

**Annex:**

**INTRODUCTION TO THE CIVICS EDUCATION CURRICULUM**

**Rationale for Civics Education**

Civic education includes the study of the purpose of government, the nature of law, the way private behavior affects the public order, the political system, and the international context of politics. In most countries, formal instruction in civics and government is provided to students to help them understand the workings of their own and other political systems as well as the role and relationship of their country’s politics and government to world affairs. In most countries (Pakistan included), civic education has been interpreted narrowly as preparation for patriotism and largely included learning about the structure and functions of government and citizen rights and responsibilities. The realization that the creation and sustaining of a democratic society requires citizens to not only have knowledge but skills and dispositions for informed, responsible and active citizenship. Civic education must therefore, in addition to the focus on the knowledge also emphasizes the development of skills of inquiry, critical thinking, decision making, problem solving, conflict resolution and reinforce dispositions such as commitment to equality, determination to act justly, respect for the rule of law and working for the common good so as to prepare students for responsible participation in the improvement of their societies. The body of knowledge, civic skills and dispositions that the literature suggests is required by students to take informed and responsible actions are summarized in Figure 1.

Constitutionally Pakistan is a democracy. Democracy means rule by the people. In order to provide all citizens a say in the matters that affect them they elect their representatives through voting in free and fair elections. The role of citizens does not end with voting as democracy requires the informed, active and responsible participation of people for it to develop and be sustained. The Media serves to inform the public about various issues for citizens to act to address them or to get governments to act to address them so that they can hold public officials accountable for their actions. This civic education curriculum is therefore aimed at developing the civic knowledge, skills and dispositions and encouraging their use for civic action to create a just, peaceful and democratic society.

This curriculum is directed to all stakeholders that are directly or indirectly involved in the teaching and learning process of civic education such as teachers, material developers, examiners (both teachers as examiners and paper setters/board examiners) and students. In order for the standards of this curriculum to be met the forma teaching in the classroom must be augmented by related learning experiences, in both school and community. The school itself must become a microcosm of democracy, giving students a first hand experience of it by providing students opportunities to participate in their own governance and they must facilitate students in creating democratic communities through engagement with the community to improve it.

<b>Civic Knowledge</b> <ul style="list-style-type: none"><li>• Understanding the political system, institutions and processes</li><li>• The rights and responsibilities of citizens</li><li>• Human rights and responsibilities</li><li>• The local, national and international context</li></ul>	<b>Civic Skills</b> <ul style="list-style-type: none"><li>• Critical-thinking</li><li>• Problem-solving and decision-making</li><li>• Social or interpersonal skills</li><li>• Conflict resolution skills</li><li>• Information gathering and communication skills</li></ul>
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<b>Civic Dispositions</b>	<b>Civic Actions</b>
<ul style="list-style-type: none"> <li>• Belief in the dignity and equality of every human being</li> <li>• Determination to act justly</li> <li>• Commitment to equality</li> <li>• Respect for freedom</li> <li>• Willingness to work with and for others</li> <li>• Value diversity</li> <li>• Take personal and civic responsibility</li> <li>• Respect for the rule of law</li> <li>• Concern for human rights</li> <li>• Practice of tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Vote</li> <li>• Engage in community service</li> <li>• Become a member of civil society group(s)</li> <li>• Advocate for change <ul style="list-style-type: none"> <li>○ Sign petitions,</li> <li>○ Write letters to government representatives.</li> <li>○ Advertise your cause</li> <li>○ Participate in walks, demonstrations</li> </ul> </li> <li>• Refuse to buy certain things (e.g. plastic bags as they pollute the environment)</li> </ul>

Figure 1: Competencies required for Democratic Citizenship

This civic education curriculum is therefore aimed at developing the civic knowledge, skills and dispositions and encouraging their use for civic action to create a just, peaceful and democratic society.

### **The structure and content of the curriculum**

This curriculum sets out the civic knowledge, skills, dispositions and civic actions to be developed in young Pakistanis by setting the standards that must be met. Curriculum standards are broad, descriptive and qualitative statements which represent a set of expectations about what all students should know, be able to do and the values/attitudes they should hold in the subject area at the end of the learning cycle. Knowledge includes the important facts, concepts, issues and information. The skills include the ways of thinking, working, communication, reasoning and investigating that characterize the subject. The values/attitudes are the feelings, attitudes, conscience, dispositions that are developed through the subject. Standards enable teachers to support the intellectual, social, emotional, moral and physical development of students, respond with flexibility and professional judgement to students differing needs and actively engage them in learning so they can use and generate knowledge in effective and powerful ways (Inter-US States New Teacher Assessment and Support Consortium, 1992) thus improving the teaching and learning process.

For each standard, benchmarks are delineated at various developmental levels. The benchmarks are statements that indicate what students will know, be able to do and the dispositions they should develop at various developmental levels (i.e. primary and secondary school). In the case of the curriculum for Pakistani schools, the benchmarks have been delineated for each stage of education with the exception of the primary years which have been divided into two. Thus there are benchmarks for classes 3, 5, 8, 10 and 12. As this civic curriculum is an elective for classes 9-12, benchmarks for class 10 and 12 have been provided.

The curriculum also delineates the Students Learning Outcomes (SLOs) for each class. SLOs are the outcomes that must be achieved by students at the end of each class. Thus students learning outcomes are given for classes 9, and 10. In the citizenship education curriculum there are knowledge, skills, values and action outcomes. Teaching and learning processes must ensure that all students achieve the student learning outcomes identified for each class. The student learning outcomes all begin with a key word which indicates what has to be achieved. The key words most frequently used in this curriculum and their meanings are provided below in Table 1

**Table 1**

<b>S. No.</b>	<b>Terms</b>	<b>Explanation</b>
1.	<b>Define</b>	1. To determine or identify the essential qualities or meaning of a word 2. A formal statement or equivalent paraphrase being required
2.	<b>Identify</b>	To identify the things that are tangible (the Nazim of the town one lives in) or intangible (justice). To identify means to distinguish it from something else. It also means to classify something with other items with similar attributes.

3.	<b>List</b>	To give a sequence of points, generally each of one word, with no elaboration. Where a given number of points are specified, this should not be exceeded.
4.	<b>Compare</b>	Required to provide both similarities and differences between things or concepts.
5.	<b>Describe</b>	To describe tangible or intangible objects, processes, institutions, functions, purposes, means and end, qualities. To describe something is to be able to give a verbal or written account of its basic attributes or characteristics.
6.	<b>Differentiate</b>	To perceive or show the difference in or between two or more.
7.	<b>Explain</b>	To identify, describe, clarify or interpret something. One may explain causes of events, the meaning or significance of events or ideas, reasons for various positions or acts.
8.	<b>Examine</b>	1. Observe, check out, and look over or inspect carefully. 2. Consider in detail and subject to an analysis in order to discover essential features or meaning
9.	<b>Evaluate</b>	To use criteria to make judgements about the strengths and weaknesses of a position on a particular issue; goals promoted by the position, or means advocated to attain the goals
10.	<b>Defend a position</b>	To advance arguments in favour of one's position and respond to or take into account argument opposed to one's position
11.	<b>Frame</b>	To put into a systematized statement or expression
12.	<b>Record</b>	To put down in writing as a written evidence
13.	<b>Develop</b>	To create or produce especially by intentional effort over time
14.	<b>Use</b>	The act or practice of applying the concept, idea, and knowledge.
15	<b>Mediate</b>	Involvement of a third person or an intermediary to assist parties in order to reconcile them
16	<b>Assess</b>	Judge the worth of something
17	<b>Propose</b>	Put forward a point of view
18	<b>Trace</b>	Follow, discover, or ascertain the course of development of something
19	<b>Illustrate</b>	To draw
20	<b>Infer</b>	A conclusion drawn from a set of facts or circumstances
21	<b>Classify</b>	To arrange or organize according to the Grade or category

### **Citizenship Education**

Education for democratic citizenship requires teachers to develop the knowledge, skills, dispositions and have students take actions outlined in Figure 1. They must also make schools and colleges places where

democracy is promoted so that a society reflective of the one to be created can be experienced first-hand in schools and colleges.

Approaches to citizenship education are often placed on a scale from minimal to maximal (Osler and Starkey, 2004). Minimal approaches to citizenship education emphasise learning about political and economic institutions – their structure, functions and some opportunities for community service activities. This is the nature of citizenship education in Pakistani schools. Maximal approaches broaden the scope of the content and encourage the use of more active-participatory approaches in the classroom. They combine knowledge with investigation, interpretation and participation. They also take citizenship education beyond the traditional classroom setting through to school organization and structures by facilitating students' active participation in making school structures and processes more democratic through the setting up of school councils and school clubs. It also provides opportunities for students to engage in community action and reflection so as to learn from them.

The approach to citizenship education promoted in this curriculum is a maximal approach. The scope of the content has been enlarged to include knowledge, but also the development of skills and dispositions required for active citizenship. It suggests that in addition to the textbook, materials such as newspapers and magazine be brought into the classroom and the community also be seen as an important source of information. The curriculum encourages the use of active participatory strategies (see chapter ....) such as class discussions, engage in inquiry, learn with and from each other in cooperative groups, engage in or develop role plays and simulations. While engaging in these activities students should be encouraged to think critically and creatively. Active participation must also be promoted in the school and community. The curriculum encourages teachers to create democratic classrooms through sharing some of their authority with students by involving them in making classroom rules and electing classroom monitors/prefects. It encourages the development of a democratic culture that extends beyond the classroom to the school with all members of the school community being involved in governance of the school, through representative teacher and students councils and giving teachers and students more autonomy in making decisions.

The curriculum recognizes the need for students to engage in activities that help them learn social responsibility and public participation. School council and school clubs are a good ways of providing such opportunities but better still is supervised involvement in the community. Research suggests that to improve the learning outcomes that accrue from active participation students be provided opportunities to reflect on and learn from their experiences. This curriculum therefore suggests the same.

It is a well known fact that present assessment practices tend to restrain the best curriculum and the most innovative teachers. It is for this reason that the curriculum suggests more authentic and performance-based assessment. Paper pencil tests while useful for assessing knowledge fail are not appropriate for assessing skills and values. Performance assessment is a more appropriate way of assessing them (see chapter...). In order to make assessment more democratic teachers can involve students in identifying the criteria and levels of performance and use them for self and peer assessment Portfolio assessment of student work and their reflections is yet another way of assessing students.

## **The standards and benchmarks for class IX –X**

### **Government**

**Standard 1:** Students will explain the need for government, the way government is formed in a democracy, the structure of the government of Pakistan and the functions of creating, implementing and interpreting the law

#### **Benchmarks of IX-X**

- Describe the need for government for functioning of a state
- Identify the key characteristics of democracy, assess democracy in Pakistan and identify challenges to strengthening democracy in Pakistan.
- Describe the structure and function of the legislative, the executive and the justice system of Pakistan
- Compare presidential and parliamentary systems of government.

### **Rights and responsibilities**

**Standard 2:** Students will demonstrate an understanding of the concept of democratic citizenship, the rights and responsibilities of citizens (constitutional and human rights) and the roles of citizens in advancing rights in Pakistan.

#### **Benchmarks for IX-X**

- Identify the rights and responsibilities of citizen (constitutional)
- Describe how the provision or denial of different rights affects democracy.
- Describe the role of civil society/groups in advocating for the rights of citizens

### **Political Economy**

**Standard 3:** Students will recognize that economic and political processes affect each other in a country (Pakistan) and around the world.

#### **Benchmarks of IX-X**

- Identify the role of the government in the economy of Pakistan and the factors influencing economic decisions (such as on national budget)
- Describe the effects of political decisions on the economic rights of citizens of Pakistan.

### **Conflict Management and Resolution**

**Standard 4:** Students will develop conflict management and conflict resolution skills and use them in dealing with others in every day situations (community, national and global)

#### **Benchmarks for IX-X**

- Describe the causes and effects of conflicts at the personal level
- Analyze conflicts to identify causes and reasons for escalation
- Use effective communication, negotiation and mediation strategies to resolve personal conflicts and conflicts at home, school and community.

### **Intellectual Skills**

**Standard 5:** Students will ask question about issues, problems and events of significance to society (local, national, and global) inquire, think critically and use the skills of problem solving, decision-making and communication effectively.

#### **Benchmarks for IX-X**

- Use books and newspapers to acquire information to answer questions.
- Use data and evidence to support or refute an argument.
- Communicate ideas and information in an informed, organized and persuasive manner.
- Analyze issues identifying the various perspectives on an issue and suggest possible resolution of that issue.

- Make informed decisions.

### **Non-State Institutions**

**Standard 6:** Students will know the importance and role of non state institutions (media, NGO's and political parties) in a democratic society.

### **Benchmarks for IX-X**

- Describe the role and importance of media, political parties, organized structured groups and movements in Pakistan
- Describe the evolution and development of media, organized structured groups and movements, and political parties in Pakistan
- Describe the role of media, political parties, organized structured groups and movements in the promotion of democracy in Pakistan

### **Developing Values**

**Standard 7:** Students will value diversity, human dignity, equality, tolerance, justice, cooperation, concern for environment and challenge the conditions that give rise to prejudice, discrimination, all forms of inequality (gender, class, religion, age, ability, ethnicity and colour) and environmental issues in Pakistan and in the world.

### **Benchmark for IX-X**

- Describe the importance of diversity, tolerance and care for environment
- Hold and promote the values of diversity, tolerance for environment

### **Active and Responsible Citizenship**

**Standard 8:** Students will take informed, responsible and appropriate actions and reflect on them to further their learning as citizens.

### **Benchmarks for IX-X**

- Take informed and responsible actions to raise awareness or solve problems at the school & local level and reflect on the actions taken so as to learn and improve future actions.

## GRADE IX

Themes	Student Learning Outcomes grade IX
<ul style="list-style-type: none"><li>• State</li> <li>• Democracy</li> <li>• Government</li></ul>	<ul style="list-style-type: none"><li>▪ Define the term ‘state’, ‘government’, “community”</li><li>▪ Identify the key elements/features of the state</li><li>▪ Identify key features of an Islamic state</li><li>▪ Identify different kinds of states based on their roles</li> <li>▪ Define the term ‘democracy’</li><li>▪ Identify the major characteristics of democracy (sovereignty of people, free and fair elections, the rule of law and majority rule coupled with minority rights)</li><li>▪ Explain the importance of free and fair elections in democracy.</li><li>▪ Examine the importance of the rule of law for democracy</li><li>▪ List the benefits of voting</li> <li>▪ Describe the structure of the federal parliament of Pakistan</li><li>▪ Identify the qualities of a good political leader</li><li>▪ Compare direct and representative democracies.</li><li>▪ Trace the historical evolution of democracy in Pakistan from 1947</li><li>▪ Identify the challenges facing democracy in Pakistan.</li><li>▪ Suggest ways to make Pakistan a more democratic society</li><li>▪ Identify the role of citizens in a democracy</li></ul>

<b>Themes</b>	<b>Student Learning Outcomes</b>
<ul style="list-style-type: none"> <li>▪ Citizenship</li>   <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the term “citizenship”</li> <li>▪ Explain the ways someone can acquire citizenship</li> <li>▪ Identify ways citizenship can be lost</li>   <li>▪ Define the term ‘rights’, ‘responsibilities’, ‘civil rights’, ‘political rights’, ‘social rights’, ‘economic rights’.</li> <li>▪ Classify constitutional rights into civil, political, social and economic</li> <li>▪ Explain the importance of having a chapter on rights in the constitution of Pakistan.</li> <li>▪ Explain how rights given in the constitution can be denied through citing everyday examples</li> <li>▪ Propose a way in which all citizens can be ensured a right (students choice)</li> <li>▪ Identify responsibilities based on morality and social conscience</li> <li>▪ Identify the legal responsibilities of Pakistani citizens</li> <li>▪ Differentiate between legal and moral responsibilities</li> <li>▪ Discuss the consequences of not fulfilling one's responsibility</li> <li>▪ Evaluate oneself as a responsible citizen</li> <li>▪ Identify situations in which a citizen might not be expected to fulfil his/her responsibilities</li> </ul>



Themes	Student learning outcomes
<ul style="list-style-type: none"> <li>▪ Conflict and conflict resolution</li>   <li>• Structured ways of resolving conflicts</li>   <li>• Anger</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the term conflict and conflict resolution</li> <li>▪ Identify the causes of conflicts (prejudice, discrimination, stereotype, cultural differences)</li> <li>▪ Identify the positions &amp; interests of those involved in a conflict.</li> <li>▪ Identify conflict management styles</li> <li>▪ Analyze your own personal power components</li>   <li>▪ Identify the structured ways of resolving conflicts (communication, negotiation, mediation, arbitration, adjudication and legislation)</li> <li>▪ Suggest how negotiation can be used for resolving political, economic &amp; diversity issues in the country and society (win-win negotiation process)</li> <li>▪ Use effective negotiation to resolve conflict at school and society (win-win conflict resolution).</li>   <li>▪ Define the term ‘anger; and ‘anger management’</li> <li>▪ Analyze degrees of anger</li> <li>▪ Suggest techniques for controlling anger (calm down)</li> <li>▪ Use “I” statement for assertive communication and anger management</li> </ul>

<b>Themes</b>	<b>Student learning outcomes</b>
<ul style="list-style-type: none"> <li>▪ Inquiry and knowledge based inquiry</li>   <li>▪ Critical thinking skills</li>   <li>▪ Distinguishing between facts and opinion</li>   <li>▪ Information gathering skills</li>   <li>▪ Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the term “inquiry” and ‘knowledge based inquiry’</li> <li>▪ Identify the steps in the inquiry process</li> <li>▪ Frame questions about a local or national issue, problem or event.</li> <li>▪ Identify books best suited to gather information to answer questions.</li>   <li>▪ Evaluate the reliability and creditability of the books.</li> <li>▪ Identify information related to questions from the books.</li>   <li>▪ Differentiate between facts and opinion in content.</li> <li>▪ List the sources of information</li> <li>▪ Record information using note taking skills</li>   <li>▪ Analyze gathered information to ensure it is relevant to answer questions.</li> <li>▪ Decide the best solution to the problem on the basis of the information collected.</li>   <li>▪ Deliver an oral presentation using posters.</li> <li>▪ Write a report to share findings.</li> </ul>



Themes	Student learning outcomes
<ul style="list-style-type: none"> <li>• Environmental care</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term ‘environment’</li> <li>• Identify the relationship between the natural environment and human beings</li> <li>• Explain the concept of 4 R’s (reduce, reuse, recycle and refuse )</li> <li>• Describe the effects of human activities on the environment locally and globally</li> <li>• Identify the implications of different views about social and economic development for environment</li> <li>• Identify alternative methods that could contribute to sustainable development (play pumps, ethanol)</li> <li>• Participate in a community level program that works to control environmental hazards in society and in the world</li> <li>• Demonstrate commitment to life style for a sustainable world (saving water, careful use of electricity, reduce-reuse-recycle approach)</li> <li>• Develop a plan of action for a personal lifestyle for a sustainable world.</li> <li>•</li> </ul>



## Grade X

Themes	Student Learning Outcomes Grade X
<ul style="list-style-type: none"> <li>• Institutions that facilitate government</li>   <li>• Legislature</li>   <li>• Executive: Political and Civil</li>   <li>▪ Judiciary</li>   <li>▪ Presidential and parliamentary system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the institutions that facilitate democratic governance</li>   <li>▪ Define the term ‘legislative’</li> <li>▪ Describe the electoral process used to elect the members of the assemblies in Pakistan</li> <li>▪ Identify the functions of the legislature.</li> <li>▪ Explain the importance of ensuring minority rights in making decisions</li>   <li>▪ Define the term ‘executive’</li> <li>▪ Identify the principal functions of the executive</li> <li>▪ Describe the role of the political executive</li> <li>▪ Identify the institutions and people that comprise the executive in Pakistan</li> <li>▪ Describe the functions of the civil bureaucracy</li>   <li>▪ Define the term ‘judiciary’</li> <li>▪ Identify the function of judiciary</li> <li>▪ Explain the importance of Supreme Court in Pakistan</li> <li>▪ Illustrate the structure of the criminal and civil justice systems</li> <li>▪ Identify the role of the police in civil and political affairs</li> <li>▪ Explain why civil courts are required</li> <li>▪ Describe the qualities of a good law</li> <li>▪ Identify the checks and balances on government in a democratic system.</li>   <li>▪ Identify key features of the presidential system of government</li> <li>▪ List key features of parliamentary form of government</li> <li>▪ Compare checks and balances in a presidential and parliamentary government</li> </ul>

Themes	Student learning outcomes
<ul style="list-style-type: none"> <li>▪ Civil society</li>   <li>▪ Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the term ‘civil society’</li> <li>▪ Describe the strategies civil society groups use to advance for citizens rights</li>   <li>▪ Define the term advocacy with examples</li> <li>▪ List the different strategies citizens can use to advocate for their rights</li> <li>▪ Describe the role civil society groups have played in advocating citizens rights in Pakistan</li> <li>▪ <i>Develop</i> an advocacy strategy to advocate for a right of their choice (national level)</li> </ul>

<b>Themes</b>	<b>Student learning outcomes</b>
<ul style="list-style-type: none"> <li>▪ Economic rights of citizens</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the economic rights of citizens of Pakistan outlined in key legal documents</li> <li>▪ Describe the role of government in ensuring citizen their economic rights</li> <li>▪ Identify the civil society organizations in Pakistan that protect and promote the economic rights of citizens (workers, consumers, producers, voters)</li> <li>▪ Examine economic implications of political decisions on key issues (Large Dam construction, energy generation and distribution, education for all)</li> <li>▪ Explain what poverty line means</li> <li>▪ Identify the characteristics of citizens (people) of Pakistan that fall below poverty line</li> </ul>

<b>Themes</b>	<b>Student learning outcomes</b>
<ul style="list-style-type: none"> <li>• Problem solving</li> <li>▪ Mediation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classify different types of conflicts (internal, interpersonal, inter group &amp; international conflict)</li> <li>▪ Describe methods for solving problems</li> <li>▪ Use problem solving method to resolve conflict in the home, school and in community</li> <li>▪ Define the term ‘mediation’</li> <li>▪ Describe the basic principle of mediation</li> <li>▪ Identify the steps in the mediation process</li> <li>▪ Identify the qualities of a mediator</li> <li>▪ Analyze negative and positive consequences of conflicts</li> <li>▪ Mediate in conflicts at home and schools</li> <li>▪ Identify different point of views of people involved in a conflict</li> <li>▪ Analyze conflicts at school and community to identify how power, influence and economic status affect conflict</li> <li>▪ Analyze the reasons for conflict escalation (ammunition, misunderstanding and prejudice)</li> </ul>

<b>Themes</b>	<b>Student learning outcomes</b>
<ul style="list-style-type: none"> <li>▪ Inquiry</li> <li>▪ Critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the term “issue based inquiry”</li> <li>▪ Identify the steps in the inquiry process</li> <li>▪ Frame inquiry questions about current local or national issues.</li> <li>▪ Identify articles in the newspapers related to the issue.</li> <li>▪ Identify point of views of different groups (government, CSOs, citizens) on issues.</li> <li>▪ Take a position on the issue.</li> <li>▪ Assess the soundness of the argument by using</li> </ul>



<ul style="list-style-type: none"> <li>• Tolerance</li> </ul>	<p>promotes diversity and tolerance in society</p> <ul style="list-style-type: none"> <li>• Define the term ‘tolerance’</li> <li>• Identify the causes of social intolerance in the society</li> <li>• Identify the causes of religious intolerance in society</li> <li>• Identify key components of a lifestyle that promotes tolerance</li> <li>• Identify the key characteristics of another culture (students choice)</li> <li>• Identify the nature of prejudice in Pakistani society</li> <li>• Identify ways to combat prejudice and discrimination</li> </ul>
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<b>Themes</b>	<b>Student learning outcomes</b>
<ul style="list-style-type: none"> <li>• Active participation in local government</li> <li>• Community service</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Simulate</i> meetings of local government</li> <li>▪ <i>Invite</i> members of local government, to their classrooms to learn about ways to influence public policy</li> <li>▪ <i>Write</i> letters to the editor of a newspaper to raise awareness of a local issue/problem</li> <li>▪ <i>Write</i> letters to Nazim seeking action on a local issue/problem</li> <li>▪ <i>Meet</i> the Nazim, Naib Naizim, Councillors to present position on local issue/problem</li> <li>▪ Identify a need in the community</li> <li>▪ <i>Meet</i> community members to discuss how you can help address the need</li> <li>▪ Define the term ‘community service’</li> <li>▪ <i>Engage</i> in community service</li> <li>▪ <i>Report</i> on their experiences</li> <li>▪ <sup>1</sup><i>Keep</i> a journal to reflect on their experiences</li> </ul>

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<sup>1</sup> All the key terms that are italicized are the actions which students will take

## **GUIDELINE FOR DEVELOPING TEACHING LEARNING RESOURCES**

In most Pakistani classrooms student-teacher interaction is limited to reading, writing and speaking. Students remember some of what they hear, much of what they read and more of what they see. However, if students are to remember, understand and embody what they learn, they need to experience their learning. Because each student is unique and learns differently, some students must touch or do in order to experience learning. Using multiple, varied teaching learning resources is integral so that student's experience as they learn and also develop their multiple intelligences.

Teaching and learning materials should provide opportunities for teachers to reinforce, challenge, and expand the students existing knowledge and skills. The materials should present a range of viewpoints and perspectives. Although materials are sometimes chosen to illustrate a particular point of view (for example, letters to the editor, submissions to a public inquiry, or historical documents), they should generally be selected to provide balance and, in particular, to avoid perpetuating stereotypes of people.

### **Kinds of Teaching and Learning Materials**

In most Pakistani schools, the government prescribed textbook is the only teaching learning tool. Teachers rarely use other resources to support students learning. In order to facilitate students learning, there should be a range of materials available so that all students have access to information and ideas that enable them to meet the achievement objectives. Some examples of teaching and learning resources (including both human and material resources) are:

- the experiences of the students themselves and of their families, friends, and neighbors;
- community resources, such as historical sites, museums, shops, farms, and factories;
- biographies, myths and legends, literature, diaries, newspaper articles, yearbooks and letters;
- interpretations of the past, present, and possible future;
- photographs, charts, maps, radio interviews, posters, films, and television programmes
- the Internet, the World Wide Web, and simulation software.

Among the above mentioned resources, we will be providing guidelines to develop teaching and learning materials that can be made available, accessible and affordable to all students in order to make the teaching and learning of civics significant in our schools:

- Textbooks
- Teachers guides
- Students workbooks
- Documentaries (audio and visual)
- Electronic Instructional material (websites and the internet)

## **(I) GUIDELINE FOR WRITING A TEXTBOOK**

A textbook is an important teaching and learning resource and one of the most extensively used resource in Pakistani classrooms. It is therefore, important to improve both the quality of content and presentation to support the successful implementation of the present curriculum. To provide an understanding that how a textbook chapter can be developed on local government is given in a separate section (see appendix 1)

### **Basic Features of a Textbook**

Writing a good textbook requires an insight into the teaching and learning situations, the specific learning objectives at a particular developmental level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input to students. This can be done by keeping the following things in mind.

- Textbooks must have accurate and up-to-date material
- The material must be sufficient to give students the knowledge they need to understand the concepts, develop the skills of engaging in higher order thinking and value development
- The materials must be mistake free so it can be trusted.
- The material must be unbiased and non controversial.

- The book must include a number of activities throughout the textbook
- Illustrations must vary from page to page.
- End-of-the-chapter exercises and suggested activities must vary from chapter to chapter. They should encourage students to think, develop skills and values, and use information for a variety of purpose.
- Table of contents including subtopics should be given.
- Textbooks must have an Index and glossary
- Introduction to textbook explaining how to use the textbook.
- Textbooks must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

### **Stages of Textbook Development:**

Although it is not desirable to have rigid rules for textbook development, it is necessary that textbook writers develop a common framework to serve as a reference point. This can be done through the stages described below:

Textbook development involves at least five stages:

- Planning
- Material Writing
- Editing
- Reviewing
- Piloting, Testing and Revisions

### ***Planning***

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage. While planning it is important to:

- Decide on a topic (in relation to the civic education curriculum)
- Review the curriculum document to identify learning outcomes that are to be met for each chapter.
- Select topics from the given themes/sub-themes in relation to the age level and interest of the students.
- Decide on the key ideas, skills, sub-skills and values to be included in each chapter
- Organize the key ideas
- Decide the facts and concepts to be included, what vocabulary/terms will be used, what values and skills can be developed.
- Decide the illustrations to be used and prepare an art brief for the illustrator and designer.
- Decide the kind of activities appropriate for text type, age level and SLOs.

### ***Material Writing***

While writing the materials, it is important to:

- Write the reading texts as if talking to a group, keeping in mind the age and grade level of the students.
- Select a range of authentic reading texts in a variety of styles. If required, adapt these texts to match the age and grade level of the students. Give complete reference details for the selected texts.
- Develop activities on the selected concepts, skills, sub-skills and value. Make sure the activities are in line with the SLOs for the particular grade.
- Include sufficient review exercises
- Provide a progress test after two or three units to assess the SLOs focused upon in these units.
- Decide which illustrations are to be used, and prepare an art brief with instructions for the illustrator and designer.
- To make writing and studying the textbook easy, colour coding, different levels of headings, etc. can be used.

### ***Editing***

In the editing stage,

- Ensure accuracy and authenticity of facts in line with the civics curriculum
- Ensure clarity of instructions, illustrations, captions etc.
- Check to see if the meaning hasn't changed even if words have

### ***Reviewing: Self and Peer Review***

This stage is necessary to ensure

- Accuracy and authenticity of the facts
- Relevance to the SLOs
- Appropriateness to Pakistani teaching and learning environment
- Variety and appropriateness of the activities
- Sufficient review activities and exercises

### ***Pilot Testing and revision***

In this stage,

- Have teachers teach, observe, change the prepared materials as required.
- Revise the materials according to the feedback received from the teachers.

### **Checklist for Textbook Writers, Teachers and Reviewers**

The following questions can help in reviewing the quality of textbooks:

S.#	Statements	Responses (Y/ N)															
1.	Is the textbook material related to the goals of the curriculum?																
2.	Is the content accurate and up to date?																
3.	Are important skills developed?																
4.	Do the illustrations (maps, pictures, drawings, graphs) help us to understand the content better?																
5.	Do the end-of-the-chapter exercises encourage students? a. to think b. to develop their skills c. to be creative																
6.	Activities? a. Are the activities suitable for the needs of the learner? b. Do activities include student participation in real life issues? c. Do activities promote the social studies skills (thinking, information, map and global, inter-personal, participation, etc.)?																
7.	Are a variety of assessment strategies suggested? (e.g. fill-in-the-blank, memorized answers, project work, exhibitions, open-ended and divergent responses, etc.)																
8.	Does it motivate students to think?																
9.	Do the text, questions and suggested activities stimulate interest that would lead to further study?																
10.	Are there biases? a) religion b) national origin c) gender d) occupation e) class a. men and women b. different religions c. historical events d. historical figures (e.g. achievements and failures)																
11.	Does the textbook present issues from different perspectives? Give examples?																
12.	Does it include current issues, problems and happenings?																
13.	Is it related to the goals of the curriculum?																
14.	Is a teacher's guide included?																
15.	Is it attractive and appealing to children?																
16.	Is the language readable, understandable, and easy to follow? Appropriate for the children who will use it?																
17.	Put a tick in the appropriate column According to you, are the following adequate or inadequate																
	<table border="1"> <thead> <tr> <th>Particulars</th> <th>Adequate</th> <th>Inadequate</th> </tr> </thead> <tbody> <tr> <td>Page size</td> <td></td> <td></td> </tr> <tr> <td>Line spacing</td> <td></td> <td></td> </tr> <tr> <td>Titles and sub-titles</td> <td></td> <td></td> </tr> <tr> <td>Font size</td> <td></td> <td></td> </tr> </tbody> </table>	Particulars	Adequate	Inadequate	Page size			Line spacing			Titles and sub-titles			Font size			
Particulars	Adequate	Inadequate															
Page size																	
Line spacing																	
Titles and sub-titles																	
Font size																	
18.	Are the contents relevant to the needs, age and level of understanding of the students?																

19.	Is there an introduction and summary?	
20.	Does it have: (a) an introduction explaining its organization (b) table of contents (c) glossary (d) index	
21.	22. Are there suggestions for (a) further reading in the area (b) websites for further information	

**(II)  
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### TEACHERS' GUIDE:

A teacher's guide serves to educate teachers and thus, could be seen as a means of helping teachers develop professionally. Textbooks are usually accompanied with a teacher's guide aimed at informing teachers of how best to use it to facilitate student learning. Teacher guides provide detailed explanation of key concepts, the way to teach a particular topic and provides further examples that could be given to facilitate learning.

#### Basic features of a teacher's guide:

Teacher's guide should:

- help teacher's teach text and extend activities by keeping contextual realities in view.
- Expand and develop teacher's repertoire of knowledge and skills.
- Provide various teaching strategies and rationale for suggested teaching
- Familiarize teachers with various assessment strategies
- Provide additional teaching learning resources e.g. photocopiable materials that teachers can use in the classrooms.
- Provides extended activities and how to conduct them
- Contains information sources for teachers' ongoing professional development.

#### Structure/ Outline of Teachers' guide:

A teachers' guide should have the following:

- Title
- Introduction
- Overview of the SLOs
- Detailed instructions regarding methodology, learning activities and assessment procedures
- Further reading materials

#### Stages of Teachers' Guide Development:

##### *Planning*

- Identify teaching strategies appropriate to context of teaching and learning, according to textbook, and rationale for each strategy.
- Identify which teaching strategies suitable for teaching knowledge, skills, and dispositions in each chapter.
- Identify what extended activities students could do with teacher's help to develop target knowledge, skills and dispositions.
- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information teachers can use to develop their pedagogical knowledge, skills and values.
- Identify gaps in resources or strategies that will need to be developed or explained
- Identify assessment strategies that require further explanation for effective use by the teachers.

##### *Writing*

- Address the teacher(s)

- Write each chapter sequence corresponding to the text so teachers can cross-reference easily
- Identify constraints and strengths of each strategy or activity, especially if likely to be new for teachers
- Explain how to implement each instructional strategy, adding resources or sources of information as needed.
- Give clear, sequences instructions for each activity, adding resources where necessary.
- Explain each assessment strategy (strengths, weaknesses, how to implement) and give examples of questions, tests
- Give teachers choices of strategy/activity for each chapter (let them decide which to use)
- Explain how and where teachers can develop low-cost or no-cost resources.
- Decide where illustrations needed and prepare brief for illustrator.
- Recommend additional reading materials for teachers

### ***Edit***

- Check guide is error-free
- Check if contextually relevant-revise if needed, or remove.
- Check that steps for each strategy/activity easily understood.

### ***Pilot***

- Ask teachers to use the guide for teaching the textbook
- Revise according to suggestions/feedback from teachers.

## **(III) GUIDELINE FOR WRITING A WORKBOOK**

Workbooks are books that contain writing activities and exercises that are related to each chapter in the textbook. Workbook exercises help to develop students conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations.

### **Basic Features of a Workbook:**

- many exercises and activities for each chapter, topic, subtopic
- exercise and activities effectively help develop, practice and assess students' content knowledge, skills and higher order thinking
- accurate exercises (mistake free)
- correspond to text – exercises and activities for same topic, chapter grouped together; presuppose knowledge and skills developed in text only
- different from exercises, activities in text and guide
- non-repetitive in style, structure — engage students
- easy for students to understand and follow – clear instructions
- illustrations/examples/explanations

### **Stages in Developing a Workbook:**

#### ***Planning (for each chapter)***

- Identify key learning targets (knowledge, skills, HOT)
- Decide what and how many activities will be used to develop students' skills and HOT through practice
- Decide what and how many exercises/activities will be used to assess students' knowledge, skills and HOT.
- Organize exercises and activities (lower → higher order, practice → assess)

#### ***Writing***

- Write as if talking to students
- Keep enough space for students' responses (where appropriate)

- According to plan made, write each exercise/activity. (Instructions, example and/or illustration, exercise OR instructions, activity)
- Keep teaching/learning environment in view, ensure vocabulary is appropriate for grade level.
- Avoid repeating the style or structure of activities/exercises.
- Avoid using too many activities for one topic or skill. However, where possible, integrate skills and/or topics into exercises/activities at different points for deeper development and assessment.

### ***Design***

- Design layout and illustrator prepares illustrations.

### ***Edit***

- Check appropriateness and accuracy
- Check if corresponds to text and learning targets
- Check if instructions clear and explicit
- Check if illustrations help in clarifying understanding or show what children are supposed to do, what product looks like
- Check for contextual constraints – remove or revise if not feasible

### ***Pilot***

- Have students read and do – change as needed.

## **(IV) DEVELOPING DOCUMENTARIES:**

Documentaries are movies presenting facts and information, about a political, historical or social issue rather than telling a fictional story. Documentaries give students the opportunity to express themselves using the latest technologies. At the same time, they master basic skills — such as researching, reading, writing, and speaking. They also build critical skills including problem solving, collaboration, and gathering and analyzing data.

To design a documentary solution to best meet their students’ needs, educators can use our simple [online tool](#) to choose from a variety of software and equipment.

For editing, educators can choose from [iMovie](#) (part of the [iLife '08](#) digital authoring suite) for simple movie creation, [Final Cut Express](#) for more advanced editing, or [Final Cut Pro](#), the same tool that professionals use. Then they can choose from a variety of cameras, scanners, storage devices, and other accessories to complete their solution.

To make it easy for teachers to get started, there’s also the Documentary Resource Kit, which includes the National History Day DVD “Using iMovie to Create a Documentary,” “Stories Worth Telling: A Guide to Creating Student-Led Documentaries,” and a Documentary Resource CD, which can be easily available: <http://www.apple.com/education/documentary/>

### **Engaging students create documentaries:**

Have your students become recorders of reality and create documentaries. Creating documentaries is a challenge. It requires that students understand an issue, its complexity, and the multiple perspectives through which different people view the subject.

Students who create a documentary on a topic will be challenged to understand their topic from multiple perspectives, and they will have to represent those realities accurately through video. In an excellent documentary, students show the viewers different perspectives through carefully chosen video clips and have the viewers arrive at their own conclusions.

Encourage your students to consider carefully the subject of their documentary and find footage that supports their assertions. If they are doing a documentary on solid waste or recycling, they should have

footage of a landfill or recycling plant. There should be interviews with people on all sides of the issue, and the students have an obligation to try to represent everyone's reality with accuracy. It is a difficult task, but one worthy of the effort.

### **Stages on Developing a Documentary**

Here is a simple step-by-step guide for novices' filmmakers who want to make a documentary film:

- **Watch documentary movies:**

Go see them on the big screen if you can. Learn what makes or breaks a documentary film. Think about what kinds of documentary film you like. Learn various genres and filmmaking styles.

- **Become familiar with the technical equipments:**

Experiment with lighting setups, audio recordings, splicing clips together. Read filmmaking forums to get technical advice from experienced filmmakers.

- **Choose a subject that you would be of interest to students and is accessible to you.**

Choosing a subject compelling that is compelling and timely will result in a strong and relevant film. It is often better to focus on a local personality or local event so that you will have access to loads of resources for your film. It's much simpler and cheaper to shoot at home and school rather than other places.

- **Become an expert on your chosen subject through research:**

Research your subject as thoroughly as possible. Gain knowledge through the internet, books, and word of mouth. Attend events pertaining to your chosen subject.

- **Create a structure/outline for your film through visualization.**

Close your eyes and imagine how you would like the final product to look. Think about how you want to structure your film. What do you want to start with? How are you going to build your film? Write down your ideas. This will give you a blueprint for shooting. But remember that in documentary filmmaking, unlike fictional filmmaking, the footage informs the final structure of the film. Your initial written outline exists to serve as a guideline for shooting.

- **Analyze your wants/needs for making the film**

Make a wish list of any people, locations, items, equipment you WISH you could have for your film. Cross-reference this list with any people, locations, items and equipment that you do have access to. Ask people. Check with local art centres, film departments at universities and colleges. Talk to the local film office. If you still can't find it then go to [Myspace](#) or [Craigslis](#) and see if you know someone who knows someone who can help fulfil some of the items on your wish list. If you are looking for footage, check with stock libraries for material that is in the public domain and free to use.

- **Shoot!**

Don't talk about doing it - get out there and shoot your film. This is the step that differentiates the aspiring filmmakers from the actual filmmakers.

- **Post-production.**

Fast forward through all of your footage, and take printable screenshots of key scenes. This way you simplify the editing process by creating a visual map of your footage. Once this is done you should watch ALL of your footage and create an action log listing timestamps. This will help you to save time in the editing room.

- **Show your film!**

Upload it to the internet, four-wall it in a theatre, send the cut to distributors/networks to see if they are interested, hit the festival circuit. You can apply to multiple film festivals at once through the website [without box](#). If all else fails, invite people to your place to screen. Burn multiple DVDs and get the film into the hands of family, friends, neighbours, co-workers, anyone you know who is in the film industry.

## (V) ELECTRONIC INSTRUCTIONAL MATERIAL

Electronic instructional material is gaining popularity in the developed world. Educational technology providers are successfully marketing courseware with instructional management, assessment, individualized learning paths and professional development. Growing numbers of teachers have convenient and immediate access to entire libraries of instructional video correlated to curriculum. As far as the educational scenario in Pakistan is concerned, lack of resources (particularly in schools) would hold back the evolution of electronic publishing in place of or along with printing.

It may be considered that a good ratio of the students have access to computer technologies. They should be given chances of self learning (rather exploring the knowledge) and it can be made true by converting the different learning materials into electronic formats e.g. CD- ROMs. The CD- ROMs should be made available at the school and retail outlets.

## ASSESSMENT

### WHAT IS ASSESSMENT?

Assessment can be defined as gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret.

### WHY DO WE NEED AN ASSESSMENT SYSTEM?

- To assess teaching and learning
- To check proficiency in a wide variety of tasks at a class level.
- To provide information to different people on how well standards are being met.

### WHAT IS AN ASSESSMENT SYSTEM?

Assessment system is a coordinated process of gathering information to improve students learning. Such a system must include:

- The specific purpose(s) for which the assessment is being carried out;
- A wide variety of tools and techniques that measure what students know, value, and are able to do;
- How the assessment can be interpreted and used to evaluate the standards and learning outcomes;

What criteria will be used to determine performance levels for the standard. That is to determine if students are partially proficient, proficient or exceptional.

## TYPES OF ASSESSMENT METHODS

Four methods that can be used to assess teaching and learning are:

1. Selected Response
2. Constructed response
3. Teacher observations
4. Self assessment

1. The **selected response** - students select the answer to a question from two or more given choices. Such items are easy to develop. Their short response time allows more information to be assessed in a limited time. However, since answer choices are provided, students can guess the correct answer without knowing the material. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item.

2. A **constructed response** format requires students to create or produce their own answer in response to a question or task and eliminate guesswork. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking. However, such items are time-consuming to

answer and score. In constructed response format, scoring is more subjective and therefore clear criteria are necessary to maintain validity.

- **Brief constructed response** items, especially the fill-in type, have students provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified. *Essay Items* may have students construct restricted-responses that limit the length, content and nature of the answer; or extended-responses that allow greater freedom in response.
- **Performance assessments** require students to construct a more extensive response to a well-defined task, often involving real-world application of knowledge and skills. Performance assessments can be used to evaluate both processes, such as making an action plan, and resultant products, for example an action in the community.

3. **Teacher observations** are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Teachers observing students often get greater insight through their nonverbal communication, such as inattention, looks of frustration, and other cues rather than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.
4. **Self assessment** refers to students evaluating themselves. In *self-evaluation of academic achievement*, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their *self-reporting*.

Within the four types of assessment methods, some commonly used formats have been briefly described below:

### **Selected Response**

Following are the examples of tools used:

1. Multiple-Choice Item
2. Binary Choice Items
3. Matching Items
4. Interpretive Exercises

### ***Multiple-Choice Items***

*What is it?*

Multiple choice items have a short question, followed by multiple answer choices from which students must pick the correct or best answer. The question is called the stem, and the answer choices are called options. The options contain one correct or best answer, and two or more distractors.

#### *Format*

After reading each question, circle the letter representing the choice you think is the best answer:

Which of the following is a local government body?

- a. Supreme Court
- b. Water and Electricity Supply Company
- c. Naib Nazim's Office
- d. Parliament

### *Strengths and Weaknesses*

- Having students pick the ‘best’ answer measures higher order thinking such as reasoning and critical analysis
- With answer choices provided, students focus on recognizing information rather than recalling or memorising it
- By evaluating students’ wrong answers, teachers can see what students misunderstood or need clarified
- Relatively difficult to write, especially good distracters
- Having students pick the ‘correct’ answer assesses knowledge and understanding

*Hints* for designing better multiple-choice items (Teachers should be able to answer ‘yes’ to each checklist question).

- ✓ Does each stem contain a single, main problem, stated simply and incorporating **all** the relevant information?
- ✓ Is each stem a question rather than an incomplete statement?
- ✓ Have excess wordiness and overly complex language been avoided?
- ✓ Have negatives like “no,” “never,” “none,” “not” been avoided? (Students tend to overlook these. If such words must be used, bold and/or capitalize them)
- ✓ Is the correct answer unquestionably right and complete? Is it the **ONLY** correct or best choice?
- ✓ Are all the options plausible or reasonable? Have obviously ridiculous options, options that say the same thing, or those that are clearly opposite in meaning, been revised? (Students should not be able to guess the answer by elimination)
- ✓ Are the options arranged systematically i.e. in alphabetical/chronological/numerical order? (This ensures students cannot guess the position of the correct answer).
- ✓ Are the numbers of options for each item appropriate to the students' age/grade levels? (2 or 3 options for lower grades and 4 or 5 options for older students).
- ✓ Have “clues” to the correct answer been avoided (making the correct option longer, more complex, or grammatically different from other options, using a/an to show if the correct option begins with a vowel)?
- ✓ Are all options for an item as brief and as clearly stated as possible?

### Different Assessment Methods

Selected-Response	Constructed-Response	Teacher Observation	Student Self-Assessment
<ul style="list-style-type: none"> <li>• Multiple-choice</li> <li>• Binary-choice (e.g., true/false)</li> <li>• Matching</li> <li>• Interpretive</li> </ul>	<p><i>Brief Constructed-Response Items</i></p> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Fill-in (may be oral or written)</li> </ul> <p><i>Products</i></p> <ul style="list-style-type: none"> <li>• Paper Project</li> <li>• Poem</li> <li>• Portfolio</li> <li>• Video/ audio-tape</li> <li>• Spreadsheet</li> <li>• Web page</li> <li>• Exhibition</li> <li>• Reflection</li> <li>• Journal</li> <li>• Graph</li> <li>• Table</li> <li>• Illustration</li> </ul> <p><i>Performance Tasks</i></p> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Demonstration</li> <li>• Dramatic reading</li> <li>• Debate</li> <li>• Recital</li> <li>• Enactment</li> </ul> <p><i>Essay items</i></p> <ul style="list-style-type: none"> <li>• Restricted-response</li> <li>• Extended-response</li> </ul>	<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul>	<p><i>Self-Report</i></p> <ul style="list-style-type: none"> <li>• Attitude survey</li> <li>• Sociometric devices</li> <li>• Questionnaires</li> <li>• Inventories</li> </ul> <p><i>Self-Evaluation</i></p> <ul style="list-style-type: none"> <li>• Ratings</li> <li>• Portfolios</li> <li>• Conferences</li> <li>• Self-reflection</li> <li>• Evaluate others' performances</li> </ul>

### Binary Choice Items

What is it?

A question with only two response categories is a binary-choice item. In such items, a declarative sentence that makes a claim about content or relationships among content is followed by the two choices. The most popular binary-choice item is the true/false question; other examples include correct/incorrect, yes/no, fact/opinion, agree/disagree, etc.

*Format*

Circle 'T' if you think the statement is true. Circle 'F' if you think the statement is false.

1. The function of the Legislative is to make laws. T/F
2. The Executive has the power to veto laws. T/F

*Strengths and Weaknesses*

- Can be used to assess knowledge, values, opinions (depending on which binary choices are given)
- Restrict students' response to two opposing choices, so cannot show a range of values or opinions
- Guessing allows students a 50% chance of being right!

*Hints* for designing more effective binary choice items (Teachers should be able to answer 'yes' to each checklist question).

- ✓ Have **important** knowledge targets, values or opinions been assessed (versus tricky, trivial or irrelevant material)?
- ✓ Is each item expressed in a single, short statement in clear, simple language?
- ✓ Have items using 'no', 'not' or negative prefixes (un – as in unimportant) been omitted? (Difficult to understand especially if the "false" option is being considered).
- ✓ Have vague statements that are partly true, partly false or use words with different interpretations ("sometimes", "a few") been avoided?
- ✓ Have generalizations such as "all," "none," "impossible," "always," "never," etc., been avoided? (Items using such words are likely to be seen as false)
- ✓ Do the items avoid copying from textbooks? (Students assume that these statements are true)
- ✓ Is the answer type consistent with the statement (e.g. agree/disagree for questions about the students' opinion)?
- ✓ Can students pick one of the two choices as the absolute and complete answer? This is critical!
- ✓ a) Are there approximately the same number of true and false items?  
b) Have patterns of the answers been avoided?
- ✓ Is the format clear?

*Matching Items*

*What is it?*

In a matching item, the items on the left are called the premises. In the right-hand column are the options. The students' task is to match the correct option with each of the premises.

*Format of a typical matching item*

Match the historical event on the left with the year in which it happened on the right. (Put the letter of your chosen answer in the blank next to the number).

- |   |         |
|---|---------|
| —1. Jinnah became the first Governor General of Pakistan      | A. 1988 |
| —2. Ayub Khan became the president of Pakistan                | B. 1978 |
| —3. Zulfikar Ali Bhutto became the Prime Minister of Pakistan | C. 1968 |

### *Strengths and Weakness*

- Effectively assess students' knowledge and associations/relationships;
- Can assess a great amount of factual information within a single topic.

*Hints* for designing better matching items (Teachers should be able to answer 'yes' to each checklist question)

- ✓ Is the exercise presented in a clear format (premises on the left numbered, options on the right and ordered by letters)?
- ✓ Are the instructions clear and explicit (saying how and where students put their answer, and whether each option can be used only once, more than once or not at all)?
- ✓ Are all premises, and all options, of the same category (e.g. all premises are shapes, and all options are formulas used to find areas of shapes)
- ✓ Are there 5-10 premises?
- ✓ Are there 3-4 more options than premises?
- ✓ Are the premises longer and more complex than the options (but clear to understand)?
- ✓ Are the premises and options arranged in some systematic order (alphabetical, chronological, etc.)?
- ✓ Is there only one correct option for each premise?
- ✓ Do both lists (premises and options) appear on the same page?
- ✓ Are the lists as free of irrelevant clues as possible?

### *Interpretive Exercises*

#### *What is it?*

Interpretive exercises contain brief information or data, followed by several questions. The questions are based on the information or data, which can take the form of maps, paragraphs, charts, figures, a story, tables or pictures.



- Disadvantages students with poor reading ability
- Cannot see students' ideas or reasoning methods

*Hints* for writing better Interpretive Exercises (Teachers should be able to answer 'yes' to each checklist question).

- ✓ Does the exercise test reasoning (rather than recall or simple understanding)?
- ✓ Before the exercise was written, were reasoning skills to be assessed (critical thinking, predicting, comparison, etc.) decided upon?
- ✓ Is introductory material new for the students?
- ✓ Is introductory material brief? (not more than students need to answer the questions, 2-3 paragraphs at most for older students)
- ✓ Are there several questions for each exercise?

(Note: Questions in interpretive exercises can also be of the short answer or fill-in type especially for older students)

### **Constructed Response**

Following are the examples of tools used to assess:

1. Fill-in Items
2. Short Answer
3. Essay Items

#### ***Fill-in Items***

*What is it?*

Fill-in items assess knowledge by having students complete a statement. They can also ask students to label diagrams or write a one word answer to a short question.

*Format of a typical fill-in item*

In Pakistan, the Head of State is the \_\_\_\_\_.

#### ***Strengths and Weaknesses***

- Cannot check understanding or higher order thinking
- Easy to construct
- Responses can be words, numbers or symbols
- Responses are short, so students can be tested on more information in less time
- Offer least freedom of student response, so ideal to check factual recall
- Quick and reliable scoring
- Be careful though-poorly written questions can leave students confused as to the correct answer!

*Hints* for designing better fill-in items (Teachers should be able to answer 'yes' to each checklist question).

- ✓ a) Have direct questions been used, where feasible, rather than incomplete statements?
- ✓ b) Are questions and directions clear, brief and easy to understand?
- ✓ Do the items avoid copying textbook language? (Copying tends to encourage rote learning).
- ✓ Have clues been avoided? (A/an, blanks of different lengths, verbs in plural form, etc.)
- ✓ a) Have two or less fill-in blanks been used?
- ✓ b) Are blanks at the end of the statement? (Multiple blanks at many places confuse students)
- ✓ Is it clear that each answer must be short? (**one** word, number or symbol)
- ✓ a) Is there only one agreed-upon correct answer?

b) Is the specificity of the answer clear? (For numerical answers, the units should be given.  
For 'where' questions, indicate if a city or country is required)

### **Short Answer**

*What is it?*

Short-answer items are questions that call for students to write short answers (3-4 sentences at most), such as definitions or showing working in math problems.

#### *Format*

1. Define State?

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2. List three features of the Judiciary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### *Strengths and Weaknesses*

- Good for assessing knowledge
- Can also assess understanding and reasoning
- Easy to construct since structure similar to instruction (question-and-answer) in class, so natural to teacher and student

*Hints* for designing better short answer items (Teachers should be able to answer 'yes' to each checklist question).

- ✓ Is it clear to the teacher whether knowledge, understanding or reasoning is being assessed?
- ✓ Are textbook questions avoided?
- ✓ Is the question brief and easy to understand?
- ✓ Is it clear to students that the answer must be short? (Use lines to indicate the maximum length of the answer)
- ✓ Is the specificity of the answer clear?

### **Essay Items**

*What is it?*

Such items literally have students answer a question by writing an essay. The length, nature and content of the essay is dependent on the question posed, so responses may be restricted or extended.

#### *Format*

Why are free and fair elections critical to democracy? (Extended)

Define the term political system. Explain the key attributes of democracy. (Restricted)

### *Strengths and Weaknesses*

- Require students to sequence and integrate many separate ideas into a meaningful whole, interpret information, give arguments, give explanations, evaluate the merit of ideas, and conduct other types of reasoning
- Help students see themes, patterns, relationships
- Allow flexibility in responses
- Can evaluate students' ability to communicate their ideas
- Reading and scoring answers is time-consuming, especially if done so that meaningful feedback is given to students
- A single person, the teacher, judges the answers, so variations in mood, expectations, the order in which students are evaluated, and other factors, affect the professional judgments that are made
- Cannot assess lots of information or multiple reasoning skills at once

*Hints* for writing essay items (Teachers should be able to answer 'yes' to each checklist question).

- ✓ Can the targeted reasoning skill be measured by an essay (e.g. comparison, analysis, deduction etc)?
- ✓ Does the question clearly indicate the desired response? (students should know exactly what and how much information to use and should not be confused as to what aspect is asked for).
- ✓ Does the question allow for more than a right or wrong answer and/or process, justification, examples?
- ✓ Is there enough time to answer the questions?
- ✓ Are choices among several questions avoided?
- ✓ Has the teacher drafted many possible responses so she/he knows what to expect?
- ✓ Are the scoring criteria clear to teachers and students?

**Scoring Essays**, Scoring is difficult because each essay is unique. Obviously scoring is subjective, so it is important to practice a few procedures to ensure that professional judgements are accurate.

1. After constructing the essay question, even before administering it to students, outline what would be the best answer to the question. (Doing this now lets teachers further clarify the question and prevents their being influenced by the first responses they read).
2. Then, select an appropriate scoring method – here you can proceed in 3 ways:
  - i. **Holistic/Rating Method:** Using the outline as the best answer, the teacher reads each essay as a whole, forms a general impression and puts it in one of the rating categories (exceptional, proficient, partially proficient, etc.).  
Advantages: simpler and quicker than the analytical methods  
Disadvantages: more subjective than the analytical method, no clear justification for the assigned grade, no specific feedback to students about problem areas  
Recommended for: shorter essay items (half page) which are more likely to elicit uniformly structured responses.
  - ii. **In between Method:** Using the outline as the best answer, teachers construct samples of different answer categories (partially proficient, proficient, exceptional, etc.). They use these samples to decide criteria for each category. These criteria are used to separate and score student essays.  
Advantages and disadvantages are similar to those for the holistic method except that this way is more objective.
  - iii. **Analytical (point-score) Method:** The outline for best answer is broken down into points of information. Each point is assigned a score (awarded to student if essay contains that point). Targeted writing skills are also assigned point values. Making a checklist with criteria and points is the most objective way to score an essay.  
Advantages: increases objectivity and reliability of scoring, makes it easier for the teacher to discuss and justify marks with students and parents.  
Disadvantages: laborious and time-consuming to prepare the checklist and score the responses  
Recommended for: extended type essay questions (2-3 pages long)

*Hints* for more valid scoring Essays (Teachers should be able to answer ‘yes’ to each checklist question).

- ✓ Is the answer outlined before testing students?
- ✓ Is the scoring method—holistic or analytic—appropriate?
- ✓ Has it been decided exactly how important writing skills are? (Does each skill get point, does better writing change the category of a response, or are spelling mistakes irrelevant?)
- ✓ Are writing skills, vocabulary, spelling, neatness important? (e.g. for maths, it isn’t important if students misspell a word)
- ✓ Is the identity of the student anonymous where possible?
- ✓ When scoring many essays, has one item been checked for all papers in one sitting (i.e. all question 1's, then all question 2's, and so on)? This allows teachers to apply criteria more consistently.
- ✓ When scoring many papers has the order of papers been changed between items (after checking all question 1's, were papers shuffled before checking all question 2's)? This prevents teachers' fatigue and the quality of students' first replies from influencing further scoring.

### Sample scoring checklist

<b>Content:</b> <i>Convincing, pertinent, specific, perceptive</i>	<b>4</b>
<b>Point of View:</b> Clear, consistent, appropriate in approach	3
<b>Essay Organization:</b> Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion	5
<b>Paragraph Organization:</b> Precise statement of topic, effective development.	1
<b>Style:</b> Interesting, original, expression suited to content, flow	3
<b>Sentence Structure:</b> Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation).	1
<b>Diction:</b> Vocabulary appropriate for grade level, vivid, precise.	2
<b>Use of Language Conventions:</b> Correctness in punctuation, spelling, and grammar	1
<b>TOTAL</b>	<b>20</b>

### *Performance-based Assessments*

*What is it?*

Performance-based assessments involve teachers observing and assessing students’ demonstration of a skill/process and/or competency in creating a product/making a presentation as a result of a skill/process.

### **Characteristics of Performance-based Assessments**

- Students perform, create, construct, produce, or do something
- Deep understanding and/ or higher order thinking skills are needed
- Involves significant work that usually takes days to weeks to complete
- Calls on students to explain, justify, and defend
- Performance is directly observable
- Involves engaging ideas of importance and substance
- Criteria and standards are specified and explained to students along with the task

- There is no single best product or correct process
- Usually students work with real-world contexts and constraints

### *Strengths and Weaknesses*

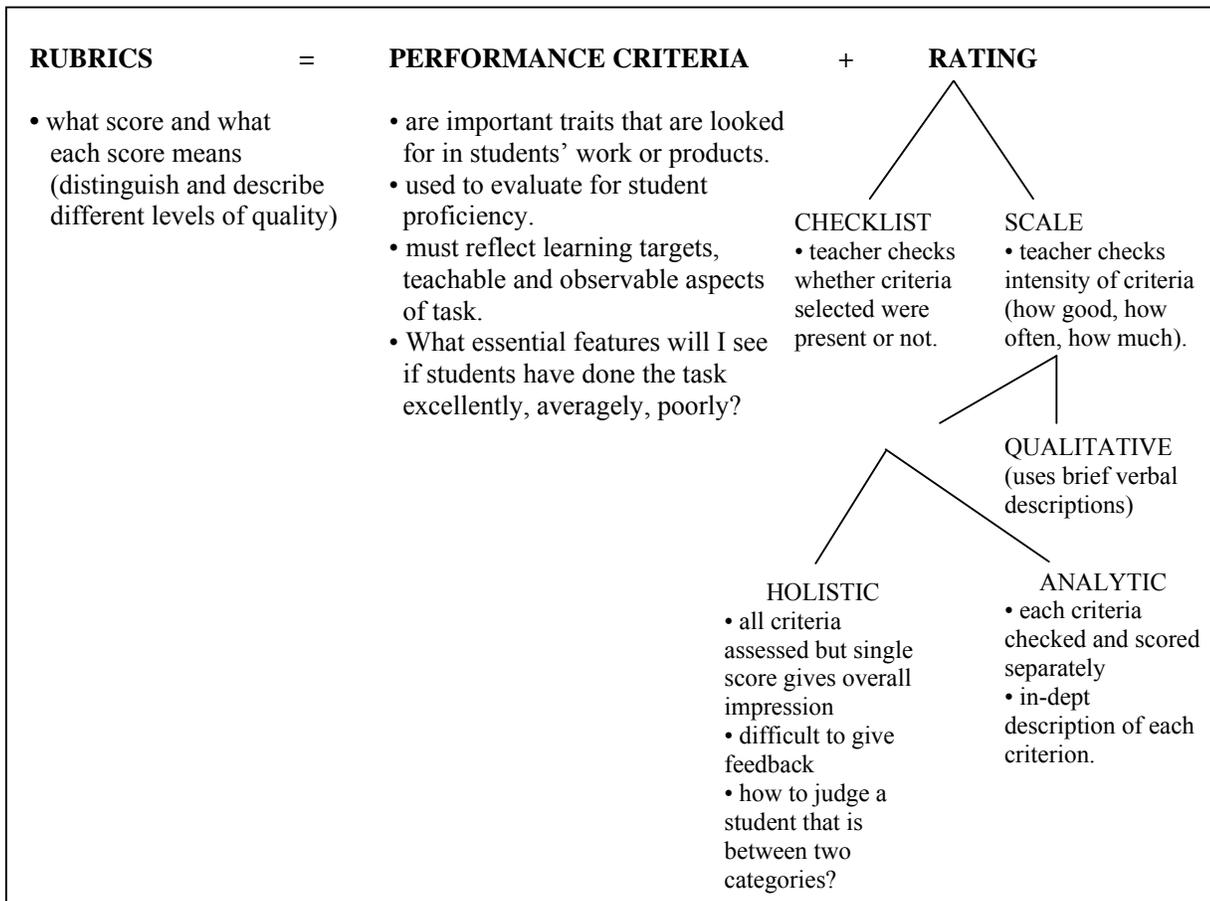
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Can assess communication, presentation, psychomotor skill</li> <li>• Through products, can assess performance of process/skill, and also see what learning students got from it.</li> <li>• Teaching and learning occur during the assessment.</li> <li>• Students find real-life application and contexts engaging.</li> <li>• Provide a different way for students to show what they know and can do.</li> <li>• Students learn how to ask questions, and since such tasks often involve group work, to work effectively with others.</li> <li>• Emphasis on higher order thinking and application – allows in-depth assessment of main content ideas.</li> <li>• Forces teachers to establish specific criteria to identify successful performance.</li> <li>• Encourages re-examination of instructional goals and the purpose of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>• Scoring may be very subjective.</li> <li>• Inconsistent student performance across time may result in inaccurate conclusions.</li> <li>• Few samples of student achievement.</li> <li>• Requires considerable teacher time to prepare and student time to complete.</li> <li>• Difficult to plan for amount of time needed because new method, students work at different paces, use different processes.</li> <li>• Cannot generalize proficiency to include other knowledge or skills.</li> <li>• Difficult with time constraints to give each student meaningful feedback at different times as they work on the process.</li> <li>• Needs significant energy and resources from both teacher and students.</li> </ul>

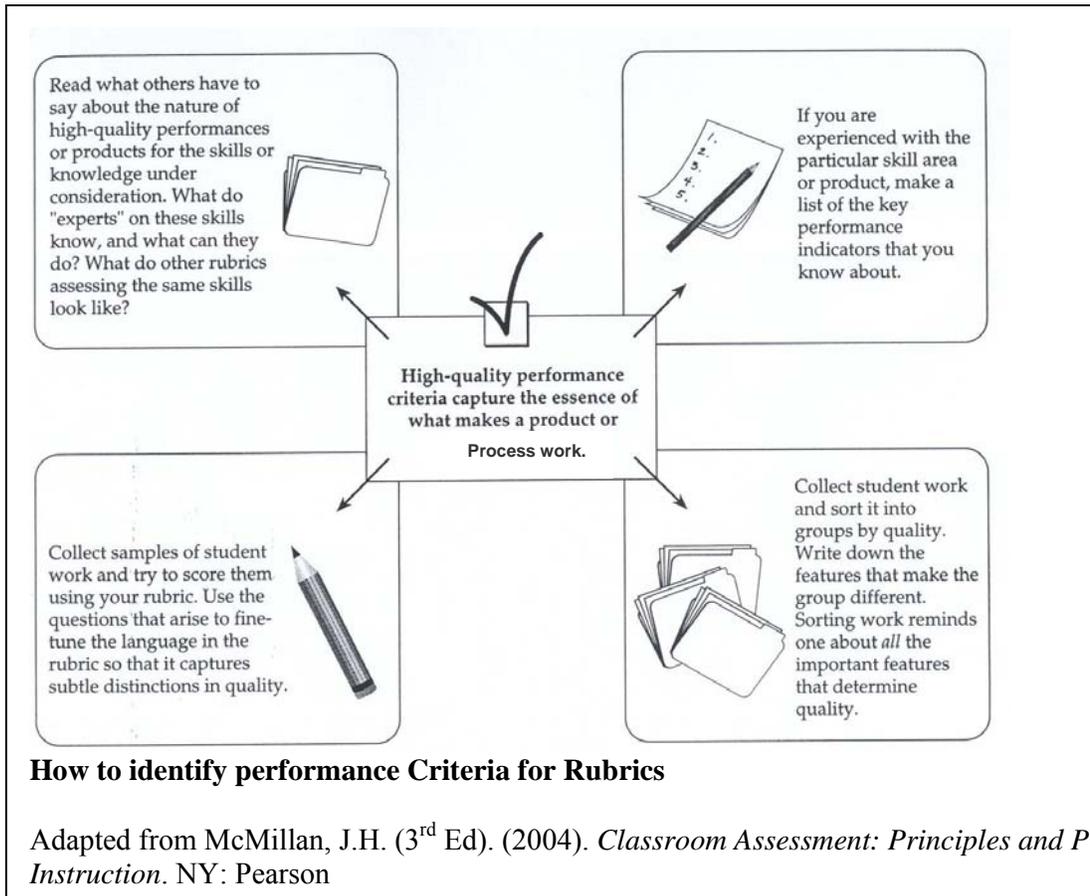
*Hints* for creating engaging, real-world performance-based tasks with real teaching and learning benefits (Teachers should be able to answer ‘yes’ to each checklist question).

- ✓ Is performance-based assessment appropriate for learning targets?
- ✓ What essential content and skills targets should be integrated?
- ✓ Are multiple targets included?
- ✓ Has the kind of task been decided / restricted? (Targets a narrowly defined skill with a brief response) or extended (more complex, involve more skills and knowledge)?
- ✓ Have clear, detailed descriptions of the task and its context been developed to indicate what process (es) and/or products(s) are wanted, whether work is individual or in groups, if help is allowed, what resources are needed, what the teacher’s role will be?
- ✓ Does the task question given to students identify the context, the final outcome, what students should do, and the scoring criteria?
- ✓ Is the task feasible? Will students be able to complete it successfully?
- ✓ Are multiple products and processes possible so that exploration and judgement are necessary?
- ✓ Is the task integrative, challenging, stimulating, requiring inquiry and innovation?
- ✓ Is the task cyclic, with repeated performance-feedback-revision occurring?
- ✓ Does the task have long-term value beyond school?
- ✓ Are constraints for completing the task included?
- ✓ Are criteria for scoring included?

### *Scoring Rubrics*

In performance-based assessment, teachers must be able to evaluate the process and/or the product. To do this validly, reliably and fairly, teachers must establish scoring rubrics and share these with students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.





*Hints* for Writing and Implementing Rubrics (Teachers should be able to answer ‘yes’ to each checklist question).

- ✓ Do criteria focus on the most **important** aspects of the performance?
- ✓ Is the type of rating matched with purpose of the assessment?
- ✓ Are the traits directly observable? (Have criteria such as attitude, interest and effort, that are easily observe or subject to bias been avoided?)
- ✓ Are the criteria understandable? (teachers can give students examples of work that shows criteria they are looking for)
- ✓ Are the traits clearly defined?
- ✓ Is bias minimized? (teachers can use colleagues’ reviews and students self-evaluation or peer evaluation)
- ✓ Is the scoring system feasible?

### Performance-based Task

1. Ask students to pair up with a partner. Ask each pair to choose a social issue and collect information about it to prepare an oral presentation.
2. Provide each student a copy of the student handout, “Making an Oral Presentation” and ask students to prepare for their presentation using it as a guide. Encourage students to use a visual aid such as a chart, photographs, an OHP or power point. Remind students of the time for each presentation and that they should be prepared for a short question-answer session.
3. Encourage each pair to rehearse the presentation on their own or present it to their friends and get constructive feedback to improve: content, structure, time, clarity and audibility of voice and use of visual aids.
4. Have each pair make their oral presentations to the class. Encourage the audience (students) to listen to the presentations attentively. Provide each student a copy of the student handout “Peer Evaluation of Oral Presentations” and ask them to evaluate the presentations of their fellow students, using the

handout. Use the Teacher Resource “Evaluation of Oral Presentation” to evaluate the presentations and provide constructive feedback to each pair.

## RUBRIC TO ASSESS STUDENTS’ ORAL PRESENTATION SKILLS

**NOTE: The next two sections, observation and self-assessment are particularly useful in performance-based assessment.**

### *Assessing Affective Traits and Dispositions*

*What is it?*

Attitudes, values, motivation, social relationships, classroom environment, concept of one’s own academic

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	All the information related to the topic; ideas clearly presented; ideas supported with factual information	Most of the information related to topic; many good points made; used enough factual information to support ideas.	Some of the information related to the topic; some ideas were shared; used some factual information to support idea.	Little information related to the topic; ideas not clearly presented, used no factual information to support idea.
<b>Coherence and Organization</b>	All the information was presented in a logical sequence, Strong conclusion.	Most of the information was presented in a logical sequence, Clear conclusion.	Some of the information was presented in a logical sequence, conclusion clear to some extent.	Information not presented in logical sequence, conclusion not clear.
<b>Presentation Aids</b>	All the presentation aids were relevant to the topic	Most of the presentation aids were relevant to the topic	Some of the presentation aids were relevant to the topic	Presentation aids were not relevant to the topic
<b>Delivery</b>	Clear articulation, all the time used meaningful gestures; Poised; proper volume; good posture and eye contact; confident	Clear articulation, most of the time used some meaningful gestures, audible volume, and periodic eye contact.	Articulation clear to some extent; used few meaningful gestures, mumbling voice, little eye contact.	Articulation was not clear, used no meaningful gestures, low voice, no eye contact,

ability – these are affective traits and dispositions. They are those factors (of the student, teacher, classroom) that AFFECT the way students learn.

(NOTE: All teachers know that students with positive affective traits learn better, are more confident, and enjoy learning. But few, if any, teachers assess affective targets. Reasons include the subject matter-knowledge and skills – are seen as the primary focus education in school; the

difficulty of defining affective targets because they are private and different for individual students; assessment is influenced by transient moods especially for younger students; students take self-reporting lightly or take results to please teachers).

*Why do it?*

Positive, well-developed affective traits motivate students to learn effectively now and in the long-term. Students have a better self-concept, higher productivity and become more involved citizens of their society. In addition, they learn to analyse themselves and refine behaviours and disposition.

#### *How to do it?*

Once students are assured anonymity, affective traits can be assessed through self-reporting, teacher observation and peer evaluation.

#### *Observation*

##### *What is it?*

Observation is watching, listening and recording what a student says and/or does. Planned observation focuses on specific behaviour(s). It can be done as a spectator or as a participant. Observational tools include:

##### *What tool to use?*

#### **Anecdotal Tools**

Anecdotal tools are ways of recording descriptions of what the student says and does. Anecdotal recording may be done as a spectator or as a participant. Three anecdotal tools frequently used by teachers are:

- At-A-Glance: Very brief anecdotal jottings made on each student on a regular basis (e.g., weekly)

#### **At-A-Glance Sheet**

This tool is especially useful for doing a regular observational “scan” of all your students. It provides a format for recording very brief anecdotal observations on each student, and it allows you to see “at-a-glance” which of your students have not yet been observed.

You should try for weekly observation of each student. An at-a-glance approach can be used for recording either planned or incidental observations. If you are using this as a new approach, start small! Target only a few students, and limit the number of behaviours you observe.

#### **Checklist**

A listing of pre-selected behaviours/skills. After observing, the teacher checks off whether each item listed was shown or not shown.

#### **Rating Scale**

Like the checklist, a listing of pre-selected behaviour/skills. However, after observing, the teacher makes a decision about the degree or frequency with which each listed item was shown.

- **Checklist**
  - **Rating scale**
- } Same as in performance-based assessment (scoring rubrics), except pre-selected behaviours to be observed are assessed, instead of performance criteria.

#### *Strengths and Weaknesses*

- Requires background knowledge of individual students
- Cannot gauge all behaviours for all students through just one observation – time must be invested
- Especially useful for assessing young children, students needing special attention and in performance-based tasks (process).
- Done as a continuous process, gives deeper understanding into students' growth (or lack of it)
- Gives specific examples of actual, spontaneous behaviour
- Difficult to stay objective

- Anecdotal recording usually unstructured, unsystematic – especially if behaviours not prep-selected.
- Tendency to emphasize negative behaviour
- Helpful in planning and reporting instruction and outcomes.

*Hints* for better Observation (Teachers should be able to answer ‘yes’ to each checklist question).

- ✓ Is observation appropriate to assess the behaviours specified?
- ✓ Are the behaviours to be focused on easily observable, clearly specified, appropriate (considering students' age, background and grade)?
- ✓ Are the number of behaviours and students, to be observed manageable?
- ✓ Are unusual, positive and negative, absent behaviours also noted?
- ✓ Have all students been observed at some point?
- ✓ Has each student been observed at different times in different situations (so that exceptional behaviour is not generalized)?
- ✓ Is the tool for observation (anecdotal, rating scale, checklist) appropriate for the specified behaviours?

## **INSTRUCTIONAL SKILLS AND STRATEGIES**

The core of sustained and successful democratic societies is their citizens, who uphold the best democratic institutions and procedures and are committed to pass on democratic values from generation to generations. Citizens are not born with required knowledge, skills and dispositions, thus educating citizens from their young age for these prerequisites for democracy should be a paramount importance for democratic societies. Democratic citizenship requires citizens with key civic skills and values that go beyond the knowledge related to civics. Together with the knowledge about democratic structures, institutions, rights and duties and processes, students should develop and be able to apply skills such as critical thinking, information gathering and processing, effective communication, problem solving, decision making, advocacy and others. Key civic values and dispositions such as belief in dignity and equality of every human beings, respect for oneself and others, determination to act justly, respect for freedom, value diversity, respect for the rule of law, practice tolerance and concern for human rights should be further developed and be able to apply these dispositions.

### **Creating a Democratic Learning Environment**

Students need to experience democratic processes in their schooling and communities they live in to become democratic citizens. Thus, teachers and schools need to create a democratic learning environment for students in schools and classrooms.

Schools' structures should be democratic in which teachers and students are involved in decision-making and solving problems and issues. Teachers should have more autonomy to make decisions regarding their classrooms. Students can participate in decision making processes if there are student councils, school clubs and service learning opportunities. True democratic student participation and involvement calls for conducting democratic elections, opportunities for decision making and discussion among school management, teachers and their students and coming to consensus on solving issues or concerns.

Teachers should make their classrooms more democratic where students can experience democracy at the grassroot levels. Teachers need to act as democratic leaders, respect the rights of students, call for student active engagement and involvement and create multiple opportunities for open discussion and debate on the issues. In democratic classrooms, students and their teachers negotiate and develop classroom rules, celebrate diversity of opinions and deal with conflict in peaceful manners.

### **KEY CIVIC SKILLS**

Students should know how to acquire knowledge and process it, how to use the knowledge critically and creatively to solve problems and make decisions in a variety of situations and communicate effectively.

#### **Critical thinking skills**

Critical thinking skills assist to determine the accuracy and worth of information or claims. Critical thinking skills include such skills as: distinguishing between facts and opinions, detecting bias, examining evidence and considering alternatives before making a decision. Critical thinking is making a judgment about what would be sensible or reasonable to believe or do in any situation. Simply engaging in thinking processes cannot be viewed as engaging in critical thinking rather a particular set of qualities of thinking are required for critical thinking. The intellectual tools required for critical thinking include background knowledge, criteria for judgment, critical thinking vocabulary, thinking strategies and habits of mind. Teacher must directly and systematically teach the range of intellectual tools.

- **Background knowledge:** Students need to possess relevant background knowledge from different sources for thoughtful reflection about the topic and make well-informed judgments on the matter before students.
- **Criteria for judgment:** Students need to understand and apply appropriate criteria for judgment. Criteria like accuracy, reliability, logical coherence, weight of evidence, clarity, precision and relevancy must be developed. These criteria can be used in judging and monitoring the reasoning and actions of oneself and others.

- **Critical thinking vocabulary:** Students need to understand meanings of some vocabulary or set of concepts that permits them to make important distinctions among the different kinds of issues and thinking tasks facing them.
- **Thinking strategies:** Strategies that guide thinking can be making lists of reasons for and against value positions, talking through a problem, using models (metaphors, drawings, symbols) to simplify problems and various graphic organizers to represent information.
- **Habits of mind:** Open-mindedness, an inquiring attitude, an intellectual work ethic, respect for quality are habits of mind required to apply relevant criteria and strategies in promoting critical thinking.

Students should be able to analyze the information from different sources using the criteria. Encourage them record their analysis in the following grid or in different other forms.

<b>Sources</b>	<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>
<b>Criteria</b> What is the purpose of the information? Who is presenting this information? What are the political/ideological views of the author?			
Are the ideas relevant to the argument/claim? What supporting and disconfirming ideas are presented?			
On what evidence is the claim based? Where do these evidences come? Who produced these evidences? Are the evidences sufficient to support the claim?			
Are facts and opinions clearly defined? Are there any distortions or errors or omissions? Whose point of view is being expressed? Are different voices included?			
Are ideas clear? Is the purpose of the author clear? Are the conclusions clear? Are implications clear?			
What similarities and differences are there in the way the information was presented by each source?			

After students analyze the information from sources, they need to know how draw conclusions regarding the information. Have them avoid being unduly influenced by what others say and decide what they think and why, defend their position with strong and worthy evidences.

***Developing environment conducive to critical thinking***

Critical challenges are the tasks, problematic situations or questions that provide the impetus and context for critical thinking. The use of critical challenges does not imply a particular pedagogical style or approach to

teaching instead critical challenges can be used with any approach. The students have to be encouraged and assisted in assessing the reasonableness of what they are hearing, seeing or doing.

A question or task is a critical challenge only if it invites the students to assess the reasonableness of options or conclusions – the task must require more than retrieval of information, rote application of a strategy or a mere assertion of a preference. The questions to which all answers are valid do not entail critical thinking. For example, the question like *Who is your favourite politician? What do you like best about Pakistan?* do not explicitly invite critical reflection. Moreover it is also important to distinguish reasoned judgment from rationalized judgment:

- *A rationalized judgment* is a position that is supported after the fact with reasons why it could be justifiable
- *A reasoned judgment* is a criteria-based position. It is a position that is defended because it meets the perceived requirements of a thoughtful answer.

Challenges that critical thinking call for should arise within meaningful contexts. Critical thinking should be infused into curriculum recasting some elements or topics of the subject matter in the form of critical challenges. Critical challenges must be sufficiently focused so that students have enough background knowledge, are aware of relevant criteria and would be able to do a competent job. In case there is any gap, it is important to anticipate the tools required by a challenge and compensate through providing instructions and materials. Students and their teachers should agree on the principles of classroom environment which encourages critical thinking. Critical thinking is not a set of abilities that one uses from time to time rather it is a way of approaching everything that one encounters. Through participation as a member in a community, students actively develop, supplement and test their ideas in conjunction with others, think through the problems together. Teachers personally model the attributes of a good critical thinker, employ effective questioning techniques, set appropriate classroom expectations and develop tools for active student participation in classroom discussions.

### **<sup>2</sup>Information-gathering and processing skills**

The ability to acquire information from different sources, interpret the meaning and significance of the information and make sound decisions on the basis of the processed information are key skills for democratic citizenship. The key steps in gathering and processing information should deliberately and systematically be taught and developed in the students. The steps are described below with the example related to fair and free elections:

#### **a) Formulate Question(s)**

Have the students formulate question(s) about the issue/problem/event which they want to find out more about. The question could be: How can we assess the process of the transparent, fair and free election in Pakistan?

#### **b) Locate Information**

Students should be able to locate information from multiple sources, identify varying approaches, viewpoints, interpretations, reference books, newspapers, magazines, and recognize primary and secondary sources, tables, globes, diagrams, artefacts.

Since the question is regarding elections the best sources might be:

- Election experts (Election Commission staff, constitutional lawyers);
- Books on Democratic Elections;
- Newspaper reports;
- Reviews and reports by election observers.

#### **c) Acquire Information**

Once students have identified the relevant sources, they need to decide how they can acquire information from them. They can acquire information through

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<sup>2</sup> A sample lesson plan is given in the curriculum that explains that how inquiry can be done in the classroom

- Conducting interviews from relevant people: experts, general public, the target group;
- Reading the texts: books, journals, newspapers, sites;
- Observing events, behaviour of people, and pictorial/graphic/statistical images: election campaign advertisement, daily media coverage.

After they got this information, students should know how to identify main ideas, elements and supportive ideas and elements from the sources.

#### **d) Use Organizers to Record Information**

Students can record their information using organizers:

- Timeline-order chronologically the development of an issue/problem/event: For example, development of election process;
- Fishbone-identify two different positions to the issue/problem/event: For example, different positions about election process;
- Venn diagram-compare ideas/arguments/characteristics: For example, the actual election process against the ideal;
- Spider map-identify key ideas/concepts/arguments with supporting evidences/sub-themes: For example, arguments about the actual election process;
- Storyboard-summarize answers to questions: Who, what, when, where, why and how: For example, political party campaigns.

To record their information they need to take notes by using short forms, abbreviations and symbols or write short information in bullet points.

<b>Abbreviations/symbols/pictures</b>	<b>Words</b>
Devt	Development
?	Question
☺	Happy
*	Important

Furthermore, students should be able to organize collected information orderly, precise, with summarized notes and cited sources.

#### **e) Interpret Information (Use Critical thinking skills to interpret information)**

After students have recorded information from different sources they need to interpret the information using the critical thinking skills. They should be taught how to differentiate fact from opinion, identify frames of reference, value laden words, detecting evidences of propaganda and bias and evaluate author's or person's backgrounds. They need to evaluate whether they have answered the questions about the issue/problem/event and need to make sense of and assess all the information they have gathered. Encourage them to use criteria that are shared above in critical thinking skills to analyze and synthesize the information.

#### **f) Draw Inferences**

Students should be taught how to identify relationships among the parts, detecting inconsistencies and weighing conflicting facts and statements.

#### **g) Draw Conclusions**

From the information, students should draw conclusions and ensure they base on and are supported by facts and statements.

#### **Communication skills**

Communication skills are skills that help one express information and ideals in oral, written and visual form.

- Students should be to develop vocabulary, clearly express thoughts in oral form in a variety of situations, to a variety of audiences, for a variety of purposes; express ones ideas with confidence; and defend one's point of view

- To be able to visually communicate, students should have ability to select an appropriate medium, and to produce and display it.
- For written communication it is to be able to express ideas clearly and coherently in a variety of methods (paragraphs, essays, reports), for a variety of audiences; write in order to express one's views and to support a position; and, to be able to make notes from the material read or heard.

Two communication skills are shared below as samples to teach students the skills to effectively communicate.

### ***Making oral presentations***

Students choose a topic for their presentations related to civics. They learn how to prepare an effective oral presentation by using the following steps:

- Preparation: Select a topic, identify the purposes, carry out research, make an outline, review and remove irrelevant information, make notes on cards of important points to cover in presentation and plan an interesting and effective opening.
- Practise: speak clearly, time the length of presentation, vary the voice to avoid monotonous pattern, speak slowly, practise in front of those who can give feedback
- Delivery: look at audience, start slowly, be enthusiastic and confident;

### ***Making posters***

Students should be taught how to make posters to communicate their ideas. The following steps should be learnt and practised by the students.

- Make a plan: decide upon the message of the poster, how to deliver that message visually, choose colours and decide and text that should be concise, arresting and informative;
- Poster Layout and Making the poster: Place your information accordingly, get all the information and pictures, graphs together and put them together.
- Placing posters. Find the best location to put the poster, walk others through the posters.

### ***Advocacy skills***

Advocacy is a systematic process of working to make positive changes by using a problem-solving approach. Advocacy includes activities such as letter writing, conducting signature campaigns and fund raising.

The steps in advocacy are the following:

- Identify the issue that you want to address.** Students should be encouraged to answer questions: What is the issue? Who is involved in this issue? Who can make the difference in the solution of the issue? This will help them think about an issue or a problem that they or other are facing in communities or society in general in which they would like to make a positive change. **E.g. Having garbage dumped on school ground or Illegal housing schemes for the area that was planned to build a park have been approved by corrupt officials.**
- Develop a goal and a set of objectives.** Students require framing their objectives or desired outcomes they want to achieve from their advocacy. **E.g. You want a proper garbage collection mechanism by the city/local government.**
- Identify the intended audience for your advocacy efforts.** Students are required a person/group of people who would be able to bring about the desirable change. **E.g. City/Local government officials and people of your community in your area who have the power to implement the change.**
- Decide on the specific message you want to communicate and how to say it effectively.** Students should be encouraged to identify specific concerns and solutions to address the issue. **E.g. You want to raise of people in the community that dumping garbage in the school ground is not ethical and threat to health of school children and city/local government is expected to provide garbage collection mechanism for the community.**
- Decide a strategy that you want to use to advocate to solve the issue.** There are different strategies to advocate such as writing a letter to the editor of a newspaper, sending a picture as

evidence, conducting a corner meeting with people of the community, rally or walk, signature campaign, peaceful protests, boycotting. Students should choose a strategy that suits best to solving the issue at stake.

- f) Evaluate and follow up the results:** Students should be encouraged to evaluate the results of their actions and follow up the results. If the previous strategy did not work well then they need to choose another strategy to make it more workable.

Teachers are expected to teach students about each advocacy strategy (letter writing, signature campaigns, walk or rally, peaceful protests, boycott, fund raising, display of pictures related to issues, conducting meetings for communities). In addition, required skills of advocacy should be systematically and deliberately taught and developed in the students. Students should be encouraged to use advocacy strategies for issues related to school and then move to issues in community and society in general. For students to have successful advocacy campaigns or projects, teachers should provide ample feedback and guide them throughout their projects/campaigns.

### **Problem-solving and decision-making skills**

Problem-solving and decision-making are thinking strategies that make use of variety skills. Problem solving involves using a variety of skills to solve a problem. Decision making is a strategy of using values and a variety of skills to determine the choice one should make in a particular situation.

Steps of problem solving are the following:

1. Define the problem clearly
2. Define the objectives
3. State what you know about the problem and identify areas where there is a lack of information
4. Identify sources of information and collect the necessary data
5. Interpret the information to identify ways to solve the problem
6. Eliminate the obstacles
7. Examine each possible solution, looking at its advantages and disadvantages
8. Make an action plan

<b>Possible solution</b>	<b>Advantages</b>	<b>Disadvantages</b>
1.		
2.		

9. Carry out the plan
10. Reflect on what has worked, what did not and why.

The similar steps can be also used to develop students' decision making skills.

### **INSTRUCTIONAL STRATEGIES**

Students should be encouraged to actively participate in discussing controversial issues of local, national and global communities, understand complexity of issues by exposed to different positions, engage in inquiry on key issues and topics by gathering and processing information from multiple sources, learn from each other in cooperative groups, experience democratic participation in simulated plays and activities, interact with resource people on different policy issues and initiate and manage community projects. Students learning through these strategies generally learn the importance of social responsibility and public participation.

#### **Discussion Strategy**

Discussion is a unique form of group interaction where students join together to address a topic or questions regarding something they need to understand, appreciate or decide. They exchange and examine different views, experiences, ideas, opinions, reactions and conclusions with one another during the discussion. There are several benefits of discussion. Students increase their knowledge of the topic; explore a diversity of views which enables them to recognize and investigate their assumptions in the light of different

perspectives; develop their communicative competence, listen attentively, speak distinctly and learn the art of democratic discourse.

### ***Conducting a discussion***

#### *Preparation for discussion*

You need plan carefully by reviewing the material and choosing a question or a problem on a topic and framing it as interrogative question instead of a statement or a phrase. For example, ‘What are the major reasons (causes) for the high rate of unemployment in developing countries?’ ‘How can we stop discrimination against women in our country?’ It is important that students have some knowledge of the topic chosen for discussion. Good ways of ensuring this are: asking students to read on the topic, interview concerned individuals, and engage in observation.

#### *Conducting the discussion*

Rearrange the classroom or move to another place (lab, playground) so students can sit in a circle or semicircle as it promotes better interaction between the students. Start by presenting the question orally and in writing it on the board to enable students to read and understand the question. Give students time to think and note down ideas in response to the question. Indicate the start of the discussion by repeating the question. While students share their own views and experiences or refer to their readings write down some answers so as to track and guide the discussion. During the discussion, ask probing questions such as “Why do you think?” “Can you elaborate further?” Or draw a conclusion and raise a new but related question. Give students the opportunity to participate and contribute to the discussion.

#### *Concluding the discussion*

Conclude the discussion by summarizing all the ideas shared and identifying questions for further inquiry or discussion. Summaries should be short but accurate.

### **Role-Play Strategy**

Role-playing is a teaching strategy in which students learn by acting and observing, where some students act out a scenario in front of the class. Students learn the content being presented and also develop problem-solving, communication, initiative and social skills (Blatner, 2002). As students examine their own and others’ feelings, attitudes and perspectives they develop an understanding of themselves and others. If students are asked to write the content of role-plays themselves rather than simply enacting roles handed to them it will enable them to collect and process information, and be creative.

### ***Steps of role play***

#### *Preparation for role-plays*

1. Determine the purpose of the role-play, appropriateness to the objectives, and whether it is suitable for the age group.
2. Write a role-play:
  - Teacher or students develop a realistic situation and decide how to portray it (newscast, courtroom scene, press conference, puppet show, talk show, panel discussion, drama)
  - Define the problem or issues in the situation that the role-players have to deal with
  - Determine the number of role-players needed
  - Develop short, specific roles for each person. What characteristics and background should the person have? How does this person feel about the problem and other person(s) in the situation?
3. Determine the time for each role-play.
4. Develop a set of questions for the post role-play discussion.

#### *Introducing students to role-plays*

- Describe the role-play’s purpose, story and problem briefly and clearly.
- Select role-players. Be careful in assigning roles (e.g. do not choose students who might over-identify with the problem, etc.). Give each role-player a name tag with his/her imaginary name on it so other students do not confuse the players and their roles.

- Allow students enough time to read and understand their roles and prepare to enact it.
- Involve the rest of the class by having them suggest questions for the discussion to follow.

### *Enacting and monitoring the role-play*

While students are acting, ensure all sit quietly observe the role-play.

## **Discussion following the role-play**

Review the role-play with the class. Then open the discussion to the audience ensuring they discuss only the role-play's content. If discussing a problem, students can explore alternative solutions. Summarize the role-play, focusing on student's understanding of the problem that was being dramatized and/or attempt to solve the problem.

### **Cooperative Learning Strategy**

Cooperative learning is a strategy in which students work together in small groups to maximize their own and each others' learning. In cooperative classrooms students have two responsibilities: (i) to learn and complete assigned material and, (ii) to make sure that all members of the group do so as well. A score of *academic, social and psychological* benefits are associated with working collaboratively in groups such as improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, ability to work with others in groups and improved attitudes towards school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

There are 5 elements of cooperative learning. These are:

*Positive Interdependence* means that students believe they will achieve their cooperative learning group goals if and only if the other group members achieve their goals. You can structure in positive interdependence by setting a goal students can only achieve if they work together cooperatively; providing a group a single set of materials; or assigning roles to each group/member.

*Individual Accountability* is each group member being able to do an assignment similar to the group's task on his/her own. Individual accountability can be structured within learning groups by calling on individual students to answer a question on some part of the work they did in their group and conducting regular quizzes and tests that group members must take individually on material learned in their groups.

*Processing* is group members discussing and evaluating how well they are achieving their goals and maintaining successful working relationships. A simple way of guiding group processing is by asking the group to 'think of something that they did to successfully complete, tell what it is' and list the thing that could be done to make the group even more successful tomorrow'.

*Social Skills* are skills required for working in cooperative learning groups. Many students lack such skills and need to be taught them one at a time. Teachers should help students see the need for and understand the skill. They must create situations where students can practice and master the skill. Ensure that students process use of the skill and continue to practise it.

*Face-to-Face Promotive Interaction* occurs when students encourage and facilitate one another's efforts, share information and materials, challenge one another's reasoning, motivate one another to achieve group goals, in trusting and trustworthy ways.

Two examples of cooperative learning structures that incorporate the five basic elements are described below:

## Think-Pair-Share

To begin Think-Pair-Share you must first pose a question to the class that requires students to think critically.

- **‘Think’:** Students ‘Think’ alone about the answer to the question for a specified amount of time. Students write their answers to show that they thought about the question individually.
- **‘Pair’:** Students ‘Pair’ up with a partner to discuss the question, listen to and expand on one another’s ideas.
- **‘Share’:** Students ‘Share’ their answers to the question with the entire class.

Think Pair Share structures are effective only when students participate equally practice social skills, and individually demonstrate what they have learned from their partners.

## Jigsaw

Research indicates that students learn best when they teach what they have learnt to others. Jigsaw has students learn and teach each other. It has four steps:

- From cooperative groups called HOME groups. Each HOME group member is given different material to learn and teach to the rest of the group. For example, the first group member must learn Page 1 of an assigned text, the second member Page 2, etc. To ensure that students learn the material at this stage teachers can provide them with study questions to guide their learning, and ask them to write out their answers.
- EXPERT groups are formed by grouping students with the same assigned material together. EXPERT group members must study their material together, and plan ways to teach the material to their HOME group members and check for understanding. As teachers the groups they should give pointers on how to teach. For example, they can suggest the use of visual aids to convey information.
- Students return to their HOME groups and take turns teaching their HOME group members the material they were assigned and are now experts on. The group goal is for every member of the group to master all the material presented.
- Check student mastery of the material and how well they have worked together. For example, have students take a quiz or make presentations. Let them reflect on how well they worked in their HOME groups and identify ways to improve.

## Inquiry/Investigation Strategy

Inquiry/investigation is a process of framing questions, gathering information, analyzing it and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems. Inquiry develops students' knowledge of the topic of investigation inquiry, skills of questioning, hypothesizing, information gathering, critical thinking and presentation. They are also disposed to engaging in inquiry, open-mindedness and continuing their learning.

## Teaching students to conduct an inquiry investigation

There are two main types of inquiry: knowledge-based inquiry and problem-based inquiry/investigation. Knowledge-based inquiry enables students to enhance their knowledge and understanding of content. Problem-based inquiry/investigation encourages study of social and scientific problems if the study could lead to social action work with students to engage in responsible action.

There are a number of steps in conducting an inquiry/investigation. Use the steps and skills of information gathering and processing as described earlier for the inquiry steps 1, 2, 3, 4, 5, 6 and communication skills for inquiry step 7, and problem solving skill and advocacy skills for step 8, 9. Each step is described below and an example of a knowledge inquiry and scientific investigation is provided below:

1. Choose a topic and have students frame inquiry questions(s) based on the topic or plan an investigation by developing materials yourself.
2. Have students formulate a hypothesis, i.e. provide possible explanations or educated guesses in answer to the questions.
3. Help students plan the inquiry.
  - What is the best place to find information on the topic/What is the best way to gather data to solve the problem?
  - How to allocate time?
  - Whom to consult.
4. Help students locate information/gather data.
5. Have students record information as they find it.

Students using books should note main idea and supporting evidence (Note down the reference for future use) or students can record the interview of a community member.

6. Help students evaluate their findings and draw conclusions. Students should look for relationships in the information gathered, analyze the information and try to answer of the inquiry question. Teach them to support their opinions with evidence from their data.
7. Have students communicate their findings in creative ways, written, oral and visual. For example, as a poster, article, talk show, role-play, etc.

If the study could result in a social action move it forward to have students take informed and responsible actions.

8. Encourage student to suggest possible action based on findings. Select actions that are doable. Look at possible consequences of each action. Choose the best action. For example:
9. Make an action plan and carry out the action.
10. Reflect on the success/challenges of the action.

### **Simulation as a strategy**

Simulations provide opportunities for students to learn about elements of real life situations and structures in simplified form within 'safe' environment such as classroom. When used effectively, simulations develop students' conceptual understanding, enhance and reinforce their skills and build up their positive attitudes and dispositions. Simulations are strongly student-centred and develop creativity and initiative taking. They also enable students to experience situations that they are not able to realistically and directly experience in real life e.g. simulation on law making process to learn functions of three branches of government, mock elections. They develop interpersonal skills especially when other players are required in the process. There are commercially designed educational simulations for civics, however most of them are context-specific and may not be useful for the context of Pakistan. Hence, teachers may develop educational simulations (online as well as hard copies) and share with others on different civics concepts/topics.

There are stages/phases in using simulations such as orientation/introduction, participant training, actual simulation and debriefing.

#### ***Orientation and introduction stage***

It is usually started by introducing students to the topic to be explored and learnt, concepts within the topic and overview of the simulation process.

Examples:

#### ***Simulation of lobbying***

Teach students about the role of interest groups and lobbyists, role of public officials, members of advocacy groups

#### ***A simulation of the process of trial proceeding in civil or criminal course***

Teach students about legal procedures, applicable law and advocacy skills.

### ***Participant training***

Train your students about the rules of simulation, the procedures and goals of simulations, role of participants and decisions to be made. Provide them a short practice to see whether students understand the rules and procedures and can carry out their roles.

Example

#### *Simulation of lobbying*

Train students to the role of attorney, judge, etc.

Explain them about the rules of simulation and goals of simulations.

#### *A simulation of the process of trial proceeding in civil or criminal course*

Train students to the role of lobbyist, public official, member of advocacy skills.

Explain them about the rules of simulation and goals of simulations.

### ***Actual simulation***

Students experience some elements of reality while participating in the simulation. Monitor the progress of the simulation, note your observations and instruct other students to do the same. Ask questions by periodically stopping the simulation to see whether students are clear about the topic, concepts and process.

### ***Debriefing***

Initiate discussion on the simulation, the process and help students identify the relationship between the simulation and real-life application. Extract events, perceptions and reactions of participants, help students analyze the process, draw relationship between civics content and ask for ideas to re-design the simulation. Make suggestion and clarify misconceptions if happened in actual simulation.

### ***Examples of Simulations***

Youth Parliament (check from PILDAT), The Bill (take from Yellow book or Youth in Election book), Meeting Game, Mock Election (take from Yellow book), Budget and Taxes, City Planning Game, Campaign Strategy, Civics Jeopardy (educational commercially designed available), Model UN (available on the net), If You were The President- Budget Simulation (available at <http://www.scholastic.com/kids/president/game.html> but need to develop contextually relevant game) etc.

### ***Effective Lecturing Strategy***

A lecture is method in which, the teacher transmits ideas, concepts and information to the students. A lecture allows teachers to transmit knowledge and explain key concepts in a limited time to a large group of students. The lack of active intellectual engagement by students could make the lecture boring so that students lose interest which hinders learning. Lecturing spoon-feeds the students without developing their power of reasoning. However, if used with different activities and exercises that call for students' participation, the lecture can stimulate students intellectually and facilitate learning.

### ***Developing an effective lecture***

To deliver an effective lecture, the teacher must plan it. First, the teacher should identify the purpose of the lecture. The procedure of the lecture will follow from the purpose. If the purpose is to introduce new knowledge and concepts, the teacher can structure it in the classic way. However, if the purpose is to make students aware of different approaches to a particular problem, then the problem-oriented structure can be used.

In a classic lecture structure, the teacher outlines the purpose of the lecture and the main themes/subtopics that will be covered. Each theme/subtopic is then explained with examples. At the end, the teacher summarizes each theme/subtopic and concludes the lecture. A lecture can be made more effective by the use of diagrams, photos, graphics, etc. using charts, an overhead or multimedia projector.

In a problem-oriented lecture, the teacher states the problem and then offers one positive solution followed by a discussion of the weaknesses and strengths of the solution. Then he/she continues with the second solution and discusses its strengths and weaknesses. At the end, the teacher makes some concluding remarks.

### ***Posing questions***

In order to keep students engaged in a lecture, ask a question at the end of each theme/subtopic. This activity requires students to quickly process and use newly presented information to answer the question or solve the problem. Following the question give time to the students to come up with the answer, call on a few students to share their answers, sum up and move on. Some students out of fear of giving an incorrect response may not answer. To increase students participation use the Think-Pair-Share strategy; students think individually, share ideas with a colleague and then with the class. Sum up responses and move on. Alternatively, use Buzz groups. Buzz groups are small groups of three to five students who discuss the question before answering. Clear instructions regarding what to do, for how long and what is expected at the end of 'buzzing' must be given. After groups 'buzz', randomly choose students from 2-3 buzz groups to share their groups' discussion points or solutions. Sum up and move on.

### ***Inviting students' questions***

Before the lecture ask students if to share questions they want answers to and tailor lecture to answer them. Encourage students to ask questions on completion of each theme/subtopic. Students' questions can be answered by the teacher or directed to the students inviting them to answer.

### **Teaching Controversial issues**

A controversial issue is considered as an important issue by many people, which involves value judgements and cannot be resolved by facts and evidence only. These issues can divide the society by generating often conflicting explanations and solutions based on alternative value systems (Stradling et al, 1984). Controversial issues have conflicting values, opinions, priorities and material interests, emotions are strongly awakened and where the topic/issue is complex to explain and resolve. Living in the age of multiple controversial issues, students need to develop their knowledge, skills and attitudes to deal with such issues. They are not born knowing and skilful to deal with controversial issues so they need to develop knowledge and practise their skills of listening to other's perspectives, stating their positions clearly, being prepared to change their minds, find more information and deal with differences politely. Learning how to deal with controversies in the classroom setting definitely prepares students to live in a democratic society where controversial issues are discussed and argued without bringing it to violence.

### ***Planning***

In learner-centred classrooms, the role of the teacher is as facilitator and guide in the learning process. However, most of teachers' work is done prior to and after the lesson. Plan your lesson on controversial issue thoroughly. Search for information about controversial issue, identify the controversies and positions, collect more evidence and explanations for both or more sides/positions and enlarge your own understanding of the issue. Help your students read as many explanations as possible about conflicting positions about the issue prior to any activity. Stipulate possible issues while students are discussing or tackling with the controversial issues such as some students becoming emotional about the issue, possible arguments, drifting away from the topic. Be prepared to handle these and other issues in your classroom skilfully and professionally. Choose a strategy to teach controversial issue which suits best to the topic/issue, to the level of the students and to the allocated time and available resources. Start teaching controversial issues from the ones which are not close and sensitive to students' experiences or contexts e.g. environmental issues as climate change, global warming, and when your students develop their skills and attitudes to deal with more complex issues more to the ones that are close to their own experiences and contexts, e.g. honour killing, human rights abuses in the country.

### ***Setting the environment and building the skills***

Prior to ask students to deal with controversial issues, you need to set up a supportive and caring classroom environment. Start by encouraging students to develop classroom rules that are required for teaching and

learning about controversial issues. For example, classroom rules such as: agree to disagree in polite manner, state the idea or point clearly, support idea with more explanations, evidence and examples, accept alternative perspectives, recognize the complexity of the issue/topic, listen to others attentively, treat others with respect and so on. These and other rules students come up with should be agreed to become as classroom rule for learning to deal with controversial issues. Explain, demonstrate and teach each skill systematically and provide students some situations to practise the skill and give constructive feedback to improve further.

### ***Strategies for controversial issues***

There are different instructional strategies to teach for dealing with controversial issues. The following are few of them.

#### Discussion

It is an essential element in addressing controversial issue, where every student has the opportunity to voice his or her opinion and when handled properly, it helps students to recognize multiple ideas, opinion, explanations and solutions on the issue. Discussion skills are not innate. The students' age, knowledge and interests should be considered in selecting and preparing who is to lead discussion of a controversial issue: this can be done by a student or the teacher. Effective discussion skills encompass three stages: preparation, conduct and evaluation. Establishing an open discussion climate is a prerequisite for conducting effective discussions as students must feel free and secure to share their views and argue with each other. The teacher's role is to act as a moderator to ensure that diverse and competing perspectives are fairly heard, to ask questions and challenge ideas (e.g. devil's advocate). In the case of controversy over values, teachers should help students identify, interpret and clarify their values. Finally the discussion itself should be summarized and evaluated collaboratively by the teacher and students.

#### Demystification

Demystification requires extensive knowledge of the issue along with critical thinking skills and open mindedness. The strategy differs from discussion in that existing arguments are analysed, whereas in discussion, argument are generated.

There are four steps to this strategy (Clarke, 1992)

1. *What is this issue about?*

- The nature of the controversy is identified; namely what information, concepts and values underpin it.

2. *What are the arguments?*

- What is the content of the argument?

- Is the position taken valid?

The criteria used to judge validity can either be moral or prudential, where moral criteria are concerned with how all people will be affected, and prudential criteria with how I and my group will be affected.

3. *What is assumed?*

- The assumptions behind the argument are identified and evaluated on the basis of who is making the argument.

4. *How are the arguments being manipulated?*

- What information has been selected and emphasized or ignored.

#### Debate

This requires reasoning skills, analysis of multiple relationships and consideration of multiple perspectives. Students learn to organize their ideas, present their opinions clearly and support them with facts using the conventional formal debate structure of speaking for and against a motion, without necessarily taking a vote at the end. The teacher's role is to judge and assess the process of the debate, and the quality of arguments presented. Teachers need sound knowledge of the topic, so that they deepen students' understanding of the concepts and issues.

#### **Role play**

This involves learning through acting and observing. During role play participants examine their own feelings, attitudes and perspectives as well as those of others and develop self-understanding and empathy.

Role play can facilitate problem-solving, communication and social skills (Blatner, 2002). When students take control, they draw on creativity and imagination. Effective role playing follows four steps: preparation, introduction, enacting and monitoring. It is important to follow up role-play with discussion. Non-participant students can play the role of engaged audience and join in the discussion that follows the role play. *Conscience Alley (or Conscience Mumtaz)* is a role play technique which helps to identify conflicts, dilemmas and dichotomies and encourages students to think multiple perspectives on an issue or a topic.

## (Appendix A)

### THE LOCAL GOVERNMENT SYSTEM

The current local government system in Pakistan stems from the reforms introduced in 1999 by the military government of President General Pervez Musharraf which sought to transfer administrative and financial power to local government. The local government system was put in place in 2001. The essence of the newly installed local government system is to:

- Extend responsibility of the State towards its citizens at the level of local communities.
- Decentralize power and authority and shift it to the local level so that people’s needs are served in the communities.
- Make opportunities for people to participate in decisions affecting their lives.
- Allow communities to influence prioritization of needs and the allocation of resources for their attainment.
- Establish a basic foundation for the practice of democracy.

In order local government to implement the system the whole of Pakistan was divided into districts/city districts, Tehsil/Towns and Unions.

No.	Provinces	City Districts	Districts	Tehsils	Towns	Unions
1	Punjab	05	30	106	38	3464
2	Sindh	01	22	103	18	1108
3	West Punjab	01	23	50	4	986
4	Balochistan	01	27	75	2	567
Total		08	102	334	62	6125

Figure 1: Province-wise number of districts, city districts<sup>3</sup>, unions, tehsils and towns:

#### Organization of the local government system

The system has three levels of local government: district (*zila*), tehsil/town and union. Each level has an elected nazim and naib nazim, elected councillors, and administration. All members of the local government are accountable to the nazim, who is an *elected* official. The nazim has powers and responsibilities for law and order.

### LOCAL GOVERNMENT

Figure: 5.2: Levels of Local Government in Pakistan

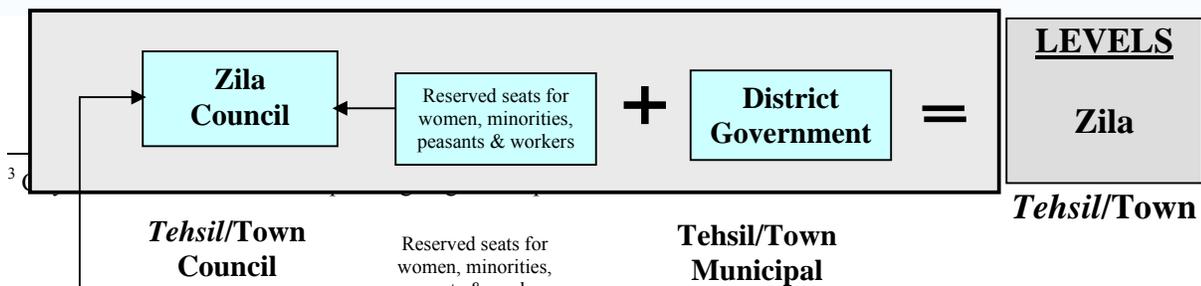




Figure 5.3: The towns of city district Karachi and unions of Jamshed Town

### Members of local government chosen

The democratic system is uniform across the four provinces, with **direct elections** for seats in union councils, and **indirect elections** for reserved seats of women, peasants/ workers and minorities in union councils. Indirect elections are also held for *tehsils*/towns and districts/city districts councils. Councillors are elected on non-party basis and serve a four-year term. By-elections for seats of councillors falling vacant or remaining vacant are held annually and vacant seats of *Nazim* and *Naib Nazim* are filled within 120 days through elections conducted by the Election Commission of Pakistan.

### Composition and Structure of Union Council

Unions are the smallest unit of local government which link the citizens of Pakistan to other larger units of government. The **Union Council** (see Figure 5.4) is the elected body that oversees the functioning of the **Union Administration** (see Figure 5.5), mobilizes resources for matters of public interest, municipal and civic activities, and for development in the local area. The Union Administration covers the rural as well as urban areas across the whole district, thus aiming to overcome the urban-rural divide.

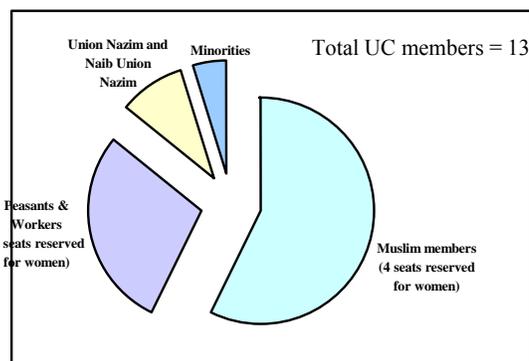


Figure 5.4: - Composition of the Union Council

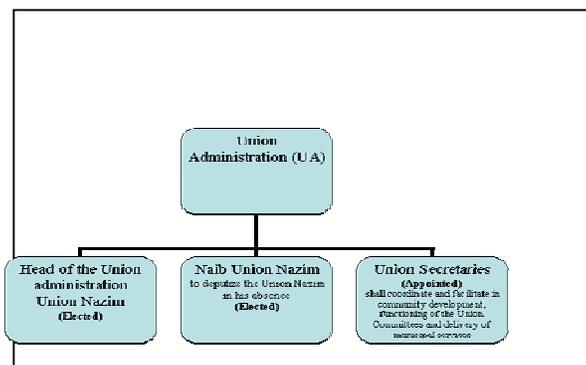


Figure 5.5: Composition and Structure of Union Administration

Similarly at the *TEHSIL*/TOWN level there is a *Tehsil*/Town Council + *Tehsil*/Town Municipal Administration and at the district/city district level there is a District/City District Council + a City/District Administration.

### Functions of the three levels of local government

The functions of the councils at the three levels are to approve the annual development plan and budget, collect taxes and facilitate formation of various citizen committees. The main functions of the administration are consolidation and prioritization of needs and improve public services.

Below are some of the key functions of each level of local government

Function of the Union Council	Function of the Union Administration	Function of the Tehsil/Town Council	Function of the Tehsil/Town Municipal Administration	Function of the Zila Council	Function of the District Government
a) approve the annual development plan and budget of the Union Administration (UA)	a) to consolidate village and neighbourhood development needs and prioritize them into union-wide proposals	a) approve and monitor the finances and functions of the <i>tehsil</i> /town municipal administration (TMA)	a) prepare plans in collaboration with union councils and to execute and manage development plans	a) approve the annual development plan and budgetary proposals of the District Government	a) Develop and manage water source
b) collect fees, sale of animals, births, deaths, for execution or maintenance of work of public utility	b) to identify deficiencies in the delivery of services and make recommendations for improvement to the <i>Tehsil</i> Municipal Administration.	b) collect tax (e.g. on services, transfer of movable property, property tax. Collect fees for ads & billboards, fairs, shows)	b) maintain and manage municipal infrastructure and services (e.g. water, sensation, drainage, sewage, roads and streets, traffic signals, signboards, parks and playgrounds etc.	b) Collect tax (e.g. education, health, & others authorized by government. Collect fees related to schools, colleges, health facilities, roads etc).	b) Develop and manage water source, tertiary and secondary sewerage network, treatment plants, and disposal. Storm water drainage network & disposal, flood control protection & rapid response contingency plans, natural disaster and civil defence planning Solid waste management, treatment, recycling, Industrial and hospital hazardous & toxic waste treatment & disposal, environmental control against air, water, & soil pollution and landscape, monuments ornamentation
c) elect an Insaaf committee for out of Court settlement of disputes. Elect an Ethics Committee to regulate the conduct of council member. Elect Monitoring Committee to oversee municipal, finance, works and services. Assist the <i>Tehsil</i> /Town Council in creation of Village and Neighbourhood Councils.	c) ) to improve and maintain public open spaces, public gardens and playgrounds  To provide and maintain public sources of drinking water.  To arrange facilities for the handicapped, destitute and poor  To cooperate with the public, private or voluntary organizations, engaged in activities similar to those of the Union.	c) elect an Insaaf Committee to interact with the Zila Council  To elect an Ethics Committee, responsible for regulating the conduct of the members of the <i>Tehsil</i> Council. Elect Monitoring Committees for regulating conduct of its members.	c) compile information and maintain a comprehensive database and information system for the local area and provide public access to it on nominal charges	c) elect an Insaaf Committee to facilitate people's access to the Member Inspection Team of the High Court for redressing their grievances  Elect an Ethics Committee, responsible for regulating the conduct of members of the Zila Council  Elect Monitoring Committee	
d) to review the annual statement of accounts and audit reports with respect to the UA			d) propose taxes for approval of the <i>tehsil</i> /town council and to levy.		
			e) enforce all municipal laws, rules and by-laws falling within its jurisdiction	e) approve master plans, zoning, land use plans, including classification and reclassification of land, environment control, urban design, urban renewal and ecological balances*  Approve proposals of the District Government for public transport and mass transit systems, construction of expressways, flyovers, bridges, etc. <sup>4</sup>	
Review the performance of the various Union Committees			f) to cooperate with the public, private or voluntary organizations, engaged in activities similar to those of the Union.		

## Institutional Arrangements for Community Empowerment

<sup>4</sup> Zila Councils in City Districts

In addition to voting for representatives through local elections, citizens that is, you can participate in political affairs through specific institutions that have been set up as part of the local government. These include:

#### *Monitoring Committees*

Monitoring committees monitor the functions of the local governments at each level in order to evaluate performance of each office in relation to achievement of its targets, responsiveness to citizens' difficulties, efficiency in delivery of services and its transparent functioning.

#### *Neighbourhood and village councils*

Village councils or neighbourhood council (urban areas of five to eleven members) are established to develop and improve public service such as water supply, solid waste management and maintenance of public streets, parks and playground through obtaining voluntary contributions or on a self-help basis. The councils develop and maintain municipal and community welfare facilities and facilitate the creation of Citizen Community Boards (CCBs).

#### *Citizen Community Boards (CCBs)*

Citizen Community Boards (CCBs) are groups of non-elected citizens whose task is to motivate and energize the community towards development and improvement in service delivery and welfare of less fortunate community members through voluntary, proactive and self help initiatives.

#### *Complaint Cell*

In every District Government Administration, Tehsil/Town Municipal Administration and Union Administration there is a complaint cell for redressing grievances of the people.

#### *Zila Mohtasib*

The new system establishes an office of Zila Mohtasib in every district for redressing of citizen's complaints against all functionaries of the District Government, Tehsil/Town and Union Administration, Nazims, Naib Nazims, District Police officers and officials, members of the council and all officials of the Council. The Mohtasib may conciliate, amicably resolve, stipulate, settle or ameliorate any grievance without written memorandum.

#### *Musalihat Anjuman*

The new System has provisions for a Musalihat Anjuman in each union consisting of a panel of three Musaleheen (conciliators) from amongst the residents of the union who are publicly known to be persons of integrity and good judgment. The Anjuman will strive to achieve amicable settlement of disputes through mediation, conciliation and arbitration.

### **Our role in local government**

Although there are many opportunities for citizens active participation through the above institutional arrangements in most cases only the Union council is formed and working. If you are 25 years and above you can stand for elections to any of the above and if elected play an active and responsible role. I armed now with the knowledge of avenues for citizen participation you can work with the community to put these committees in place offering to become a member in one yourself. Additionally, you could also offer training to members of Musalihat Anjuman in conflict resolution skills, etc. You can also join together with others to form a CSO or you can take actions yourself. Below are two citizens who took action in their communities to make a difference. You can make complaints in the complaint cell or bring complaints various functionaries to ensure greater accountability and improved services for your community.

# INQUIRY

## Sample Lesson Plan

Topics	Methodology	Time
<b>Greeting</b>	Greet participants and welcome them to the session	2 minutes
<b>Ice Breaking Activity</b>	<ul style="list-style-type: none"> <li>• Ask them to interview person sitting next to them and write the information on the piece of paper. They can ask the following information: Name, members in family, work place, years of affiliation with, hobbies, qualities they respect</li> <li>• Ask them to fold the paper and put in the box. Mix the papers and again ask the participants to pick one paper from the bowl</li> <li>• Ask them to introduce the person, whose information is in their hand. The process will be continued till the entire participant including the facilitator will be introduced.</li> </ul>	15-20 minutes
<b>Building Cooperative Groups</b>	<ul style="list-style-type: none"> <li>• Ask the participants to call the numbers; for example from 1-6 to divide them in groups ( depending on the number of groups you want to make in session, remember it is good that you put 4-5 participants in one group at a time). Ask all the ‘ones’ to stand from their place and gather in a form of a group. Similarly you will form all the groups in the class.</li> <li>• Ask the participants; what do they know about cooperative groups? They may reply ‘a group which works together’ etc.</li> <li>• Ask each group to propose a name for their groups.</li> <li>• Take those name and write them on the corner of the board where they should be there for the whole session</li> <li>• Collect their responses on board and also provide them literature understanding about ‘Cooperative Groups’</li> </ul> <p><b>Cooperative learning groups</b> develop positive interdependence among students for success or rewards depend on each other for completion of task. They learn to work together in their groups, as teacher has less time to spend on individual. It will increase the learning environment in the classroom where the difference between age and abilities will not be a major issue An easy way to remember the five essential elements of cooperative learning is by the mnemonic <b>PIPS Face</b>:</p> <p><i>Positive Interdependence</i>: if one of us fails, we all fail!’  <i>Individual Accountability</i>: each group member should be able to complete the task  <i>Processing</i>: group discuss and evaluate their achievements and working relationships  <i>Social Skills</i>: using quite voices, listening actively and taking turns  <i>Face-to-Face Interaction</i>: sharing, motivating and building trust</p>	10 minutes
<b>Objectives of Session</b>	<ul style="list-style-type: none"> <li>• Share the objectives of the session.</li> </ul> <p>By the end of the session participants will be able to:</p> <ol style="list-style-type: none"> <li>(i) Explain the term ‘inquiry’</li> <li>(ii) Restate the importance of conducting inquiry in the classroom</li> <li>(iii) Explore the steps of inquiry</li> <li>(iv) Develop the value of cooperation among each other</li> </ol>	5-7 minutes
<b>What is Inquiry Skill</b>	<p><b>Introduction of Inquiry Skill</b> Ask participants to share their ideas on</p> <ol style="list-style-type: none"> <li>1. What is inquiry? And</li> <li>2. Why it is important to develop inquiry skills in students?</li> </ol>	5-7 minutes

<p><b>Steps for Conducting Inquiry</b></p>	<p>Inquiry is a teaching and learning strategy used in a process-oriented classroom. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems.</p> <p><b>Steps of Inquiry Skills</b>          Introduce the steps of inquiry to the participants and explain them that what do they understand with them at a glance?</p> <ol style="list-style-type: none"> <li>1. Identify a topic / problem</li> <li>2. Formulate a hypothesis</li> <li>3. Plan the inquiry</li> <li>4. Brainstorm to identify solutions</li> <li>5. Make a plan of action</li> <li>6. Act</li> <li>7. Build Support</li> <li>8. Reflect on the action and plan the next stage</li> </ol>	<p>10 minutes</p>
<p><b>Getting into the Process</b></p> <p><b>Step 1</b>  <b>Choose a topic for inquiry and frame a question for the inquiry.</b></p>	<p><b>1. Frame a Question</b></p> <ul style="list-style-type: none"> <li>• Write the topic ‘Local Government’ on board and let them to identify a question they want to learn inquire about local government. For example</li> <li>• Make a list of questions to ask about your topic/problem.             <ol style="list-style-type: none"> <li>(i) What it means by local government?</li> <li>(ii) What does it comprises of?</li> <li>(iii) What are the features of local government</li> <li>(iv) What contributions does local government make in the development of city?</li> </ol> </li> <li>• Ask each group to come up with one question relevant to local government</li> <li>• Collect their responses and write them on board so all groups can see the questions. Remember you should encourage each group to come up with different question from other, so the repetition of topics should be avoided</li> </ul>	<p>15 minutes</p>
<p><b>Step 2</b>  <b>Formulate a hypothesis.</b></p>	<p><b>2. Formulate a hypothesis.</b></p> <ul style="list-style-type: none"> <li>• Formulate a hypothesis means providing a possible explanation or an educated guess to your question. For example             <ol style="list-style-type: none"> <li>(i) the current local government system is to decentralize power and authority shift to local so that people’s need are served in the communities</li> </ol> </li> </ul>	<p>15 minutes</p>
<p><b>Step 3</b>  <b>Plan the inquiry.</b></p>	<p><b>Plan the inquiry.</b></p> <ul style="list-style-type: none"> <li>• Decide how you might conduct the inquiry.             <ol style="list-style-type: none"> <li>(i) What is the best place to find data on the topic?</li> <li>(ii) How much time do I have?</li> <li>(iii) Whom can I consult?</li> </ol> </li> </ul>	<p>1 hour</p>
<p><b>Step 4 (a)</b>  <b>Locate</b></p>	<p><b>Locate Information</b></p> <ul style="list-style-type: none"> <li>• Inform the participants that variety of sources such as textbooks, reference books, films, internet, data bases, etc. that will provide you</li> </ul>	

<p><b>Information</b></p> <p><b>Step 4(b) Record and Evaluate Your findings</b></p>	<p>with the current information/ data. The people in your community, observation of actual events, or visits to different places can also be sources of information.</p> <ul style="list-style-type: none"> <li>• Decide what materials are related to your topic and reliable to use.</li> <li>• Provide them the hand out of the chapter on ‘ local government’ and ask them to locate the information</li> <li>• Send them to library and organize the internet facility that will help them to locate further information.</li> <li>• If possible for you can also invite Naib Nazim as a guest speaker</li> </ul> <p><b>3. Record and Evaluate Your Findings</b></p> <p>If using books, find the main idea and supporting evidence and make notes of the information using abbreviations and symbols. (Note down the reference for future use)</p> <p>If using people; as a source of information, prepare an interview guide leaving opportunity to add questions that may come to mind during the interview.</p> <p>Look for the relationship in the information gathered. Analyze the information and try to find out the answer of the inquiry question. Ask yourself: How appropriate is the hypothesis based on the data? What conclusions can be drawn from the information?</p> <p>How useful is the conclusion? What opinion can be formed? What evidence supports the opinion?</p>	<p>15 minutes</p>
<p><b>Step 5 Critical Review of the Data</b></p>	<p><b>Critical Review of the Data</b></p> <ul style="list-style-type: none"> <li>• Think critically about the information you have gathered.</li> <li>• Determine whether the information is a fact or opinion. Identify point of view and detect bias in the information.</li> </ul>	<p>20 minutes</p>
<p><b>Step 6 Evaluate your findings and draw conclusions.</b></p>	<p><b>Evaluate your findings and draw conclusions.</b></p> <ul style="list-style-type: none"> <li>• Look for the relationship in the information gathered. Analyze the information and try to find out the answer of the inquiry question.</li> <li>• Ask participants: How appropriate is the hypothesis based on the data? What conclusions can be drawn from the information?</li> <li>• How useful is the conclusion? What opinion can be formed? What evidence supports the opinion?</li> </ul>	<p>30 minutes</p>
<p><b>Step 7 Communicate Your Findings</b></p>	<p><b>Communicate Your Findings:</b></p> <ul style="list-style-type: none"> <li>• Ask your participants to decide on the best way to communicate their findings. Inform them that they can communicate their findings in a variety of ways. For example, in the form of a report, poster, article, oral presentation, role-play etc.</li> <li>• Give them a time and ask them prepare their presentation</li> <li>• Ask each group to present their conclusion</li> </ul>	<p>30 minutes</p>
<p><b>Step 8 Suggesting Possible Actions</b></p>	<p><b>Suggest Possible Actions Based On Findings.</b></p> <ul style="list-style-type: none"> <li>• Writing letters to Nazims/ Naib Nazims</li> <li>• Writing letters to the editor/press</li> <li>• Becoming a member of a pressure group</li> <li>• Asking a pressure group to support your cause</li> <li>• Petitioning (walks/marches/mass demonstrations/Signature campaigns)</li> <li>• Boycotting</li> </ul> <p>Select actions that are doable. Look at possible consequences of each action.</p>	

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

<b>Doable</b>	<b>Sustainable</b>	<b>Cost effective</b>	<b>Beneficial to people</b>	<b>Learning for us</b>
How doable is it?	How sustainable (time the effect will last) is it?	How many people will benefit from it?	How cost effective (require the least money) is it?	How much will we learn from it?

30 minutes

<b>Action Plan for Cleanliness in School</b>			
<b>What has to be done?</b>	<b>Who will do it?</b>	<b>By when?</b>	<b>Who else can be involved?</b>
<ul style="list-style-type: none"> <li>• Draft a letter to the Nazim</li> </ul>	<ul style="list-style-type: none"> <li>• 1 member of the group</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Principal, students and staff of the school</b></li> <li>• <b>Parents</b></li> </ul>
<ul style="list-style-type: none"> <li>• Take an appointment</li> </ul>	<ul style="list-style-type: none"> <li>• 1 member of the group</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days</li> </ul>	
<ul style="list-style-type: none"> <li>• Meeting with the Nazim</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 members</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a letter to the Editor</li> </ul>	<ul style="list-style-type: none"> <li>• Any one of the group members</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days</li> </ul>	

20 minutes

**Step 9**  
**Make an action plan.**

- Prepare an action plan:
- What has to be done?
  - Who will do it?
  - By when?
  - Who else can be involved?

**Taking an Action**

- Ask the participant to plan to meet with the Town Nazim, share findings and
- Ask for assistance to provide funds to maintain schools cleanliness.

**Reflect on the action and decide on next steps.**

- Involve your participants in a reflection process and pose the following questions:
  - (i) After taking the first few steps ask yourselves, Is the plan working? Are things going as planned or are you facing difficulties. If things are going according to plan congratulate yourself and move on. If not, ask. Should we change our solution? Our strategy?
- Ask them to think about alternatives or follow-up mechanisms. If your voice won't be heard through a particular way, what other alternatives do you have? What were the outcomes? How do you feel about the results? What follow up mechanisms can you use? Also talk with your support group for ideas on how to progress.
- Ask them to reflect on what you've learned. What have you actually accomplished? Support each other. Don't give up.

**Step 11**  
**Act**

**Step 12**  
**Evaluate and reflect**

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