How to be a good citizen

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Paula Sabogal
AZ Kids
Introduction

How to be a good citizen is a handbook for English teachers and students that intends to encourage citizenship education hand in hand with the teaching of English as a Foreign Language, following the statements of the UNESCO and the CLIL approach. This handbook is the result of the necessity of educating Colombian students as global citizens, as they are failing citizenship aspects in Pruebas Saber 11 and Pro, as a result of the absence of citizenship education. Additionally, this handbook intents to promote citizenship education through English as a foreign language in order to fulfill both citizenship and language skills.

Consequently, the handbook is focused on the person, the closer environment and the world, as the general idea of citizenship is that it is a minimum of humanity shared and the central idea of being a good citizen is to think about others. Thus, the main purpose of the handbook is starting the process of formation in terms of citizenship education, with the objective of building knowledge, values, and attitudes students need to be able to participate in a more inclusive a peaceful society. In this way, students will recognize, acquire knowledge, and understand personal, national and global aspects along the three units of the handbook. For doing so, they will experience a sense of belonging to a community, and the whole world. As a result, students will encounter feelings of empathy and respect for diversity and social issues.

Authors desire that How to be a good citizen could serve not only for learning and teaching English and citizenship simultaneously, but also for helping to build a better world and more empathic citizens.
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Who am I?

Contents

1. What does it mean?
2. How do you say it?
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4. How do I look like?
5. What am I like?
6. Who are they?

Aims
- To talk about aspects related to identity.
- To recognize the parts of the body.
- To describe people.
- To describe myself.
- To identify family members.

Extra materials
Colors, flashcards, speakers
Getting to know each other

Listen to the teacher’s explanation and introduce yourself, using the structure “My name is ________ and I am _____ years old.”

Read the following example:

Hey! My name is Artur, and I am 10 years old.

Hey! My name is Sophie, and I am 8 years old.
What does it mean?

Identity

Write your name in the bigger circle. Draw different things that are part of who you are in the other circles. Follow the teacher’s example.
Color each balloon with a different color. Then, write things that are important in your life in each balloon.
How to be a good citizen

How do you say it?
the verb to be

<table>
<thead>
<tr>
<th>I</th>
<th>am</th>
<th>a student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>are</td>
<td>my friend.</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>a boy.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>a girl.</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>cool.</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>friendly.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>5 years old.</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>family.</td>
</tr>
</tbody>
</table>

Look at this examples:
- Are you hungry?
- They are Italian.
- It is not cold.
- Is he your brother?
- We are students.
- I am not shy.
Let’s practice

In pairs, complete the following conversation using the verb to be.

Hello, how _____ you?
Hi! I _____ good, thank you. How _____ you?
Great! What ____ your name?
My name _____ Nicolas. What _____ your name?
I _____ Lucy. _____ she your sister?
Yes, she _____. Today ____ her birthday!
Really? That _____ great. _____ you hungry?
No, we ______ hungry.
Okay, I _____ hungry. See you later!

Now, act it out!
How is my body?

Listen to the song; you will listen to it three times. First, listen to the song. Second, touch or move each part of the body mentioned in the song. Third, sing along!

Song’s link: https://www.youtube.com/watch?v=QkHQqCYwjaI

Highlight the parts of the body in the song.
Look at the picture and locate each body part in the right place.

### Body parts

<table>
<thead>
<tr>
<th>arms</th>
<th>ears</th>
<th>shoulder</th>
<th>head</th>
<th>nose</th>
<th>waist</th>
</tr>
</thead>
<tbody>
<tr>
<td>neck</td>
<td>hands</td>
<td>knees</td>
<td>legs</td>
<td>hair</td>
<td>toe</td>
</tr>
<tr>
<td>mouth</td>
<td>foot</td>
<td>eyes</td>
<td>elbow</td>
<td>fingers</td>
<td>belly button</td>
</tr>
</tbody>
</table>
Look at the board and play with your partner, it’s a matching game! Match the description with the picture.

Let’s practice!

Describe people in the picture; write the corresponding adjectives in the chart. Follow the examples.

<table>
<thead>
<tr>
<th>Jacob</th>
<th>Allen</th>
<th>Dorothy</th>
<th>James</th>
<th>Elen</th>
<th>Bella</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old</td>
<td></td>
<td></td>
<td>Tall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My friend is small, my friend is thin, my friend has brown hair, my friend is funny. Guess, who is it?

Is it Nicolas?
What am I like?

Personality

Look at the board and play with your partner, it's a matching game! Match the word with its meaning.

Let's practice!

Read the following descriptions. Circle with blue the words you think are positive and with orange the words you think are negative.

<table>
<thead>
<tr>
<th>Lucy</th>
<th>Samuel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello! My name is Lucy. I am a shy person, but I am funny. I am kind and loyal.</td>
<td>Hey! I am Samuel. I am a friendly person; I like to make friends everywhere. I am cheerful and talkative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Andrew</th>
<th>Penny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello! My name is Andrew. I am sometimes bad-tempered and rude, but I am so honest and affectionate.</td>
<td>Hi, I am Penny. I am a lazy person. I am a little selfish and stubborn, but I am a good person.</td>
</tr>
</tbody>
</table>

Describe your personality.
My family

Find the family members in the following word search. These are the words you will find:

- Grandmother
- Niece
- Grandfather
- Nephew
- Mother
- Cousin
- Father
- Sister
- Daughter
- Son
- Brother
- Uncle
- Aunt
You are going to find below a tree with some spaces for you to complete. This is called a family tree and people use it to organize their family members. Show us your family! Look at the teacher’s example on the board.
Cultural space!

In this image, you can find different people around the world. Can you notice any differences in their appearance?

There are also different types of families. Look at the example and draw your own family.
Final task

Interview a friend and ask different questions about his or her family. Draw your friend’s family. You can use the following questions to find out about your friend’s family.

- Do you have any sisters or brothers? I have...
- Is your mom blonde or brunette? My mom is...
- Describe your grandmother and grandfather.
### Unit 1
How to be a good citizen

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**SELF-EVALUATION**

**After this unit I can:**

<table>
<thead>
<tr>
<th>Task</th>
<th>☺️</th>
<th>😐</th>
<th>😖</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify important aspects of my life.</td>
<td>☺️</td>
<td>😐</td>
<td>😖</td>
</tr>
<tr>
<td>Recognize the parts of the body.</td>
<td>☺️</td>
<td>😐</td>
<td>😖</td>
</tr>
<tr>
<td>Describe people and describe myself.</td>
<td>☺️</td>
<td>😐</td>
<td>😖</td>
</tr>
<tr>
<td>Name family members.</td>
<td>☺️</td>
<td>😐</td>
<td>😖</td>
</tr>
<tr>
<td>Talk about the family.</td>
<td>☺️</td>
<td>😐</td>
<td>😖</td>
</tr>
<tr>
<td>Recognize differences among cultures.</td>
<td>☺️</td>
<td>😐</td>
<td>😖</td>
</tr>
</tbody>
</table>

Are the topics of this unit part of who you are? Yes ___ No ___

What I liked the most in this unit was...

Use this space to draw what you like the most.
Our world

Contents

1. Which are the continents and countries?
2. Where are you from?
3. Who are the authorities?
4. Which languages do you speak?
5. What do you like?
6. Which are our traditions?
7. Are there any traditions around the world?

Aims
- To classify continents and countries.
- To recognize some nationalities around the world.
- To match languages and countries.
- To differentiate Colombian traditions and the world’s traditions.

Extra materials
Colors, flashcards, speakers, video beam, scissors, glue, magazines, cardboard
Which are the continents and countries?

Continents

Let’s play Simon says!

Continents are big pieces of land. There are seven continents. Color them following your teacher’s instructions. Can you find them?

Cut the names of the continents and locate them in the right place.

South America | North America | Africa | Europe | Asia | Oceania | Antarctica
Listen and write. Pay attention to the song “Countries of the world” and try to remember as many countries as you can. Place them in the following chart taking into account their continents.

<table>
<thead>
<tr>
<th>South America</th>
<th>North America</th>
<th>Africa</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceania</td>
<td>Europe</td>
<td>Antarctica</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Song's link: https://www.youtube.com/watch?v=xUu0Fch3ArM
All countries have something called a government. Governments make rules and laws that people have to follow. Countries always have a leader; the leader may be called a president, a queen, a king, an emperor or a prime minister. For example, Brazil has a president, England has a queen and a prime minister, and Japan has an emperor.

What kind of leader does your country have? What is his name?

There are also different authorities around the country and the cities. Draw a person that you think is an authority in your country or in your city.

You probably have rules and authorities in your house, who makes the rules in your home? Draw that person.
Where are you from?

Nationalities

Complete the charts with the missing word. Follow the example.

We are from India. We are Indian.

We are from _______. We are French.

We are from _______. We are Argentinian.

We are from _______. We are American.

We are from _______. We are Australian.

We are from _______. We are South African.
Unit 2

How to be a good citizen

It’s your turn!

Draw yourself and write your country and nationality.
Which languages do you speak?

Write 4 countries that speak each language: Spanish and English. Choose among these countries: Spain, England, Argentina, Canada, Cuba, United States, Australia, and Mexico. You can do it with your classmates.

Which one do you speak?
To talk about your likes and dislikes, you can use these expressions:

Expressing likes:
- I like...
- I love...
- I enjoy...

Expressing dislikes:
- I don’t like...
- I hate...
- I dislike...

You can use them to talk about your hobbies or favorite food.

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like soccer, but I don’t like basketball. I enjoy reading my favorite book.</td>
<td>I love gummy bears. I dislike broccoli, but I enjoy eating carrots.</td>
</tr>
</tbody>
</table>

When you are talking about other people, you can say:

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>American people enjoy football. People from Colombia don’t like football, they love soccer. My Chinese friend loves anime, but she doesn’t like soap operas.</td>
<td>Indian people don’t like beef steak. People from Mexico love tacos and burritos. My Japanese friend likes sushi.</td>
</tr>
</tbody>
</table>

**Let’s practice!**

Write your answers:

What do you like? _______________________

What does your friend dislike? _______________________

Let’s practice! Answer these questions:
What do you like? _______________________

What does your friend dislike? _______________________
Let’s play!

Go around the class and find someone who likes: pasta, beef steak, roast chicken, hamburger, pizza, sausages, broccoli, pumpkin, carrots, tomatoes, lettuce, vegetable soup, banana, pear, apple, strawberry, soursop, candy bar, gummy bears, milkshake and soda.

Do you like cherries?

No, I don’t like cherries, but I love strawberries.
Which are our traditions?

Colombian traditions

Watch the video about Colombian food and say the places where people eat them. Can you think about other typical Colombian food? Draw it.

Video's link: https://www.youtube.com/watch?v=udVXunz0s9k

In groups, choose a Colombian city and do a collage about its typical food in a cardboard. Share it with the class!
Are there any traditions around the world?

Traditions around the world

Watch the video about school lunches around the world. Do you like them? Which is your favorite?

Video’s link: https://www.youtube.com/watch?v=Po0O9tRXCyA

Draw food that you know of these countries.

<table>
<thead>
<tr>
<th>Italy</th>
<th>Mexico</th>
<th>United States</th>
<th>Japon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Cultural Space!

Watch the video about breakfasts around the world. While watching it, answer if you will eat them or not in your breakfast. You will find the list of food you will see in the video. If you like it, draw a happy face; if you don’t like it, but you could eat it, draw a sad face; if you don’t like at all, draw a disgust face.

Video's link: https://www.youtube.com/watch?v=m5kGVV8AA0I

1. Kahvlati, Turkey
2. Youtiao & Soy milk, China
3. Tapsilog, Philippines
4. Akara & Custard, Nigeria
5. Full Scottish breakfast, Scotland
6. Tostada & Café con leche, Cuba

Which is the strangest breakfast you saw in the video? Draw it.

Would you have it for breakfast? Yes ___ No? ___
You have a new friend from China and he wrote a letter to you. You are going to answer the letter and you are going to tell him about your country. You can draw and write key words. This is your friend’s letter:

Hi, dear friend
I invite you to China. Here you have some information about my country.

It’s your turn!
## SELF-EVALUATION

After this unit I can:

<table>
<thead>
<tr>
<th>Task</th>
<th>😊</th>
<th>😞</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify continents and countries.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Recognize some nationalities around the world.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Identify different authorities.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Match languages and countries.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Differentiate Colombian traditions and the world’s traditions.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Recognize differences among cultures.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
</tbody>
</table>

Do you think it is important to know about other cultures? Yes ___ No ___

What I liked the most in this unit was...
Use this space to draw what you like the most.
How to be a good citizen

Unit 3

Save the planet!

Contents

1. Which are the ecosystems?
2. What is the habitat?
3. What is an endangered species?
4. How do we waste water?
5. What is global warming?
6. What can we do to save the planet?
7. Are there environmental initiatives?

Aims

• To talk about the environment.
• To recognize different ecosystems.
• To identify the habitat of animals.
• To pinpoint the main environmental problems.
• To discover possible environmental solutions and initiatives.

Extra materials
Colors, scissors, glue
Where do these animals live?
Let’s act!

You are going to play “mimic” with your classmates. You are going to find some flashcards with animals. The idea is that your group has to guess the animal of the flashcard with your miming. The teacher will organize 3 groups. Good luck!
Which are the ecosystems?

Aerial, Terrestrial, Aquatic

You will find three ecosystems. Write their name on the blank. Think about different animals that you know and draw them in their correct place! You can talk with a partner.

a. Aerial                    b. Terrestrial                     c. Aquatic
Let's watch a video, Colombia Magia Salvaje!

Colombia is one of the richest countries around the world because of the fauna and flora you can find in the country. You are going to watch “Colombia Magia Salvaje”, a documentary, in order to know more about animals and plants in Colombia. Additionally, you will know more about endangered species around our country.

Did you like the documentary? Yes ____ No ____

What was your favorite part?
What is the habitat?

Here you have the map of Colombia. You are going to find some animals for you to cut and paste according to the place where animals live in your country, taking into account the documentary.
Unit 3

How to be a good citizen

San Andrés, Providencia y Santa Catalina
(no a escala)
What is an endangered species?

There are some animals that are in danger of extinction. One of the reasons is the damage we are causing to their habitats.

You are going to find here some habitats; you have to draw an animal of each habitat that is endangered, according to the documentary. Write their names too.
Unit 3  How to be a good citizen

How do we waste water?

Important facts:

- Did you know that 97.5% of the world’s water is salt and only 2.5% is freshwater?
- Did you know that an average bath consumes between 60 and 90 liters of water?
- Did you know that the ideal shower should take 4 minutes?

Tell us how you think we can use water wisely. Draw something that you would do to take care of water. Discuss with your group.
What is global warming?

Global warming is a term used to talk about the increase of temperature on Earth. It is important because it has a big impact on the planet. You are going to find different images, tell us what you prefer. If you like it, write a tick (✓) or a cross if you don’t (✗).

[Images of polar bears, sea turtles, and environmental symbols]
Unit 3

How to be a good citizen

What can we do to save the planet?

Here we have a solution!

Classify the following objects in the correct garbage. You have to color in orange things that you can reduce. After that, you have to color in blue things you can reuse. Finally, with green color, things that you can recycle. You are helping the planet!
In this page you will find two initiatives that have been created to help saving the planet. Who do you think this foundations help? Draw 3 things in the circles.
Final task

Pick one of the topics worked on this unit. Put on your thinking cap and help the world. Think with your group about one possible solution to save the planet. Draw it down and write some key words. Let’s save the planet!
How to be a good citizen

Unit 3

SELF-EVALUATION

After this unit I can:

<table>
<thead>
<tr>
<th>Task</th>
<th>😊</th>
<th>😞</th>
<th>😣</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about the environment.</td>
<td>😊</td>
<td>😞</td>
<td>😣</td>
</tr>
<tr>
<td>Recognize different ecosystems.</td>
<td>😊</td>
<td>😞</td>
<td>😣</td>
</tr>
<tr>
<td>Identify the habitat of some animals.</td>
<td>😊</td>
<td>😞</td>
<td>😣</td>
</tr>
<tr>
<td>Pinpoint some environmental problems.</td>
<td>😊</td>
<td>😞</td>
<td>😣</td>
</tr>
<tr>
<td>Recognize some environmental solutions and initiatives.</td>
<td>😊</td>
<td>😞</td>
<td>😣</td>
</tr>
</tbody>
</table>

Do the topics of this unit help you to be a better citizen? Yes ____ No ___

What I liked the most in this unit was...
Use this space to draw what you like the most.
References

Images taken from:

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- https://bit.ly/2IzVUgQ
- https://bit.ly/2VW5mOr
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