

CITIZENSHIP AND ME!

I can be a
responsible
citizen where
I live, work,
and play!

Activities included in this pack:

- ✓ "I'm a Citizen in my Community"
Booklet
- ✓ Rights and Responsibilities Sort
- ✓ Responsible Choice Irresponsible
Choice Pocket Book
- ✓ Rules and Laws "I Spy"
- ✓ Compare and Contrast rules at home
vs. rules at school foldable
- ✓ Activities to teach students
(citizens) how to work together,
communicate well, and problem solve!

**STUDY GUIDE
AND UNIT
ASSESSMENT
INCLUDED!**



LESSONS OVERVIEW

Each day's lesson should take approximately 30-35 minutes.

<p>Day 1: I am a citizen in my community</p> <ul style="list-style-type: none"> - I can define what a citizen and a community is. - I can share details about the communities I belong to. 	<p>Day 2: Citizens know their rights and responsibilities</p> <ul style="list-style-type: none"> - I can explain the difference between rights and responsibilities. 	<p>Day 3: Citizens make responsible choices</p> <ul style="list-style-type: none"> - I can sort responsible choices and irresponsible choices. 	<p>Day 4: Citizens follow rules and laws</p> <ul style="list-style-type: none"> - I can explain the difference between a rule and a law.
<p>Day 5: Citizens follow rules and laws</p> <ul style="list-style-type: none"> - I can explain how rules at home are the same and different as rules at school. 	<p>Day 6: Citizenship Skills: Communication</p> <ul style="list-style-type: none"> - I can be a good citizen by communicating fairly. 	<p>Day 7: Citizenship Skills: Problem Solving</p> <ul style="list-style-type: none"> - I can be a good citizen by solving problems with others. 	<p>Day 10: Citizenship Skills: Respect</p> <ul style="list-style-type: none"> - I can be a good leader by showing respect and treating others fairly.

UNIT VOCABULARY

WORD	DEFINITION
Community	The place where people live, work, and play together
Citizen	A person who belongs to a community
Right	A freedom that can't be taken away
Responsibility	Something a citizen should take care of or do
Laws	Rules that citizens must follow
Consequence	Something that happens because of what a person does or does not do
Problem	Something that makes things difficult
Solution	A way to solve or fix a problem

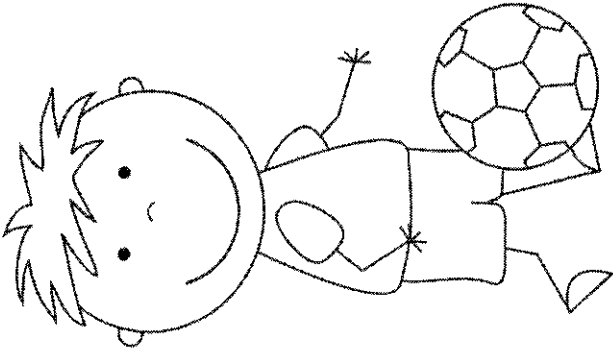
DAY 1: I AM A CITIZEN IN MY COMMUNITY

Objective: Through this lesson, students will recognize that they are a citizen and they belong to different groups of people. They will understand that a community is not just the city you live in, but rather whatever group of people you live, work, and or play with.

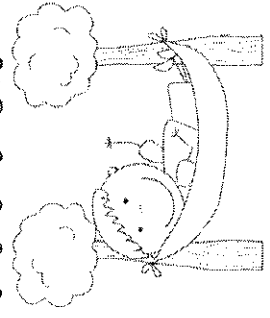
1. Introduce "I can" statements:
I can define what a citizen and a community is.
I can share details about the communities I belong to.
2. Build background knowledge: Write the word "citizen" on the board. Brainstorm what students know about a citizen by making a T-chart describing what they think a citizen is and is not. (Example; a citizen is a person, not a place. A citizen is a child or an adult but not an animal, etc.)
3. Extend learning:
 - Define community as a place where people live, work, and play. Define a citizen as person who lives in a community. Explain to students that your community is not limited to the city you live in; but rather whatever group of people you live, work, and play with. Brainstorm what communities they are citizens of. (School, city, church, day care, sports team, etc.)
 - Pass out citizens booklets (there are separate booklets for boys and girls.) Fill in the booklet together. Students may cut out the pages of the booklets, color, and staple.
4. Review learned concepts: Instruct students to re-read their citizen booklets to a partner.

I'M A CITIZEN IN MY COMMUNITY!

Created By: _____



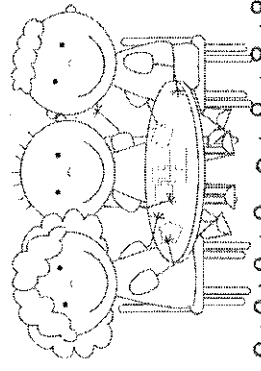
Hello! My name is _____
_____ and I am
a **citizen** of many
different
communities.



What is a **citizen**?
A **citizen** is a person
who belongs to a community.
Not all people are citizens of the
same community.

What is a community?

A community is a place where people
_____ and _____ together.



My city is a

community. It is

called

I live in this

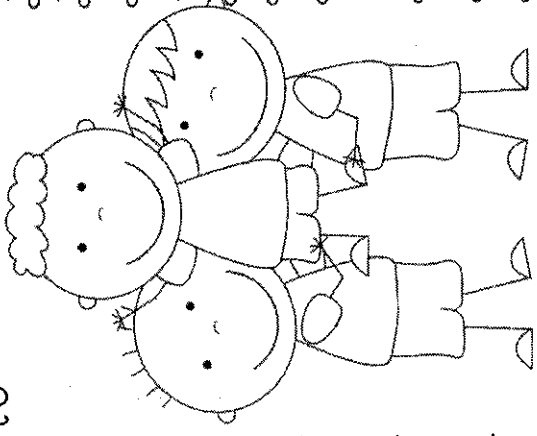
Here is a picture of where

I live!

My favorite thing to

play in my

community is



I do a lot of work in

my community to

help myself and

others!

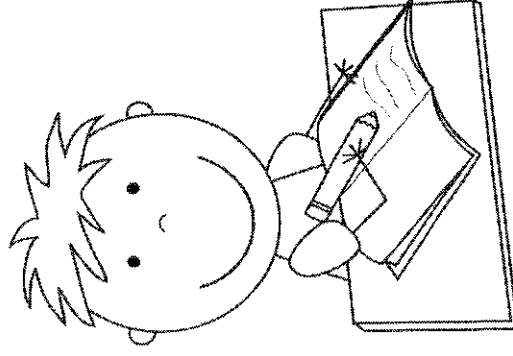
To help myself

become smarter I

work hard at my

school community

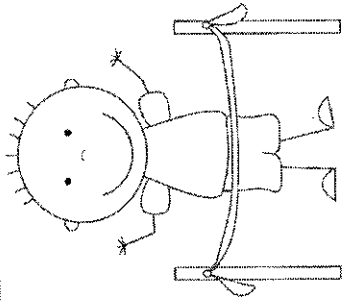
called



I help other people in my city
and school community by:

Being a part of so many
different communities is
_____ My favorite
thing about being a citizen is

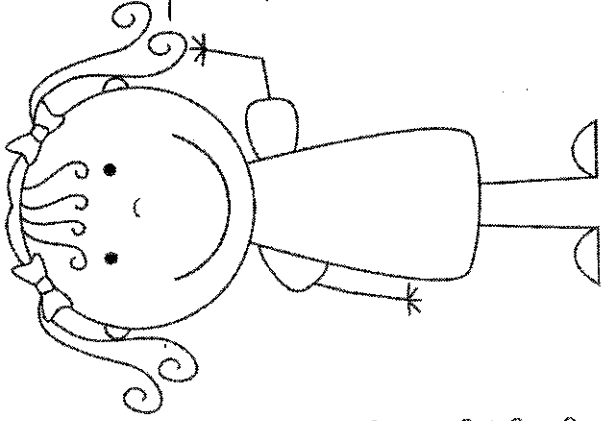
FINISH



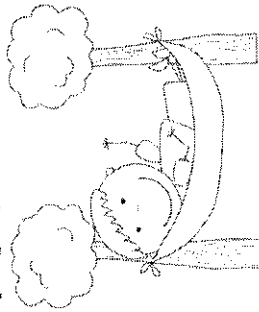
THE END!

I'M A CITIZEN IN MY COMMUNITY!

Created By: _____



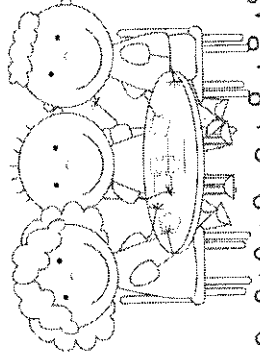
Hello! My name is _____
_____ and I am
a citizen of many
different
communities.



What is a citizen?
A citizen is a person
who belongs to a community.
Not all people are citizens of the
same community.

What is a community?

A community is a place where people
_____ together.
and _____ together.

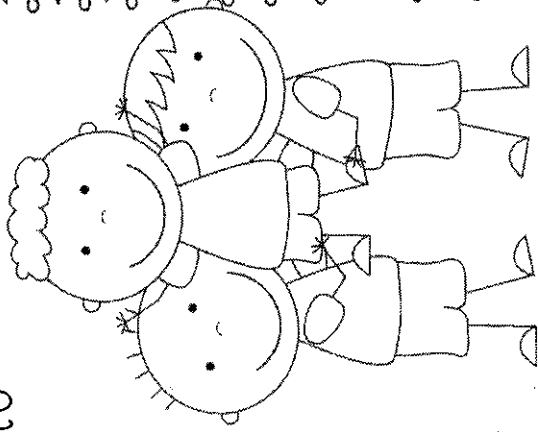


My city is a
community. It is
called _____

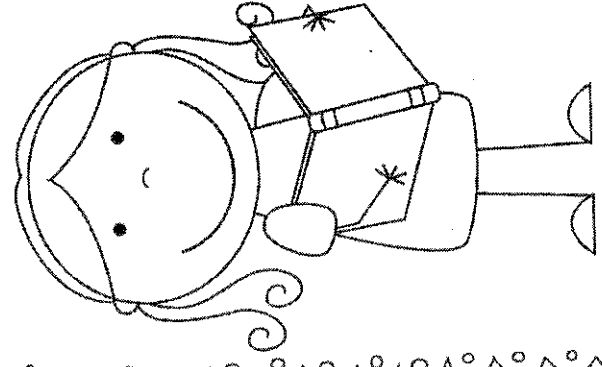
I live in this
community!

Here is a picture of where
I live!

My favorite thing to
play in my
community is _____



I do a lot of **work** in
my community to
help myself and
others!

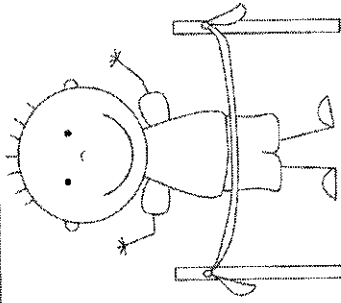


To help myself
become smarter I
work hard at my
school community
called _____

I help other people in my city
and school community by:

Being a part of so many
different communities is
----- My favorite
thing about being a citizen is

FINISH



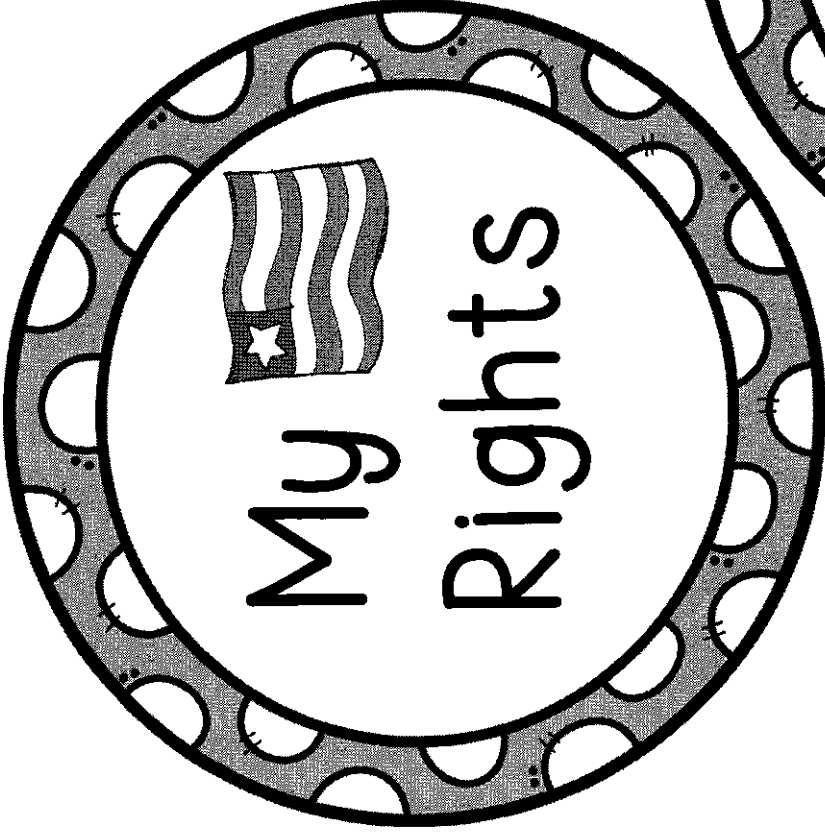
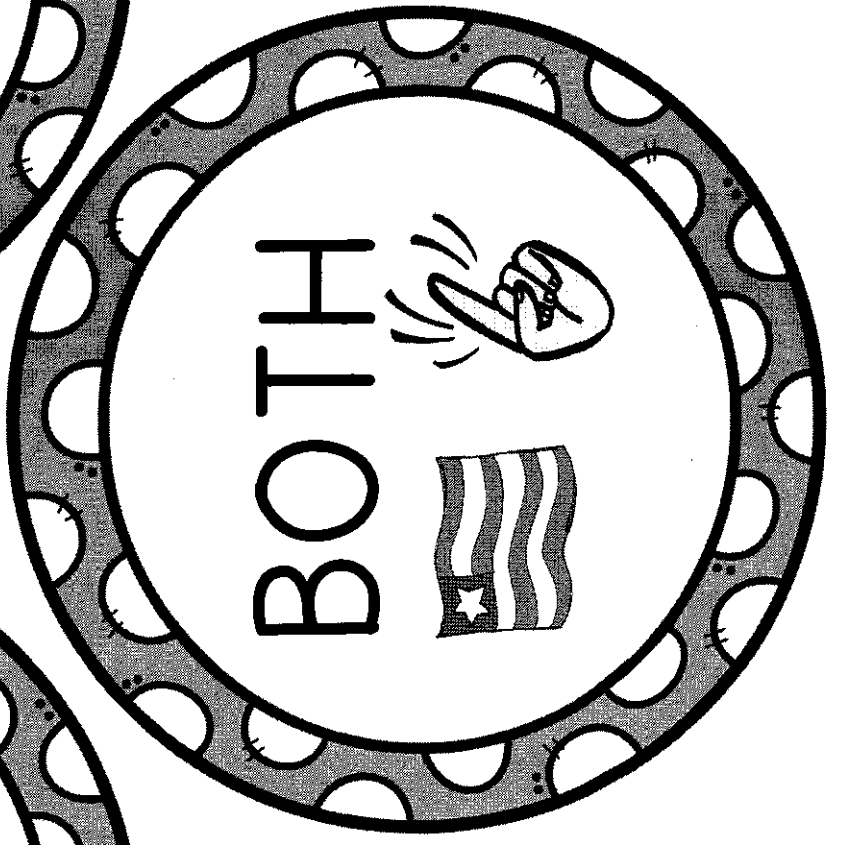
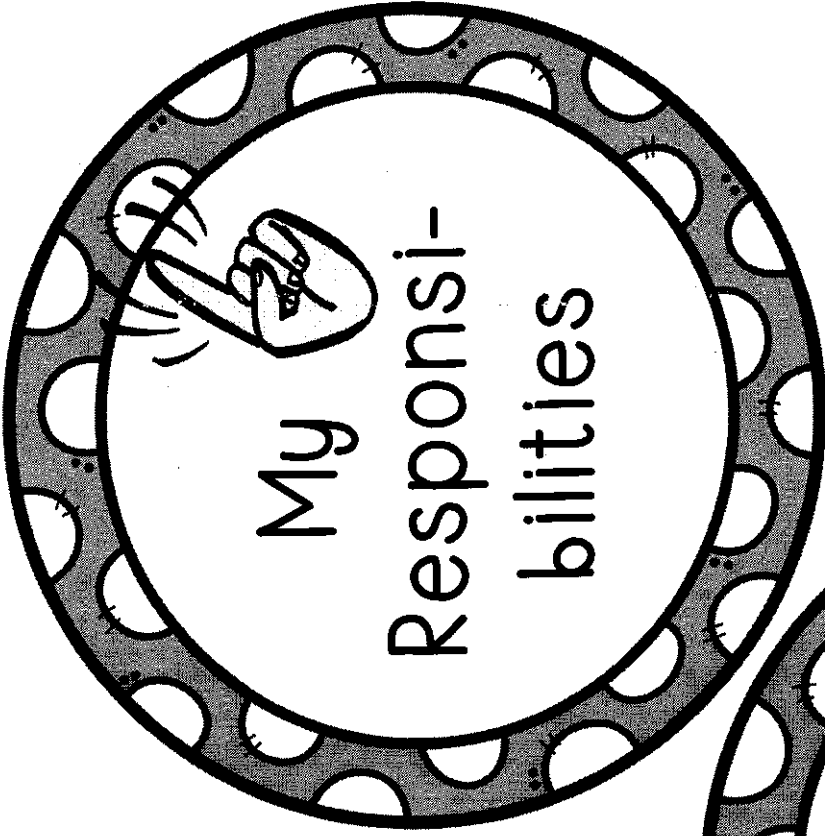
THE END!

DAY 2: CITIZENS KNOW THEIR RIGHTS & RESPONSIBILITIES

Objective: Students will differentiate between rights and responsibilities recognizing that some rights are also responsibilities. Students will also discuss how responsibilities change from school to home.

1. Review yesterday's lesson: Remind students that yesterday we learned about citizens and the communities they are apart of. Review these terms. Explain to students that today they learn about the rights and responsibilities all citizens have.
2. Introduce "I can" statements:
I can explain the difference between rights and responsibilities.
3. Build background knowledge: Watch Brainpopjr. video on rights and responsibilities. Discuss information learned. If you do not have brainpopjr, you can sign up for a week's free trial! Define rights as a kind of freedom and responsibilities as things you should take care of or do. Explain that rights are things you are allowed to do that cannot be taken away from you. Rights can also be defined as a freedom. Discuss rights and responsibilities with students to elaborate on the topic. I like to use motions to help children remember these definitions. For "rights" I usually have the kids put their hand over their heart as if they are saying the Pledge of Allegiance. As they put their hand over their heart they can say, "rights; freedoms that can't be taken away." For responsibilities I have the students wave their finger and say, "responsibilities; things you should take care of or do."
4. Extend learning: Split students up into groups of three. Pass out rights/responsibilities cards as well as rights and responsibilities headers. Instruct students to sort the cards if it is a right, responsibility, or both.
5. Review learned concepts: After students are done sorting, review where they placed their cards and have students explain why they chose that location. Also, discuss how responsibilities students have at school might be different from the responsibilities they have at home or in their city community.

** If you choose you can print students a copy of each of the rights and responsibilities cards. Students can cut out and glue on a large piece of construction paper after they have sorted them into the three categories



Live where
you want

Play

Speak up

Choose your
own religion

Learn

Have
friends

Ask

Questions

Follow the
rules

Wear your
seatbelt

Help others

Take care

of the Earth

Do your

homework

Clean
your room

Respect
others

Listen

Do your
chores

Obey your
parents

Get along
with others

DAY 3: CITIZENS MAKE RESPONSIBLE CHOICES

Objective: Students will read scenarios and decide if the character in the scenario made a responsible or irresponsible choice. They will discuss the possible outcome of the situation when an irresponsible choice was made.

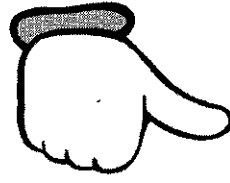
1. Review yesterday's lesson: Remind students that yesterday we learned about how all citizens have rights (freedoms that can't be taken away) and responsibilities (things you should take care of or do). Explain that today they will read short stories and decide if the character was making a responsible or irresponsible choice.
2. Introduce "I can" statements:
I can sort responsible choices and irresponsible choices.
3. Extend Knowledge: Pass out materials to make the responsibility pocket book. Students will fold up creasing on the dotted line. They will put some glue in the glue box to create a pocket. They will fold the entire paper in half to create a booklet. They will then cut out the labels "responsible" and "irresponsible" and glue them on each pocket on the inside of the booklet. They can glue the "I can make responsible choices" title on the front of the pocket book. Also, have students cut out the scenario cards. Have students independently or with a partner read the scenarios and sort them into the pockets labeled "responsible" or "irresponsible."
4. Review learned concepts: After students are done sorting, review where they placed their cards and have students explain why they chose that location. The beauty of the pocket book, is that if they made a mistake they can move the card! Discuss the irresponsible choices and what might happen as a result of the irresponsible choice the person made.

G _ 3 e

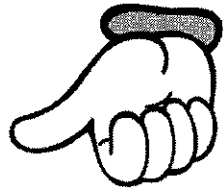
G _ 3 e

I CAN MAKE RESPONSIBLE CHOICES!

Name: _____



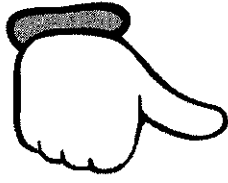
Irresponsible



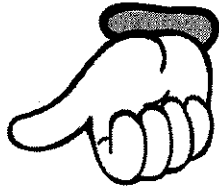
Responsible

I CAN MAKE RESPONSIBLE CHOICES!

Name: _____



Irresponsible



Responsible

RESPONSIBILITY STORIES

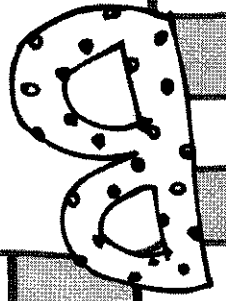
<p>Sam was taking a walk with her dog around her neighborhood. She saw some plastic pop bottles on the sidewalk. She decided to pick them up and place them in the recycling bin at her house.</p>	<p>Lily's was shopping with her dad. She was walking down the toy aisle. She saw a twenty-dollar bill laying on the ground. Lily asked her dad if she could take it to the lost and found.</p>
<p>Tim got home from school after a long day. He really wanted to watch T.V. but he decided to complete his homework before turning on his favorite show.</p>	<p>Emma hated taking reading test. She really wanted to finish her test so she could silent read. She filled in the answers without reading the test or thinking about what the correct answer could be.</p>
<p>Max and Jack were having a great time at recess. The recess monitor blew the whistle to line up. Max and Jack kept playing knowing they would have a few minutes before their class went inside.</p>	<p>It was Saturday afternoon and Kim was hungry. She asked her mom if she could have a snack. Her mom said she could have some carrots. Kim decided to eat a bag of potato chips instead.</p>
<p>Gigi had a soccer game. Her team lost the game and she was really upset. Even though she was frustrated, she decided to congratulate the other team and give them a high-five.</p>	<p>Viv forgot to study for her science test. She did not know the answers to almost all of the questions. She was tempted to cheat, but she decided that was not honest. She told her teacher she did not study, but would try her best anyway.</p>
<p>Will's mom asked him if he had let the dog outside to use the restroom. Will lied to his mom and told her that he did. Later that day, the dog had an accident in the house.</p>	<p>Ellie and Jane went bike riding. Ellie saw that Jane did not bring her helmet. Ellie decided to take hers off so that she and Jane would match.</p>

DAY 4: CITIZENS FOLLOW RULES AND LAWS

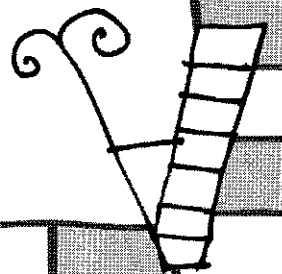
Objective: Students will differentiate between rules and laws and identify the setting in which the rule or law governs. Students will describe possible consequences to breaking rules or laws within a variety of settings.

1. Review yesterday's lesson: Remind students that yesterday they read stories about people who made responsible choices and irresponsible choices. Explain that that citizens must be responsible in order to make a difference in their communities for the common good. Explain that today they will learn that good citizens follow rules and laws to keep order in their city, school, and home.
2. Introduce "I can" statements: I can explain the difference between rules and laws. I can identify consequence to not following the rules.
3. Extend Knowledge: Discuss difference between rules and laws. Explain that laws are rules that all citizens must follow. Remind students that laws are created by our city, state, and federal government. Rules are different from laws as they can be created by parents, teachers, coaches, etc. Rules can be different depending on what family, classroom, or team you are a part of. Complete Rules and Laws "I Spy" print and hang the rules and laws cards around the classroom in "hidden" spots. Pass out recording sheets. Students may complete this activities in pairs. They search for the card, read it and then fill out the information on the recording sheet. Students will decide if the statement is a rule or a law, what setting you would find this rule or law (home, school, city) and what a possible consequence of breaking the rule or law may be.
4. Review learned concepts: After students are completed with the activity. Come back together and discuss what students recorded/ learned.

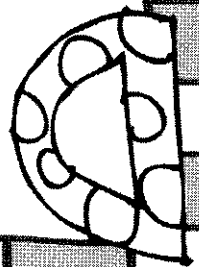
Brush your teeth
before going
to bed.



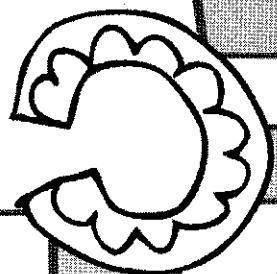
Keep your hands
to yourself.



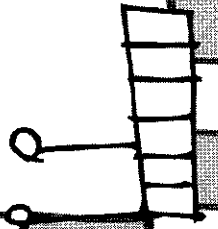
Pay for your toy
before leaving
the store.



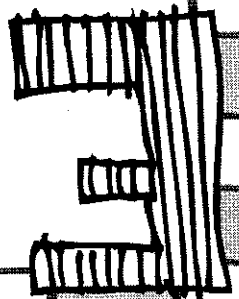
Obey the speed
limit while driving.



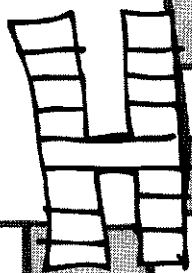
Clean up your
toys after playing.



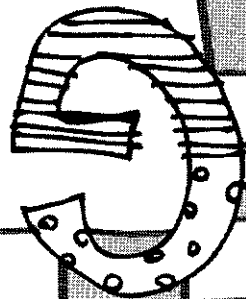
Wear your
seatbelt in
the car.



Raise your hand
Before speaking.



Do not throw trash
on the ground.
(litter)



"I SPY" RULES AND LAWS!

Name: _____

Directions:

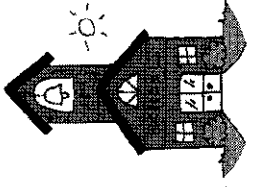
1. Read the cards around the room
2. Decide if the statement is a rule or a law. Circle your choice.
3. Record where you would find this rule or law (home, school, or city)
4. Record a possible consequence of breaking the rule or law.

<p>C.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>	<p>A.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>	<p>B.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>
<p>F.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>	<p>D.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>	<p>E.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>
<p>G.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>	<p>H.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>	<p>H.</p> <p>Rule Law</p> <p>Setting: _____</p> <p>Consequence: _____</p>

DAY 5: CITIZENS FOLLOW RULES AND LAWS (CONTINUED)

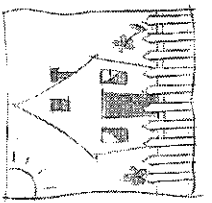
Objective: Students will compare and contrast rules in different settings. Students will explain how rules at home and at school are the same and different.

1. Review yesterday's lesson: Remind students that previously they learned that our home, school, and city communities have rules and laws to keep us safe and solve problems fairly. Have students recall the difference between rules and laws. (Laws are rules that citizens must follow, and are created by our government leaders.)
2. Introduce "I can" statements: I can explain how rules at home are the same and different as rules at school.
3. Extend Knowledge: Complete the compare and contrast foldable. Have students brainstorm and record how rules at home are the same and different as rules at school. Have students complete part of the foldable independently after sharing a few examples with the class.
4. Review learned concepts: After students finish their foldable, have them review it with a partner, re-explaining to the partner the similarities and differences between the rules.



RULES AT SCHOOL

SAME



RULES AT HOME

COMPARE CONTRAST FOLDABLE

Names: _____

DAY 6: CITIZENSHIP SKILLS: COMMUNICATION

Objective: Students will identify and practice sound listening and speaking skills. Students will reflect on their ability to communicate effectively.

1. Review yesterday's lesson: Remind students that they have been learning about citizens within communities. Explain to students that today they will discuss what makes a good citizen, and they will practice one those citizenship skills: being a good communicator.
2. Introduce "I can" statements: I can be a good citizen by communicating well with fairness.
3. Build Background Knowledge: Play a game of telephone. Illustrate the concept of communication through this game. Stress that when you communicate you must be a good listener and a clear speaker in order for people to understand you and your ideas. Explain that a good citizen must be a good listener/speaker. Have students brainstorm reasons verbally as to why a good citizen would also be a good communicator (speaker/listener).
4. Extend Knowledge: Make a class set of speaking and listening rules. Have students make rules in regard to the speaker's behavior and listener's behavior (T Chart). Introduce concept of a talking stick. (Whoever holds the talking stick is the speaker and the others must listen.) Model how the talking stick would be used using a small group of students. You can use any object for the "talking stick." I use a toilet paper tube. (HA!) Practice speaking using the talking stick and listening in small groups using the conversation cards.
5. Review learned concepts: After practicing speaking and listening in small groups, discuss what groups did well and the strategies they used to be a good communicator.

COMMUNICATION CARDS

Pass these cards out to small groups to help students to generate conversation for speaking and listening.

Talk about your favorite thing to do outside of school and why.

Talk about what you think would be the best field trip and why.

Talk about a book you just read and share if you liked the book or not.

Talk about what you would do if you were the principal and why.

Talk about what you would create if you could invent a new toy.

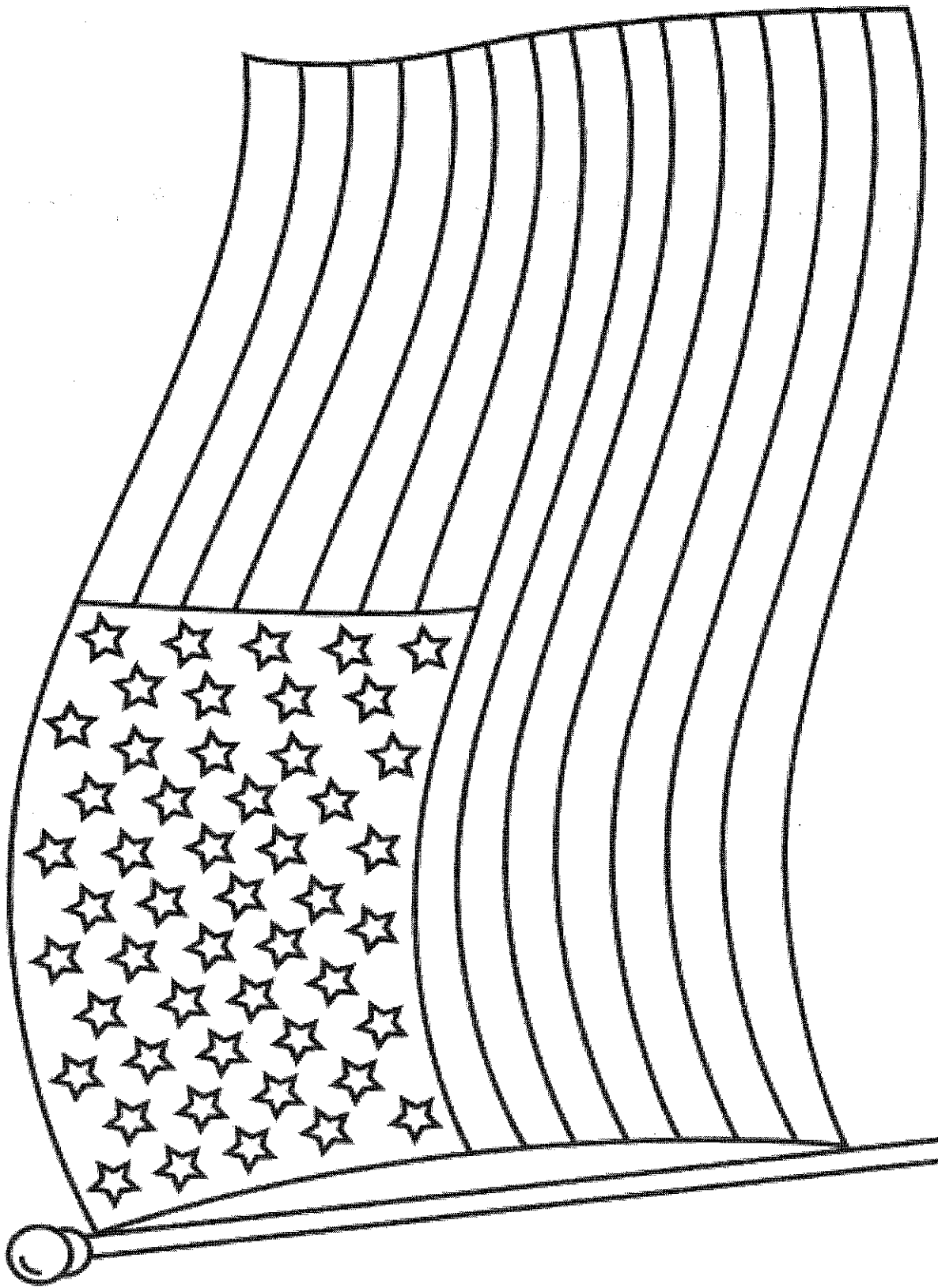
Talk about what you would make if you could cook dinner and why.

DAY 7: CITIZENSHIP SKILLS: PROBLEM SOLVING

Objective: Students will collaborate in groups to solve problems. Students will use communication skills and speaking and listening rules to aide in successful collaboration.

1. Review yesterday's lesson: Remind students that yesterday they practiced being good citizens by speaking and listening fairly. Explain that today they will practice another part of being a good citizen; working with others to solve problems.
2. Introduce "I can" statements: I can be a good citizen by solving problems with others
3. Build Background Knowledge: Organize students into groups of five, give groups two crayons and one picture of a flag to color. Set timer for one minute have to color the picture neatly using only two crayons. **EVERYONE MUST PARTICIPATE.** Students must problem solve to complete task.
4. Extend Knowledge: Talk about how students worked together to complete the task. Talk about successes and things they could have done better. Explain that a problem is something that makes things difficult and a solution is a way to solve the problem. Divide students into two groups. Give each member of the group an index card. Instruct groups to think of a problem/solution situation. Instruct one group to write problems on their cards and the other group to write solutions on their cards. Encourage students to work together to generate ideas. When all students are finished, have the groups switch. Students will read the cards and record solutions to the problems and problems that might have matched the solution. Students will record on the back of the index card. Circulate around the room to aid in discussion!

CAN YOU SOLVE THE PROBLEM?!



DAY 8: CITIZENSHIP SKILLS: SHOWING RESPECT

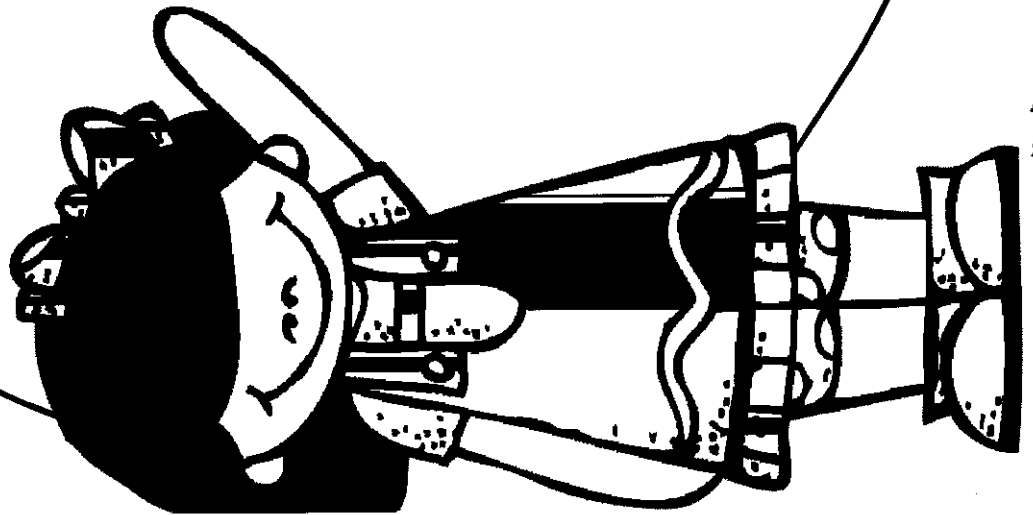
Objective: Students will read traditional literature and identify disrespectful behavior portrayed by characters. Students will work in groups to record alternative respectful behaviors the characters could adopt.

1. Review yesterday's lesson: Remind students that yesterday they practiced being good citizens by solving problems in a group. Explain that today they will practice another part of being a good citizen, showing fairness and respect.
2. Introduce "I can" statements: I can be a good citizen by showing respect and treating others fairly.
3. Build Background Knowledge: Review what it means to have respect. Have students complete the donut chart to brainstorm examples of showing respect to others.
4. Extend Knowledge: Read the fairytale "Cinderella" or any other folktale/fairytale that has a character who does not show respect/treat others fairly. Split students into groups. Students will work together to identify the disrespectful behaviors portrayed by the characters. They will then work together to record what the character could have done instead to show respect.
5. Review learned concepts: Have students share their possible respectful solutions. Discuss how the story might have changed if the characters would have acted in a respectful way. Make connections to how this is relevant to students in their own lives.

I can show...

RESPECT

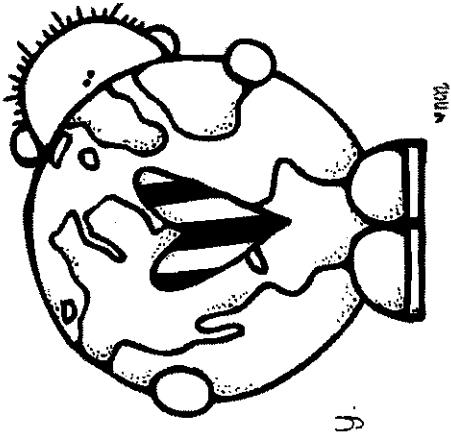
Name: _____



HOW CAN WE BE RESPECTFUL?

Name: _____

With your small group, record the disrespectful behaviors you read about in the story. Then decide what the characters could do differently to show respect! Record these ideas in the "Respectful Behavior" column.



Disrespectful Behavior	Respectful Behavior

CITIZENSHIP STUDY GUIDE

Test Date: _____

Know and understand the following definitions:

1. Community: The place where people live, work and play together.
2. Citizen: A person who belongs to a community.
3. Right: A freedom that can't be taken away.
4. Responsibility: Something a citizen should take care of or do.
5. Laws: Rules that a citizen must follow.
6. Consequence: Something that happens because of what a person does or does not do.
7. Problem: Something that makes things difficult.
8. Solution: A way to solve or fix a problem.

Other ideas to know and understand:

1. Examples of rights and responsibilities
2. Examples of responsible choices
3. Possible consequences to broken rules and laws
4. Similarities and differences between rules at home and rules at school
5. Characteristics of good citizen: show respect, communicate well, work with others to solve problems.

CITIZENSHIP ASSESSMENT

SCORE: _____

Name: _____ Date: _____

Vocabulary: Write the word next to its meaning. Use the word box to help you.

problem	community	right	solution
laws	responsibility	citizen	consequence

1. _____ a person who belongs to a community
2. _____ something that makes things difficult
3. _____ something a citizen should take care of or do
4. _____ a way to solve or fix a problem
5. _____ rules that a citizen must follow
6. _____ the place where citizens live, work, or play together
7. _____ a freedom that can't be taken away
8. _____ something that happens because of what a person does or does not do

CITIZENSHIP ASSESSMENT PAGE THREE

Short Answer:

The children are being loud in the lunchroom. Give an example on how you could make a responsible choice in this situation.

Name a possible consequence to talking while the teacher is talking.

Name a possible consequence to throwing trash on the ground (littering).

Name a possible consequence to not wearing your seatbelt.

Name a possible consequence to not brushing your teeth before bed.

CITIZENSHIP ASSESSMENT

SCORE: _____ /23

Name: _____ Answer Key _____ Date: _____

Vocabulary: Write the word next to its meaning. Use the word box to help you.

problem	community	right	solution
laws	responsibility	citizen	consequence

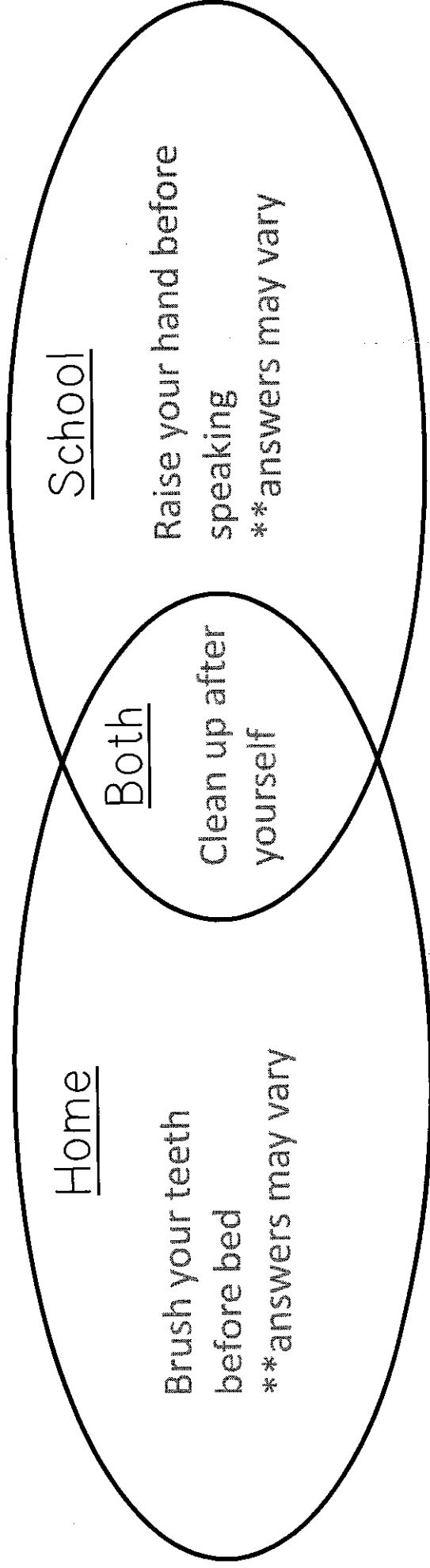
1. citizen _____ a person who belongs to a community
2. problem _____ something that makes things difficult
3. responsibility _____ something a citizen should take care of or do
4. solution _____ a way to solve or fix a problem
5. laws _____ rules that a citizen must follow
6. community _____ the place where citizens live, work, or play together
7. right _____ a freedom that can't be taken away
8. consequence _____ something that happens because of what a person does or does not do

CITIZENSHIP ASSESSMENT PAGE TWO

True or False? Circle TRUE if the statement is right and FALSE if the statement is wrong.

1. It is your right to speak up TRUE FALSE
2. It is your responsibility to wear your seatbelt TRUE FALSE
3. It is your responsibility to litter. TRUE FALSE
4. You have different responsibilities at home and school. TRUE FALSE
5. Good citizens show respect to others by listening. TRUE FALSE
6. You can show respect by ignoring problems in your community. TRUE FALSE
7. When you communicate fairly you talk the whole time. TRUE FALSE

Compare and Contrast: Complete the Venn Diagram by recording one rule you follow at home, one rule you follow at school, and one rule that you follow at both places.



CITIZENSHIP ASSESSMENT PAGE THREE

Short Answer:

The children are being loud in the lunchroom. Give an example on how you could make a responsible choice in this situation.

I could be responsible by staying quiet myself. I could also put up the quiet sign to remind others of the rule.

Name a possible consequence to talking while the teacher is talking.

Warning or "clip down" **This answer will vary!

Name a possible consequence to throwing trash on the ground (littering).

Fine

Name a possible consequence to not wearing your seatbelt.

Ticket from a police officer

Name a possible consequence to not brushing your teeth before bed.

You could get a cavity