



Citizenship Brainstorm

Introduction

In this lesson, think citizenship with a small “c” – such as a community member. Ask the large group to think of a civic leader (any type of leader – local, in your community, a world leader, etc). Have a short discussion about the qualities/skills of civic leaders. Revisit at the end of the activity.

Student Outcomes- as a result of this lesson, students will be able to:

- Identify the qualities of an effective citizen in four areas: knowledge, skills, attitudes, and actions
- Reach consensus on the three most important qualities and discuss with others
- Reflect on the society’s understanding of what it means to be an effective citizen in a democracy

Materials

Four to eight pieces of chart paper with heading: Knowledge, Skills, Attitudes, Behaviors/Action written across the top.

Procedure

- Ask students to think about what Knowledge, Skills, Attitudes, Behavior (Action) does a person need in order to be an effective participant in our democracy? An active, effective community member?
- Divide participants into a small group and give each group a piece of chart paper with one of the words (Skills, Attitudes, Behavior/Action or Knowledge).
- (Time permitting - ask the group members to share with each other who they thought of as a leader in the focus question and one quality or skill they thought about.)
- Within the small group brainstorm and list responses on the chart paper to the question related to their word.
- After 2 - 5 minutes ask the group to pass their chart paper to the next group (repeat four times).
- Each group reviews the chart paper that ends up at their table and circles the three most important characteristics listed. (If the chart paper is taped to the wall, groups would move from paper to paper and brainstorm.)

- When the chart paper reaches the original group, ask each group to reach consensus on the three most important things on their list and select a spokesperson. When all groups are ready, have the speakers report out to the rest of the group.
- Record each group's top three characteristics at the front of the room.
- Ask if there is any absolutely necessary quality that has been left out of the class list and add responses to the list.

Discussion and Reflection

- What did you see on other charts? Anything you hadn't thought of?
- Anything surprise you? Why?
- How do all of the items on the charts fit into your work toward becoming an effective citizen in a democracy?
- In what areas are you strong? In what areas do you have a lot to learn?
- Remember the discussion we had at the beginning of this activity about what makes an effective citizen or civic leader. Do you see many of these qualities on the chart paper in front of you? Are there items you would now like to add to any of the lists?
- How are these attributes displayed by members of our community? Citizens, government representatives?
- When citizens vote for representatives what are some of the most important attributes to look for in the candidates?
- How can deliberation of controversial issues strengthen the knowledge, skills, attitudes/behaviors, and actions of citizens in a democracy?