

# Teacher's Guide

Citizenship

Part 1

Based on the Karnataka State Board Curriculum for  
Standard VI



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

## Citizenship | Teacher’s Guide (1/2) Part 1

Class VI  
 Board – Karnataka State Board  
 Subject – Social Science  
 Textbook – Social Science Textbook for Class VI (Karnataka State Board)  
 Chapter 9– Citizenship  
 Number of parts – 02  
 Length – 65-80 minutes (estimated, for a class of 40-45 students)  
*Note: Teachers may divide the lesson plan into as many periods as they see fit*

### Section I: What are we going to learn and why is it important

#### Learning objectives

Students will:

- Understand the meaning of citizenship.
- Understand the features of citizenship.
- Understand their rights and responsibilities as citizens of a country.
- Understand the concept of Active Citizenship and what it means to be a responsible and active citizen.

#### Learning outcomes

Students will be able to:

- Demonstrate being a responsible and active citizen through initiatives at individual/school/community level.

#### Key terms

Country	Citizenship	Unity	Rights
Responsibilities	Civic Duties	Active Citizenship	

#### Materials needed

- 4 print outs for the opening discussion (Printable version given in the appendix)
- Print outs of the prompts for citizen’s case study (printable version given in the appendix)

- Print outs of sheets for frozen tableau activity

## Section II: How are we going to learn

### 3. The meaning of citizenship

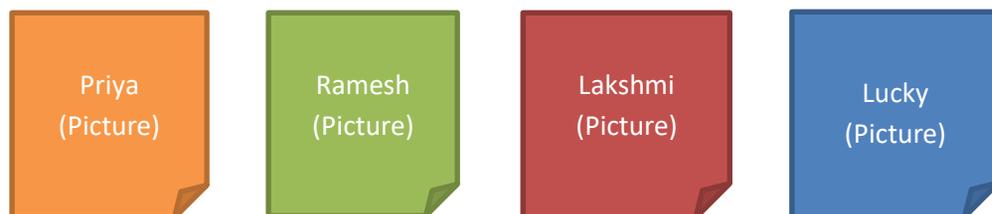
Time: 20-25 minutes

Note to the teacher:

This section will first help students understand the concept of a country. In the context of the country, they will understand the meaning of ‘citizenship’. The flash cards (sheets of paper) have been given in the appendix. Please print them from the appendix; else draw them on sheets of paper.

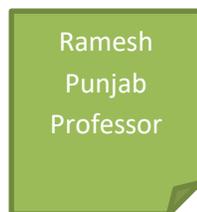
Facilitation notes:

- We all have many things in common. You and your friends are in the same class or school, live in the same neighbourhoods, probably like the same sports or movies, and hate Mathematics or Science or English (haha).
- Let’s look at a story about a group of friends who share something very special. By the end of the story you should be able to guess what that is!
- Can I request 4 students to volunteer for this activity?
- Each of you is to hold up one of these sheets of paper for the class to see.  
Let’s quickly read what each sheet says. (Pause) They all have names of people- Priya, Ramesh, Lakshmi and Lucky.



- This story is about Priya, Ramesh, Lakshmi and Lucky who are at the cricket stadium. It’s the last ball of the last over. India needs 6 runs to win.
- Thousands of people have their eyes fixed on the batsman. Lakshmi is praying, Ramesh and Lucky are watching nervously, and Priya is too scared to open her eyes.
- The bowler takes his run up, bowls at a speed of 90km/hr and...
- The batsman hits it for a 6!

- India wins!
- Discussion: How do you think the 4 friends are feeling? Are you feeling or would you feel similarly watching the Indian team play a cricket match?
- Let's turn around these sheets of paper.



- We now know that Priya, Ramesh, Lakshmi and Lucky are all from different states of India and have different jobs too.
- Now, think about it again. How do you think the 4 friends are feeling? Do you think they might be feeling similar emotions? (*Likely responses: They are all enthusiastic about winning, they feel love for their country, patriotism etc.*)
- Why do you think they all feel the same way, even though they are so different? Is there something they have in common? Can you list some things they may have in common? (*Likely responses: They all feel similar emotions of excitement and nervousness because they are all Indian; they want to win as a country etc.*)
- That's right! We are all members of the same country-India and we have so much in common. A common history, a similar culture and a common love for cricket!
- Understood in a simple way, all the people who belong to a country are known as the citizens of the country. Let us now understand what it mean to be citizens of a country.

## 2. Activity – Citizen's Case Study

Time: 20-25 mins

Note to the teacher: The objective of this activity is to help students understand the meaning and features of citizenship.

In case a few students finish this activity first, they should be asked to open their notebooks and read the definition and features of citizenship.

### Facilitation Notes:

(Divide students into groups of 4. Give one of the 4 mentioned case studies to each group and ask them to read it and discuss within their group. Write all allocations on the board. The case studies are also included in the Appendix for easy printing.)

- After reading the case study, please discuss it with other students in your group.

- I want you to then fill a table to identify and list all rights and duties of the person in your case study. (The teacher should draw the table (given below) on the board and ask students to copy it in their notebooks.)
- We will do the first one together and then you all will do this individually and then in groups.

**Case Studies:**

**3. Priya is a citizen of India.**

She lives with her parents in the new housing complex built by the government. She enjoys living there as it has all necessary facilities nearby. She studied at IIT Delhi on a scholarship provided by the government. She now works with a multi-national company and pays her taxes regularly.

**2. Ramesh is a citizen of India.**

He is a professor at the Government College for Medicine. He is passionate about the environment and recently started a group along with his students to reduce food wastage in the college. He was also recently elected to the Municipal Corporation/Panchayat of his area.

**3. Lakshmi is a citizen of India.**

She is a journalist and loves to write about people who inspire her. While standing in line at the polling booth on the day of voting, she met an old lady who ran a marathon at 75. She plans to write about her soon. Currently, she is working on an article to explain the importance of casting your vote.

**4. Lucky is a citizen of India**

He has been driving at auto rickshaw on the streets of Delhi for 15 years. When the new law came into force, he was one of the first to change from petrol to CNG auto rickshaw. He prefers this to his old auto, as this is better for the environment. He recently received free treatment for asthma at the local government hospital and takes care of stray animals in his free time.

Case Study	Citizens can (Rights)	Citizens should (Duties)
Priya		
Ramesh		
Lakshmi		

Lucky		

**Facilitation Notes:**

(Once students have read and discussed the case studies in their groups and the teacher has read Priya’s case study aloud)

- Let’s discuss the case study about Priya – What can she do as a citizen of India? Does she enjoy any rights?
- (Once the students have filled the first column)- What does the case study tell us Priya does/should do as a citizen of India?
- (After a few student responses)- These are all ‘civic duties’ or responsibilities that we should fulfil as responsible and ‘active citizens’ of our country.
- Why don’t you fill the columns for the remaining case studies and then we will discuss all of them together.

Case Study	Citizens can (Rights)	Citizens should (Duties)
Priya	Reside anywhere in India	Pay taxes regularly
	Receive quality education	
	Avail local services	
Ramesh	Hold government jobs	Take care of the environment
	Contest elections	
Lakshmi	Cast their vote	Cast their vote
Lucky	Avail healthcare facilities from the government	Follow the law
		Take care of stray animals

**De-brief:**

- Select 2 students from each group – one to read aloud their case study and the other to read aloud what they discussed.
- Ask students to fill the table below to summarize what they have learnt.

A citizen	
Meaning/ definition	Characteristics
Names of some responsible and active citizens that I know of	Actions of these active citizens

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**Solutions Sheet:**

<b>A citizen</b>	
<p>Meaning/ definition</p> <p><i>A member of a country who has certain rights and performs certain duties.</i></p>	<p>Characteristics</p> <p><i>A citizen enjoys rights given by the country. A citizen must carry out responsibilities. A citizen must follow the law.</i></p>
<p>Names of some responsible and active citizens that I know of</p> <p><i>My mother</i></p>	<p>Actions of these active citizens</p> <p><i>My mother ensures that waste is segregated on a daily basis. My mother follows traffic rules. My mother pays her taxes.</i></p>

- (Nudge students to arrive at all the information in the table)
- (The teacher can use the following points to make sure all features of citizenship are covered in class:
  - A person is an Indian citizen if they have Indian citizenship.
  - Indian citizens enjoy all the rights given by the nation.
  - Indian citizens should discharge all the duties fixed by the nation
  - An Indian citizen must follow Indian laws.
  - Indian citizens can hold positions in the government.

**3. Why do we need to be an active and responsible citizen?**

Time: 5-10 minutes

Facilitation notes:

- We have successfully identified that all 4 people in the case studies had all the features of Indian citizenship.

- We understand that citizens have certain rights and are expected to fulfil certain duties.
- But why is it important to be good and responsible citizens of any nation?
- Imagine a nation without any responsible citizens. What do you think the nation will be like? (Expected answers- there will be crime, people will not have values, no one will follow the law, the country will not progress)
- Let's fill this graphic organizer and discuss what we think. (Encourage students to be as specific as possible)

Bad citizens would...	Consequences
Not obey the law	Increase in crime, lack of safety in the streets
Not pay taxes	Less money for development
Not vote	Less confidence in the government , election of a bad leader

- Not being a good and responsible citizen will not only lead to the above, but will also affect the well-being and development of a nation. Each one of us, being a citizen of this country, must contribute towards making our cities a better place to live in by actively playing a role in being part of solution to the problems that exist around us. Eg, we often complain that there are heaps of garbage along the streets where we live or that the cleaning lady does not come regularly to pick up the garbage, but we forget that we are equally responsible for the problem by littering the garbage and not throwing it in the dustbin.
- Let us do a fun activity to understand what each one of us can do on a regular basis.
- Let's wrap this up with a fun activity.

### 3. Activity: Frozen Tableau - The importance of being a responsible and active citizen

Time: 10-20 mins

Note to the teacher:

- The objective of this activity is to help students understand why it is important to be an active citizen.
- Divide the class into teams (as per class size) and ask each team to pick a chit that contains an example of an active citizen that they will enact (these chits can be found at the end of the lesson plan for easy printing. You may also write these on paper).
- Please ask the teams not to share their information with others. Each team will have to form a frozen tableau or a frozen frame that represents two situations:
  - a) Where people display features of active citizenship mentioned on the chit i.e. a scene representing a situation where students are active citizens

b) Where people do not display features of active citizenship mentioned on the chit i.e. a scene representing a situation where students are not being active citizens.

- Give each team 5 minutes to discuss how to enact these two situations. Once the time is up, call each team to the front of the class.
- Count “3-2- 1-Freeze!” at which point the team must create the frozen tableau for the first situation. After 30 seconds, say “Relax” and then count “3-2-1- Freeze!” again, at which point the team must create the frozen tableau for the second situation. After 30 seconds, say “Relax” again.
- Ask other students to guess which characteristic or feature of active citizenship was displayed.
- Allow students time to discuss how features of active citizenship were enacted by the team.

#### Facilitation Notes:

- Now that we have learnt what citizenship means, let’s see what an ‘Active Citizen’ looks like through a fun activity.
- In groups, you will enact 2 scenes - one which shows examples of active citizenship written on these chits and one that shows what happens in the absence of these.
- This is a frozen scene, so you cannot move or make sounds but you may use props like papers, pens, chairs etc. to create your scene.
- When I say “3-2- 1-Freeze!” you will create the first scene showing examples of active citizenship. For example, if your chit says ‘An active citizen helps others in his community’, each member of the team will demonstrate a way in which an active citizen offers help.
- When I say ‘Relax’ you will all unfreeze and get ready for the second scene. In the second scene, you will do the exact opposite and show how someone may refuse to help.
- Let’s start with the first group! (Repeat the activity till all groups have performed)

#### Debrief:

Once all groups have performed, ask students to list (in their notebooks) all the different features that were demonstrated. Pick 3-4 volunteers to identify why it is important to imbibe these characteristics.

Now that we’ve learnt, what we can do to be active and responsible citizens, let us take a pledge that each one of us will do things a little differently from today to demonstrate active citizenship and show our commitment towards making our cities a better place to live in. Let us take the first STEP!

#### Section III: Assessment

Time: 5 minutes

**Identify examples of responsible and active citizens from the given list and state your reasons for choosing them as active citizens:**

a) Meeta attends all meetings of her panchayat.

- b) Ram does not possess a voter ID card.
- c) Madhu regularly pays her bills and taxes.
- d) Meena often throws garbage in the streets.
- e) Natasha follows all traffic rules.
- f) When no traffic police is around, Ravi jumps the signal.
- g) Shyam recycles water and uses it to water plants.
- h) Mohan ensures that his classmates switch off all the lights and fans before leaving the classroom.
- i) Soham paid an inspector a bribe to avoid paying a fine.

**Complete the following sentences:**

- a) A citizen can \_\_\_\_\_ (possible answers: enjoy all benefits offered by the country, lead a good life, become successful, make use of free government services etc.)
- b) A citizen should \_\_\_\_\_ (possible answers: pay all her/his taxes, follow rules, respect public property etc.)
- c) A foreigner cannot \_\_\_\_\_ (possible answers: vote, avail free government services etc.)

**Homework (independent homework for each student)****1. Give two examples/ responses to the following:**

- a) Rights that you enjoy as an Indian citizen.
- b) Duties you follow as an Indian citizen.
- c) Advantages of being a citizen of a country.
- d) Why should we be active citizens of India?

**2. Write an 'Active citizen's pledge' for your class.**

List 5-10 actions that would make you a responsible citizen or member of this class.

Use pictures or drawing to highlight these activities.

The best charters will go up on a 'citizenship wall' in the class!

**Section IV: Closure**



### Summary by students

Note to the teacher: Select a student at random to summarize the key points of the session and why this particular session is important.

**Recap by the teacher:**

Time: 5 minutes

- A citizen is a member of a country. Citizenship makes us all feel like one country, one team!
- A citizen enjoys certain rights like the right to vote, the right to avail services like education and healthcare provided by the government.
- An active citizen is one who fulfils certain civic duties like obeying laws, caring for the environment, keeping their neighbourhoods clean, and fixing problems in the community. They also help India become a better country by choosing the right leaders, maintaining law and order, paying taxes, and creating opportunities for other people.
- If each of us does not continuously strive to make our own societies, neighbourhood and communities better, then progress won't happen. The success of a country depends on its people. Active and responsible citizenship is absolutely essential to build a progressive nation.
- How can I be an active citizen every day? This is something we must all think about.

**Section V: Additional resources****Resources for teachers:**

1. Video: What is responsible citizenship?

This video talks about what it means to be a responsible citizen.

Link: [Youtube](#)

**Resources for students:**

1. Video: What is Active Citizenships?

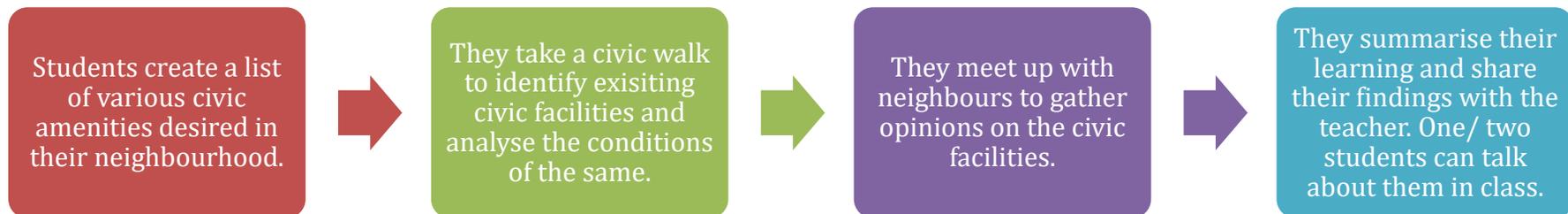
The video shows what students can do and achieve as active citizens.

Link: [Youtube](#)

**Section VI: Field Activity****Civic Walk**

Ideal visit time: 30 minutes – 1 hour

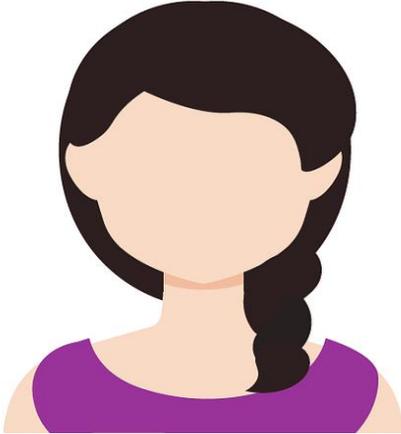
- During this activity, students start by first making a list of facilities they think should be available in their neighbourhoods like parks, clean roads, well maintained walking paths etc.
- They then go out with their friends and check off the things that are available and those that are not.
- They meet with their neighbours and ask questions on how they take care of the community, encourage people to keep it clean, etc.
- Students come back with their survey findings.



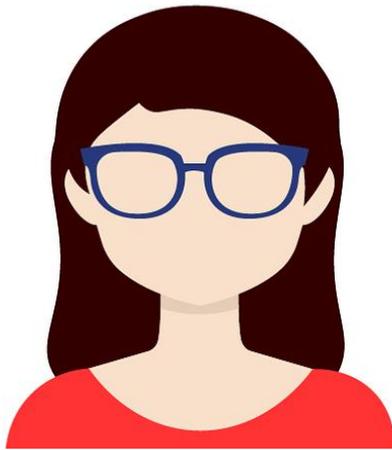
## Appendix

Activity: The meaning of citizenship

Note to the teacher: Please print and use the following flash cards to make the activity more visual and fun. Otherwise, get a student to draw these on the board. The *front* and *back* sides of the flashcards are shown below.

<h1>Lakshmi</h1> 	<h2>From: Karnataka</h2> <h2>Occupation: Writer</h2>
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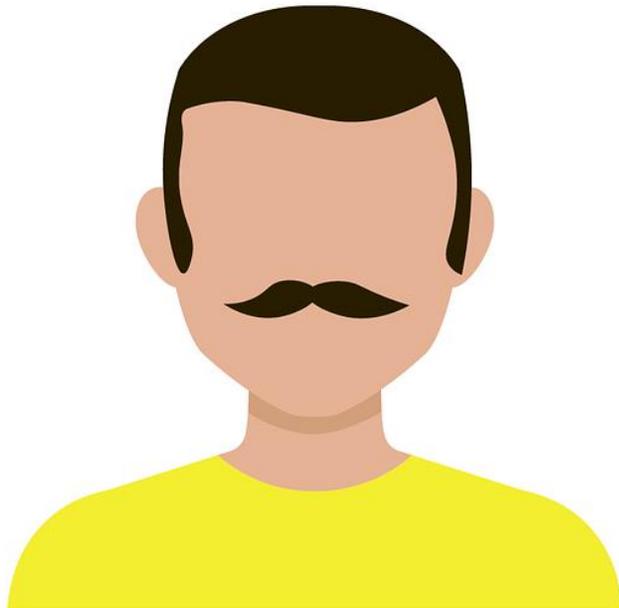
Priya



**From:  
Gujarat**

**Occupation:  
Engineer**

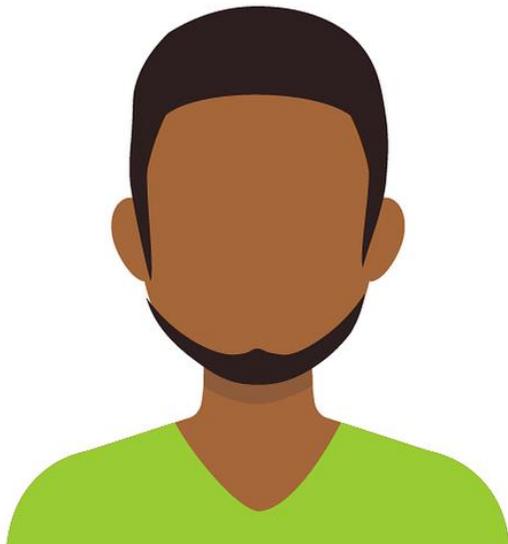
# Ramesh



**From:  
Punjab**

**Occupation:  
Professor**

Lucky



**From:  
Maharashtra**

**Occupation:  
Actor**

**Activity – Citizen’s Case Study****1. Priya is a citizen of India.**

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Activity- Frozen Tableau- Chits

<p><u>An active citizen respects and obeys traffic rules</u></p>	<p><u>An active citizen disposes waste responsibly</u></p>
<p><u>An active citizen conserves resources like water, electricity etc.</u></p>	<p><u>An active citizen tries to solve problems in the neighbourhood</u></p>
<p><u>An active citizen votes when eligible</u></p>	<p><u>An active citizen pays taxes</u></p>
<p><u>An active citizen follows laws</u></p>	<p><u>An active citizen keeps the neighbourhood clean</u></p>

ichangemycity



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