



CITIZENSHIP

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A: Debates

version: v2022-07-10

START HERE

👋 Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Review Questions - Lessons A1, A2, A3, A4, A5
- Handout - Food for Thought (option 1, option 2)
- Answers - Food for Thought (sample answer to debate #9: vacation vs \$500)
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT link on the next page.)

Want to download
or edit a specific file?

Click the links on
the next page!

Instructions

What's in this
PDF

What's NOT
in this PDF



Print this PDF

(it has all of the handouts)

File Table of Contents

SECTION A: Food for Thought Debate Activity

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - Section A	PDF	one-click copy
Lesson	Slideshow - Section A (slides 1-49)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Digital Handouts	Online Version <ul style="list-style-type: none">TpT currently only allows one Easel file to be attached to a product.All of the handouts are in this single file.Delete the pages you don't need before assigning your file to students.Use the one-click copy link multiple times to create different versions of handouts.	Easel by TpT	one-click copy

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

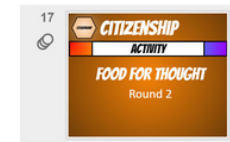
NOTE: Duplicate Slide ALERT!

The same slide has been copied into three separate files.

(Different files are used if you teach in class or online.)

The **Slide Number Comparison Chart** in the Lesson Plan for each section will tell you which slides match up.

For example, the following slide is



- Slide 17 in **Slideshow - ALL**
- Slide 17 in **Slideshow - Section A**
- Slide 1 in **Slideshow - Lesson A2**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

SECTION A Food for Thought			
Slide Number Comparison Chart			
Are you teaching in class?			
• Use Slideshow - ALL or Slideshow - Section A and project to the class.			
Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?			
• Attach Slideshow - Lesson A1 , A2 , A3 , A4 , and A5 in your assignments.			
Lesson A1			
	ALL	Section A	Lesson A1
SECTION A Food for Thought (slides 1-49)	1-49	1-49	1-49
CITIZENSHIP - LESSON A1: 50 min Part 1 Food for Thought (slides 1-16)	1-16	1-16	1-16
Chapter introduction - What is a citizen (slides 1-3) - 5 min	1-3	1-3	1-3
PART 1: Experience - Activity #1 "Food for Thought" - Round 1 45 min TOTAL Introduction (slides 4-7)	4-7	4-7	4-7
Debate Question 1: Chips vs Chocolate (slide 8)	8	8	8
How to play (slides 9-13)	9-13	9-13	9-13
Debate Question 2: Early vs Night (slide 14)	14	14	14
Debate Question 3: Microwave vs Oven (slides 15)	15	15	15
Debate Question 4: Fork vs Spoon (slides 16)	16	16	16

PDF

Google Slides

Powerpoint

Easel by TpT

Duplicate slide alert!

LESSON A1 - Food for Thought Round 1 (slides 1-16) - 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A1	PDF	one-click copy
Lesson	Slideshow - Lesson A1 (slides 1-16)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Review questions	Review - Lesson A1	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

LESSON A2 - Food for Thought Round 2, Round 3 (slides 17-30) - 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A2	PDF	one-click copy
Lesson	Slideshow - Lesson A2 (slides 17-30)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Food for Thought (option 1)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
Answers	Food for Thought <ul style="list-style-type: none">sample answer to debate #9 (vacation vs \$500)	PDF	one-click copy
Review questions	Review - Lesson A2	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
A1

Lesson
A2

Google Docs

Word



Links to files

LESSON A3 - Food for Thought Round 3 continued (slides 31-36) - 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A3	PDF	one-click copy
Lesson	Slideshow - Lesson A3 (slides 31-36)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Food for Thought (option 2)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
Review questions	Review - Lesson A3	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
A3

LESSON A4 - Food for Thought Round 4 (slides 37-45) - 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A4	PDF	one-click copy
Lesson	Slideshow - Lesson A4 (slides 37-45)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Food for Thought (option 2)	PDF	Link in Lesson A3
		Google Docs	Link in Lesson A3
		Microsoft Word ⁽¹⁾	Link in Lesson A3
		Online Version: Easel by TpT	Use link on page 2
Review questions	Review - Lesson A4	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
A4

files are
organized
by lesson



Links to files

LESSON A5 - Food for Thought Round 4 continued (slides 46-49) - 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A5	PDF	one-click copy
Lesson	Slideshow - Lesson A5 (slides 46-49)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Food for Thought (option 2)	PDF	Link in Lesson A3
		Google Docs	Link in Lesson A3
		Microsoft Word ⁽¹⁾	Link in Lesson A3
		Online Version: Easel by TpT	Use link on page 2
Review questions	Review - Lesson A5	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
A5

files are
organized
by lesson



Links to files

Name _____ Class _____ Date _____

CITIZENSHIP



Food for Thought - The “choices” we make - Round 1

Answer the following questions.

1. What do you think it means to be a citizen in our community?

2. What do you think it means to be a citizen in our country?

3. What do you think it means to be a citizen in the world?

4. What are the 4 rules mentioned in the slideshow to help us have a respectful conversation?

- ---
- ---
- ---
- ---

Lesson
A1

page 1



Review

5. How do these rules help us have a respectful conversation?

6. What kind of situation might come up where these rules will be hard to follow?

7. This activity is called *Food for Thought: The "choices" we make*. What were some of the choices you were asked to make?

	vs	
	vs	
	vs	
	vs	

8. Why do you think the word "choices" is in quotation marks?

Lesson A1

page 2



Review

Name _____ Class _____ Date _____

CITIZENSHIP



Food for Thought - The “choices” we make - Round 2

Answer the following questions.

1. What were some of the debate choices that we did in round 2?

	vs	
	vs	

2. How are the debate choices in today’s lesson different from yesterday’s lesson?

3. This activity is called *The “choices” we make*. Why do you think the word “choices” is in quotation marks?

4. If you were going to come up with a new debate question for Round 2, what would it be?
How is your new debate question similar to the other questions asked in this round?

(Hint: look at your answers to question 2 and 3 to help you come up with debate questions)

Lesson
A2

page 1



Review

Food for Thought - The “choices” we make - Round 3 (Using a handout to analyze and evaluate ideas)

5. What were some of the debate choices that we did in this round?

	vs	
	vs	

6. Look back at the handout you used to analyze and evaluate your options.

a) What was the easiest part of that handout to fill out? Why do you say that?

b) What was the easiest part of that handout to fill out? Why do you say that?

7. Think about all of the debates we've done so far.

a) Which one was the most interesting to you so far? Why do you think that?

b) Which one was the least interesting to you so far. Why do you think you weren't interested in that debate?

Lesson
A2

page 2



Review

Name _____ Class _____ Date _____

CITIZENSHIP



Food for Thought - The “choices” we make - Round 3 (continued)

Answer the following questions.

1. What were some of the debate choices that we did in this part of round 3?

	vs	
	vs	
	vs	
	vs	

2. How do our perspectives change based on where we live?

3. This activity is called *The “choices” we make*. Think about your answer to question 2 about how our perspectives change based on where we live.

Why do you think the word “choices” in the title of this activity is in quotation marks?

Lesson A3

page 1



Review

4. Can you come up with a debate question where people's answers would probably differ based on where they lived? (Hint: look at your answers to question 2 and 3 to help you come up with debate questions)

a) What would the debate question be?

b) What would your answer to this debate question be? Why do you say that?

c) Explain why most people might answer this debate question differently depending on where they lived / grew up.

Lesson A3

page 2



Review

Name _____ Class _____ Date _____

CITIZENSHIP



Food for Thought - The “choices” we make - Round 4 Heavier stuff

Answer the following questions.

1. What is empathy?

2. Does equal mean fair?

3. The slideshow gives an example of some people trying to watch a baseball game behind a wooden fence.

a) Why is this not fair, even though things are equal.

b) Can you come up with another example like this to show how equal doesn't always mean fair.

Lesson A4

page 1



Review

4. What were some of the debate choices that we did in Round 4?

	vs	
	vs	

5. Why do you think we started these debates by thinking about empathy? What do today's debates have to do with empathy?

6. Why do you think we started these debates by thinking about fairness, equality, and equity? What do today's debate questions have to do with fair and equal?

Lesson
A4

page 2



Review

CITIZENSHIP



Food for Thought - The “choices” we make - Round 4 Heavier stuff (continued)

It’s important to recognize that all forms of discrimination (i.e. racism, sexism, other “-isms”) are deeply personal and equally valid. The goal here is NOT to say that one experience is any more or less valid than another experience of discrimination.

What we are asking students to reflect on (and respect) is that we all have personal differences based on who we are, who we are perceived to be, and our personal experiences.

Answer the following questions.

1. What were some of the debate choices that we did in this part of Round 4?

	VS	
	VS	

2. Think about all of the debate topics we’ve done so far.

a) Which debate topic got the strongest response from people?

b) Why do you think this debate topic had such a strong reaction from people?

**Lesson
A5**



3. Sometimes, the most important debates to have are also the most difficult to have. Think about the rules in the slideshow to help people have respectful conversations.

a) Which rule was the easiest for people to follow (in general)? Why do you think that?

b) Which rule was hardest for people to follow (in general)? Why do you think that?

c) Did anyone's perspective change? Did anyone cross the floor? Why or why not?

d) Which rule would you add, change or remove to help create a more safe and respectful learning space?

4. Think about what empathy means. Think about the difference between equal and fair. Think about some of the debate topics that had the strongest responses from people.

What do you think it means to be a citizen in our community?

Lesson A5

page 2



Review

Name _____ Class _____ Date _____

CITIZENSHIP: FOOD FOR THOUGHT



- 1. Write down the 2 options from the slideshow.
- 2. Circle your choice and support your choice with positive reasons. (Brainstorm many reasons. Do not simply support by putting the opposite answer for the other option.)
- 3. Brainstorm reasons to support the other choice with positive reasons.



Option 1: _____ Option 2: _____

Support for Option 1	Support for Option 2
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

I think most of the class will choose? ☐ Option 1 ☐ Option 2

Why? _____

The majority of the class did choose: ☐ Option 1 ☐ Option 2



Write down the 2 options from the slideshow. Circle your choice.

Option 1: _____ Option 2: _____

Support for Option 1	Support for Option 2
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

I think most of the class will choose? ☐ Option 1 ☐ Option 2

Why? _____

The majority of the class did choose: ☐ Option 1 ☐ Option 2

Food for Thought

option
1



CITIZENSHIP: FOOD FOR THOUGHT



- 1. Write down the 2 options from the slideshow.
- 2. Circle your choice and support your choice with positive reasons. (Brainstorm many reasons. Do not simply support by putting the opposite answer for the other option.)
- 3. Brainstorm reasons to support the other choice with positive reasons.
- 4. Identify the underlying key criteria (1-3 words) for each of your support reasons.
- 5. Circle the most important key criteria (in your opinion) for each option.

Option 1: _____

	Support for Option 1	Key Criteria (1 - 3 words)
PRO	•	•
	•	•
	•	•
CON	•	•

Option 2: _____

	Support for Option 2	Key Criteria (1 - 3 words)
PRO	•	•
	•	•
	•	•
CON	•	•

I think most of the class will choose? ☐ Option 1 ☐ Option 2

Why? _____

The majority of the class did choose: ☐ Option 1 ☐ Option 2

6Cs Citizenship A - Handout - Food for Thought (option 2)

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option
2





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Chapter 2 of Exploring the 6 Cs (21st Century Learning)

CITIZENSHIP

SOCIAL and EMOTIONAL LEARNING (SEL)

SECTION A: Debates

version: v2022-07-10

ANSWERS - FOOD FOR THOUGHT

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know. If you think an answer is missing, incorrect, or incomplete, please email Mike@educircles.org so I can update this document to include other perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love [Who is Invisible](#).)

Option 1: 7 day Vacation anywhere

	Support for Option 1	Key Criteria (1 - 3 words)
PRO	• [redacted]	[redacted]
	[redacted]	[redacted]
	[redacted]	[redacted]
CON	• [redacted]	[redacted]

Option 2: \$500 cash ([redacted])

	Support for Option 2	Key Criteria (1 - 3 words)
PRO	• [redacted]	[redacted]
	[redacted]	[redacted]
	[redacted]	[redacted]
CON	• [redacted]	[redacted]

6Cs Citizenship A - Answers - Food for Thought

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Food for
Thought

sample
answer for
debate #9



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Answers



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Chapter 2 of Exploring the 6 Cs (21st Century Learning)

CITIZENSHIP

SOCIAL-EMOTIONAL LEARNING

version: v2022-07-10

LESSON PLANS

SECTION A Food for Thought (slides 1-49)

1. [CITIZENSHIP - LESSON A1: 50 min](#)
2. [CITIZENSHIP - LESSON A2: 50 min](#)
3. [CITIZENSHIP - LESSON A3: 45 min](#)
4. [CITIZENSHIP - LESSON A4: 50 min](#)
5. [CITIZENSHIP - LESSON A5: 50 min](#)

PREVIEW
do not print

6Cs Citizenship - Lesson Plans - Page 1 of 53

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Lesson Plans

Page 1

SECTION A

Food for Thought

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** or **Slideshow - Section A** and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson A1, A2, A3, A4, and A5** in your assignments.

Lesson A1

	ALL	Section A	Lesson A1
SECTION A Food for Thought (slides 1-49)	1-49	1-49	1-49
CITIZENSHIP - LESSON A1: 50 minPart 1 Food for Thought (slides 1-16)	1-16	1-16	1-16
Chapter introduction - What is a citizen (slides 1-3) - 5 min	1-3	1-3	1-3
PART 1. Experience - Activity #1 "Food for Thought" - Round 1 45 min TOTAL Introduction (slides 4-7)	4-7	4-7	4-7
Debate Question 1: Chips vs Chocolate (slide 8)	8	8	8
How to play (slides 9-13)	9-13	9-13	9-13
Debate Question 2: Early vs Night (slide 14)	14	14	14
Debate Question 3: Microwave vs Oven (slides 15)	15	15	15
Debate Question 4: Fork vs Spoon (slides 16)	16	16	16

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Lesson A2

	Slideshow		
	ALL	Section A	Lesson A2
CITIZENSHIP - LESSON A2: 50 minPart 1 Food for Thought continued (slides 17-30)	17-30	17-30	1-14
Activity Food for Thought - Round 2 - 25 min Total			
Review how we play - 5 min (slides 17-18)	17-18	17-18	1-2
Debate Question 5: Only child vs Siblings (slides 19-20) - 5 min	19-20	19-20	3-4
Debate Question 6: Left Hand vs Right Hand (slides 21-23) - 15 min	21-23	21-23	5-7
Activity Food for Thought - Round 3 (slide 24) - 25 min TOTAL	24	24	8
Intro + Handout (slides 25-28) - 5 min	25-28	25-28	9-12
Debate Question 7: Sight vs Hearing (slides 29) - 10 min	29	29	13
Debate Question 8: Dog vs cat (slides 30) - 10 min	30	30	14

Lesson A3

	Slideshow		
	ALL	Section A	Lesson A3
CITIZENSHIP - LESSON A3: 45 minPart 1 Food for Thought continued (slides 31-36)	31-36	31-36	1-6
Activity Food for Thought - Round 3 continued - 45 min TOTAL			
Review what we did last time (slide 31) - 5 min	31	31	1
Debate Question 9: Vacation vs \$500 (slide 32)- 10 min	32	32	2
Debate Question 10: Social Media vs YouTube (slides 33) - 10 min	33	33	3
Debate Question 11: 5 instruments vs 5 languages (slide 34) - 10 min	34	34	4
Debate Question 12: Uniform vs No Uniform (slides 35-36) - 10 min	35-36	35-36	5-6



Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Lesson A4

	Slideshow		
	ALL	Section A	Lesson A4
CITIZENSHIP - LESSON A4: 50 minPart 1 Food for Thought continued (slides 37-45)	37-45	37-45	1-9
Activity Food for Thought - Round 4 - 50 min TOTAL			
Introduction of heavy stuff (slide 37) - 2 min	37	37	1
Minds on - 2 quotes (slide 38) - 15 min	38	38	2
What is empathy? (slides 39-40)	39-40	39-40	3-4
What is fair? (slides 41-42)	41-42	41-42	5-6
Review what we did - Handouts / Respect (slide 43) - 3 min	43	43	7
Debate Question 13: Clean water vs Medicine (slide 44) - 15 min	44	44	8
Debate Question 14: Food vs Shelter (slide 45) - 15 min	45	45	9

Lesson A5

	Slideshow		
	ALL	Section A	Lesson A5
CITIZENSHIP - LESSON A5: 50 minPart 1 Food for Thought continued (slides 46-49)	46-49	46-49	1-4
Activity Food for Thought - Round 4 continued - 50 minutes TOTAL			
Review respect and note taking (slides 46) - 5 min	46	46	1
Debate Question 15: Racism vs Sexism (slides 47) - 15 min	47	47	2
Debate Question 16: Education vs War (slides 48) - 15 min	48	48	3
Debate Question 17: Helping your students vs country (slides 49) - 15 min	49	49	4

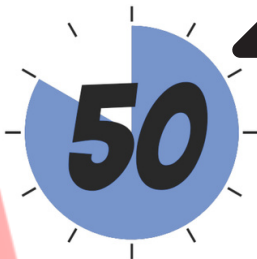




CITIZENSHIP - LESSON A1: 50 min
Part 1 Food for Thought (slides 1-16)

OVERVIEW

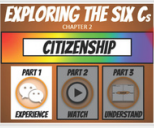


- Introduction - What is a citizen - 5 min
- Activity Food for Thought - Round 1 - 45 min TOTAL
 - Introduction
 - Debate Question 1: Chips vs Chocolate
 - How to play
 - Debate Question 2: Early vs Night
 - Debate Question 3: Microwave vs Oven
 - Debate Question 4: Fork vs Spoon



MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section A, or Slideshow - Lesson A1)
- Class set of lesson review questions (Review - Lesson A1)

Chapter introduction - What is a citizen (slides 1-3) - 5 min



We're going to look at CITIZENSHIP this week.

- I'm not going to give you a full definition of Citizenship yet. We're going to do that at the end.
- I will tell you that when we talk about citizenship, it can mean different things.

Have an open conversation in class with the differences in being a citizen in different locations.

We're going to do 3 things this week:

- We're going to experience an activity that gets us thinking about citizenship, and different people's perspectives.
- We're going to watch a short video about some global facts to get us thinking about being a global citizen
- And, we're going to get a good understanding of what citizenship is by using a graphic organizer to play with the word.

Timing

Materials



PART 1. Experience - Activity #1 “Food for Thought” - Round 1 45 min TOTAL
Introduction (slides 4-7)

<div><div>4</div><div><div><div>CITIZENSHIP</div><div>ACTIVITY</div></div><div><div>FOOD FOR THOUGHT</div><div>(The choices we make)</div></div></div></div>	<p>Activity Overview:</p> <p>Students will be doing a series of debate questions progressing from easier topics to more challenging issues.</p> <p>Activity Food for Thought - Round 1 (slide 3 - 16) - Easier questions - Respecting other people's opinions</p> <ul style="list-style-type: none">• Debate Question 1: Chips vs Chocolate (slide 8)• Debate Question 2: Early vs Night (slide 14)• Debate Question 3: Microwave vs Oven (slide 15)• Debate Question 4: Fork vs Spoon (slide 16) <p>Activity Food for Thought - Round 2 (slide 17-22) - Sometimes we don't have a choice - Exploring ideas around privilege</p> <ul style="list-style-type: none">• Debate Question 5: Only child vs Siblings (slide 19-20) - 5 min• Debate Question 6: Left Hand vs Right Hand and videos (slide 21-23) - 15 min <p>Activity Food for Thought - Round 3 - Using a handout to analyze and evaluate ideas</p> <ul style="list-style-type: none">• Debate Question 7: Sight vs Hearing (slide 29) - 10 min• Debate Question 8: Dog vs cat (slide 30) - 10 min• Debate Question 9: Vacation vs \$500 (slide 32) - 10 min• Debate Question 10: Social Media vs YouTube (slide 33) - 10 min• Debate Question 11: 5 instruments vs 5 languages (slide 34) - 10 min• Debate Question 12: Uniform vs No Uniform (slide 35-36) - 10 min <p>Activity Food for Thought - Round 4 - Heavier Stuff - Reflecting on Empathy and Fairness</p> <ul style="list-style-type: none">• Debate Question 13: Clean water vs Medicine (slide 44) - 15 min• Debate Question 14: Food vs Shelter (slide 45) - 15 min• Debate Question 15: Racism vs Sexism (slide 47) - 15 min• Debate Question 16: Education vs War (slide 48) - 15 min• Debate Question 17: Helping your students vs helping a country (slide 49) - 15 min
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**Activity
Overview**



	<p>Activity Objective:</p> <ul style="list-style-type: none">• Get students to start to think about diversity and different (and equally valid) perspectives<ul style="list-style-type: none">◦ Recognize that other people can have valid points of view◦ Recognize that people from different parts of the world might have a different point of view. (Global Perspective)◦ We don't have to agree with their perspective (but we should communicate with respect and dignity.)• Start to see that our opinions and perspectives are a result of:<ul style="list-style-type: none">◦ Who we are◦ Our values◦ What we have experienced so far in life.• Start to realize<ul style="list-style-type: none">• there's always more than one perspective, and• to actively seek out multiple perspectives• Start to become a little more self aware of our values / personal preferences.<ul style="list-style-type: none">• I like fruit, and that's why I chose "apples" from option 1.• He likes vegetables, and so of course, he chose "tomatoes" from option 2.• There's nothing wrong with liking fruit, or vegetables - the question is to think about who you are, and reflect on why do you like what you like? <p>TEACHER TALK: This activity is also about figuring out the hidden "criteria" that we use to make judgements (CRITICAL THINKING)</p> <p>Some reasons are bigger than other categories (Blooms Taxonomy - Evaluate: We weight some factors more heavily than others)</p> <ul style="list-style-type: none">• I might want to travel, but my fear of flight is so severe, I'm not willing to travel• That food looks delicious, but I can't eat it because I'm allergic• A blood transfusion might save my life, but I can't accept it because it's against my religion - "Jehovah's Witnesses' literature teaches that their refusal of transfusions of whole blood or its four primary components—red cells, white cells, platelets and plasma—is a non-negotiable religious stand and that those who respect life as a gift from God do not try to sustain life by taking in blood." source: https://en.wikipedia.org/wiki/Jehovah%27s_Witnesses_and_blood_transfusions
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Teacher
Talk



<p>5</p>  <p>6</p> 	<p>Instructions:</p> <p>Students will be shown a series of slides with options.</p> <ul style="list-style-type: none"> • Step 1. Think (30 seconds) <ul style="list-style-type: none"> ○ Give students some time to independently think about their answers. ○ Answer any questions they have to clarify the debate options • Step 2. Pair (2-3 minutes) <ul style="list-style-type: none"> ○ Students choose a side of the room and go there. ○ They need to discuss with other people on that side <ul style="list-style-type: none"> ■ their reasons for choosing that side. ■ reasons to convince people on the other side to switch sides ■ Predict reasons the other side will come up with and prepare some counter-arguments • Step 3. Have a classroom discussion (5 minutes) <ul style="list-style-type: none"> ○ Teacher moderates a class debate / discussion, going back and forth between sides. ○ Students are allowed to change their minds and switch sides. <p>Things to remind students...</p> <p>Don't worry about what other people choose</p> <ul style="list-style-type: none"> • Just choose for yourself • It's important to be able to make different choices from your friends. • (In Round 3 and 4, students will be writing down their answers, anyway.) <p>There's no "right or wrong" answer</p> <ul style="list-style-type: none"> • Actually the "right" answer might be different for you than it is for me. It's subjective - based on personal values and prior experiences <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none"> • https://pixabay.com/en/cafeteria-icon-tablet-1294859/
<p>7</p> 	<p>Activity Food for Thought - Round 1 (slide 3 - 16) - Easier questions</p> <p>- Respecting other people's opinions</p> <ul style="list-style-type: none"> • Debate Question 1: Chips vs Chocolate (slide 8) • Debate Question 2: Early vs Night (slide 14) • Debate Question 3: Microwave vs Oven (slide 15) • Debate Question 4: Fork vs Spoon (slide 16)

Remind students...



	We wanted to start Round 1 with fun warm up questions. After students do a mini debate with chips vs chocolate, then we'll set up some ground rules about how to communicate respectfully.
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Debate Question 1: Chips vs Chocolate (slide 8)

Debate Question 1: Chips vs Chocolate (slide 8)
Trying to break the ice. Encourage students to try to think about why they picked what they picked and why someone might choose the other.

Students have to choose - they can't be on the fence

- Option 1: just choose the answer they're leaning towards, or
- Option 2: choose an answer that they can justify, even though they may not fully believe it.
- Option 3: remind students they can switch sides later on if they hear information they weren't aware of, or hadn't considered.
- (Option 4: play devil's advocate and argue the opposing side)

Discussion points:

Chips

- Pros: salty, lots of flavours, lots of styles
- Cons: unhealthy, leave fingers greasy

Chocolate

- Pros: sweet, dark etc, can mix in nuts
- Cons: melts easily in the sun, gives cavities, causes jealousy over lunches

ANSWER KEY - Possible Criteria behind student choices (Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- FLAVOUR / TASTE - prefer sweet vs salty
- ALLERGIES - if you're allergic to chocolate, you won't pick that.
- dairy / gluten, you might not choose chips.
- PRICE - you will buy whichever is cheaper
- QUALITY
- QUANTITY - More chips in a bag, so they'll last longer

Image Source - (CC0) Used with Permission:


- <https://pixabay.com/en/chocolate-tablet-taste-1277002/>
- <https://pixabay.com/en/chips-snack-pringles-crisps-843993/>

Chips vs
Chocolate



How to play (slides 9-13)


9

**CITIZENSHIP**

ACTIVITY

THE QUESTIONS ARE GOING TO GET TOUGHER...
(Here's how we play)


10

**CITIZENSHIP**

HOW TO PLAY

You are allowed to have an opinion.
a. Our opinions matter to us.
b. We like it when we feel heard.
c. Our opinions are based on:
• Information we have
• Our values and experiences
HOW WOULD YOU LIKE TO BE HEARD?


11

**CITIZENSHIP**

HOW TO PLAY

a. Their opinions matter to them.
b. They like it when they are heard.
c. Their opinions may be different, but it's equally valid & based on:
• The information they have
• Their values and experiences


12

**CITIZENSHIP**

HOW TO PLAY

You are allowed to have an opinion.
a. Our opinions matter to us.
b. We like it when we feel heard.
c. Our opinions are based on:
• Information we have
• Our values and experiences
Your opinions might be different, and that's okay.

13

**CITIZENSHIP**

HOW TO PLAY

TREAT PEOPLE WITH RESPECT
a. It's okay to have different perspectives.
b. We have different information, experiences, and the world.
c. My perspective can change.
I can listen to them.

Can we agree that you're allowed to have an opinion?

- Can we agree that your opinion matters (to you)?
- Can we agree that we don't like it when other people don't like our opinion
- Can we agree that our perspectives can change?

Have a discussion about how they want other people to communicate / listen to them.

(6Cs COMMUNICATION LINK) / TEACHER PROMPT: How do you know people are listening? Identify possible strategies.

- Eye contact
- Not interrupting
- Body Language
- Paraphrasing. (So, I think you said that - - -)

How to play:

- We can have different perspectives.
- These perspectives are based on the information we have at the time. We base our decisions on our personal values, experiences, and understanding of the world.
- And, our perspectives may certainly change over time. (You are allowed to cross the floor as people bring up points that you hadn't considered before.)

OBJECTIVES: Communicating with Respect; Empathy for other people's perspectives


The point of this activity is start to think about **diversity** and **different (and equally valid) perspectives**

- Recognize that other people can have valid points of view
- Recognize that people from different parts of the world might have a different point of view. (**Global Perspective**)
- We don't have to agree with their perspective (but we should communicate with respect and dignity.)

Communication Strategies

6Cs Citizenship - Lesson Plans - Page 10 of 53
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Lesson Plans Page 10

Debate Question 2: Early vs Night (slide 14)

14



Debate Question 2: Early vs Night (slide 14)

(ROUND 1 GOAL: Respecting other people's opinions)

Are you an early bird and you're most productive before other people are even awake?
Or, are you a night owl and you stay up late way past other people's bedtimes.

Encouraging respectful dialogue of individual differences

Teacher Prompts:

- What would be an advantage of being an early bird... a night owl
- What would be a disadvantage of being an early bird... a night owl

ANSWER KEY - Possible Criteria behind student choices
(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- **Parents / Guardians** - impose bedtime / parents are asleep so I can do what I want
- **Alertness / Fatigue** - my body won't let me sleep in / stay up; I'm more awake at night / I'm tired all the time.


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- <https://pixabay.com/en/hahn-bird-gockel-bill-gorgeous-2645271/>
- <https://pixabay.com/en/owl-bird-eyes-eagle-owl-birds-50267/>

Early Bird vs Night Owl



Debate Question 3: Microwave vs Oven (slides 15)



Debate Question 3: Microwave vs Oven (slide 15)
(ROUND 1 GOAL: Respecting other people's opinions)

Teacher Clarification

- Comparing the oven (box part only, not including the stove top) to the microwave

Teacher Prompts:

- Why would you use a microwave?
- Why would you use an oven?
- Which one gets more use at home?
- What kinds of things do you cook with both? Which one tastes better?

ANSWER KEY - Possible Criteria behind student choices
(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Size: Oven is bigger, I can cook more things
- Quality: I can make better quality food in the oven.
- Taste: It tastes better when you cook in the oven (as oppose to reheat in the microwave)
- Time: I don't want to waste time - an oven takes longer to cook; a microwave is fast
- Safety: The oven is scary because it gets hot and I can burn myself
- Safety: The microwave is scary because of those invisible rays that are melting my head; or you're melting plastic and I don't want the chemicals in my food.

Microwave - you sacrifice taste to gain time
Oven - you sacrifice time, but gain taste.

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- <https://pixabay.com/en/contemporary-stove-indoors-oven-3069873/>

Microwave vs Oven



Debate Question 4: Fork vs Spoon (slides 16)

<div>16</div> <div></div> <div>CITIZENSHIP THE "CHOICES" WE MAKE round 1 Fork round 2 Spoon</div>	<p>Debate Question 4: Fork vs Spoon (slide 16) (ROUND 1 GOAL: Respecting other people's opinions)</p> <p>Students may find this difficult one, and say, that depends on what you're eating.</p> <ul style="list-style-type: none">• Yes, that's true. But if you had to choose one answer, what would it be? <p>The point here is that there isn't necessarily a right, or wrong answer. (For this question, or some of the more thought provoking questions later on.) This is a good opportunity to review some How to play for discussion in this game:</p> <ul style="list-style-type: none">• We can have different perspectives.• These perspectives are based on the information we have at the time. We base our decisions on our personal values, experiences, and understanding of the world.• And, our perspectives may certainly change over time. (You are allowed to cross the floor as people bring up points that you hadn't considered before.) <p>But, yes, right now. Choose one. Fork or spoon?</p> <p>ANSWER KEY - Possible Criteria behind student choices (Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)</p> <ul style="list-style-type: none">• Holding liquids - spoon does it better• Cutting food - both have metal edges• Holding solids - fork can stab things, but you can scoop with a spoon as well. <p>DIVERSITY OPPORTUNITY / BIAS:</p> <ul style="list-style-type: none">• Why did the authors of this slideshow choose to do fork and spoon, why not...• fork vs hand, or• spoon vs chopsticks? <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none">• https://pixabay.com/en/fork-eat-metal-fork-dine-cutlery-554064/• https://pixabay.com/en/soup-spoon-cutlery-metal-spoon-554063/
	<p>OPTIONAL: Students can do the review handout (Review - Lesson A1)</p>

Fork
vs Spoon

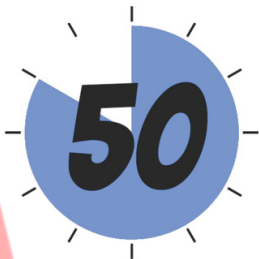


CITIZENSHIP - LESSON A2: 50 min
Part 1 Food for Thought continued (slides 17-30)

OVERVIEW

Activity Food for Thought - Round 2 - 25 min TOTAL

- Review how we play - 5 min
- Debate Question 5: Only child vs Siblings - 5 min
- Debate Question 6: Left Hand vs Right Hand and videos - 15 min



Activity Food for Thought - Round 3 - 25 min TOTAL

- Introduction / explain analysis handout - 5 min
- Debate Question 7: Sight vs Hearing - 10 min
- Debate Question 8: Dog vs cat - 10 min

MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section A, or Slideshow - Lesson A2)
- Photocopy class set of Food for Thought handout for each debate question that you are going to do. There are two versions:
 - Option 1 is simpler. 2 debates per page
 - Option 2 gets students to appraise criteria behind their reasons (key characteristics) - 1 debate per page
 - Handout - Food for Thought (option 1) is for questions #7, 8 (this lesson)
 - Handout - Food for Thought (option 2) is suggested for questions #9 and on.
- Class set of lesson review questions (Review - Lesson A2)

Activity Food for Thought - Round 2 - 25 min Total

Review how we play - 5 min (slides 17-18)

	Activity Food for Thought - Round 2 - Sometimes we don't have a choice - Exploring ideas around privilege Here are a series of choices that are not really a choice. Will your students be able to figure that out?
	Reminder about respect.

Ideas around
privilege



Debate Question 5: Only child vs Siblings (slides 19-20) - 5 min

19

CITIZENSHIP

THE "CHOICES" WE MAKE

OPTION 1: Only Child

OPTION 2: Siblings

20

What other "choices" were we born into?

OPTION 1: Only Child

OPTION 2: Siblings

Debate Question 5: Only child vs Siblings
(ROUND 2 GOAL: Sometimes we don't have a choice - Exploring ideas around privilege)

Some choices are made for you. Possible discussion points:

- Only Child:
 - Pro's: Get all the attention, don't need to share anything, rarely wear other peoples clothes, never have to wait for the bathroom
 - Con's: none to chat with at home, you have to do all the chores, the blame is always on you
- Siblings:
 - Pro's: always have company, someone to blame, learn from them, they can help you out
 - Con's: they can pick on you, blame you for stuff, eat your candy,

What other "choices" were you born into?

TEACHER TIP: These are things students were born into at the moment of their birth. They have no control over this. (Yes, some of these things could be changed later on - i.e. citizenship - you could move to a different country.)

- Family circumstances you were born into (family size, family type, family tree)
- Your address (socio-economic class, rural vs urban)
- Genetics - eye colour, hair colour, etc
- Your first language / religion / culture
- Race, gender,
- Where in the world you were born / citizenship

What other things can you not control?

- Age - you can't stop the aging process. (I wish.)
- The past - you can't change what's already happened.

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- <https://pixabay.com/en/stick-figure-stick-figure-person-40652/>
- <https://pixabay.com/en/teamwork-family-together-294584/>

Only child
vs Siblings




Debate Question 6: Left Hand vs Right Hand (slides 21-23) - 15 min

21



22



23



Debate Question 6: Left Hand vs Right Hand and videos
(ROUND 2 GOAL: Exploring ideas around privilege)

Some choices, we don't get to make...

- Where we are born / what circumstances are we born into
- Genetic factors

Does being Right or Left Handed even matter?

- Yes. Left or Right handed is an interesting one because it can show bias and hidden privilege.
- People are born with a **dominant** and **non-dominant hand**.
 - People who are right handed rarely think about how we live in a "right-handed world." The world is usually designed for right-handed people.
 - Yet, people who are left handed are very aware that they live in a "right-handed" world, because they constantly have to adapt to live in this "right-handed" world.
- After the whole-class discussion, watch the two videos

Dictionary Definition about bias / privilege:

- Bias is "prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair."
- Privilege is "a special right, advantage, or immunity granted or available only to a particular person or group of people."

Things to know about handedness
(Source: <https://en.wikipedia.org/wiki/Handedness>)

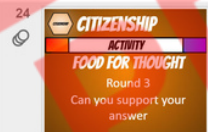
- Right-handedness is most common. Right-handed people are more skillful with their right hand. 70-95% of the world may be right-handed.
- Left-handedness is less common. Left-handed people are more skillful with their left hand. Perhaps 10% of the world population may be left-handed.
- Mixed-handedness is the change of hand preference depending on task. Perhaps 1% of people in the world are mixed-handed.
- Ambidexterity is the ability to do tasks equally well with either hand. It is rare, and can be learned, although people still tend to favour their originally dominant hand.
- Handedness may be caused by several genetic factors, along with other factors.

Left hand
vs Right hand



	<p>Possible Discussion Points:</p> <ul style="list-style-type: none"> • Left Handed: <ul style="list-style-type: none"> ◦ Pros: very rare only 10% of the world are, paid more in professional sports, ◦ Cons: high 5's are awkward, scissors are awkward, writing with a pen is awkward • Right handed <ul style="list-style-type: none"> ◦ Pros: easy to find golf clubs, shaking hands is the norm, door handles are usually there for you ◦ Cons: you don't feel special about your hand, you make less money as a professional athlete <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none"> • https://pixabay.com/en/pointing-index-finger-hand-left-29723/ • https://pixabay.com/en/hand-point-right-left-drawing-308597/
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Activity Food for Thought - Round 3 (slide 24) - 25 min TOTAL

	<p>Activity Food for Thought - Round 3 GOAL: Using a handout to analyze and evaluate ideas</p> <ul style="list-style-type: none"> • Debate Question 7: Sight vs Hearing • Debate Question 8: Dog vs cat • Debate Question 9: Vacation vs \$500 • Debate Question 10: Social Media vs YouTube • Debate Question 11: 5 instruments vs 5 languages • Debate Question 12: Uniform vs No Uniform <p>Round 3 focuses on supporting your answer, and intentionally looking for other perspectives.</p> <ul style="list-style-type: none"> • We encourage using a graphic organizer handout from this point on to teach students a process to systematically analyze and organize their thoughts. • Remind students, there's no "right" or "wrong", <ul style="list-style-type: none"> ◦ however some ideas are better supported than others. ◦ And, as this is a personal choice, some factors / key criteria weigh more heavily than others.
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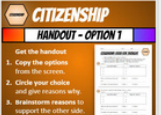
Supporting
your answer

Criteria based
decisions

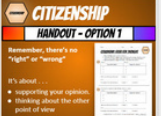


Intro + Handout (slides 25-28) - 5 min

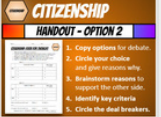
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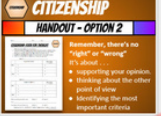
26



27



28



NOTE: there are 2 versions of the handout. Use one, or both.

- Feel free to modify the handout as it is provided in both PDF and Google Doc formats.
- **An answer key (Teacher Example) is provided using the Option 2 handout for Debate Question 9: Vacation vs \$500**
- Depending on your grade, teaching style, and classroom dynamics, you might choose to use one or the other.
- We recommend doing option 1 for the first few debate questions in Round 3 (**Handout - Food for Thought - option 1**)
 - Debate Question 7 Sight vs Hearing, and
 - Debate Question 8 Dog vs Cat)
- And then, switching to the more complex option 2 handout starting at Question 9 (**Handout - Food for Thought - option 2**)
 - This allows a progression / scaffolding onto the skill.
 - Question 9 is the teacher example in the answer key, so this might help to teach students to identify key criteria

Option 1 is simpler. It focuses on ...

- supporting your opinion.
- thinking about the other point of view

Option 2 is more complex. It includes everything from option 1, but also


- gets students to identify criteria behind their reasons (key characteristics)
- appraise which criteria is the most important. (Deal breakers)

TEACHER TALK: The Option 2 handout gives students a process to:

- 1) **explicitly identify the hidden “criteria” that we use to make judgements (CRITICAL THINKING)**
- 2) **recognize that some reasons are bigger than other categories (Blooms Taxonomy - Evaluate: We weight some factors more heavily than others)**
 - I want to travel, but my fear of flight is so severe, I can't.
 - That food looks great, but I can't eat it because I'm allergic
 - A blood transfusion might save my life, but I can't accept it because it's against my religion - "Jehovah's Witnesses" literature teaches that their refusal of transfusions of whole blood... is a non-negotiable religious stand" source: https://en.wikipedia.org/wiki/Jehovah%27s_Witnesses_and_blood_transfusions

Teacher
Talk

Debate Question 7: Sight vs Hearing (slides 29) - 10 min



Debate Question 7: Sight vs Hearing

ROUND 3 GOAL: Using a handout to analyze and evaluate ideas

There are a few ways you could ask this question. (Senses can be sensitive, depending on your group.)

- Would you rather “lose your sight” or “lose your hearing” / Would you rather “keep your sight” or “keep your hearing”
- Which do you use more / which do you rely on more? Your sense of sight or your sense of hearing?

Discussion:

- What would be the hardest adjustment to losing either your sense of sight or hearing?
- Which would you rather to never have had from birth if you could pick one? (ie. you would not know what you were missing)
- Which one would you prefer to not have some days at school?

ANSWER KEY - Possible Criteria behind student choices
(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Hobbies - love to read / watch movies / use computer; love to listen to music / love to hear the sound of my mom’s voice ;
- Mobility - crossing the street, going down stairs,
- Sports
- Fitting in - would people notice that you couldn’t see / couldn’t hear?
- Independence / Ease- Getting dressed by yourself / using the bathroom

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- <https://pixabay.com/en/frogs-not-see-not-hear-do-not-speak-1274769/>

Sight vs Hearing



Debate Question 8: Dog vs cat (slides 30) - 10 min

<div><div>30</div><div><div>CITIZENSHIP</div><div>THE "CHOICES" WE MAKE</div><div><div>OPTION 1</div><div>Dog</div></div><div><div>OPTION 2</div><div>Cat</div></div></div></div>	<p>Debate Question 8: Dog vs cat (slide 30) ROUND 3 GOAL: Using a handout to analyze and evaluate ideas</p> <p>Which would you rather have? A dog or a cat?</p> <p>Discussion:</p> <ul style="list-style-type: none">• Which pet is more work?• Which pet do you think makes the owners happier?• Do you think that having a cat or dog says something about the kind of person you are? <p>ANSWER KEY - Possible Criteria behind student choices (Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)</p> <ul style="list-style-type: none">• Religion - can't have a dog as a pet• Amount of work - dogs require you to go outside; this could be good because you're forced to go for a walk; could be bad because• Independence• Loyalty - some• How long they can be left alone - some dogs don't like to be left alone; some cat get jealous <p>DIVERSITY OPPORTUNITY: Different cultures and different religions may have different opinions about animals than you or I.</p> <ul style="list-style-type: none">• For some religions like Hinduism: "dogs are worshipped as part of a five-day Tihar festival." (Source: https://en.wikipedia.org/wiki/Dogs_in_religion#Hinduism)• For some religions like Islam: "The majority of both Sunni and Shi'a Muslim jurists consider dogs to be ritually unclean. It is uncommon for practising Muslims to have dogs as pets." (Source: https://en.wikipedia.org/wiki/Dogs_in_religion#Islam) <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none">• https://pixabay.com/en/cat-pet-animal-domestic-fur-1151519/• https://pixabay.com/en/pet-photography-dog-animal-nature-1551698/ <p>OPTIONAL: Students can do the review handout (Review - Lesson A2)</p>
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Dog
vs Cat

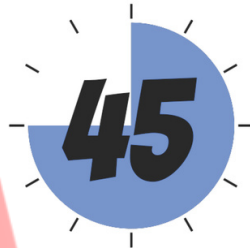


CITIZENSHIP - LESSON A3: 45 min
Part 1 Food for Thought continued (slides 31-36)

OVERVIEW

Activity Food for Thought - Round 3 continued - 45 min TOTAL

- Review what we did last time - 5 min
- Debate Question 9: Vacation vs \$500 - 10 min
- Debate Question 10: Social Media vs YouTube - 10 min
- Debate Question 11: 5 instruments vs 5 languages - 10 min
- Debate Question 12: Uniform vs No Uniform - 10 min



MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section A, or Slideshow - Lesson A3)
- Photocopy class set of Food for Thought handout for each debate question that you are going to do. There are two versions:
 - Option 1 is simpler. 2 debates per page
 - Option 2 gets students to appraise criteria behind their reasons (key characteristics) - 1 debate per page
 - Handout - Food for Thought (option 1) is suggested for questions #7, 8
 - Handout - Food for Thought (option 2) is for questions #9 and on.(this lesson)
- Class set of lesson review questions (Review - Lesson A3)

Activity Food for Thought - Round 3 continued - 45 min TOTAL

Review what we did last time (slide 31) - 5 min

	<p>Recap what you did last lesson</p> <ul style="list-style-type: none">• Handout - Option 1 or Option 2• Remember how we did sight vs hearing? <p>ROUND 3 GOAL: Using a handout to analyze and evaluate ideas</p>
--	--

Review
goal



Debate Question 9: Vacation vs \$500 (slide 32)- 10 min

32

CITIZENSHIP
THE "CHOICES" WE MAKE
OPTION 1: 7 day vacation
OPTION 2: \$500 cash

Debate Question 9: Vacation vs \$500 (slide 32)
ROUND 3 GOAL: Using a handout to analyze and evaluate ideas

You learn a lot about the kids in your class

- Some kids are thinking about life experiences
- Some people about disposable material goods

7 day vacation

- I don't know when I'll have another opportunity - it's very expensive
- I have an opportunity to see something I would never otherwise see
- I can try foods made from a different culture in that culture - how they were meant to be served.

Teacher Prompt: Could you get the same thing out of the \$500 cash

- At the end of 7 days, you'll have nothing tangible (i.e. nothing physical - just memories.)
- If you are afraid to fly you will not pick the trip
- If you are unable to fly you will not pick the trip

Discussion:

- Where is a place you have travelled to?
- What was the last expensive thing you purchased?
- Are memories or things to own more important to you? (ie spending \$15 dollars to go to the movies or \$15 on a school T-shirt

ANSWER KEY - Possible Criteria behind student choices
(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Value of the option (a vacation might be worth \$2000 to travel and stay in a hotel)
- Length of time (Buying an xbox with \$500 - there's an object that lasts longer than a vacation)
- Quality of memory
- Distance travelled?


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- <https://pixabay.com/en/dollar-money-bucks-rupee-cash-3259363/>
- <https://pixabay.com/en/plane-trip-journey-explore-841441/>

Vacation vs \$500



Debate Question 10: Social Media vs YouTube (slides 33) - 10 min



Debate Question 10: Social Media vs YouTube (slide 33)
ROUND 3 GOAL: Using a handout to analyze and evaluate ideas

Clarify

- We mean both consuming and creating content on social media, and youtube.

Discussion:

- Which is more addictive social media or Youtube?
- In 5 years which will be more popular?
- Which did you start using first and why?

Some choices, we do get to make...

ANSWER KEY - Possible Criteria behind student choices
(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Time of entertainment - Youtube is more fun to watch
- Fun to create
- Potential money I can earn
- Possible fame I can achieve
- Simplicity to use
- Impact on the world
- Communication - I can chat with friends on social media / I don't have a youtube channel

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- <https://pixabay.com/en/film-filmstrip-you-tube-you-tube-589491/>
- <https://pixabay.com/en/twitter-facebook-together-292994/>

Social Media vs YouTube



Debate Question 11: 5 instruments vs 5 languages (slide 34) - 10 min

34

CITIZENSHIP
THE "CHOICES" WE MAKE
order 1 Play 5 instruments
order 2 Speak 5 languages

Debate Question 11: 5 instruments vs 5 languages (slide 34)
ROUND 3 GOAL: Using a handout to analyze and evaluate ideas

Which would you rather be able to do? Play 5 instruments or speak 5 languages.

Discussion:

- Which skill and why would be more fun to have?
- Which skill and why would be more useful in day to day life?
- Which skill and why do you think would enable you to make more money in the future?

ANSWER KEY - Possible Criteria behind student choices
(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Communication - I can express myself with words / I can entertain with music
- Usefulness - I can travel easier / music is a universal language - I can move people
- Monetary value - I can work as a translator / I can work as a musician
- Popularity - I can talk to lots of people / I can impress people with my artistic talent



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- <https://pixabay.com/en/notes-music-music-notes-clef-1417670/>

Instruments vs Languages



Debate Question 12: Uniform vs No Uniform (slides 35-36) - 10 min

<div><div>35</div><div></div></div> <div><div>36</div><div></div></div>	<p>Debate Question 12: Uniform vs No Uniform (slide 35-36) ROUND 3 GOAL: Using a handout to analyze and evaluate ideas</p> <p>Discussion Question:</p> <ul style="list-style-type: none">• Is a school uniform a good thing?• Does a school uniform make a difference in your opinion?• Would you like a school uniform? <p>ANSWER KEY - Possible Criteria behind student choices (Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)</p> <ul style="list-style-type: none">• Simplicity - can get dressed quickly because no choice• Inclusion - everyone fits in because you belong / pressure to “fit in” with the right labels.• Love what you wear - wear your favourite brands / love your school identity• Individuality - express individuality through clothes / express individuality through shoes / actions• Social Anxiety - levels the playing field because everyone is wearing the same thing - reduces social class bullying <p>Diversity Opportunity / Global Perspective: Are there some cultures where uniforms are a bad thing? Are there some cultures where uniforms are seen positively?</p> <ul style="list-style-type: none">• One mother who told [a Japanese newspaper] that while she couldn’t really afford it, she’d buy her son, who was about to start junior high school, a new school uniform “because I want to show that I love him.” Source: https://www.japantimes.co.jp/news/2016/04/23/business/changing-values-behind-school-uniforms/#.W4GShOhKhik• Lack of school uniforms can be a barrier to attending school.<ul style="list-style-type: none">◦ The WorldBank wondered on their blog whether in countries where school uniforms are the norm – as in many African countries – does providing them for free help children to stay in school?◦ There’s a great composite photo of uniforms in Tanzania, Democratic Republic of Congo, Sudan, and Ghana that you could show students here: http://blogs.worldbank.org/nasikiliza/do-free-school-uniforms-help-children-stay-in-school <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none">• pixabay.com/en/friends-boys-young-people-happy-2553543/• pixabay.com/en/japan-arashiyama-school-children-1433874/
	<p>OPTIONAL: Students can do the review handout (Review - Lesson A3)</p>

Uniform vs
No Uniform



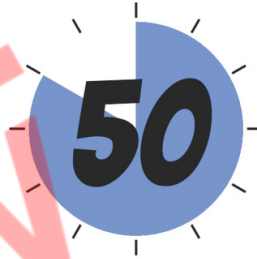
CITIZENSHIP - LESSON A4: 50 min

Part 1 Food for Thought continued (slides 37-45)

OVERVIEW

Activity Food for Thought - Round 4 - 50 min TOTAL

- Introduction of heavy stuff - 2 min
- Minds on - 2 quotes - 15 min
 - What is empathy
 - What is fair?
- Review what we did - 3 min
 - Handouts / Respect
- Debate Question 13: Clean water vs Medicine - 15 min
- Debate Question 14: Food vs Shelter - 15 min



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A4**)
- Photocopy class set of Food for Thought handout (from Day / Lesson 3) **for each debate question that you are going to do.**
 - Handout - Food for Thought (option 1) is suggested for questions #7, 8
 - **Handout - Food for Thought (option 2)** is for questions #9 and on.(this lesson)
- Class set of lesson review questions (**Review - Lesson A4**)

Activity Food for Thought - Round 4 - 50 min TOTAL

This section is “heavier” because

- There’s no right or wrong answer - both options are important issues
- These issues affect us personally
 - we might feel strongly and passionately about some of these topics
 - We might know someone going through this issue, or we might be going through this issue ourselves.
- The objective is to start to think about unfairness in the world
- **We suggest continuing to use a handout from Round 3 to help students process ideas.** **Handout - Food for Thought (option 2)**

Heavier
topics



MENTAL HEALTH SENSITIVITY / TRIGGER WARNING:

- We don't always know who is in our classroom and what experiences they may have.
 - There may be students who have suffered a loss or an illness and the idea of medicine is difficult right now.
 - There may be students who have family in conflict zones, or they themselves may have experienced life in a refugee camp
 - There may be students who are struggling financially, and finding enough money to pay for grocery bills and house expenses is stressful to the family.
 - There may be students who have experienced racism, or bullying based on race, or know people affected by racism
 - There may be students who have experienced sexism, or bullying based on gender or identity, or know people affected by sexism
 - There may be students who are struggling, and feel left out because their form of discrimination has been left out of the debate, and so they feel further invisible and marginalized.
- Teachers, as always, use their professional judgement to create a safe space based on their own comfort to explore these issues, as well as being aware of classroom dynamics and school culture.
 - We feel that although these topics may be difficult subjects, this lesson provides a framework to start some conversations about what's unfair in the world.
 - Feel free to adapt and modify the google slide or powerpoint to make this lesson appropriate for your needs.
 - Perhaps some students, teachers, and classes will feel passionate about some of the issues raised in round 4 and this will spark action (which ties into some of the learning skills around global and local citizenship: "Do you understand local and global perspectives and address environmental, social, and economic problems through engaged citizenship.")

TEACHER TIP / DIVERSITY OPPORTUNITY: We recognize that all forms of discrimination (-isms) are deeply personal and equally valid.

- Note. The goal here is NOT to compare our suffering or pain. We are not saying my experience of discrimination is any more or less valid than your experience of discrimination.
- What we are asking students to reflect on (and respect) is that we all have personal differences based on
 - who we are,
 - who we are perceived to be, and
 - our personal experiences.
- Everyone has different priorities in life. What are yours?

6Cs Citizenship - Lesson Plans - Page 27 of 53

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Mental Health Sensitivity

Diversity Opportunity



Introduction of heavy stuff (slide 37) - 2 min

37

CITIZENSHIP

ACTIVITY

FOOD FOR THOUGHT

Round 4

Heavier stuff

Activity Food for Thought - Round 4 - Heavier Stuff

GOAL: Reflecting on Empathy and Fairness

This might be a good time to review how to play:

- Get students to start to think about **diversity** and **different (and equally valid) perspectives**
- Recognize that other people can have **valid** points of view
- Recognize that people from different parts of the world might have a different point of view. (**Global Perspective**)
- We don't have to agree with their perspective (but we should communicate with **respect** and **dignity**.)

Minds on - 2 quotes (slide 38) - 15 min

38

CITIZENSHIP

MINDS ON!

THINK ABOUT THE FOLLOWING 2 QUOTES

(before we get to the Food for Thought activity)

Before we get into the heavier stuff, we wanted to take a step back and get our minds ready.

What is empathy? (slides 39-40)

39

CITIZENSHIP

QUOTE #1

What is EMPATHY ???

Have students

- try to explain what empathy means
- Give examples of empathy

FYI Dictionary Definition:

- Empathy is the ability to understand and share the feelings of another.

40

CITIZENSHIP

IS THIS EMPATHY?

EMPATHY IS ...

- SEEING with the eyes of another
- LISTENING with the ears of another
- FEELING with the heart of another

This quote is one possible answer about empathy



Discuss

- What does this quote even mean? Seeing? Listening? Feeling?
- Do you agree with this definition? Why / why not?
- Which of the three sentences do you feel is the most important?
- What is a potential final sentence describing empathy?
 - Possible answers:
 - Act with the tenderness of another
 - Treating others the way that you want to be treated

What is Empathy?



What is fair? (slides 41-42)


<div><div>41</div><div></div></div>	<p>Have students</p> <ul style="list-style-type: none">• try to explain what fair means• Give examples of fairness <p>TEACHER TIP:</p> <ul style="list-style-type: none">• See if students come up with the idea of “equal.” Write it on the board.<ul style="list-style-type: none">◦ Giving everyone the same amount of food in the class. <p>FYI Dictionary Definition:</p> <ul style="list-style-type: none">• Fairness is “impartial and just treatment or behavior without favoritism or discrimination.”
<div><div>42</div><div></div></div>	<p>This image is one possible answer about fairness</p> <p>Discuss the left side of the image. Possible teacher prompts:</p> <ul style="list-style-type: none">• Is this equal? Is this fair? Why or why not?• Does equal mean fair?<ul style="list-style-type: none">◦ When might giving the same amount of something be fair? Can you come up with an example?◦ When might giving the same amount of something be unfair? Can you come up with an example? <p>Click the white box to reveal the right half of the image. Possible teacher prompts:</p> <ul style="list-style-type: none">• Is this equal? Is this fair? Why or why not?• Does equal mean fair?<ul style="list-style-type: none">◦ When might giving the same amount of something be fair? Can you come up with an example?◦ When might giving the same amount of something be unfair? Can you come up with an example? <p>KEY IDEAS about “fairness”</p> <ul style="list-style-type: none">• “Fair” doesn’t mean the “same”• EQUALITY - means equal - everyone gets the same “equal” thing• EQUITY - means fairness - everyone gets what they need to succeed (equal outcomes, not equal resources) <p>Image Source - Used with Permission:</p> <p>This image and remixes like it can be found a lot on the internet. This specific image comes from http://interactioninstitute.org/illustrating-equality-vs-equity/ which provides high quality versions of the image for people to use in their presentations: “This image is free to use with attribution: “Interaction Institute for Social Change Artist: Angus Maguire.” For online use please provide links: interactioninstitute.org and madewithangus.com .”</p> <p>What’s fascinating to read is the story behind the original graphic and how it’s evolved over the internet into a meme - how many versions have you seen? medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4</p>

Equal
vs Fair



Review what we did - Handouts / Respect (slide 43) - 3 min

43




Review how we play

Review the handout as well

Debate Question 13: Clean water vs Medicine (slide 44) - 15 min

44



Debate Question 13: Clean water vs Medicine

Round 4 GOAL: Heavier Stuff - Reflecting on Empathy and Fairness

Teacher Prompt / Discussion:

- Remember, these issues are interconnected - again, there might be no right answer.
- Can you think of a time when you needed medicine and couldn't get it? How did it affect you?
- Have you ever drank "dirty" water? If so what happened? (Did you feel sick at all?)
- Can you think of a place where you need to buy clean water because tap water is not drinkable? Ukraine, Brazil, bahamas, China ([top 25 are listed here](#))

ANSWER KEY - Possible Criteria behind student choices

(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Survival / Life Expectancy
- Immediate health
- Long term health
- Day to day living
- Pain / Quality of Life

Interesting Facts:


- More people die from unsafe water than from war, U.N. Secretary-General Ban Ki-Moon said in 2010. Source: https://en.wikipedia.org/wiki/Drinking_water
- Lack of clean water can be an issue in developed countries as well. In Ontario, Canada, there are communities that do not have access to clean water SOURCE: cbc.ca/news/canada/thunder-bay/slate-falls-water-plant-1.4564183
- Cost to access clean water is roughly 150 Billion dollars a year - <https://www.reuters.com/article/us-global-water-health-idUSKCN1B812E>

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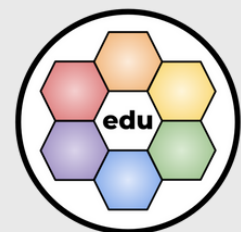
- <https://pixabay.com/en/drinking-water-glass-thirst-99064/>
- <https://pixabay.com/en/first-aid-help-medical-care-plus-99069/>

Clean Water
vs Medicine

Debate Question 14: Food vs Shelter (slide 45) - 15 min

<div>45</div> <div><div>OPTION 1 Food</div><div>OPTION 2 Shelter</div></div>	<p>Debate Question 14: Food vs Shelter (slide 45) Round 4 GOAL: Heavier Stuff - Reflecting on Empathy and Fairness</p> <p>Would you rather have FOOD or SHELTER?</p> <p>Note:</p> <ul style="list-style-type: none">• This may be an issue in your community. There may be poor who are house poor - income from job goes towards rent and house expenses that there isn't enough money to go towards food• This may be affecting students in your class - a parent or guardian is working multiple jobs to try to make ends meet and they don't have enough to pay the bills, so they choose to make sure their kid as food, and they choose to eat less. <p>Discussion:</p> <ul style="list-style-type: none">• If you had to give up one completely for ten days which would it be and why?• Do students who have both typically take them for granted? Do you even think about either of these things?• Which is more important for someone to function well during the day? <p>ANSWER KEY - Possible Criteria behind student choices (Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)</p> <ul style="list-style-type: none">• Safety• Nutrition• Quality of Life / Pain• Physical comfort• Mental health: not knowing what your next meal will be ... Not knowing where you'll sleep at night...• Impact on daily living - As long as I eat... As long as I sleep... As long as I have a home... <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none">• https://pixabay.com/en/sleeping-bag-sleep-stretcher-roof-99251/• https://pixabay.com/en/corn-maize-vegetables-crop-grain-306886/ <p>OPTIONAL: Students can do the review handout (Review - Lesson A4)</p>
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Food
vs Shelter





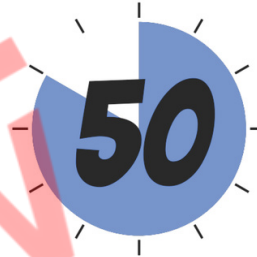
CITIZENSHIP - LESSON A5: 50 min

Part 1 Food for Thought continued (slides 46-49)

OVERVIEW

Activity Food for Thought - Round 4 continued - 50 minutes

- Review respect and note taking - 5 min
- Debate Question 15: Racism vs Sexism - 15 min
- Debate Question 16: Education vs War - 15 min
- Debate Question 17: Helping your students vs country - 15 min

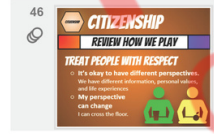


MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A4**)
- Photocopy class set of Food for Thought handout (from Day / Lesson 3) for each debate question that you are going to do.
 - Handout - Food for Thought (option 1) is suggested for questions #7, 8
 - **Handout - Food for Thought (option 2)** is for questions #9 and on.(this lesson)
- Class set of lesson review questions (**Review - Lesson A5**)

Activity Food for Thought - Round 4 continued - 50 minutes TOTAL

Review respect and note taking (slides 46) - 5 min

	If this is a new day, or if students start to lose focus in conversations, this might be a good time to review how we play
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Respect
reminder




Debate Question 15: Racism vs Sexism (slides 47) - 15 min

47

CITIZENSHIP

THE "CHOICES" WE MAKE

choice 1 Solve Racism choice 2 Solve Sexism



Debate Question 15: Racism vs Sexism (slide 47)

Round 4 GOAL: Heavier Stuff - Reflecting on Empathy and Fairness

Would you rather SOLVE RACISM or SOLVE SEXISM?

Possible Discussion:

- Does solving one make the other easier to solve? If so, which one do you solve first?
- Is racism or sexism presented more on TV and the movies and why do you think that is?
- Do you think racism or sexism has a bigger impact on people in day to day living?
- Which do you think society is closer to eliminating?
- Which is more prevalent in our school?
- Does racism look different in different parts of the city, the country, the world?
- Does sexism look different in different parts of the city, the country, the world?

ANSWER KEY - Possible Criteria behind student choices

(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Number of people affected
- Economic? (Money caps in salary / glass ceilings)
- Social
- Overt (blatant) vs hidden (subtle) or systemic or institutional discrimination
- Media reports / News coverage / Police / School Suspensions

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- <https://pixabay.com/en/hand-left-no-war-peace-silhouette-1299163/>
- <https://pixabay.com/en/female-woman-stick-figure-symbol-294094/>
- <https://pixabay.com/en/male-man-stick-figure-symbol-294095/>

Solve racism vs
Solve sexism



Debate Question 16: Education vs War (slides 48) - 15 min

48

CITIZENSHIP

THE "CHOICES" WE MAKE

round 1 Education

round 2 War

Debate Question 16: Education vs War (slide 48)

Round 4 GOAL: Heavier Stuff - Reflecting on Empathy and Fairness

Discussion questions:

- Why would a country spend more on war than education?
- Does a country's size have an impact on where the money is spent?
- Which is more important for a country to spend money on to ensure they still exist in 50 years?

ANSWER KEY - Possible Criteria behind student choices

(Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)

- Money spent / Government spending
- Safety
- Jobs created
- Type of government
- Size of country
- Location of country
- Future impact
- Number of people impacted
- Technological advances

Interesting facts:


- Who spends the most on Education (per capita):
United States \$12,157 per elementary student
<https://www.investopedia.com/ask/answers/020915/what-country-spends-most-education.asp>
- Who spends the most on Military (per capita)?
Saudi Arabia \$6,909 USD
<https://www.worldatlas.com/articles/countries-who-spend-the-most-on-military-per-capita.html>

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- <https://pixabay.com/en/swords-crossed-medieval-old-knight-310788/>
- <https://pixabay.com/en/icon-symbol-pen-pencil-design-art-1970472/>

Education
vs War

Debate Question 17: Helping your students vs country (slides 49) - 15 min

<div><div>49</div><div></div></div>	<p>Debate Question 17: Helping your students vs helping a country Round 4 GOAL: Heavier Stuff - Reflecting on Empathy and Fairness</p> <p>Teacher Clarification</p> <ul style="list-style-type: none">• Enough food is given for one year. (Otherwise, what happens when students graduate?)• A news report is given that an anonymous donor gave enough food to feed the small country. (Likewise, a news report is given that you gave enough food to feed all of the students at school.)• Neither option is sustainable. (We're feeding a person a fish for a year, not teaching anyone to fish.)• Option 1 - You're only helping students in the building. Option B - You're helping everyone (adults, children, students) <p>Discussion</p> <ul style="list-style-type: none">• Is getting credit for doing something becoming more important with the rise of social media?• Do you think people do "good deeds" knowing others will see them and find out?• Do you think fame is more important than money?• Talk about social media - A lot about social media is being known / famous / seen. Option B goes against the values of social media - I want to be famous for this, I want to be popular and known for that... but if you choose option B, no one knows it was you, but more people were reached. <p>ANSWER KEY - Possible Criteria behind student choices (Teacher Tip: Try to paraphrase student answers and identify key criteria so students see this process modelled and they can try to appraise / weigh ideas themselves on the handout in round 3)</p> <ul style="list-style-type: none">• Number of people impacted• Personal recognition• Personal connection - People you personally know vs people you'll never meet• Visible impact of results• Personal satisfaction• Location of impact (local vs global) <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none">• https://pixabay.com/en/home-house-flag-capture-the-flag-99221/• https://pixabay.com/en/world-globe-global-earth-97864/ <p>OPTIONAL: Students can do the review handout (Review - Lesson A5)</p>
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Students vs Country

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6Cs Citizenship A - START HERE - Page 6 of 10

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Specific things to know about this product: 6Cs Citizenship A version 2022-07-11

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [6Cs Citizenship A](#)
- How to update (or know if you need to update): [HELP \(6Cs Citizenship A\)](#).

SINGLE PDF FILE update 2022-07-10

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
 - <https://links.educircles.org/tpt/6cs-citizenship-a>
 - <https://links.educircles.org/tpt/6cs-citizenship-bc>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
 - <https://www.teacherspayteachers.com/Product/6Cs-Citizenship-Folder-1-of-3-5766335>
 - <https://www.teacherspayteachers.com/Product/6Cs-Citizenship-Folder-2-of-3-5768860>
 - <https://www.teacherspayteachers.com/Product/6Cs-Citizenship-Folder-3-of-3-6000886>
3. If you purchased an older TpT Google Drive folder product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version** (Easel by TpT)
- **I added Microsoft versions for all files**
- **NO CHANGES to teaching content** in section A.
- Other changes
 - Files are now **packaged** by section (A. Debate, B/C Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom),
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF to print



Version 2.8: Minor update May 12, 2021

- No changes to teaching content.
- Added **File 1b** which contains free TpT gift card giveaway / contest info
- Renamed Read Me First PDF to **File 1a**

Version 2.6a: Minor update Sep 30, 2020

- No changes to teaching content.
- Fixed copy/paste errors in this Read Me File to show the correct Google Folder covers.

Version 2.6 Simplifying file organization on Sep 7, 2020

This update is about trying to make the file organization more clear and less overwhelming.

- No changes to teaching content. Just changes in file names / Google Drive organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
 - Folder 1 has the files so teachers can just print and teach.
(PDFs and the main slideshow file **File 3**)
 - Combined File 2a Lesson Outline and File 2b Lesson Plans into a single file (File 2 Lesson Outline and Lesson Plans)
 - Folder 2 has the editable Google Docs or Google Slide files for the handouts.
 - Folder 3 has modified files for Google Classroom.
(This includes all of the duplicated slideshow files for individual google classroom assignments. It also includes any modified versions of handouts for easier completion online.)
- Updated the READ ME file
- Updated the Quick Start Guide to try to clarify the 3 google drive folders.

Version 2.1: Minor update to clarify slideshow files on Aug 19, 2020

Trying to make this product a little simpler and more consistent with my other 6 Cs products.

The teaching content has not changed at all.

- Updates to the Read Me First PDF (**File 1**)
 - Using a more common language and calling files **File 5a** instead of Part 5a
 - Included some info at the beginning of the Read Me file to try to explain how this product is organized (Personal Note from Me to You)
 - Clarified the Change Log section between major and minor updates.
- Updates to the Lesson Plan PDF (**File 2b**)
 - Added section headers and slide numbers so it's easier to see which slides are identical in **File 3** and **File 3a**.
 - **File 3** has all of the slides and is intended for teaching in the classroom.
 - **File 3a, 3b, 3c**, etc... have slides specific to the lesson are intended for upload to Google Classroom.
 - I added these section headers into the READ ME FIRST document as well so people can see this information from the TpT product preview.



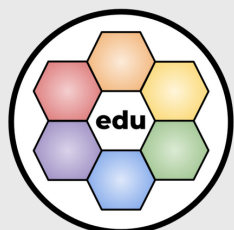
Version 2.0 Distance Learning update on July 10, 2020

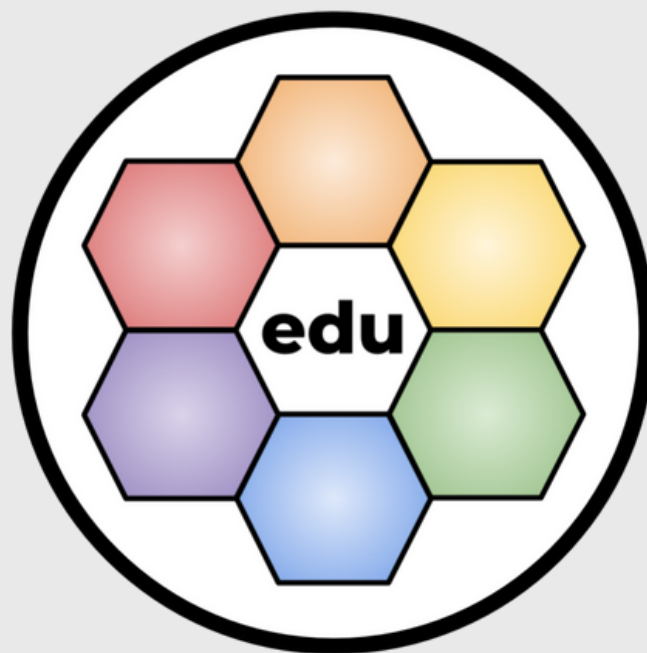
Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning

- The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive
- The slideshow in Google Slides format includes 1 large file with all of the slides but now you also get 8 smaller slideshow files for each lesson. (i.e. easy uploading to Google Classroom assignments by lesson):
 - (File 3 Lesson A1, A2, A3, A4, A5, B1, C1, C2)
- 6 NEW lesson review handouts for lessons that didn't previously have handouts
 - (File 4 A1, A2, A3, A4, A5, B1)
- The vocabulary builder (File 5b) and the Venn Diagram (File 5d) are now converted into Google Slides format (so students can type responses directly in the graphic organizers).
- File numbers have changed from version 1

Version 1.0: Initial release of Citizenship on August 2018

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF. If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at support@educircles.org
- You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word format.





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