S H V B P W N U V L P Z O Z A X Y
X Y G D Z H F U D J X X N W R D R M O U X C U U Y F T Z S P
M A A J Y U P R A O Z W V V I W V D J L Y Y J H R R E C J P

Find the following words in the word search puzzle. When you find a word, circle it.

Words can appear vertically, horizontally, diagonally, or even backwards.

Architect

houses

roads

Bridges

lake

schools

Buildings

land

sidewalk

Cartography

maps

skyscraper

City

neighborhood

streets

Developer

parks

Activity II

Project: Environment friendly school.

Objectives:

- ❖ To create a congenial environment to promote learning.
- ❖ To help students to know how checks and balances are important and role of citizens.

Materials:

- ❖ Handouts

Directions & methodology:

Handouts to be read to students. **(To be provided)**

- ❖ It is about comparison of two different types of schools:
 1. Beacons of brilliance.
 2. Post hole of pestilence.

Questions:

Teachers to pose questions like (Ask for a show of hands;)

- ❖ How many children throw waste in the bins?
- ❖ How many pick up waste from the ground?
- ❖ How many read/discuss about clean environment?
- ❖ What is the major difference between the two schools?
- ❖ Which is better? Why?
- ❖ Prepare hierarchy of checks and balances.
- ❖ Discuss role played by parents, teachers, staff, principal and community in creating effective environment in schools.

Suggested activities:

Ask students to prepare speeches keeping in consideration the given questions:

- ❖ What can we do to help stop the piling of waste around school, home or neighborhood?

- ❖ What can teachers/facilitators do?
- ❖ What can the local government do?
- ❖ Name some diseases spread due to the pollution or waste.

Ask the teacher coordinator to arrange a speech contest in school. All selected students to present their speeches. The head of the school and some teachers should judge the best speeches.

Distribute token prizes among the winners.

For generating more interest, the students should be taken to some place outside the school for a physical environment check.

Activity III

Topic: Identifying attitude

Objectives:

- Students should use the techniques of community development.
- They should be able to learn social planning and its main elements regarding 'waste management'
- Should be able to play variety of roles.

Materials:

Pictures

Directions and methodology:

- ❖ Students to form groups of 4 or 5.

Each group to be given a picture with a question written on it. **(these may be cut from magazines, newspapers etc. for reference and example some pictures will be provided- Appendix ???)**

- The student should describe the picture in detail. Who is to be made responsible for all this?
- They should come up with possible solutions to the question in the picture.
- By working in groups and discussing the solution on the question the student gets really involved. Facilitator/teacher/group leader to ensure participation of every member.
- Ask each group to submit suggestions and discussion.
- Ask the leader of the group to come in front of the audience/class and show the picture, then tell all the observations, findings, solutions and suggestions .
- Other group can participate by adding their view point. The group that is presenting should make a note of all the discussion points. This to be done by the secretary of the group selected by the entire group.
- Time the entire discussion by allocating time for presentation etc.
- Appreciate the efforts of your students. Encourage them to act on their suggestions.

Suggested activities:

- Students to come up with resolutions / Charter of Demands on waste management that would be given to the Nazim of the Union Council and if possible Tehsil /district Nazim.
- Involve the immediate neighborhood for the resolution and resolving the problems.
- **Role play;** students to write or collect information from the computer (websites), case studies (example attached) from magazines, chronicles also teachers can help their students to write small play. Then allocate roles and present in front of class. Show it during the morning assembly to the whole school.

Case study

Singapore:

Singapore used to be very dirty filthy, then they got leaders, who really loved their Country and felt ashamed at the plight of their country, then they motivated their citizens of their country and they actually washed the buildings and roads.

The government made laws and rules and levied heavy fines if any body made the country roads, houses (even private), shops and public places etc dirty. Today Singapore is one of the cleanest states in the world.

Remember.

Keep your eyes open, don't let anyone litter.

Note: Please use the evaluation form at the end of each activity

Evaluation Form

Activity # _____

Q.1: Did you manage to meet all the objectives? Tick the right answer

- Yes, all of these :
- Some of these
- None of these

Q.2: How did students behave during the brainstorming or group activity?

- Responded well
- Stayed disciplined and cooperative
- Firm handling was required to control them

Q.3: Did student follow school/ class rules during these activities?

- Yes
- No
- Any other

Q.4: Did students develop their idea for the presentations or poster-making?

- Yes
- No

Q.5: Did students respect each other's ideas?

- Yes
- No

Q.6: Would students be able to apply concepts, knowledge and skills to every day life?

- Yes
- No

Q.7: Do we need constant reinforcement of the concepts learned through these activities?

- Yes
- No

Q. 8: Did you succeed in developing ownership for the programme?]

- Yes
- No

Q. 9: Were the activities involving and interesting?

- Yes
- No

Q. 10: Was the entire programme student friendly?

- Yes
- No

Q. 11: Did you face any special problems while conducting this activity?

Q. 12: Any suggestions that you would like to give for better follow-up of this programme?

Lesson plan 7

Theme:

Deforestation

Embedded theme:

**Responsibility, Checks and Balances/
Accountability**

Concept Development Notes

Rules & Laws

Rules and laws affect our daily lives. They pervade our personal space at home and at work, our recreational activities as part of sports and games, and our interactions with others at the street corner, in the market place, at school, at the bank, in restaurants, at the post office, and so forth. Most people would agree that rules and laws provide some degree of order, predictability, and security in our lives. Yet, not all rules and laws are just. This lesson will give students the opportunity to explore select aspects of rules and laws. Students will learn the vocabulary and concepts associated with the topic, practice their English language skills, and develop an understanding of the role of rules and laws in civil societies.

Rules and laws are ever present in our lives. In families, rules based on customs and traditions play an important role in guiding behavior, determining relationships, and establishing order. At sports events, like soccer matches and basketball games, rules dictate the behavior of players, coaches, referees, and fans. When playing games such as chess, rules specify the ways in which the chess pieces can be moved and the ways in which players may proceed. At school, rules determine teacher-student relationships in addition to how students contribute to class discussions, when students need to turn in homework, and how students must behave in and out of the classroom. In the work place, rules govern when employees begin their workday and when the workday ends, and rules govern proper behavior and performance expectations of workers and administrators. Rules are pervasive in all aspects of our lives.

Laws, often defined as rules made, carried out, and enforced by local, regional, and national governments, are pervasive too. Laws influence our lives in many ways and play many roles in society.

Consider these varying functions of the law:

- ❖ Laws dictate the ways people should behave (e.g., people must respect the property of others).
- ❖ Laws specify what activities are permitted and prohibited under certain conditions (e.g. Smoking in school buildings)

- ❖ Laws serve to maintain order, ensure predictability, and provide security (e.g., they require that
- ❖ People drive on a given side of the road; they require that people pay for services rendered).
- ❖ Laws in many nations spell out which individual rights and freedoms will be protected (e.g., personal, political, and economic rights).
- ❖ Laws guarantee certain benefits to citizens (e.g., schools, health services, public transportation, and garbage collection).
- ❖ Laws assign responsibilities to citizens (e.g., paying taxes and serving in the military).
- ❖ Laws define what duties the government will perform and, in some locales, limit the power of governmental officials.
- ❖ Laws can facilitate different forms of social change (e.g., toxic waste disposal, anti-discrimination, and prohibition of sexual harassment and spousal abuse).
- ❖ Laws are used to manage different forms of conflict, in turn, keeping courts, lawyers, and judges busy worldwide.

An examination of this list reveals the varying functions of laws in society. Laws serve many different purposes, though not every rule or law is a good one. Ideally, laws should be well designed to achieve a just purpose; they should be understandable so that the average citizen can interpret them. Laws that protect individual rights and that promote the common good of all citizens, regardless of class, race, religion, or ethnicity can nurture environments open to values associated with civil societies.

Accountability

Accountability -- a commitment we make to our communities and to each other and affirmed in our Mission, Vision, and Core Value Statements -- means that we have an obligation to inform partners and stakeholders of our actions and results.

Being accountable requires that our processes are transparent. Being accountable demonstrates that:

- ❖ we uphold not only the letter, but also the spirit of the law;
- ❖ we respect the rights and needs of the public and each individual human being;

- ❖ we maintain impartiality; and
- ❖ we responsibly manage resources entrusted to us.

Accountability and responsibility

Accountability and responsibility are often assumed to mean the same thing. In contrast with accountability, responsibility is defined as an obligation that arises from tasks we assume, to accept the consequences arising from the results of our decisions, actions, or inactions. Being responsible involves the capacity to distinguish between right and wrong and to act accordingly.

Empowering conditions for accountability and responsibility:

The obligation to be accountable and responsible is enhanced within an environment that supports individual and collective empowerment. Empowerment is defined as a state of confidence that emerges when enabling conditions are present. The conditions that help to create a state of empowerment include the authority to act, adequate resources to act, an environment of trust, and an acceptance of the obligation to be both accountable and responsible. To the extent these conditions exist, we feel empowered to act individually and collectively.

Summary

We are ultimately responsible for the results of our decisions, actions or inactions. To a significant extent, this is based upon the account we give of our decisions, actions, and results in light of clear and previously agreed upon understandings and expectations.

Role of the citizens:

Democracy is based on the character, vision and intelligence of its citizens. Citizens are inhabitants of a particular country. They share values, culture, language, traditions. They have certain rights and responsibilities towards their country and live under certain rules and laws. Good citizens must be enlightened, alert and committed. They must have civic sense and must take interest in public affairs. A high sense of citizenship goes hand in hand with education.

The purpose of this activity is to help children answer these questions and to clarify and develop ideas about what responsibility involves. They will learn to identify certain responsibilities, their sources and the rewards and penalties of fulfilling or not fulfilling them.

Activity 1

Title: What is responsibility?

Objectives:

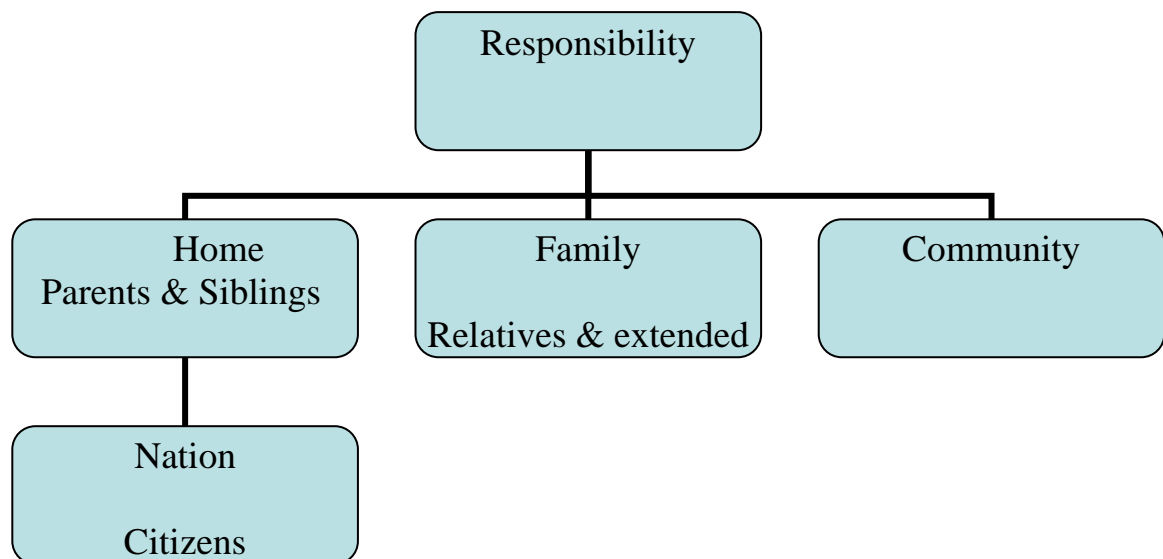
- Introduction to the concept of responsibility & its significance in everyday life.
- To examine several common sources of responsibility
- To explore different ways people acquire responsibilities

Materials:

Board, chalk/markers

Directions & Methodology:

- Write the word responsibility. Deduce the meaning from the students.
- Ask the areas of responsibilities.



- What can go wrong if there is irresponsible behavior?

- Facilitator to discuss the repercussions of breaking the rules or laws, or being irresponsible.
- Teacher writes on board the repercussions:
 - Destroy your life.
 - Become a hazard.
 - Don't submit to authority
 - Utter chaos.
 - A liability instead of an asset.

Instructions for facilitators:

This is an activity where students will be asked questions in order to share two-way flow of information.

Ask questions:

- What is responsibility?
- Where does it come from?
- Why is it important to society?
- Why is its important to you?
- Discuss with them some important terms:

Civil Society: describes a community, organization, group, or general public. The role it plays in its own self determination is very important.

The main issues considered crucial in building and maintaining a civil society are:

- Diversity
- Tolerance
- Respect
- Consensus

These can help students better understand their places in the world's society.

Democracy?

Democracy is the most desirable but also most difficult form of government.

Democracy is a government of the people, by the people for the people. Democracy thrives to the extent that the citizens accept their responsibilities. It can exist only under certain conditions. Three of them are essential for the success of the representative democracy. They are as follows:

- The people should accept it.
- They must fight for it.
- They should possess the ability to make it work properly.

Feedback and follow up:

- ❖ Divide the class in groups and ask them to write a briefly on the subject.
- ❖ Ask them to pair up and visit different classes and make presentations
- ❖ The best write up can be read in the assembly.
- ❖ Ask them to think of ways this message can be further carried forward.

Activity 2

What is responsibility? Where does it come from?

Title: DETERMINING SENATOR SAMI'S RESPONSIBILITIES

Objective:

To identify different sources of responsibility and explain how and why people assume specific responsibilities

Materials:

- ❖ Copies of handouts

Directions & methodology:

- Read the selection below about Senator Sami, “to ban or not to ban”.

- Ask the "what do you think questions.

Discussion & questions:

What do you think?

- What reasons can you think of for Senator Sami to vote against the bill, even if he thinks it -would make a good law?
- What reasons can you think offer Senators Sami to vote for the bill, even if he thinks it would have a negative impact on her state?
- If Senator Sami votes for the bill, what might be the consequences for him, his state, and the nation?
- If you were Senator Sami, what would you do? Can you think of a way to accommodate the interests of both the state and the nation?
- Generally speaking, do you think elected representatives have a responsibility to follow the wishes of their constitution, or to exercise their best judgment for the good of the country? Explain.

Notes for facilitators:

Discuss with the group that the questions you have just considered involve issues of responsibility. They are difficult to answer. To make wise choices you will need some tools that can help you analyze the complex issues involved.

Evaluation & follow up:

- Students can prepare a role play on the given case study.
- They can also choose another environmental issue and prepare their own case study.
- The groups should practice it and present it in an inter-school competition.
- Invite parents, local politicians and media to the event.

Handout:

To Ban or Not to Ban?

Cigarette smoking is a serious national problem. Every year thousands of people die from lung cancer. Studies have shown a direct link between cigarette smoking and cancer; even breathing

the smoke from someone else's cigarette has proved dangerous. The issue of banning cigarette smoking in public places has become increasingly controversial as smokers defend their rights to individual freedom and nonsmokers argue about their rights to a healthy environment.

Sami Jan represents a tobacco growing state in which the cigarette industry plays a key role. There is a bill before Senate to ban smoking in public places. Passage of this bill could cause many people in Senator Sami's state to lose their jobs. It would have a major impact on the economy of die state.

Senator Sami personally believes smoking is dangerous and would prefer that people not smoke in public. He himself is a nonsmoker. On the other hand, he is fully aware that passage of this bill would have a negative impact on his state. Senator Sami is faced with the dilemma common to many members of Congress: is it his responsibility to vote for the general good of the country or to re present the interests of his state?

Activity 3

Rules in relation to daily life

Objective:

- ❖ To give students a chance to analyze the intended purpose of rules that affects them.

Materials:

- ❖ Board, chalk/markers
- ❖ Chart papers
- ❖ Colors

Directions and Methodology:

This is an activity where children will be asked questions in order to be interactive.

- ❖ Ask: In your school are you allowed;
 - To climb the desks? Yes/No
 - To shout in the classroom? Yes/No

- To run down the corridors? Yes/No
- To eat during sessions? Yes/ No
- ❖ Facilitator, to write down the number for Yes answers and No answers.
- ❖ Then ask, what might happen if you were allowed to do these things?
- ❖ Don't stop, there are no right or wrong answers.
- ❖ Write the answers briefly on the board.
- ❖ What rules do you have in your school?
- ❖ Write down five of these rules. Then write what might happen if you didn't have them?

Suggested activity and feedback:

Have a poster making competition. Students can draw pictures of one of the rules being broken/ give other side of the picture too.

Activity 4

Title: Why are laws made?

Objective:

- ❖ To stimulate student interest in the topic of rules and laws
- ❖ To access students' background knowledge

Materials:

- ❖ Board
- ❖ Chalk/markers
- ❖ Hand out

Directions and methodology:

- ❖ Write "Rules" and "Laws" on opposite sides of the board.
- ❖ Ask students to think for a moment about the differences between rules and laws (e.g., legal distinction and criminal punishment).
- ❖ Ask for volunteers to describe or define each of the words.

- ❖ List their explanations, noting key words, under the appropriate word on the board.
- ❖ Ask the class if rules or laws exist at home among their family members (the answer should be "rules"). Ask who makes the rules in their houses.
- ❖ Give an example of one rule that you had to live by when you were growing up (e.g., I had to be home by 1 1:00 p.m., I could not yell at my parents, I had to clean my room). Ask students to write down:
 - ❖ Rules that they have to live by in their parents' houses. While they are doing this, write the word "Rule" at the top of the board on the left side; write the word "Purpose" at the top of the board on the right side.
 - ❖ Have volunteers explain one of the rules on their lists. Write each of the rules, in a shortened form, on the left side of the board under the heading "Rule."
 - ❖ After listing 4 or 5 rules on the blackboard, ask the class to suggest what the intended purpose of each rule is.
 - ❖ List the shortened purposes on the right, next to the appropriate rules on the board.
 - ❖ Ask whether students think the rule is effective in achieving its purpose.

Follow up activity:

- ❖ Ask students to work in pairs.
- ❖ Hand out one copy of the Laws and Purposes worksheet to each pair of students.
- ❖ Tell the class that this is a list of actual laws, not rules, from several countries; violators of the laws are either fined or jailed.
- ❖ Ask a volunteer to read the first law on the list. Ask the class to identify the purpose of the law. Have them write the purpose in the appropriate space on the worksheet. Possible student answers include to save lives and to prevent traffic accidents.
- ❖ Ask each pair to evaluate the first law on the handout by discussing and then answering the three questions listed to the right of the law on the handout (Is it fair? Is it useful? Is it necessary?). Remind them to consider the purpose of the law and its effectiveness in achieving that purpose. Ask for volunteers to report on group decisions.

- ❖ Ask pairs to complete the worksheet with their partners in the same way they worked on the first law. Emphasize the need for discussion and agreement with their partners.
- ❖ Ask for volunteers to report on the law that they found most interesting, controversial, difficult, or easy to evaluate.

Possible Extensions to Lesson (These may be done orally or in writing.)

Ask students the following questions:

- ❖ Should parents clearly state the purposes of their rules before they have children follow them?
- ❖ Should lawmakers clearly define the purposes of their laws before they enact them? Why? Write key words on the board.
- ❖ Ask students to think of three rules in their homes or laws in their country that they think are fair. Have them discuss which aspects of the laws are fair.
- ❖ Ask students to think of three rules in their homes or laws in their country that they do not think are fair.
- ❖ Have them discuss which aspects of the laws are unfair. How can the laws be changed so that they are fairer?
- ❖ Ask students to think of three rules in their homes or laws in their country that they think are necessary. Why are they necessary? Why do they think the rules or laws were enacted? Who benefits from these rules and laws?
- ❖ Ask students to think of three rules in their homes or laws in their country that they do not think are necessary. Why are they not necessary? Why do they think the rules or laws were enacted? Who benefits from these rules and laws?
- ❖ Have students identify an unpopular school rule. Why is the rule unpopular? How would they change the rule?
- ❖ Have students think of a popular sport or game. Which rules are necessary? Not necessary? Fair? Unfair? How would the sport or game change without these rules?

Follow up & feedback:

Ask students to create a "Declaration of Cultural Rules," identifying 10 or 15 of the rules most vital to the social success of their culture. Share them with the entire class and if possible with the whole school.

Handout:

Laws and Purposes

- ❖ A person may not cross the street unless there is a crosswalk (no jaywalking).
- ❖ No one may urinate in public places, such as parks, streets, or elevators.
- ❖ People of different races must use separate drinking fountains and bathrooms, though the facilities must be of equal quality.
- ❖ Littering is not permitted.
- ❖ All drivers and passengers of motor vehicles must wear seat belts.
- ❖ Smoking is prohibited in all indoor public places.
- ❖ It is illegal to sell chewing gum.
- ❖ All motorcycle riders must wear helmets.
- ❖ It is illegal to commit suicide.
- ❖ Spitting in public is prohibited
- ❖ No one under the age of 16 can get married unless parents agree
- ❖ Persons under the age of 18 cannot be out in public after 10:00 p.m.
- ❖ Drinking alcoholic beverages is prohibited for people under the age of 21.'
- ❖ No person can make verbal or written threats to the leader of the country.
No one under the age of 18 may vote in national elections.
- ❖ All persons must obtain a license to catch fish.
- ❖ It is illegal to ask job applicants to provide photographs of themselves.
- ❖ No one under the age of 18 can obtain a drivers license.

Instructions for facilitators:

The lesson plans highlight select issues related to the theme of this chapter: Rules and laws. Teachers are encouraged to adapt the lesson to meet the language and content learning needs of their students. Adjustments can easily be made so that the lesson matches the needs of lower or higher proficiency.

Activity 5

Topic: Accountability / Checks and Balances

Sub Area: Elections

When community is part of the democratic process, there is sense of accountability. The counting of ballots, in public view and observation, by community volunteers who have all taken oath of office, takes on celebratory air. Teams of counters representing the different parties and independents too watch over each other. They correct each others mistakes and check and balance the counting, tallying and recording of the votes. We all know at the end of the night that whoever won really did win, whether or not they were they were our candidates of choice, we are all satisfied with a job. Well done by all the election volunteers who were serving their community hand shakes and smiles abound. There are no ill feelings regardless of the election outcome. This is the way democracy works- community, responsibility, accountability, checks and balance and friendly patriotism.

Objectives:

- ❖ To help students to emphasize the legitimacy of controversy, compromise and consensus.
- ❖ To learn to argue with ideas and reason not against people.
- ❖ To understand the role of the accountability and checks and balances.

Methodology:

- ❖ Teacher will follow the set procedure of election according to the constitution.
- ❖ Students to file nomination papers.

- ❖ Volunteers to be explained their role under a pledge.
- ❖ Conduct elections.
- ❖ Principal/teacher to appoint a team to monitor the election.
- ❖ Allocate equal time for convincing.
- ❖ Help students and candidates to be respectful during the entire process.
- ❖ Hold fair elections.
- ❖ Vote count in front of the representatives and candidates, volunteers and community members.
- ❖ Announce the winner.
- ❖ Accept the winning and defeat with grace.

Feed back:

- ❖ Ask one of the members of the monitoring committee to present views.
- ❖ Appreciate the entire process and role of your students if it was an election in environment friendly.
- ❖ If manageable perform this activity in front of the whole school (Staff and students)
- ❖ Create an environment of election, (banners and slogans etc)
- ❖ Keep firm eye on the discipline.

Activity 6

Theme: Forests

Strip Stories

Objectives:

- ❖ To enhance critical thinking of the students.
- ❖ To get feed back on the workshop goals.

Materials:

- ❖ Papers
- ❖ Pens

Directions and Methodology:

- ❖ Divide students in groups (not more than four students in each group)
- ❖ Start the activity at the same time for all the groups.
- ❖ Time to five minutes.
- ❖ The activity will start with no 1 student and passing through 2nd, ---- go on to conclude on the 4th and the last student (each group).
- ❖ Each student gets about one minute.
- ❖ No stereotype or already existing story is acceptable.
- ❖ The story must have a message, a moral.

Instructions for facilitators:

Instruct student # 1 from each group will open the story, write it on a paper. This paper after it has been started by the first student of each group goes to the second who will read the previous sentences and add to the same story to continue till it come to the last student who will conclude with a message. When all the groups are finished (time within five minutes for four students), they (the last student of each group) will come on the stage and one by one read the story. The whole class will act as a judge, without any bias of group attachment. The best story will be awarded a prize. Read these stories in morning assembly.

Follow up and feedback:

During these activities/ projects involve local administrators, principals, staff and neighborhood.

SAVE MANGROVES: A CASE STUDY

Mangroves grow near the sea. They are very useful. People who live in the village near the sea can use the wood as fuel and their cattle love to eat the leaves. Their fore parents had told them to use the wood carefully so that the forests are not destroyed. Many birds, fish, crab and other sea-life depend upon mangroves. The people living nearby catch these things and eat them or sell them. But they never catch too many, so that there is always enough left in the sea.

Mangroves need two types of water, fresh water and sea water. They grow in those places only where both these waters are available.

But now the mangrove forests near Karachi are fast disappearing. The number of trees is falling down. What is the reason?

Firstly, people have made big dams on the rivers. These dams stop water of the rivers so that the rivers carry less water to the sea. Then the mangroves near the sea die.

There is another reason as well. Some factories throw their waste in the rivers. The gutters of Karachi also flow into a small river which is called the river Liari. These activities pollute the river. When polluted rivers bring their water to the mangroves they die. Polluted water is dangerous for trees.

Some people think that increased population is also destroying the mangrove forests. In the past years there were less people in the villages. Therefore only a small amount of mangrove was used up. Now the population has increased. There are more people in the villages. They use more mangroves. When there are less mangroves, there is less wildlife. The birds, crabs, fish and other sea life cannot live if there are not enough mangroves.

What can be done to save the mangroves?

Environmentalists are working to save the mangroves. They are telling the people in these villages to plant mangrove trees so that the forests do not disappear. They are also telling other

people that the rivers must not be polluted and the water must be used more carefully. If there is enough fresh water for the mangroves they will not die.

The mangroves are an important resource they should be used in such a way that they last forever if we use them up today there will be no mangroves tomorrow.

Which of the following are good solutions for saving the mangroves?

- ❖ More dams should be built.
- ❖ Increase in population should be controlled.
- ❖ Rivers should not be polluted.
- ❖ Mangroves should not be used for fuel and fodder.
- ❖ We must tell other people about the importance of mangroves.
- ❖ Only old and overgrown trees should be cut.
- ❖ More mangrove trees should be planted.

Question:

- ❖ Who will do it?
- ❖ What can you do to help?

Evaluation Form

Please use this evaluation form at the end of each activity

Activity # _____

Q.1: Did you manage to meet all the objectives? Tick the right answer

Yes, all of these:

Some of these

None of these

Q.2: How did students behave during the brainstorming or group activity?

Responded well

Stayed disciplined and cooperative

Firm handling was required to control them

Q.3: Did student follow school/ class rules during these activities?

Yes

No

Any other

Q.4: Did students develop their idea for the presentations or poster-making?

Yes

No

Q.5: Did students respect each other's ideas?

Yes

No

Q.6: Would students be able to apply concepts, knowledge and skills to every day life?

Yes

No

Q.7: Do we need constant reinforcement of the concepts learned through these activities?

Yes

No

Q. 8: Did you succeed in developing ownership for the programme?

Yes

No

Q. 9: Were the activities involving and interesting?

Yes

No

Q. 10: Was the entire programme student friendly?

Yes

No

Q. 11: Did you face any special problems while conducting this activity?

Q. 12: Any suggestions that you would like to give for better follow-up of this programme?

Civic Education- lesson 8

Social Activism

Participating, Campaigning & Organising Others

Civic education and public information campaigns:

Civic education and public information campaign can be used to improve citizens awareness of their legal rights and entitlements which can enhance their ability to take advantage of the opportunities to make claims and demand policy entitlements. When properly implemented can improve access to information and thereby strengthen an enabling environment for civic voice and public accountability.

Should citizens participate?

Many citizens do not participate in our government. However, some people believe that citizens have a responsibility to participate.

Deciding whether to participate and how much time to spend participating is important. To make good decisions, you must think about several things. Some of these are:

- ❖ the purpose of our government,
- ❖ how important your rights are to you?
- ❖ how satisfied you are with the way the government is working?

An example may help. Imagine that you have hired a company to repair your bicycle. Before you hired them, you would want to be sure they could repair bicycles. Then you would want to make sure that they did what you had hired them to do. Suppose the company did a good job. Then you would not worry about checking on them if your sister's bicycle needed repairs a few weeks later.

Suppose the company did a bad job on your bicycle. Then you might want to replace them or watch them even more closely when your sister's bicycle needed work.

The same is true with the government. We should be sure the people we "hire" (elect) can do the job we are hiring them for. Once they get the job, we should keep an eye on them to make sure they are doing that job. If they do a good job, we may not watch

them as closely. If they do a bad job, we may watch them very closely and may even decide to replace them.

Participation in government is in our own self-interest. The amount of time we spend participating will probably depend on how well we think our elected officials are doing. If everything is going well, we will spend less time than if we are concerned that someone is violating our rights. If we are pleased with the government, we may vote and do little else. If we are dissatisfied, however, we will probably take other types of action.

Ways citizens can participate

- ❖ looking for information in newspapers, magazines, and reference materials and judging its accuracy
- ❖ voting in local, state, and national elections
- ❖ participating in a political discussion
- ❖ trying to persuade someone to vote a certain way
- ❖ signing a petition
- ❖ putting a sticker on the car
- ❖ writing letters to elected representatives
- ❖ attending meetings to gain information, discuss issues, or lend support
- ❖ campaigning for a candidate
- ❖ lobbying for laws that are of special interest
- ❖ demonstrating through marches, boycotts, sit-ins, or other forms of protest
- ❖ running for office
- ❖ holding public office
- ❖ serving the country through military or other service
- ❖ disobeying laws and taking the consequences to demonstrate that a law or policy is unjust

In the following lessons we will be using some of the tools and means to get into action and use some of the skills learnt during all previous lessons.

Activity 1

How Can You Develop a New Rule or Law

This lesson has a purpose...

Now that you know how to evaluate a rule or law, you can take your new skills one step further. In this lesson you use intellectual tools to develop a law.

When you finish this lesson, you should be able to explain how you used the intellectual tools to develop a law. You also should be able to explain what, might happen if the law is passed.

Title:

- ❖ Participating in a community meeting.

Objectives:

- ❖ To help students learn the intellectual tools to develop a law.
- ❖ To develop a law to solve a problem.

Directions & methodology:

- ❖ In this activity you develop a similar (draft/mock) law to help solve the problem described in the story *Not Enough Trees*. First read the story. Then you will work in small groups to participate in a community meeting.
- ❖ Teacher to explain the process (A plan offered for consideration)

Plan: Some citizens suggested that there should be a law to help solve the problem. The concerned citizens contacted their' state representative. They asked him to call a

community meeting of interested people to develop a proposal for a reasonable and fair law. They would send their proposal to the state legislature and try to get it passed.

Citizens attending the community meeting

Your teacher will divide the class into small groups. One group will play the representative and his staff. The other groups will be interested citizens of Washburn Springs.

How citizens might participate in the law making process in their communities

- ❖ First discuss the problem with your group.
- ❖ Use the chart '**Intellectual Tools for Evaluating Rules and Laws.(below)**'
The chart should help you develop a law to present at the meeting.
- ❖ The intellectual tools can help guide your group discussion.
- ❖ Evaluate each new idea using the tools in the chart.

Group 1: The Representative's Staff.

You would like to develop a law that is reasonable and fair to all citizens of Washburn Springs.

Group 2: Citizens to Save the Forest.

You think trees are essential to the health of the earth. You want to propose a law to prevent people from cutting any more trees.

Group 3: Families of Washburn Springs.

You want to save as many trees as possible. You still need wood from the forest for the wood burning furnaces that heat your homes.

Group 4: Lumber Mill Owners.

You need to cut trees in the forest to earn a living. You think a strict law would force you out of business.

Group 5: Hikers and Campers.

You want to save as much of the forest as possible. You understand that some of your friends and neighbors need the lumber from the forest.

Getting ready for the meeting

Group 1 - The representative's group should go over the reading carefully and prepare questions to ask the other group. Post on the board a listing of the characteristics of a good rule, Choose a chairperson for your group.

Groups 2-5 - All the citizen's groups should prepare a brief presentation explaining your law to all the people attending the meeting. Be prepared to answer questions from the representative and his or her staff, as well as from the other groups.

Taking (part in the meeting)

The chairperson calls the meeting, to order. Members of the representative's staff write each proposed law on the board. The representative may then call on each group to explain their proposal to the people attending the meeting.

Citizens should discuss the proposal and choose the law they think is best. Then they should suggest changes that include ideas from all groups. The representative's staff should write any suggested changes on the board. It is their responsibility to see that the citizens agree -with the proposed changes.



What are the strengths and weaknesses of thy law your class has proposed?

After hearing all the suggestions, the representative's staff should rewrite the proposed law and send it to the state legislature. They should ask the legislature to vote it into law.

Discussion & questions:

How can we use authority to solve problems in this community?

- ❖ Should the state legislature adopt this law? Why or why not?
- ❖ What are the strengths and weaknesses of the proposed law?
- ❖ What might happen if the state legislature adopts the proposed law?
- ❖ What are some other solutions to this problem that do not involve adopting a new law?
 1. decide what to do with people who broke the rules
 2. make new rules
- ❖ What do you think are the duties of a judge, a sheriff, and a city council person?
- ❖ What qualifications do you think a person should have to do a good job in each of these positions?
- ❖ Which people in your community or in our country have the job of
 3. enforcing rules and laws

4. handling conflict
5. deciding what to do with people who break the rules
6. making new rules or laws when needed

Instructions for facilitators:

Discuss with the students why should we know how to choose people for positions of authority?

You probably have already had the chance to choose someone for a position of authority. In your school you might elect class monitors. You might have chosen a team captain or voted for hall monitors.

Throughout your life you will be asked to make decisions about selecting the right person for a position of authority. Under our form of government we have the right to choose our leaders. It is important to know how to choose well.

Feedback and follow up:

The students by now have learnt many skills and are able to use intellectual tools for campaigning. Ask them to take up an issue that is most pressing in their own local community (at the mohalla level/ union council level) and following the same steps prepare a draft law to be presented to the local officials//politicians.

Facilitate their meetings with the concerned people in getting them connected with them and helping resolve the issue.

Not Enough Trees

When the people of Washburn Springs first settled the area, pine trees covered the mountains. The people used the wood from the trees to build and heat their homes.

As time passed, the people found they could sell their leftover lumber to other communities. They built several large lumber mills in Washburn Springs. Most people went to work for the mills.

Before long, huge logging trucks were winding their way down the mountain roads to the valley below. There were so many trees it seemed the forest would live forever.

As the demand for lumber grew, more and more trees were cut down. After awhile, miles of land had only stumps instead of trees. The people saw that they were destroying their beautiful forest. Soon there would be no trees left in Washburn Springs.

Intellectual Tools for Choosing Among Competing Responsibilities		
	Responsibility 1	Responsibility
1. What are the responsibilities?		
2. What are their sources?		
3. What are the consequences of carrying out each		
4. Which consequences are benefits and which are costs?		
5. How urgent are the responsibilities?		
6. What is their relative importance?		
7. What is the time required to carry them out?		
8. What are the resources needed?		
9. What other values and interests are involved?		
10. What alternative solutions are possible?		

11. What would you do in this situation? Why?		
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Activity 2

Prepare an advertisement

Sub-project: Prepare an advertisement

Objectives:

- ❖ To communicate effectively and impressively.
- ❖ To convey positive message
- ❖ To enhance creativity for fresh ideas

Direction and Methodology:

Children will be divided in groups of four. They will brainstorm, ask questions, provide answers. It is highly interactive and creative.

Question bank:

- ❖ How many children see/watch advertisements?
- ❖ Which advertisement do you like? Why? Reproduce with a change.
- ❖ Where have you seen this advertisement?
- ❖ Do you want to advertise something?
- ❖ Do ads create awareness? Name any.
- ❖ Can you create ads regarding waste management, water pollution, air pollution, importance of forests etc?

Here is some interesting information regarding waste:-

Ask students if this waste is recycled and energy produced would it make any difference in;

- ❖ Our living standards
- ❖ Our attitude
- ❖ Our environment

- ❖ Our thinking
- ❖ Our behavior

Ok, but now tell how?

How to prepare an advertisement?

Time: 2mints

1. Brainstorm on the selected subject e.g. water pollution, waste management or air pollution.
2. Divide duties
3. Write all ideas
4. Decide what type of an add you want to plan;
 - video
 - audio
 - drawing / painting
 - stage play/ drama
 - bill board /neon sign
5. according to their selection give them two days for preparation
6. the groups can interact for guidance
7. presentation: create an environment to motivate students
8. let the whole school be curious as to what is going on
9. the message should be loud and clear

Steps to be followed;

1. Select a topic
2. Start preparation
3. Final rehearsal
4. Presentation
5. Evaluation and discussion
6. Applause

Question____ Invite questions from audience after every advertisement and let the group members answer.

Feed back & Follow up:

- If the ads are thought provoking and creating awareness, organize and present in front of whole school, parents and other family members and civil society.
- Invite/ approach media (electronic & print). Outstanding video/audio presentation can be sent to the media. Audio tapes can be sent to radio stations and printed materials to papers & magazines.

Further activities;

Thoughts for many activities have already been provided.

- Arrange poster competitions. Provide solutions and slogans.
- Appoint waste manger/ water monitors from amongst the students. Give each a 'sash' to wear and feel proud. Their job is to take rounds before commencement of school, after break, after school to keep the premises clean and ask other students to help and to participate under supervision of staff manager.
- Inculcate ownership and sense of belongingness
- Prepare good speaker from amongst the students, also invite effective people from the community/neighborhood to give motivating speech/talk
- Miming in another interesting activity which can be used in the classroom to focus on the topic besides promoting confidence amongst students.

Activity 3

Implementing a Civic Action Project

Overview

In the face of a crisis students often feel helpless and fearful. It is important to provide them with opportunities to get involved and help address the needs of the community.

This short guide provides teachers/facilitators with a nine-step process for empowering students to plan and implement civic participation projects in the community.

Objective:

- ❖ to provide students an opportunity to get involved in civic campaigns

Directions & methodology:

- ❖ Explain the six basic steps of an action plan to the students (given below)
- ❖ This gives students an overview of the six steps they will have to take to complete a project:

Instructions for facilitators/teachers

(1)Decide in advance:

- How much class time can students spend on a project?
- Will you limit the project to school or can students do a project that requires them to go off-site?
- Will the whole class do one project or will separate groups do their own project?
- Will you decide on a project in advance and guide the students to choose that project, or will you give the students several projects to choose from, or will you let the students decide for themselves on a project? (Note: The more decisions students make themselves, the greater their buy-in to the project.)

(2) Introduce the project.

Explain to your students that they are going to do an action project to help their community. Set the guidelines (time, place, manner) for their projects. It's also a good idea to assign students to keep individual journals about the project. This will aid your individual evaluation of the students.

(3) Preview the steps.

Distribute the Six Basic Steps of an Action Project (given below) to the class and discuss the basic steps on an action project.

(4) Select a problem.

Brainstorm a list of community problems. Have students meet in small groups, select the three top problems, and report back to the whole class. Get a class consensus on the problem that students want to work on.

(5) Research the problem.

Your students' research will depend on what problem they select and what they need to find out. In general, they should look for answers to four questions:

- What causes the problem?
- What are its effects on the community?
- What is being done about the problem?
- Who is working on the problem or interested in it?

The students should be looking for ideas for action projects.

Students should report to the class what they discover. To find answers, they can:

- Invite community experts to speak to the class on the problem.
- Interview experts.
- Look in the library.
- Explore the media—watch television news, listen to radio news, read the newspaper, or search the Internet.

(6) Decide on an action project.

Distribute Project Ideas and discuss them. The class can brainstorm additional project ideas. Then in groups, they can select the top three ideas. Regroup the class and decide on a project.

(7) Plan the project.

Have students read Project Plan. If teams are doing different projects, have each team submit a plan filled out on paper. If the whole class is doing the same project, you can plan the project as a whole group or you can assign a committee to submit a Project Plan for the whole class to review.

(8) Do the project.

If the whole class is doing the project, tasks may be divided among committees with a project coordinating committee overseeing the entire project.

(9) Evaluate the project.

Have students do a formal evaluation of the project's success. Have them also evaluate how well they planned, how well they worked as a team, and what they learned from the project.

The Six Basic Steps of an Action Project

Here are six basic steps you can use for any action project.

Step 1: Select a Problem.

Get your group together and discuss what community problems concern you. Make a list and choose one problem to focus on. To help you decide, ask the following questions: Which problem affects your community the most? Which would be most interesting to work on? Which could be worked on most easily? Which would you learn the most from?

Step 2: Research the Problem.

The more you know about a problem, the more you'll understand how to approach it. Try to find out as much as you can about these questions:

What causes the problem?

What are its effects on the community?

What is being done about the problem?

Who is working on the problem or is interested in it?

To find answers to these questions, try the following:

Use the library. Look up newspaper and magazine articles. Ask the reference librarian for help.

Interview experts. Call local government officials. Find people at non-profit organizations that work on the problem.

Survey community members. Ask questions of people you know.

Step 3: Decide on an Action Project.

Think of project ideas that would address the problem your team has chosen. Make a list. As a team, decide on the top *three* project ideas. Think about the pros and cons of each project idea. Evaluate each in terms of your available time, materials, and resources. Select the most suitable one.

Step 4: Plan the Project.

To prevent false starts or chaotic results, you need a plan. See **Project Plan** for details.

Step 5: Do the Project.

Step 6: Evaluate the Project.

While implementing the project, it's important to evaluate—to think about how you are doing and figuring out how you can do things better. At the end of the project, you'll

want to evaluate how you did. To make evaluating easy, you'll need to plan for it. See **Project Plan** for details. In addition to evaluating the project's results, be sure to examine how well your group worked together and what you learned as an individual.

Project Plan

Planning is an important step in an action project. You may want to get out there now and make some waves. But hold on. If you take the time to plan now, you will save time, energy, money, and heartbreak because you'll know where you're going and how to get there. The more time you spend on planning, the less time your project will take.

Make your project plan on paper. Your plan will have nine parts. Before you begin planning, read through all nine parts. You'll want all the parts of the plan to fit together and support each other.

Part 1. Project Name.

Invent a catchy name for your project. Use it on anything you create for the project—fliers, posters, letterhead, etc.

Part 2. Team Members.

Write the names of your team members down. It's good to start thinking about the strengths and talents of each team member so you can make use of everyone on the project.

Part 3. Problem Statement.

Try to describe your problem with a single sentence. This is hard to do, but describing your problem clearly and simply can help you focus on what you can do about it. Then

briefly write what else you know about the problem by answering the following questions:

What causes the problem?

What are its effects on the community?

What do people affected by the problem want done?

Part 4. Goals.

Describe your goals. Be specific and practical. Can you achieve your goals? Keep your goal statement clear and simple, like your problem statement. Goals help chart your course. If you know where you want to go, you can usually determine how to get there.

Part 5. Project Description.

Describe your project in two or three sentences. Look at your problem statement and goals. How will your project deal with your problem and address your goals? Describing your project clearly and simply can give you a chance to think about what you are going to do, how you are going to do it, and why.

Part 6. Resources.

List different individuals or organizations who might help you with your project. Government, non-profit, and business organizations may be working on the problem or interested in it. Tap into these resources.

Part 7. Action Steps.

Your goal tells you where you're going. What steps will you take to get there? Write down the details of your plan. Explain how the project will work.

Part 8. Task Chart.

Once you have decided on the steps to your plan, break down the steps into tasks. Try to think of everything that needs to be done. Then assign people jobs that they want to do and *can* do. Put someone in charge of reminding people to do their tasks. Set a deadline, or due date, for each task.

Part 9. Evaluation Plan.

Take time now to figure out how you are going to measure the success of your project. There are several ways to evaluate a project. Pick the best ways and figure out how to do it for your project.

Before-and-After Comparisons.

You can show how things looked or how people felt before your project, then show how your project caused changed. You might use the following to make comparisons: photos, videos, survey results, or test scores.

Counting and Measuring.

You can count or measure many different things in a project. For example: How many meetings did you have? How many people attended? How many voters did you register? How much time did you spend? Numbers like these will help you measure your impact on the community.

Comparisons With a Control Group.

You may be able to measure your project against a control group—a comparable group that your project does not reach. If, for example, you are trying to rid one part of town of graffiti, you could compare your results to another part of town with the same problem.

Project Ideas for feedback and follow up:

Working together, students, teachers, and concerned citizens can develop projects to help the community. Here are a few project ideas to get you started, but keep in mind that often, the most effective projects are those you create yourself.

1. Organize a community forum about pollution and how it affects the environment.
2. Invite experts with different viewpoints to take part in classroom discussions or public debates.
3. Start a conflict-resolution program to train students as conflict managers to help others resolve conflicts non-violently. Use student expertise.
4. Create a school-wide understanding program to encourage better relations among groups.
5. Hold a speech contest on any of the subjects discussed so far. Have three winners speak at other schools or at community events.
6. Approach local radio stations to create a talk-radio program for young people to discuss their responses to environmental degradation and civic responsibilities with trained teachers/staff.
7. Start a column on environment in your school or local newspaper.
8. Create a drama about violence and healing.
9. Organise a walk for awareness raising.

Organize an “Environment Day” in your school/community. This is a wonderful opportunity for all young boys and girls and their trained teachers to exhibit their talents, knowledge and skills. The teams should independently decide how they would celebrate the day. Allow them freedom of expression. Try to convert this activity into a “big” event. Invite friends, families and community members to school. Use all the skills and tools learnt so far. This is perhaps the “beginning” of civic action for you. Good Luck!