

CITIZENSHIP: CHECKLIST

FROM TO WHO MUCH IS GIVEN, MUCH IS EXPECTED

“Hi, I’m excited that you are eager to help your students become **more aware** and build agency for the **greater good** and are looking forward to trying out the Citizenship process for yourself! I hope you found value in and have enjoyed going through the pack and resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process. **Feel free to innovate, translate and implement the way you want. And, I would love to know how you have done it. Do share your experience”.**

- Prerna Parashar

BEFORE

SETTING THE TONE

Set the tone by reiterating the school philosophy with parents and children, highlighting that **building character** is equally important as learning the **content**, and this happens **not by chance but by design**. Explain how the Citizenship Program helps in connecting with the **community** and **building 21st century skills** apart from making us more **empathetic**.

IDENTIFYING THE CAUSE

- A good starting point is to take the **pulse of the class** to identify what the students need to work on, by **observing** their **class dynamics**, especially during Congloms (morning meetings), sports fields and break times at least for a month. *For example – you may notice that students need to be more inclusive in their interactions with each other or that they are not always respecting resources such as food, water, electricity, etc.*
- Next, reflect upon what **bothers you the most** about the disparities that exist in the world and choose a cause that fits in with what moves you and also what your students need to work upon. *(refer resource: Teacher Reflection Document)*

- Now, make your students **aware** of the **Sustainable Development Goals (SDGs)** and the disparities that exist in the world by walking them through the following:
 - Reading and understanding the **SDGs global data** related to different causes and studying it in relation to one's own community / ecosystem.
 - Watching videos to get **deeper insight** into the identified cause for the Citizenship Program and the SDG it falls under.
 - **Meeting people** and going to spaces that relate with the cause to build perspective.
- A good tool to use at this stage is to chalk out a **timeline** on a calendar to plan the steps of the Citizenship Program that will help you **stay on track** through the year. (*refer resource: Action Plan – Visibility – Implementation*)

DURING

STEP 1: Co-creation – Deciding and Understanding the cause with Empathy

- As a class, have a **discussion** around the **cause** and what bothers them most about it. If required, create a google form where they can narrow down and list the specific aspect of the cause they could work on for the year.
- **Craft a hook experience**, based on the cause chosen by the class. For example, if the class decides to work on the global goal: *Poverty*, they can experience a week of being only on two meals, two pairs of clothes, staying without electricity, doing home chores, etc. Remember to co-create the design of the experience with the students based on global data and also a survey of the local community. This experience acts as an **anchor for the year** and allows students to understand the cause with deeper empathy and not just with a superficial understanding.
- Post this experience, have a dialogue with the students to reflect upon with the privileges that they have and build a sense of **gratitude and empathy**. Often, in this process, you will notice that they become more **self-aware**.
- Make it point to **speak to parents** about the citizenship idea and the experiences students are going through. Request for **partnership** in terms of belief, support of their expertise, investment of additional time by students (if required), etc.

STEP 2: Identifying the partner organization

- Lead a **discussion** around what are the specific area/s of the cause that children would like to address and act upon to **bring a change**. As a next step, encourage students to **gather information** about **NGOs / organizations** which actively work in the identified area/s. Suggest that initially, they could reach out to their parents and acquaintances for helping them in connecting with NGOs.
- Collaborate with your students to **collectively choose the partner organization** and meet them to take their **consent** for partnership and for **understanding their story**. This will inspire the children and they will get charged to work towards the cause.

STEP 3: *Crafting the best-case scenario with the partner organization*

- ❑ Once students are **acquainted** with their partner organization, ensure that they make more visits to **interact** with people and **understand** their work better. Based on the need, students could do a survey, home visits, or invite people from the NGO to school. All this will help them to understand and articulate **the needs of the user**.
- ❑ Now, come together to imagine and curate the **best case scenario** to be achieved by the end of the year with the partner organization.
- ❑ Design a **roadmap** for the partnership with the NGO making sure to integrate the key goal, transdisciplinary opportunities, action plan and various skills & attitudes that children will hone as an outcome of the Citizenship Program. (*refer resource: Citizenship Planner*)

STEP 4: *Intention to Action*

- ❑ Once the end goal is clearly defined, brainstorm as a class and create **timelines** for each action point.
- ❑ A good idea is to organize children into **committees/ small groups** and get their hands dirty to achieve their goals. For example: they could undertake a **collection drive** for food / clothes / funds / gadgets / stationery / books for the partner organization or lead an **Awareness campaign** through street plays, creating posters, hosting exhibitions, creating teaching-learning aids, etc.
- ❑ Regularly follow up on different committees based on the timelines set by them. If need be, call in **experts / parents or organize visits** to support children in achieving the desired outcome.
- ❑ At various stages, bring the class together and get them to reflect upon their learning with respect to different **skills and attitudes** imbibed and make it visible to the children for them to be on the same page.

AFTER

- ❑ By the end of the year, collate all the work done in the **FIDS process (Feel-Imagine-Do-Share)** and make a presentation or video. This process should be made **visible** along with the **impact** to all stakeholders. Organize scrutiny opportunities by inviting people from outside the school to evaluate and offer recommendations to children on the work done by them through the year. Ensure that you celebrate and endorse the hard work put in by the students, their mentors and NGO members the end of the year.

CLOSING THE LOOP

- ❑ Once the best-case scenario is achieved, meet the NGO / organization, to assess the **impact** of the Citizenship Program with them. Collectively appreciate the efforts, express gratitude in the form of shout outs or handwritten notes to different stakeholders / people involved in the process.

SOME IMPORTANT TIPS

- ❑ Believe in children and transfer the **ownership** to them for executing various ideas. Also, ensure that they are able to **confidently and independently** connect with different experts and seek their help.
- ❑ Create **scrutiny opportunities** through the year where students get to share the **purpose** of the cause and why they **chose** that particular cause.
- ❑ Focus on bringing the **mindset shift** by doing **reflections** at all stages.
- ❑ **Timetable immersions** at least once a week to keep your children inspired by sharing different stories / videos / inviting experts. This will help children to build perspective and **stay connected** with the cause.