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

CITIZENSHIP

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION B: Video

SECTION C: Consolidation

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 - Lesson B1
- Handout - Vocabulary Builder, Venn Diagram, Self Evaluation, Chapter Review
- Answers - Venn Diagram, Chapter Review
- 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

6Cs Citizenship B/C - START HERE - Page 1 of 10

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Print this PDF

(it has all of the handouts)

File Table of Contents

SECTION B: Videos
SECTION C: Consolidation

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - Section B/C	PDF	one-click copy
Lesson	Slideshow - Section B/C (slides 50-79)	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 57 in **Slideshow - ALL**
- Slide 8 in **Slideshow - Section B/C**
- Slide 1 in **Slideshow - Lesson C1**

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

SECTION C Vocabulary / Review			
Slide Number Comparison Chart			
Are you teaching in class?			
• Use Slideshow - ALL or Slideshow - Section B/C and project to the class.			
Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?			
• Attach Slideshow - Lesson C1 or C2 in your assignments.			
Lesson C1			
	Slideshow	Section B/C	Section C1
SECTION C Vocabulary / Review (slides 57-79)	ALL	8-30	
CITIZENSHIP - LESSON C1: 40 min Part 3 Vocabulary Builder (slides 57-74)	57-74	8-25	1-18
Introduce Part 3 - Understand - Vocabulary Builder (slide 57)	57	8	1
Graphic Organizer set up (slides 58-59)	58-59	9-10	2-3
Minds on (slides 60-61)	60-61	11-12	4-5
Filling out the graphic organizer (slides 62-65)	62-65	13-16	6-9
Revising graphic organizer (slides 66-70)	66-70	17-21	10-14
Other Communities (slide 71)	71	22	15
Summary (slides 72-74)	72-74	23-25	16-18
Lesson C2			
	Slideshow	Section B/C	Lesson C2
CITIZENSHIP - LESSON C2: 40 min Part 3 Self Evaluation / Review (slides 75-79)	75-79	26-30	1-5
Student Self Evaluation (slides 75-76) - 10 min	75-76	26-29	1-4
Chapter Review Test (slide 79) - 30 min	79	30	5

PDF

Google Slides

Powerpoint

Easel by TpT

Duplicate
slide alert!



Links to files

LESSON B1 - Video (slides 50-56) - 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - B1	PDF	one-click copy
Lesson	Slideshow - Lesson B1 (slides 50-56)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Review questions	Review - Lesson B1	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

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If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

Lesson
B1

Google Docs

Word

files are
organized
by lesson



Links to files

LESSON C1 - Vocabulary Builder (slides 57-74) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C1	PDF	one-click copy
Lesson	Slideshow - Lesson C1 (slides 57-74)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Vocabulary Builder	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
	Venn Diagram	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	Answers - Venn Diagram	PDF	one-click copy

Lesson
C1

files are
organized
by lesson



Links to files

Lesson
C2

LESSON C2 - Self Evaluation / Review (slides 75-79) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - C2	PDF	one-click copy
Lesson	Slideshow - Lesson C2 (slides 75-79)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Self Evaluation	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
	Chapter Review	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	Answers - Chapter Review	PDF	one-click copy

files are
organized
by lesson



Links to files

Name _____ Class _____ Date _____

CITIZENSHIP



Video - Lesson B1 Review

We watched a video produced by Good Magazine that compared the population of the world to a population of 100 people. <https://youtu.be/QFrqTFRy-LU>

1. According to the video, if the world was 100 people...
 - a) How many people can read and write? _____
 - b) How many people are physically healthy? _____
 - c) How many have shelter? _____
2. What fact from this video did you find most interesting? Explain what you found interesting.

3. Based on this video, what are some issues that are unfair in the world?

4. If the world was completely fair, what might those issues look like in the video?

Lesson B1

page 1



Review

5. Why do you think this video compares the population of the world to a population of 100?

6. Do you think we would fight harder for fairness if there were only 100 people in the world? Why or why not?

7. Thinking about some of the issues raised in this video, what could you do to make the world a better place?

8. What would it take for you to go from thinking about fairness, to actually doing something to make the world more fair?

Lesson B1

page 2



Review

Name: _____ Class: _____ Date: _____

MY DEFINITION (MOST IMPORTANT, ESSENTIAL CHARACTERISTICS)	CHARACTERISTICS / FACTS
EXAMPLES	NON EXAMPLES

CITIZENSHIP



Vocabulary Builder

Name _____ Class _____ Date _____

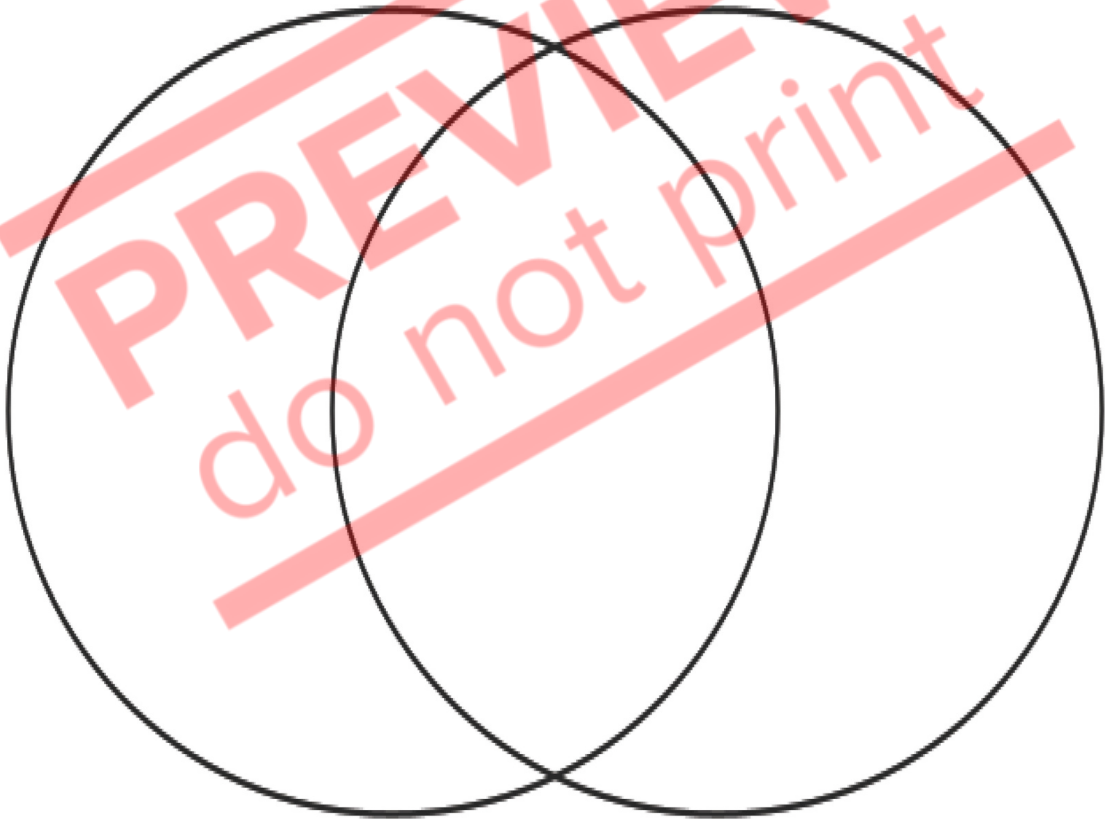
CITIZENSHIP: TYPES OF CITIZENS



Fill in the Venn diagram below with your thoughts and ideas on the differences between being a citizen of a country and an “ideal citizen” of a country.

Being a citizen
(Literal answer / Dictionary Definition)

Being a responsible IDEAL citizen
(Learning Skills)



Venn Diagram

Name _____ Class _____ Date _____

CITIZENSHIP SELF EVALUATION



Read each statement and circle the answer that best describes you *right now*.

1. **Do you UNDERSTAND** local and global perspectives, and address environmental, social, and economic problems through engaged citizenship?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

How do you feel you could improve in this area?

2. **Do you TAKE ACTION** to make a positive difference in the community and the world?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

How do you feel you could improve in this area?

3. **Do you PARTICIPATE** in physical and virtual communities in a socially responsible and sustainable manner?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

How do you feel you could improve in this area?

6Cs Citizenship B/C - Handout - Self Evaluation

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Adapted from draft descriptions of transferable skills in modernizing Ontario Report Cards as reported in the Toronto Star and used under Fair Use (education, and student research)

<https://www.thestar.com/news/queenspark/2017/09/06/report-card-curriculum-changes-on-the-way-in-ontario.html>

Give an example

How could you improve?



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Self Evaluation

Name _____ Class _____ Date _____

CITIZENSHIP REVIEW



1. In its simplest form, what is citizenship?

2. What is an ideal citizen & explain giving at least three supports.

3. Name 2 things you learned from the video, *If the World were 100*, and how society could make steps towards solving them.



4. Make up one of your own Food for Thought options which reflect tough choices in our school and explain why. _____

5. Make up one of your own Food for Thought options which reflect tough choices in our country and explain why. _____

6. Make up one of your own Food for Thought options which reflect tough choices in our world and explain why. _____

7. Choose someone who you believe best exemplifies citizenship. Explain why and give proof.





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

CITIZENSHIP

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION B: Videos

SECTION C: Consolidation

version: v2022-07-10

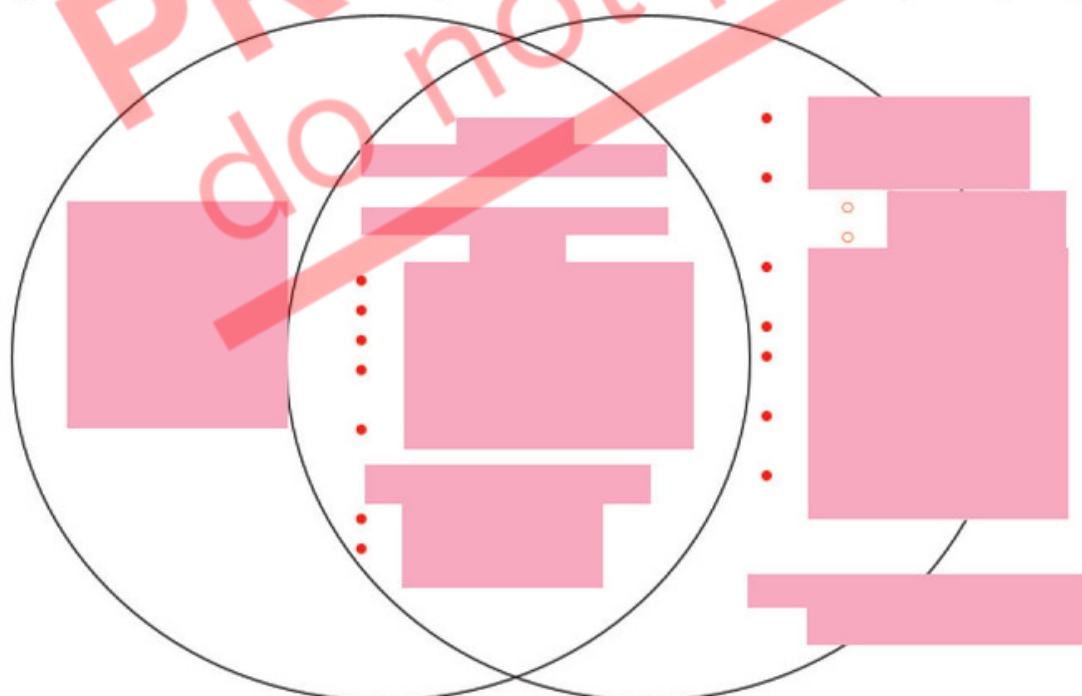
ANSWERS - VENN DIAGRAM

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](#).)

Being a citizen
(Literal answer / Dictionary Definition)

Being a responsible IDEAL citizen
(Learning Skills)



6Cs Citizenship B/C - Answers - Venn Diagram

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Venn Diagram



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Answers



ANSWERS - CHAPTER REVIEW

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.

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1. In its simplest form, what is citizenship?

- [redacted]

2. What is an ideal citizen & explain giving at least three supports.

- [redacted]

Student Answers will vary

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

6Cs Citizenship B/C - Answers - Chapter Review

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Chapter Review

page 1



3. Name 2 things you learned from the video, *If the World were 100*, and how society could make steps towards solving them.

Student answers will vary. Here are a few:

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

4. Make up one of your own Food for Thought options which reflect tough choices in our school and explain why.

- Possible answer: [redacted]

5. Make up one of your own Food for Thought options which reflect tough choices in our country and explain why.

- Possible answer: [redacted]

6. Make up one of your own Food for Thought option which reflect tough choices in our world and explain why.

- Possible Answer: [redacted]
- [redacted]
- [redacted]

6Cs Citizenship B/C - Answers - Chapter Review
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Chapter Review

page 2



7. Choose someone who you believe best exemplifies citizenship. Explain why and give proof.

- Student answers will vary. Here is one possibility.

[Redacted student answer]

PREVIEW
do not print

6Cs Citizenship B/C - Answers - Chapter Review

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Chapter Review

page 3



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Answers



LESSON PLANS

SECTION B Videos (slides 50-56)

6. [CITIZENSHIP - LESSON B1: 45 min](#)

SECTION C Vocabulary / Review (slides 57-79)

7. [CITIZENSHIP - LESSON C1: 40 min](#)
8. [CITIZENSHIP - LESSON C2: 40 min](#)



SECTION B Videos

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** or **Slideshow - Section B/C** and project to the class.

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

- Attach **Slideshow - Lesson B1** in your assignments.

Lesson B1

	Slideshow ALL	Section B/C	Lesson B1
SECTION B Videos (slides 50-56)	50-56	1-7	
CITIZENSHIP - LESSON B1: 45 minPart 2 Video (slides 50-56)	50-56	1-7	1-7
Part 2 Video - 45 minutes TOTAL			
Introduction - Minds On (slides 50-53) - 20 minutes	50-53	1-4	1-4
Watch video - World as a 100 people (slides 54-56) - 25 minutes	54-56	5-7	5-7

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Pages 2-35
are in a different
product

Page 36





CITIZENSHIP - LESSON B1: 45 min
Part 2 Video (slides 50-56)

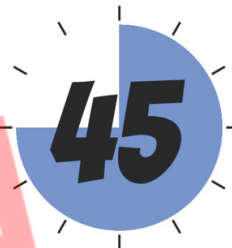
OVERVIEW

Part 2 Video - 45 minutes TOTAL

- Introduction - Minds On - 20 minutes
- Watch video (World as a 100 people) - 25 minutes

MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section B/C, or Slideshow - Lesson B1)
- Class set of lesson review questions (Review - Lesson B1)





Timing


Materials

Part 2 Video - 45 minutes TOTAL



Introduction - Minds On (slides 50-53) - 20 minutes

50 	<p>Part 2. Watch Videos</p> <p>The goal of this part is to look at a short video to start thinking about local and global citizenship. If the world were 100 people, would we fight harder for [fairness]?</p> <p>Have a group discussion and predict If the world were 100 people,</p> <ul style="list-style-type: none">○ How many can read and write?○ How many are physically healthy?○ How many have shelter?○ What other inequities might there be?
51 	<p>Discussion:</p> <ul style="list-style-type: none">• How would not being able to read and write impact your daily life? (not including school)• Do you think the ability to read and write is over-rated?• What is the least valuable thing taught in school and why?
52 	<p>Discussion</p> <ul style="list-style-type: none">• Is physical health or mental health more important and why?• As the world has gotten more about posting pictures daily, do you think that has helped or hurt peoples physical health goal?• NOT to have the students answer out loud but ask them if they believe they are physically healthy? (What is their criteria)



<div>53</div> <div>  </div>	<p>Discussion</p> <ul style="list-style-type: none"> Where in the world do they think having proper shelter is most important? Why do you think more people just don't build themselves shelter like on t.v. shows? If you had to pick between sleeping in a tent on the ground with access to all your devices for two weeks or stay in your home with everything except access to technology which would you pick?
--	---


Watch video - World as a 100 people (slides 54-56) - 25 minutes

<div>54</div> <div>  </div>	<p>We suggest just watching the video without any more introduction or context about what we are going to do next.</p> <ul style="list-style-type: none"> Otherwise, students might be busy writing down things, instead of just focused on watching the video.
<div>55</div> <div>  </div>	<p>Watch the video again. Afterwards, have students share statistics</p> <p>Possible teacher prompts:</p> <ul style="list-style-type: none"> Did anyone have the same statistic as another student? Why do we choose these facts? What makes them quotes interesting, surprising, shocking, not shocking? How do you think these numbers have changed over time? Where do these numbers come from? <p>ANSWER KEY: Statistics from video:</p> <p>GOOD Magazine released their version of a "If the world were 100 people..." video: https://youtu.be/QFrqTFRy-LU</p> <p>(The source of their data is posted by GOOD Magazine in the description of the youtube video:)</p> <ul style="list-style-type: none"> 50% women; 50% men 14 Americans, 15 Africans, 11 Europeans, 60 Asians 31 Christians, 23 Muslims, 15 Hindus, 7 Buddhists, 16 unaffiliated? 12 Mandarin, 6 Spanish, 5 English, 4 Hindi, 3 Arabic, and the rest speak 6,500 other languages 86 can read and write, 14 cannot 15 people make less than \$2 per day, 56 people make between \$2-\$10 per day, 13 people make between \$10-\$20 per day, 9 people make between \$20-\$50 per day, 6 people make between \$50-\$90 per day, 1 person makes more than \$90 per day 1 person controls 50% of all the money 21 people are overweight, 63 people are healthy, 15 people are

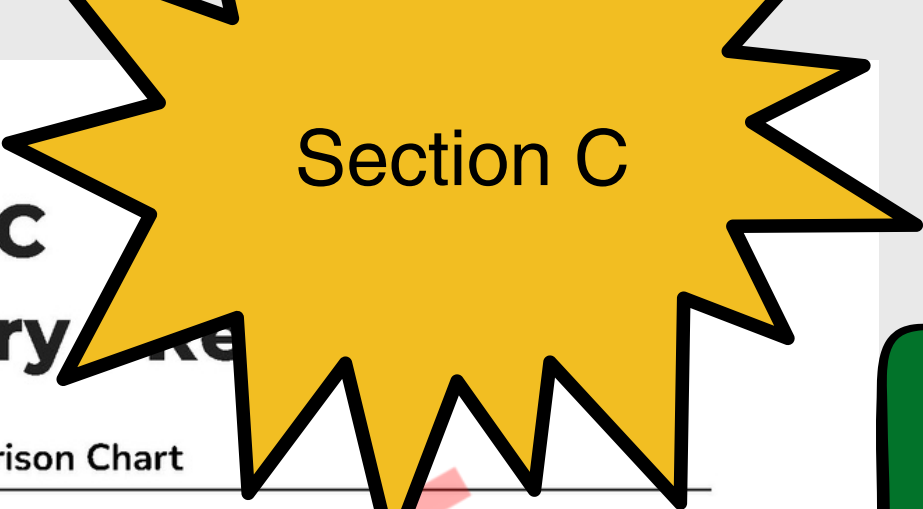
The world as
100 people

statistics
from video



	<p>malnourished, 1 person is starving</p> <ul style="list-style-type: none">• 87 have clean water, 13 do not• 77 have shelter, 23 do not• 44 have internet, 56 do not• 75 have a mobile (cell phone), 25 do not• 7 attended college, 93 did not• If the world were 100 people, would we fight harder for equality? (fairness)?
	<p>Possible discussion questions:</p> <ul style="list-style-type: none">• Based on this video, what are some issues that are unfair in the world?• Do you feel like you have a good understanding of what is going on in other parts of the world (social issues, government etc.)?<ul style="list-style-type: none">◦ How can you help with any of these?◦ Does solving one make the other easier to solve? If so, which one do you solve first?◦ Which issue is presented most often on TV and the movies and why do you think that is?◦ Are there any stereotypes about groups of people experiencing these issues presented in the media?◦ Which issue do you think society is closer to eliminating?◦ Do these issues look different in different parts of the city, the country, the world?• Do you feel like you “give back” and have a positive difference in your community and the world?<ul style="list-style-type: none">◦ If so, which one and how?◦ If not, what could we do?• Do you ever participate in virtual communities in a socially responsible and sustainable manner? If so, which one and how? <p>At the end of the video, it asks: If the world were 100 people, would we fight harder for equality [fairness]?</p> <ul style="list-style-type: none">• Do you think we would fight harder for fairness if there were only 100 people in the world? Why or why not?• What could you do to make the world a better place?• What would it take for you to go from thinking about it, to actually doing something about it?
	<p>OPTIONAL: Students can do the review handout (Review - Lesson B1)</p>

Discussion questions



SECTION C Vocabulary Review

Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** or **Slideshow - Section B/C** and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson C1, C2** in your assignments.

Lesson C1

	Slideshow		
	ALL	Section B/C	Section C1
SECTION C Vocabulary / Review (slides 57-79)	57-79	8-30	
CITIZENSHIP - LESSON C1: 40 minPart 3 Vocabulary Builder (slides 57-74)	57-74	8-25	1-18
Introduce Part 3 - Understand - Vocabulary Builder (slide 57)	57	8	1
Graphic Organizer set up (slides 58-59)	58-59	9-10	2-3
Minds on (slides 60-61)	60-61	11-12	4-5
Filling out the graphic organizer (slides 62-65)	62-65	13-16	6-9
Revising graphic organizer (slides 66-70)	66-70	17-21	10-14
Other Communities (slide 71)	71	22	15
Summary (slides 72-74)	72-74	23-25	16-18

Lesson C2

	Slideshow		
	ALL	Section B/C	Lesson C2
CITIZENSHIP - LESSON C2: 40 minPart 3 Self Evaluation / Review (slides 75-79)	75-79	26-30	1-5
Student Self Evaluation (slides 75-78) - 10 min	75-78	26-29	1-4
Chapter Review Test (slide 79) - 30 min	79	30	5

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

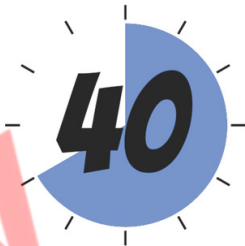




CITIZENSHIP - LESSON C1: 40 min
Part 3 Vocabulary Builder (slides 57-74)

OVERVIEW

- Introduce Part 3 - Understand (Vocabulary Builder)
- Graphic Organizer set up
- Minds on
- Filling out the graphic organizer
- Revising graphic organizer
- Other Communities
- Summary



MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section B/C, or Slideshow - Lesson C1)
- Photocopy class set of Handout - Vocabulary Builder
- Photocopy class set of Handout - Venn Diagram
- * use the Google Slides version (Handout - Venn Diagram (Google Classroom)) or the Easel by TpT version for online learning (as those versions are editable.)

Introduce Part 3 - Understand - Vocabulary Builder (slide 57)

Part 3. We are going to explore what “**Citizenship**” means by using a vocabulary building graphic organizer (Frayer model) to play with the word and get a **deeper understanding**.

Graphic Organizer set up (slides 58-59)

Give out the vocabulary building handout for Citizenship



Optional - if your students are not familiar with a Frayer model graphic organizer, you might need to do a practice example by playing with the concept of a “house”

1. What is a house? What makes a house a house?
 - A house has walls... windows... a door... stairs... people...
2. Can you come up with something that is like a house, but not a house?
 - Something with walls, windows, doors, ... maybe a building?
3. What is the most important thing about a house? What must a house have?
 - It must have people in it.
4. Come up with different types of houses
 - My house... an apartment... a brick house...

TEACHER TIP: A full slideshow and lesson plan on the Frayer Model is available on the Educircles Teachers Pay Teachers site.
<https://educircles.org/tpt/graphic-organizer/vocabulary>



Minds on (slides 60-61)

<p>60</p> 	<p>Minds on! Let's think about what we did in the first 2 parts of this Citizenship chapter.</p> <p>What does the “Food for Thought” activity have to do with Citizenship?</p> <p>Possible Answers::</p> <ul style="list-style-type: none">• It gets you to consider both sides of the situation<ul style="list-style-type: none">◦ As ideal members of society, we consider the wants, needs, and desires, of not only ourselves, but those around us.• 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 personal values,◦ What we have experienced so far in life.• The whole point is being able to realize<ul style="list-style-type: none">• there's always more than one perspective, and• to actively seek out and think about multiple sides <p>But, what does this have to do with Citizenship? I still don't get it?</p> <ul style="list-style-type: none">• No problem. We're going to be playing with the word in a few slides.• Right now, we're just refreshing our memory on what we did.
<p>61</p> 	<p>Think about the video we watched - if the world were 100:</p> <p>In the video if the world were 100</p> <ul style="list-style-type: none">• What was the one fact that you found the most interesting?• What was the one fact that you were bothered by the most? <p>Teacher Tip: This question can be done in pairs for a few minutes and have the students present their thoughts.</p> <ul style="list-style-type: none">• If you had to put together 5 points in the same style as the video about our school what would they be?

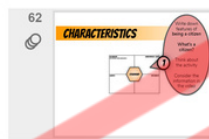
Think about
A. Debates

Think about
B. Video



	<p>NOTE: Students may not know exact statistics, but this is an opportunity to start a conversation. The goal is to have students consider and reflect on what they see on a day to day basis that makes them uncomfortable or they feel someone (or group) is being treated unfairly.</p> <ul style="list-style-type: none">• For example, there are likely students who are hungry and do not have enough to eat, but it may not be obvious• How could we help those students, even though we don't know who they are?• How could you collect those numbers? Is it even possible?• Do the exact numbers matter? How come? (Maybe not the exact numbers, but it'd be nice to know how big the problem is, and if your positive actions are making a dent in the problem.)
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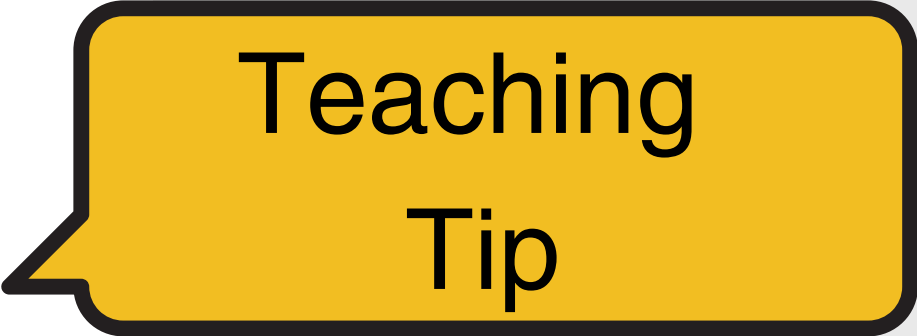
Filling out the graphic organizer (slides 62-65)

	<p>TEACHING TIP: To help students focus for this activity, have them think about citizenship of a country. (Being a national citizen.) We'll get to global citizenship later.</p> <p>Start in the top-right corner of the vocabulary builder graphic organizer.</p> <p>STEP 1. Features of Citizenship</p> <p>Teacher Prompt: Think about the Food for Thought activity and the If the World were 100 video. What are the features of citizenship?</p> <p>This is a brainstorming activity - we'll revise and remove features later...</p> <p>Possible Student Answers:</p> <ol style="list-style-type: none">1. Fairness / World is Unequal2. Different perspectives3. Choices<ol style="list-style-type: none">a. Some things aren't choices4. Background<ol style="list-style-type: none">a. culturalb. Religiousc. Prior Life experiencesd. Living conditionse. Family situation5. Where you're from6. Having a sense of belonging7. Where you belong
---	---

Features of
Citizenship



	<p>Teacher Background: This vocabulary builder activity is tricky because there are 2 different definitions of citizen that will be muddled together.</p> <ul style="list-style-type: none">• The dictionary definition of citizen is “the position or status of being a citizen of a particular country”<ul style="list-style-type: none">○ This is the idea that you are “entitled to enjoy all of the legal rights and privileges granted by a state to the people comprising its constituency” Source: http://www.businessdictionary.com/definition/citizen.htm○ With rights, come responsibilities, and one could argue that you have the right to citizenship, and a responsibility to participate and make that society better.”○ You’re “obligated to obey its laws and to fulfill his or duties as called upon quote and source” Source: http://www.businessdictionary.com/definition/citizen.htm○ This leads us to the second definition of citizenship:• The learning skills definition of a citizen:<ul style="list-style-type: none">○ Do you understand local and global perspectives and address environmental, social, and economic problems through engaged citizenship○ Do you take action to make a positive difference in the community and the world?○ Do you participate in physical and virtual communities in a socially responsible and sustainable manner? <p>Through this worksheet, you’ll see the conversation evolve from the simplicity of “a passport makes you a citizen” to “being actively involved in the community” which makes you an “ideal citizen”.</p> <ul style="list-style-type: none">• An interesting talking point is that you do not need to be born into a country to be a citizen. (How else can you become a citizen?)• Once citizenship is gained, no matter where you were born, you receive the rights and benefits of being a citizen and as a result should give back in turn. <p>TEACHING TIP: We are intentionally not making the distinction clear between the two types of citizenship - “having a passport” and “an ideal citizen who contributes back to society” because we want students to play with the word to develop a deeper understanding of the word.</p> <ul style="list-style-type: none">• Depending on your teaching style or your class dynamics, you might need to make this distinction more explicit.• This can open up a great class debate: what’s a citizen?• You can use the VENN DIAGRAM handout to help make the distinction clear once thing (Handout - Venn Diagram)
--	--





STEP 2: NON EXAMPLES

Teacher Prompt:

- What looks like a citizen, but actually isn't. (I can wear a soccer jersey, but it doesn't make me a member of the team.)

This is a brainstorming activity - we'll revise and remove features later...

Possible Student Answers:

- Passport (does having a passport mean you're an ideal citizen? / what about passport forgeries? Do lost passports mean you're not a citizen?)
- Member of a team or school?
- Living in a country (you could live in a country, but not be a citizen)
 - I could wear red and white on Canada Day, or wave the American flag on Independence Day, but that doesn't necessarily mean I'm a citizen
 - They could be tourists,
 - They could be international students going to school, or people who have a work visa
 - Live in the country, but not have citizenship status yet
 - Snowbirds are Canadian citizens who fly south to the US every winter to enjoy the warm weather of the states.
 - They are not citizens of the States and can't vote in any election or take advantage of many numerous US rights

Diversity opportunity:

- Just because you're an immigrant doesn't mean you're not a citizen.
- Unless you are of aboriginal descent, we are all immigrants.
 - We all have one thing in common - our ancestors came in for
- What are some stereotypes about what a citizen of a country might look like?

Non
examples



64

STEP 3: What is the most important feature of Citizenship?

Possible Teacher Prompts:

- Does having a passport make you a citizen?
 - If you're travelling and you lose your passport, how would you prove you were a citizen?
 - How might government officials at your embassy treat you?
 - What about people who have dual citizenship for two countries.
- Some Canadian students might think "access to free health care" is the most important characteristic of being a citizen, but this may not be available to all countries.

<https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/new-life-canada/health-care-card.html>

 - Teacher Prompt - What is the most important features of being a citizen that applies to all countries?

Possible Student Answers (Dictionary / Legal Definition):

- Literally - it's a passport / documentation - you are a citizen of a country...
- Belonging to a country

Possible Student Answers (Learning Skills)

- Participating / attachment to your country

Let student brainstorm answers about essential characteristics of citizenship. This may become messy as students work through their understanding:

Maybe there are 2 separate and distinct definitions - both are correct...

- What is a citizen? Legal definition of citizenship - you have a legal document
- What does an ideal citizen look like? Citizenship - sense of attachment / contribute to society

Is this like how you can love someone, but not be in love with them.

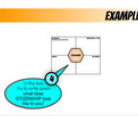
- For example, you can love your mom, but not be in love with your mom.

TEACHER TIP: This might be a good time to do the VENN DIAGRAM HANDOUT - for students to become clear on the distinction between "citizen" and "ideal citizen" ([Handout - Venn Diagram](#))

Most important
feature



65



EXAMPLES

STEP 4. Examples of Citizenship (in everyday life)

Possible Student Answers (DICTIONARY DEFINITION):

- Allowed into the country when you're at the airport

Possible Teacher Prompt (LEARNING SKILLS):


- What makes a good citizen / community member ?
- How can you be a good citizen / community member?
- Why would you want to be a good citizen / community member?
- What makes an active member of the community / society
- What happens if no one chose to be an active member of the community / society?
- What does it mean if you're actively involved at school?
- How do you give back to your school
- Why would you want to give back to your school

Possible Student Answers (LEARNING SKILLS):

- Making your country / community better
 - Voting
 - Speaking up when things are wrong
- Learning about your country / community
- Being involved in sports and clubs
- Cleaning up after myself
- Treating others with respect and fairly
- Understanding that other people have different opinions, beliefs, cultures and appreciating our differences

Revising graphic organizer (slides 66-70)

66





NOW THAT WE'VE WRITTEN SOMETHING IN ALL 4 BOXES...
WHAT SHOULD WE ADD OR CHANGE IN OUR ANSWER?

NOW WE ARE GOING TO REVISE / FIX / IMPROVE our IDEAS

- The hardest part about revising and checking your work is that students don't want to do it. Or, they change one word and say they're done. Or, they can't think of what to change.
- I'm going to model the process and show you specifically what to do, step-by-step. I changed the background to black so you know we're REVISING (FIXING & ADDING IDEAS)

Examples of
Citizenship



Let's revise
our ideas

<p>67</p> 	<p>STEP 1 (again). CHARACTERISTICS</p> <p>Teacher Prompt: What does the ideal CITIZEN do?</p> <p>Possible Student Answers:</p> <ul style="list-style-type: none"> • They vote, • They speak up when things are wrong • They try to make the community better • Maybe they help others by using their skills. Run a soccer camp • They find out about the country and culture. <p>What could you cross off from your previous answer because it doesn't seem to fit anymore?</p>
<p>68</p> 	<p>STEP 2 (again). EXAMPLES</p> <p>Possible Student Answers:</p> <p>Key ideas:</p> <ul style="list-style-type: none"> • Citizenship isn't just about being a "citizen" (having a passport) • Coaching or being involved in a community doesn't mean you're a citizen. <p>Just like with the Character Learning Skill - we're not always persevering, or in a growth mindset, but the goal is to be better than who you were :</p> <ul style="list-style-type: none"> • Citizenship doesn't mean you have to always be the ideal citizen? <p>Teacher Prompt: What is a student? What is an "ideal" student?</p> <p>The ideal student</p> <ul style="list-style-type: none"> • Does their homework, • Participates in class • Shows up prepared (books, pencils, etc) • Volunteers to help • Tries their best • Helps other students • Makes mistakes, but learns from them • Gives back to the school • Is coachable - they're open to feedback • Arrive at school well rested • Is a good classmate, has friends, laughs, smiles, overcomes obstacles <p>A student is literally</p> <ul style="list-style-type: none"> • Someone enrolled at the school • You could be a student, but never show up - but you're still a student at the school because you're on a list...


Characteristics
(again)

Examples
(again)



<p>69</p> 	<p>STEP 3 (again). ESSENTIAL CHARACTERISTICS</p> <p>Possible Student Answers:</p> <ul style="list-style-type: none"> A citizen is literally someone with a passport / legal documentation to belong to that country / community An ideal citizen is someone who is actively involved in their country. <p>Look at the MY DEFINITION box...</p> <ul style="list-style-type: none"> but think about the CHARACTERISTICS and NON-EXAMPLES box (Hmm... thought bubble.) <p>The goal is to challenge our brains to do some critical thinking</p> <ul style="list-style-type: none"> We are trying to JUDGE / EVALUATE what are the core elements to having CITIZENSHIP. Anything that is not essential to CITIZENSHIP can be crossed off (and moved to the CHARACTERISTICS box.)
<p>70</p> 	<p>STEP 4 (again). EXAMPLES</p> <ul style="list-style-type: none"> Are there any other examples of citizenship that we missed? <p>BONUS: Now that we've played with the word, look up the definition in a dictionary, and see if you agree, or disagree. What did you have / miss?</p> <ul style="list-style-type: none"> Dictionary Definition: CITIZENSHIP is about "the position or status of being a citizen of a particular country.:"

Other Communities (slide 71)

<p>71</p> 	<p>Although we think of "citizen" as having to do with countries, we are actually part of many communities.</p> <p>We are "citizens" of our school community</p> <ul style="list-style-type: none"> Possible Teacher Prompt: <ul style="list-style-type: none"> What is a student. Literally? (A student is literally someone enrolled at the school) A student doesn't have a passport, but what documentation is there? (Attendance list? Student ID card? Student Registration paperwork?) Possible Teacher Prompt: The idea of an ideal citizen could also connect to an ideal "student." What does an ideal student look like / do? <ul style="list-style-type: none"> Ideal students do not have to be "perfect" This ties into the 6Cs lesson on CHARACTER and developing a GROWTH MINDSET. Ideal students make mistakes like everyone else. That's how they learn and grow.)
---	---

Essential
Characteristics

Examples
(again)

Making
Connections



	<p>■ Possible student answers:</p> <ul style="list-style-type: none">• Does their homework, Participates in class, Shows up prepared (books, pencils, etc), Arrive at school well rested• Volunteers to help, Gives back to the school• Tries their best, Helps other students• Makes mistakes, but learns from them, Is coachable - they're open to feedback• Is a good classmate, has friends, laughs, smiles, overcomes obstacles <p>We are "citizens" of our world. (Global citizen.)</p> <ul style="list-style-type: none">• Although we don't have a passport to belong to the world...• There are some international rights and rules nations agree to follow<ul style="list-style-type: none">○ UN Declaration of Human Rights - http://www.un.org/en/universal-declaration-human-rights/○ International Criminal Court: https://www.icc-cpi.int/○ UN Conventions on the Rights of the Child: https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf• And the idea of an ideal citizen also connect to an ideal "global citizen"<ul style="list-style-type: none">○ Teacher Prompt: What does the phrase "Think global, and act local" mean? <p>OPTION 1: You could keep this simple and identify 3 communities that we are part of:</p> <ul style="list-style-type: none">• Our school (_____)• Our country (citizen of _____)• Our world (global citizen) <p>OPTION 2: Use the map to identify 6 or 7 communities that we belong to</p> <p>Click on the map image or the Google Map text link. It should center on the user's current position:</p> <p>https://www.google.com/maps/@?api=1&map_action=map</p> <p>If you zoom in to your school's location, and then zoom out, how many different communities can you identify?</p> <p>Possible Student Answers (We live in Ottawa, Canada. Our students are part of...)</p>
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Global
citizen

Identify your
communities



	<ul style="list-style-type: none">• School community• (Optional: neighbourhood / suburb)• Ottawa (city)• Ontario (province)• Canada (country)• North America / Americas (continent)• World (global community) <p>Image Source - (CC0) Used with Permission:</p> <ul style="list-style-type: none">• https://pixabay.com/en/map-pin-icon-map-pin-travel-1272165/
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Summary (slides 72-74)

	<ol style="list-style-type: none">1. Summarize what Citizenship is2. Review what Citizenship is according to the dictionary
	
	<ol style="list-style-type: none">3. Review what Citizenship is according to "Learning Skills" <p>Do you understand local and global perspectives and address environmental, social, and economic problems through engaged citizenship</p> <p>Think about YOUR perspective</p> <ul style="list-style-type: none">• What do you think?• Why do you think what you think (because of our values / past life experiences) <p>Think about other people's perspectives - how they're similar and different</p> <p>Do you take action to make a positive difference in the community and the world?</p> <p>LOCALLY</p> <ul style="list-style-type: none">• Step 1: Realize that some things are unfair or could be better in their communities.• Step 2. Decide to take action to make a positive difference

Learning Skills

Learning Skills

GLOBALLY

- Step 1: Realize that the world is unbalanced - not all people are treated the same in all parts of the world.
 - In certain countries, some girls are denied an education because they're girls.
<https://www.theguardian.com/global-development/2017/oct/11/revealed-the-10-worst-countries-for-girls-to-get-an-education-international-day-girl>
- Step 2. Decide to take action to make a positive difference

Do you participate in physical and virtual communities in a socially responsible and sustainable manner?

How do you participate in your school community? Clubs, teams,

- Are you open to working / being teammates with other cultures / religions / genders?
- If not, why not





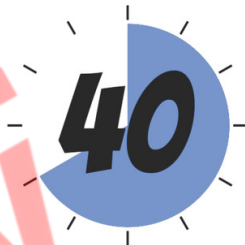
CITIZENSHIP - LESSON C2: 40 min
Part 3 Self Evaluation / Review (slides 75-79)

OVERVIEW

- Student Self Evaluation - 10 min
- Chapter Review Test - 30 min

MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section B/C, or Slideshow - Lesson C2)
- Photocopy a class set of the Handout - Self Evaluation
- Photocopy a class set of the Chapter Review handout



Student Self Evaluation (slides 75-78) - 10 min

	<p>Student Self Evaluation of their "Citizenship" Learning Skill (Handout - Self Evaluation)</p> <ul style="list-style-type: none">• You can use the same handout at 3 different times in the term to get diagnostic, formative, and summative information to help with Learning Skills comments for the Report Card.
	<p>Get the handout</p> <ul style="list-style-type: none">• Together as a class, we're going to go through these questions.• I'm going to read each statement and your job is to figure out if you feel you are<ul style="list-style-type: none">○ Excellent at it○ Pretty Good at it○ Just ok, or satisfactory,○ Or, you're not there yet, and you need to improve• And then, you circle your answer for that question.• Write a short answer explaining what the next steps are to get better.

Chapter Review Test (slide 79) - 30 min

	<p>Teachers may choose to do the chapter review handout as an assessment opportunity. (Chapter Review)</p> <ul style="list-style-type: none">• 7 short answer questions to see what students remember from the week's worth of lessons.
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Self
Evaluation

Chapter
Review



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- I want to help make the world a better place.
- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
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MINDSET

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Specific things to know about this product: 6Cs Citizenship B/C version 2022-07-10

- Handout - Self Evaluation: Adapted from draft descriptions of transferable skills in modernizing Ontario Report Cards as reported in the Toronto Star and used under Fair Use (education, and student research)
<https://www.thestar.com/news/queenspark/2017/09/06/report-card-curriculum-changes-on-the-way-in-ontario.html>

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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 BC](#)
- How to update (or know if you need to update): [HELP \(6Cs Citizenship BC\)](#).

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**
- **Updated teaching content** in section C.
 - Updated the Handout - Student Self-Evaluation.
 - Removed Google Slides file - Venn Diagram (Google Classroom version) as it has been replaced by the Easel by TpT file.
- Other changes
 - Instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom), the files are now split by lesson. (A. Debate, B/C Video + Consolidation)
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF to print

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Changelog

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

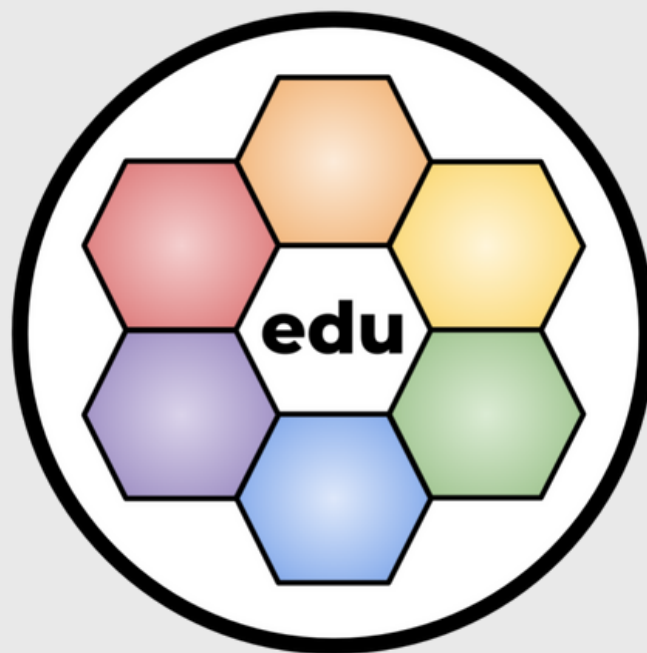
Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning

- 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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