



Applying modern metaverse enabled pedagogical techniques for civic learning: Supporting K-12 teachers and students.

WP2:

A2.1 Identification of Metaverse empowered effective practices of civic education in primary education.



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SCENARIO PLAN INFORMATION

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Subject: SPHE (Social, Personal & Health Education)

Topic: Responsibilities

Age of students: 11–12-year-olds

Preparation time: 15 minutes

Teaching time: 70 minutes

LICENCE



KEYWORDS

- Rights
- Responsibilities
- Duty
- Respect
- Empathy

TEACHER NOTES

- ✓ Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it.

TRADITIONAL SCENARIO: “Responsibilities”

ABSTRACT

ADD HERE A PARAGRAPH SUMMARIZING THE TRADITIONAL SCENARIO PLAN. THIS TEXT WILL BE USED TO INTRODUCE IT WHEN IT IS PUBLISHED ONLINE, SO PLEASE TRY TO BE AS CLEAR AND CONCISE AS POSSIBLE.

In this lesson, the children will explore the concept of responsibility, with special reference to rights and responsibilities in education. The children will learn that in addition to having human rights ourselves, we have a duty to respect the rights of others. They will also explore the idea that having a responsibility not only involves a duty not to do something which would interfere with another person’s human rights. It also implies a duty to do something if you can help someone who is in need.

LESSON PLAN METHOD(S) INVOLVED (CHECK MORE THAN ONE, IF APPLICABLE)

<input checked="" type="checkbox"/>	Face to Face Learning	<input type="checkbox"/>	Blended Learning
<input type="checkbox"/>	On-Line Learning	<input checked="" type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Project-based learning	<input type="checkbox"/>	Inquiry based learning
<input type="checkbox"/>	Peer learning	<input type="checkbox"/>	Hands-on learning
<input type="checkbox"/>	Game based learning	<input type="checkbox"/>	Other

In case of Other, please elaborate:

LEARNING OBJECTIVES (based on Bloom’s Taxonomy)

By completing this learning plan, students will achieve learning outcomes and learn skills such as:

- EXPLORE THE CONCEPT OF ‘RESPONSIBILITY’ AND REFLECT ON DAILY RESPONSIBILITIES
- CONSIDER THE RELATIONSHIP BETWEEN RIGHTS AND RESPONSIBILITIES
- REFLECT ON THE IMPORTANCE OF EDUCATION AND LEARN ABOUT RIGHTS AND RESPONSIBILITIES IN EDUCATION
- RAISE CHILDREN’S AWARENESS OF THEIR OWN EDUCATION SYSTEM AND THE RESPONSIBILITIES OF DIFFERENT PARTICIPANTS IN IT
- PRACTICE AND DEVELOP SKILLS SUCH AS EMPATHY, ANALYSIS AND CRITICAL THINKING, GROUP DISCUSSION AND COOPERATIVE LEARNING

LESSON PLAN ACTIVITIES

Describe here in detail all the activities during the lesson and the time they require. Make sure you properly describe the role of the students and teachers as well as how each activity is linked to the learning objectives of the LP.

Name of the activity	Learning Objectives	Description
Introduction to Responsibility – Toni Morrison’s Excerpt	Students will: <ul style="list-style-type: none"> ● explore the concept of responsibility through story and discussion. 	<p>The teacher introduces the idea of responsibility to the children through an excerpt from the speech of Toni Morrison (see below), an African-American writer who won the Nobel Prize for Literature, when she received her prize in Sweden in December 1993.</p> <p>Having read the excerpt, the teacher engages the children in discussion using the following questions:</p> <ul style="list-style-type: none"> -Why do the young people go to the old woman and ask her the question? (They are mocking her/they think she’s a fraud). -Why do you think the old woman answers the young people in the way she does? (She does not like their behaviour. She thinks it is irresponsible). ● Do you agree with what she says? Do you think she is as wise as everyone in the neighbourhood thinks? Why/why not? ● Who is more wise? The old woman or the young people who try to outsmart her? ● How does the writer explain the old woman’s response to the young people? What does she mean? ● What do you think of the young people’s behaviour? ● How does her explanation make you feel about the idea of having responsibilities? (For example, is having responsibility an opportunity, an honour, a challenge, daunting, limiting, fair or unfair? Does it depend on what the particular responsibility is?)

[MetaCivicEdu – IRELAND – (2) Responsibilities]

<p>Taking a Closer Look at Responsibility</p>	<p>The children will</p> <ul style="list-style-type: none"> ● explore and examine their personal idea of responsibility, their daily responsibilities and where they see responsibility in action. 	<p>The teacher explains to the children that they are going to spend some time exploring the idea of 'responsibility'.</p> <p>The class discuss the different ideas the children have about responsibility. The teacher facilitates a class brainstorm using each of the following cues/sentence starters:</p> <ul style="list-style-type: none"> ● Things I have responsibility for are... ● Having responsibility for these things makes me feel... ● I know a person who is responsible. I think.....(name) is responsible because... ● I think that someone is responsible if they
<p>Our Rights and Responsibilities</p>	<p>The children will</p> <ul style="list-style-type: none"> ● Consider the relationship between rights and responsibilities. ● Practice and develop skills such as empathy, analysis, critical thinking, group discussion and cooperative learning. 	<p>Having previously explored the children's rights, the teacher elicits from them what this means in relation to our responsibilities i.e. in order for others to enjoy their rights we have certain responsibilities. In order to explore this in detail the children work in small groups to complete the Rights and Responsibilities worksheet below. The groups then report back to the class.</p> <p>(A list of possible answers can be found below.)</p> <p>The teacher helps the children to arrive at the following links between rights and responsibilities:</p> <ul style="list-style-type: none"> ● Rights and responsibilities go together, like two sides of a coin; ● We all have a responsibility to respect that every human being holds the same rights; ● We also have a responsibility to practice our rights in ways that don't disregard the rights of others
<p>Conclusion: Looking at our Rights and Responsibilities in Education</p>	<p>The children will</p> <ul style="list-style-type: none"> ● Reflect on the importance of education and learn about rights and responsibilities in education 	<p>In order to assess the children's understanding of rights and responsibilities they will apply what they have learned to the rights that have direct relevance to their lives in school.</p>

[MetaCivicEdu – IRELAND – (2) Responsibilities]

	<ul style="list-style-type: none"> • develop their awareness of their own education system and the responsibilities of different participants in it • apply their knowledge of rights and responsibilities to their own lives. 	<p>Using dotmocracy, the children select what they believe to be the articles from the Charter of Children's rights most relevant to them in school.</p> <p>The pupils will then focus on the top five articles and complete a written activity where they identify the responsibilities for each of the selected rights.</p> <p>Examples of Rights and Responsibilities in Education can be found below this lesson plan.</p>
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ACTIVITIES SEQUENCE

Describe here in detail the sequence of the activities during the lesson and the time required. You can divide the activities into phases if needed.

Name of the activity	SEQUENCE No	Duration
Introduction to Responsibility – Toni Morrison's Excerpt	1	15 mins
Taking a Closer Look at Responsibility	2	15 mins
Our Rights and Responsibilities	3	20 mins
Looking at our Rights and Responsibilities in Education	4	20 mins

TESTING / ASSESSMENT

Teacher observation of the pupil's participation in the discussion around responsibility and their ability to make the link/connection between rights and responsibilities.

Assessment of the children's understanding of rights and responsibilities through their application of their knowledge to their lives in school in the aforementioned activity. (See Conclusion activity above)

LEARNING RESOURCES/SERVICES/TOOLS

Provide information about any learning resources or services/tool that should support a learning activity.

Name of the activity	Name of learning resource or service/tool	Description of learning resource or service/tool
Introduction to Responsibility – Toni Morrison's Excerpt	Excerpt from Toni Morrison's speech.	
Taking a Closer Look at Responsibility	<ul style="list-style-type: none"> • PowerPoint with sentence starters/cues exploring responsibility. • Interactive Whiteboard 	<p>The following questions will be on the PowerPoint presentation:</p> <ul style="list-style-type: none"> • Things I have responsibility for are... • Having responsibility for these things makes me feel... • I know a person who is responsible.

[MetaCivicEdu – IRELAND – (2) Responsibilities]

		think.....(name) is responsible because... ● I think that someone is responsible if they
Our Rights and Responsibilities	Group Worksheet Sample answers on worksheet	Rights and Responsibilities worksheet (see below) . Source: https://www.amnesty.ie/wp-content/uploads/2016/08/LIFT-OFF-Me-You-Everyone.pdf
Looking at our Rights and Responsibilities in Education	<ul style="list-style-type: none"> ● whiteboard ● whiteboard marker ● paper for pupils to record their response 	

Toni Morrison's Excerpt

'Once upon a time there was an old woman. Blind but wise ... The woman lives alone in a small house outside of town. Her reputation for wisdom is ... without question ... The honour she is paid and the awe in which she is held reach beyond her neighbourhood to places far away ...

One day the woman is visited by some young people who seem to be bent on ... showing her up for the fraud they believe she is ... They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands ... She does not know their colour, gender or homeland. She knows only their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision. Whatever the case, it is your responsibility.'

My Rights	My Responsibilities
I have the right to a name and to have my name respected	
I have a right to life	
I have a right to a nationality	
I have a right to be looked after by my parents or guardians	
I have a right to a home	
I have a right to education	
I have a right to good health care, healthy food and clean water	
I have a right to think freely and to have and practice a religion	
I have a right to rest and play and to take part in recreational and artistic activities	
I have the right to get and share information as long as the information does not harm me or anyone else	
I have a right to know what my rights are	

Rights and Responsibilities Worksheet – Possible Answers

My Rights	My Responsibilities
I have the right to a name and to have my name respected	I have a responsibility to respect other peoples' names. This could involve not making fun of other people's names or calling others names. It also entails making a special effort to learn how to say the names of international children.
I have a right to life	I have a responsibility not to take a life or injure others.
I have a right to a nationality	I have a responsibility to respect other peoples' nationality and recognise that we all have a nationality and that no nationality is superior.
I have a right to be looked after by my parents or guardians	I have a responsibility to listen to my parents or guardians/to be helpful.
I have a right to a home	I have a responsibility to respect the rights of others to live in their home and the rights of my neighbours.
I have a right to education	I have a responsibility not to interfere with the rights of others by not being disruptive in class. I also have a responsibility not to leave others out of groupwork. I have a personal responsibility to try my best
I have a right to good health care, healthy food and clean water	I have a responsibility to protect the environment and not to waste food or water.
I have right to think freely and to have and practice a religion	I have a responsibility, to respect all religions and beliefs.
I have a right to rest and play and to take part in artistic activities	I have a responsibility to include all children in games, to play by the rules and to share or take turns when there is a shortage of resources.
I have the right to get and share information as long as the information does not harm me or anyone else	I have a responsibility to respect others' privacy, to not gossip/spread rumours, to share a computer, to bring books back to the library, to listen and give people information.
I have a right to know what my rights are	I have a responsibility to know my responsibilities in relation to those rights and act accordingly. I also have a responsibility to make sure others know about their rights.

Summary of the Charter of Children's Rights

(adapted from Amnesty's Lift Off Programme)



Every child has the right to life

Every child has the right to a name and nationality

Children have a right to be with their family or those who will care for them best

Children have the right to enough food and clean water

Children have the right to an adequate standard of living

Children have a right to health care

Children with a disability have the right to special care and training

Children have the right to play

Children have the right to free and suitable education

Children have the right to be kept safe and not to be hurt or neglected

Children must not be used as cheap workers or as soldiers

Children must be allowed to speak their own language and practise their own religion and culture

Children have the right to say what they think and to meet together to express their views



Rights and Responsibilities in Education

Examples:

The right to education Corresponding responsibilities include not distracting others from learning, undertaking any actions that will disrupt the classroom learning environment, talking while the teacher is trying to teach something, etc.

The right to be safe and not to be hurt Corresponding responsibilities include not doing anything which may put the safety of themselves or others in jeopardy (E.g. throwing paper planes, bringing dangerous objects to school, etc.) This conversation could lead into the necessity for school and classroom rules.

The right to express themselves and voice their opinion Corresponding responsibilities include listening, not saying things that may hurt others, or which may be untrue or slanderous.

The right to a name Corresponding responsibilities may include making the time and effort to learn the names of children, particularly new children whose names may be initially difficult to remember or pronounce. We also have a responsibility to protect the good name of others and not to name-call.

The right to privacy Corresponding responsibilities include respecting the privacy of others, (not searching in their bags, taking their possessions etc.).

The right to play Corresponding responsibilities include the duty to share toys, take turns, play fair and include everyone.