

CITIZENSHIP

Teacher's Guide: GRADE 8 - Lesson 6

Finding my Pair

Competency, Element and Performance Criteria

- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:**
 - Use appropriate greetings and basic courteous language when interacting with others.
 - Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
 - Recognise the importance of respectful communication on building trust in diverse settings.

Purpose of activity

This activity enables students to learn and memorise values associated with citizenship in a fun way.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different values associated with citizenship
- Play collaboratively with their classmates
- Express their views efficiently

Resources and Materials for part 1 of the activity

- List of citizenship values cards in Annex 1
- A carton box
- A pair of scissors for cutting the cards

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Prior Preparation

- (i) The educator needs to print two copies and cut the different citizenship values cards found in Annex 1.
- (ii) The cards then need to be placed in a small carton box at the start of the game.

Classroom Activity

Step 1: 1. Setting the scene

The game may be carried out in the classroom or outside.

Explain to the students the rule of the game which are as follows:

- (i) Silence is to be maintained throughout the game. Students are not allowed to talk to each other.
- (ii) Each student will come to the teacher's desk to pick up one card at random and return to his/her seat. No student needs to show his card to others.
- (iii) After all students have obtained a card, they are then allowed to move within the classroom to find another student with the same card.
- (iv) If any students cannot find his/her pair. He/She can choose to pick another card from the box and drop his/her present card into the box.
- (v) When the two students who have the same card meets, then they can shout "PAIR."
- (vi) Other students can continue the game until the second pair is formed and subsequently a third one.

Step 2: Game: 'Finding my Pair'

- The educator sets the box with the cards on his/her desk.
- The game starts with Step 1 part (ii) and ends with part (vi).

Step 3: Sharing & Reflection

- Invite students to share and explain their lyrics/poems/slams or posters.
- Reflect as a class:
How can we use music or artistic expression to make a difference?
What values do we want to promote in our school or community?

Assessment

- Completion of the game.
- Students' participation and contribution in the discussion in steps 1 & 3.

Extension of Activity

Students can be asked to think of examples of how they can show other people that they possess values that are in relation to the ones on the card that they have obtained in the game. They can share their views with their classmates.