

**REPUBLIC OF TRINIDAD AND TOBAGO  
MINISTRY OF EDUCATION**

**PRIMARY SCHOOL CURRICULUM**

**CURRICULUM GUIDES  
VALUES, CHARACTER AND CITIZENSHIP EDUCATION  
INFANTS 1 – STANDARD 5**

**Curriculum Planning and Development Division  
2013**

## Table of Contents

<b>Foreword of the Minister of Education .....</b>	<b>1</b>
<b>Acknowledgements .....</b>	<b>2</b>
<b>The National Curriculum Framework.....</b>	<b>8</b>
Introduction .....	8
Background .....	9
Definition .....	10
Foundation of the National Curriculum .....	11
The New Primary Curriculum.....	13
Components of the Primary Curriculum .....	18
Timetable.....	19
<b>Subject Rationale .....</b>	<b>21</b>
<b>Infants 1 .....</b>	<b>24</b>
<b>Infants 2 .....</b>	<b>43</b>
<b>Standard 1.....</b>	<b>61</b>
<b>Standard 2.....</b>	<b>78</b>
<b>Standard 3.....</b>	<b>91</b>
<b>Standard 4.....</b>	<b>102</b>
<b>Standard 5.....</b>	<b>111</b>

## Foreword of the Minister of Education



The Ministry of Education sees that education is the key to preparing our country to have a knowledge-driven economy that can be competitive in the region and across the world. It is fundamental to the development of Trinidad and Tobago. We are committed to making human development the central focus of education through the creation of mechanisms for skills-building, life-long learning and institutional strengthening.

Additionally, in this world in which innovation is essential, fostering creativity and higher-order thinking skills in our citizens is an imperative. We recognise too that Literacy and Numeracy are core skills which need to be developed, since these constitute the main areas on which the performance in education of our country is measured.

Within my tenure as Minister of Education, sixteen priority areas have been identified for significant change in the educational landscape of our nation. Our primary sector has been an area of concern, with many of our students not attaining the knowledge and skills necessary for secondary education nor for functioning as young citizens of our nation. The priority areas targeted for intervention at the primary level are: Curriculum Reform, Literacy and Numeracy, Integration of ICTs

in Education, a Continuous Assessment Programme and Improving Infrastructure in Schools. Also significant are the movement of the SEA examination, teacher training and other measures geared toward improving academic performance. All these initiatives work together to bring our primary sector to a quality that will support the requirements for a world-class education for each of our children. Within this context, the primary curriculum has been rewritten in order to prepare our children for successful living in the 21<sup>st</sup> century. The principles underlying this project were:

- The belief that curriculum reform must address the needs of 21<sup>st</sup> century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports.
- The creation of a learning system that accommodates all types of learners, not limited to the academically gifted.
- The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

The new primary curriculum has been carefully designed and developed in accordance with international best practice and in accordance with these requirements. This curriculum will meet the needs of our country's development through the achievement of the full potential of each child.

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# **The National Curriculum Framework**

## **INTRODUCTION**

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout primary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment, and which were designed to foster children's learning and development. These include activities, and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. This framework provides the basis for the new primary integrated curriculum, which includes specification of subject-areas selected to maximize twenty-first century learning in a student-centred innovative education system in Trinidad and Tobago. The components which are fundamental to transformation of primary education at this point in time form the underlying concepts which guided the development of the curriculum and give direction to teaching and learning. They are of particular importance to the development of our students and of our

nation because they establish common understandings about teaching and learning. These understandings inform how all schools are expected to focus on the achievement of the goals laid out by the Ministry of Education for a future-oriented inclusive education for all. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those critical seven years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the vision, mission and the five value outcomes for all children as detailed by the Ministry of Education. Given that this is the agency with ultimate responsibility for the education, care and well-being of every learner in the country, the National Curriculum Framework and the curriculum

that devolves from it essentially provide the basis for all teaching and learning activity.

Part of that foundation is the recognition that a curriculum is both product and process, and that any new curriculum materials needs to reflect those notions in the design. Furthermore all curriculum design, development and implementation must be guided by the existing vision, mission and five value outcomes for education in the country. Finally, the foundation must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. It must also be stated that the guiding principles of the

Ministry of Education were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an ***Education Sector Strategic Plan 2011-2015*** to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

## BACKGROUND

In order to effectively administer the formal education sector, and ensure that every child has the best opportunity to learn, the Ministry of Education provides direction and guidance based upon sound educational theory and practices together with a considerations from extensive stakeholder consultations. In 2011 the Ministry of Education conducted two national consultations on the primary education curriculum, along with 7 district consultations and one in Tobago. Information received from these stakeholder consultations informed the direction and decisions of the Ministry of Education to better meet the requirements of education at the primary level. Alongside this, a detailed, critical examination of current practice, both within and outside the country was conducted to identify elements that contribute to a quality education.

A detailed and comprehensive plan to revise and update all components of the teaching learning system to new internationally accepted standards emerged. Part of this transformation involved reviewing and assessing current curriculum documentation and practices. A professional review and assessment of the previous curriculum documents was completed, and recommendations were presented to guide the development of the new curriculum framework. A new standard for teaching and learning, which is evident in international best practice, shows that at lower grade level, children learn best when presented with knowledge, skills and values that are integrated and thematically organized. The integration of subject matter and skills or cross-subject connections is an important feature of the design, development, and implementation of the new curriculum.

Integration does not mean that the subject areas disappear. In fact, the subject areas have become pillars and supports for innovative and transformative learning experiences covering these critical seven years of formal education. This new twenty-first century curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills, and develop character and values that are

critical to their role as productive, caring and responsible citizens, locally, regionally and internationally. This new integrated, innovative, flexible curriculum provides learners with a journey of inquiry and discovery. This integrated thematic curriculum will place Trinidad and Tobago's education system on par with international leaders in the education arena.

## DEFINITION

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

There is little advantage to debating the differences embedded in these views of curriculum. It is however very useful to agree on a basic perspective that guides the process of developing an effective education system that has a well-designed and developed curriculum. It is useful, for example, to see the new curriculum as part of a clearly delineated guide for all learning which is planned and organized by the education system, whether it is carried out in groups, individually, within or outside the school.

By suggesting that a curriculum provides a detailed learning plan and guide, we are also stating that the curriculum specifies precisely what outcomes we anticipate that all learners will achieve as well as how they will achieve those outcomes. The new curriculum articulates a series of sequenced general learning outcomes which are elaborated through subject outcome statements. Abundant guidance is provided in planning units of work, individual teaching learning activities and includes samples of activities developed to ensure that a measure of fidelity in the implementation of the curriculum is maintained. In this respect, the Ministry of Education has established a body of learning outcomes which collectively define the vision of what knowledge, skills and dispositions a twenty-first century learner at the Primary level in Trinidad and Tobago should possess. These outcomes are the key guiding principles underpinning the new infant and primary curriculum and thus underpin the whole education system, ultimately guiding what happens in schools and classrooms.

## FOUNDATION OF THE NATIONAL CURRICULUM

### Vision

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

**Table 1: Vision of the Ministry of Education**

Effective curriculum requires a very clear direction. In Trinidad and Tobago the Ministry of Education has articulated its view of education which establishes the mandate for education. In the establishment of policy and principles for education on a national level all decisions are informed by the vision and mission for the system. All curriculum development, from the

and intended learning experiences for the classroom in the curriculum guide.

In Trinidad and Tobago, the current focus is on the design and development of primary curriculum, which, as noted above is governed by the principles established in this Curriculum Framework.

One of the key elements of this foundation is the Vision for learning which clearly articulates the commitment of the Ministry to meet the needs of learners. A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education.

Devolving from the Vision, in the Mission statement, the Ministry of Education establishes the mechanism for the realization of the Vision and of what the end product of the anticipated learning experiences

### Mission

To educate and develop children who are able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

*Government of Trinidad and Tobago, Ministry of Education, Education Sector Strategic Plan: 2011-2015*

**Table 2: Mission of the Ministry of Education**

design of a new set of learning guides to implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

The regulatory and guiding principles for education provide the overarching national framework for education. The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired

will be. The curriculum has elaborated on the stated outcomes for all children with further outcomes both at a general level and more specifically for all subject areas.

The principles by which the Ministry administers the education system to effectively and efficiently achieve the vision, mission and outcomes have been clearly articulated. These guiding principles are essential statements that must govern curriculum design and development, teaching and learning, and the administration of schools if the goals of education are to be achieved. The critical area of focus is on student learning and fidelity to the curriculum which seeks to transform classroom practices to the benefit of each child.

The guiding principles, listed below, are important components in the new curriculum. The principles informed the curriculum design and development process; they will guide teaching and learning at the implementation phase of the curriculum. As we evaluate the curriculum, they will provide reference points to ensure that the desired attributes of education that are important for the nation are being achieved. The new curriculum materials are not static products, but will remain a flexible roadmap designed to effect high quality, relevant learning for all young people well into the future.

<i>Principle</i>	<i>Elaboration</i>
<b>Student Centred</b>	The student is at the centre of everything we do.
<b>Engaged Communities</b>	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
<b>Inclusive</b>	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
<b>Proactive</b>	We plan for a desired future, preventing problems instead of reacting to them.
<b>Shared Responsibility</b>	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
<b>Innovative</b>	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
<b>Flexible</b>	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
<b>Equitable</b>	We ensure that every student will have the benefit of high-quality learning opportunities.

<i>Principle</i>	<i>Elaboration</i>
<b>Accountable</b>	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
<b>Transformative Leadership</b>	We believe that people with vision and passion can achieve great things. We therefore empower and inspire out staff and stakeholders to create positive and lasting changes in the education system.
<b>Quality</b>	We are committed to meeting our won quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
<b>Teacher Empowerment</b>	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Table 3: Guiding Principles of the Ministry of Education**

## THE NEW PRIMARY CURRICULUM

The new Primary curriculum envisages preparing our children with the knowledge, skills and dispositions to optimize their own development and ultimately to constitute a caring, respectful and socially conscious citizenry which will competently lead our country onto the world stage. The Curriculum focuses on nine (9) subject areas: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Physical Education, Agricultural Science, Spanish and Values, Character and Citizenship Education. Health and Family Life Education outcomes are distributed and supported by all subjects.

By crafting a new national primary curriculum and addressing the learning needs of all young people through a new approach to teaching and learning, Trinidad and Tobago has established a strong foundation for the desired educational outcomes for our students. The Vision and Mission of the Ministry of Education which seeks to recognize, value and nurture individual abilities and talents requires an integrated, appropriate and relevant twenty-first century set of learning experiences at the heart of the curriculum. This overarching vision and mission remain central to all curriculum design, development and implementation initiatives, and will guide pre-service and in-service

teacher education and training activities that are an essential part of the whole education development, innovation and transformation process.

The world is rapidly changing and knowledge, skills, and values are being demanded of citizens, even while the education struggles to catch up with yesterday's requirements. In the vision, mission and principles statements it is very clear that the Ministry of Education wants to develop an education for the twenty-first century, charting the way for education and the nation to keep pace and move to the front of the international arena. Following on this understanding, the new curriculum has been developed as a flexible tool that focuses on the development of twenty first century skills in learners. The curriculum itself, while providing abundant and detailed guidance to teachers, can be adapted and shaped to individual contexts. Curriculum adaptation is an essential aspect of curriculum implementation that is required to meet the rapidly changing and diverse needs of all learners, so enabling teaching and learning to continue to be relevant and current.

The new primary curriculum is characterised by the following:

- An integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into thematic units and learning/lesson plans. There is a focus on core content, building critical skills and cultivating desirable dispositions in students, rather than rote learning of content and regurgitation on paper and pencil tests. This facilitates for a smooth transition from ECCE into Infants and makes for a pleasurable learning experience for the child, and more effective delivery and retention of content.

- Literacy and Numeracy, significant foundational areas, are built in in all subject areas
- Continuous Assessment is promoted with conscious attention to Assessment for Learning which uses a wide range of classroom assessments to provide feedback and improve student performance
- Differentiated Instruction is supported to enable teachers to use a variety of teaching methods and cater to the learning needs of a range of students
- Infusion and use of Information and Communication Technologies, an indispensable twenty-first competence for students, is built in to all areas
- Focused teaching of Visual and Performing Arts and Physical Education ensures that all children's talents and sensibilities are awakened and developed.
- The introduction of foreign language awareness in a Spanish programme which follows a Foreign Language Exploratory model is present. This focuses largely on oral Spanish, its attendant cultures and exploration of other language experiences in the child's immediate environment.
- A focus on Values, Character and Citizenship is a vital component towards building a strong, tolerant and conscientious citizenry.

As noted, the designed learning experiences outlined in the new curriculum are student-centred, inclusive and capable of guiding implementation of a high quality, engaging, innovative teaching and learning process that satisfies the learning needs of all twenty-first century young citizens of Trinidad and Tobago, the Caribbean region and the globally interdependent and connected world.



A significant part of the mandate required that the curriculum capture current, relevant, interesting and fun teaching and learning experiences. The general and specific outcomes focus on the development of concepts, skills and dispositions in students, including higher-order skills suitably targeted to the developmental level of our young learners. While the design of the new curriculum is new to our education system, it is grounded in sound educational theory and principles. Inherent in the subject matter are carefully considered concepts, skill sand dispositions which are relevant to the development

of students and the needs of our society as espoused by our many stakeholders and educators.

The seven years of the primary experience have been broken down into three key levels each of which has a broad area of focus as to the general outcomes desired for the child at that level and are specified as a general level of student achievement.

Organizational Structure of the Achievement Levels		
Level	Title	Grades
Achievement Level One	Love of Learning	Infant One Infant Two
Achievement Level Two	Inquiry and Discovery	Standard One Standard Two Standard Three
Achievement Level Three	Taking Flight	Standard Four Standard Five

**Table 4: Levels of the Primary system**

The titles of each of the designated levels clearly denote the overarching goal for student learning at each stage. The subject specific outcomes for the various year levels evolve from these. The learning experiences throughout the three levels have been designed to articulate a smooth journey of growth, development, and learning, culminating in a well-rounded, independent learner, ready to embrace secondary education. There are a total of twenty six themes designed to organize all learning experiences through the three achievement levels. The curriculum begins in the Infant year levels with a very strong integrated, thematic approach to learning, and progressively introduces subject areas as discrete organizers of that learning by

Standards Four and Five. While the higher primary year levels have more subject area learning they are not without thematic organization. At those levels, the themes become broader, more complex and challenging, while the nine core subject areas emerge in prominence. This design decision was made to facilitate a smooth and seamless transition from primary into secondary education.

The targeted achievements for all students at the end of each of these three levels are succinctly summarized in Table 5. These attributes are the foundation for all learning interactions in and out of the classroom.

**Table 5: Learning Level Achievements**

<b>Level 1: Love of Learning</b> <i>Infants 1- Infant 2</i>	<b>Level 2: Enquiry &amp; Discovery</b> <i>Standard 1- Standard 3</i>	<b>Level 3: Taking Flight</b> <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Be able to communicate needs, ideas, and emotions.	Be able to engage in reflection before communicating needs, ideas and emotions.	Apply healthy interpersonal communication skills to enhance learning, and general interaction.
Make choices to solve simple, personal problems.	To develop thoughtful solutions to problems that occur in interaction with others.	Demonstrate some capacity to pose, as well as solve problems.
Engage learning imaginatively.	Produce imaginative responses to learning problems.	Demonstrate both sequential and connective thinking when encountering problems.
Work with others co-operatively.	Create new meanings through teamwork and	Exhibit some leadership qualities in both

<b>Level 1: Love of Learning</b> <i>Infants 1- Infant 2</i>	<b>Level 2: Enquiry &amp; Discovery</b> <i>Standard 1- Standard 3</i>	<b>Level 3: Taking Flight</b> <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
	collaboration.	learning and social contexts.
Begin to consider the importance of diet, exercise and hygiene.	Practise healthy lifestyle habits	Demonstrate sufficient knowledge of the human body to make healthy lifestyle choices consistently.
Demonstrate basic courtesy in relationship to others.	Observe positive social norms and behaviours.	Achieve a well-rounded sense of self and how to contribute productively to a group.
Recognise that working and playing safely protects everyone.	Demonstrate the ability to temper personal behaviour, in order to contribute to a safe environment for all.	Demonstrate some ability to foresee potentially unsafe behaviours in self and others.
Demonstrate joy in learning.	Demonstrate curiosity and a sense of adventure in conducting simple investigations.	Exhibit the satisfaction that accrues from engagement in learning.
Show sufficient self-confidence to engage in learning and social activities	Through growing self-esteem and initiative, begin to develop their own voice and demonstrate a sense of empowerment	Display self-reliance when working independently.
Behave respectfully toward the environment under supervision.	Understand that individual actions contribute to the environmental health of both local and national communities.	Recognise the symbiotic relationship between self and environment and acknowledge in behaviour that every action has a consequence.
Gather information	Gather, organise and present information	Process information.
Use technologies under supervision.	Explore technology purposefully and safely.	Find and employ technology for particular ends.
Understand the concept of past, present and future.	Explore the past and make connections with the present.	Imagine the future.
Demonstrate fair and equitable play habits.	Understand that social interaction requires giving as well as taking.	Become actively involved in issues involving social justice.

Clearly, students will experience a curriculum that engages and challenges them in a variety of ways that are particularly relevant to their social, political, and economic growth and development in the

information age of the twenty-first century. This primary curriculum seeks to expose and fulfill the potential of each child and to affirm the unique identity and character of the citizenry of Trinidad and Tobago.

## COMPONENTS OF THE PRIMARY CURRICULUM

The new primary curriculum comprises three documents that are intended to provide necessary information and support to our public.

**Curriculum Guides** in 9 subject areas are provided. These specify what is to be learnt by students in an ordered, developmentally appropriate sequence in the form of learning outcomes. Learning outcomes are further categorized as related to the acquisition of Content, or the development of Skills or Dispositions. Further guidance is provided in an Elaboration statement to specify the breadth and depth of what is to be taught and assessed, so that there is a standardized approach to teaching and assessment across the country.

For Teachers' use, a **Teacher's Guide** has been developed. This document provides an overview of the pedagogical practices embraced by the new curriculum, summary descriptions of the themes selected as the vehicle for the teaching and learning material as well as the 5 considerations that are infused throughout the curriculum- Literacy, Numeracy, Assessment for Learning, Differentiated Instruction and Infusion of Information and Communication Technologies (ICTs).

For further support of teachers, an **Instructional Toolkit** has been developed. Within this document, detailed plans of work, samples of activities and rubrics for implementation by teachers are provided. Thematic Unit plans which bring to outcomes from several subjects as well as Learning or Lesson Plans, together with sample activities and rubrics are provided. Learning plans that suggest interesting methods for teachers to address core subject-specifics concepts and skills are also included. At the initial stages of implementation of this curriculum that seeks to transform teaching and learning, abundant samples are provided for teachers. These may be implemented directly or may serve as guides for teachers' development of their own thematic units and lessons. As implementation takes place, opportunities will be provided for teachers to provide their own creative and original approaches to these themes and topics within the toolkit.

## TIMETABLE

Within the framework of the new primary curriculum, there are some important notions about the new primary timetable which ought to be specified. These are that:

- 9 subject areas are represented (Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts; Physical Education, Agricultural Science, Values, Character and Citizenship Education and Spanish). HFLE and ICT are infused throughout the subjects.
- 50% of the time is dedicated to ELA and Mathematics, which include Literacy and Numeracy components and are considered to be priority at the lower primary. The other 50 % of the time is to be dedicated to the other 7 subjects. The curriculum documents reflect that balance, so that as outcomes specified

for each year level are covered, the balance of time for subjects is maintained.

- A combination of Thematic Units which combine several subject areas and subject specific core skills are to be taught (as in the Instructional Toolkit). Core skills may be done in preparation for a theme, during a theme or following a theme.
- The timetable is flexible and will be detailed on a weekly basis as teacher's plan for the week is developed. The teacher selects which core skill lessons and which thematic lessons are to be taught each week and presents this in the weekly forecast and evaluation plan.
- In any given week, core skills for any or all subject areas may be taught. One possible illustration of what this may look like is given below:

MON	TUE	WED	THURS	FRI
THEME	CORE SKILLS (MATH)	CORE SKILLS (SOCIAL STUDIES)	THEME	THEME
	THEME	THEME		CORE SKILLS ( AGRI.SCI)
			CORE SKILLS (SPANISH)	
CORE SKILLS (SOCIAL STUDIES)	THEME	THEME	THEME	THEME
CORE SKILLS (VAPA)		CORE SKILLS (ELA)	CORE SKILLS (PHYS. ED)	

**Table 6: Sample Timetable**

# Subject Rationale

## What is VCCE?

Values, Character and Citizenship Education (VCCE) is a sequenced set of learning experiences designed to help the student grow, develop and master values and concepts that are relevant for a 21st century caring, responsible citizen of our interdependent world. Values, Character, and Citizenship education inculcates in students positive dispositions valued by society. These dispositions empower them to

make informed moral decisions, to be responsible and caring citizens and to practise socially helpful behaviour. Values, Character, and Citizenship Education incorporates beliefs and attitudes which contribute positively to the enrichment of the culture in which an individual resides and extends to the global community.

## Key Terms in VCCE

**Disposition:** A tendency to act in a specific way

**Values:** Important and lasting beliefs or ideals shared by the members of a culture about what is *good* or *bad*, and desirable or undesirable. These core beliefs guide and motivate attitudes and actions.

**Character:** The inherent attributes that determine a person's moral and ethical actions and reactions.

**Citizenship:** The right and responsibility to work and live in a community and to participate in social and political life.

## Why Study Character Education?

Trinidad and Tobago is a rapidly growing society affected by global trends in technology, corporate life, and ever-increasing mobility and communication. As a result the family, school, community and country have seen traditional values strained.

To facilitate the development in every young person the basic characteristics of *trustworthiness, respect, responsibility, fairness, caring and citizenship* requires an intentional approach to teaching and

learning. These attributes are not only taught but required as part of the whole learning environment within the school and classroom. Such a program must be multidimensional to help students as citizens to think and act in ways that preserve and respect our heritage and protect our future. While enjoying a range of rights and privileges, a concomitant sense of identity and responsibility must be developed. The family, school and community must partner to address these challenges.

## How is the VCCE Structured?

Teaching and learning these six key characteristics in a well-designed Character Education programme can follow the T.R.A.M. approach.

**TEACH** - Tell children that their character counts — that their success and happiness will depend on who they are inside, not what they have or how they look. Tell them that people of character know the difference between right and wrong because they guide their thoughts and actions by six basic rules of living.

**REINFORCE** - Instil the six pillars of character by rewarding good behaviour (usually, praise is enough) and by discouraging all instances of bad behaviour by imposing (or, in some cases, allowing others to impose) fair, consistent consequences that prove you are serious.

**ADVOCATE** - Continuously encourage children to live up to the Six Pillars of Character in all their thoughts and actions. Don't be neutral about the importance of character or casual about improper conduct. Be clear and uncompromising that you want and expect students to be trustworthy, respectful, responsible, fair, caring, and good citizens.



**MODEL** - Be careful and self-conscious about setting a good example in everything you say and do. Everything you do and don't do, sends a message about your values. Be sure your messages reinforce your lessons about doing the right thing even when it is hard to do so. When

you slip, act the way you want your students to behave when they act improperly — be accountable, apologize sincerely, and resolve to do better.

# **Primary School Curriculum**

## **Values Character and Citizenship Education (VCCE)**

### **Infants 1**

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Building trust through honesty</b>  1.1.1 Define in their own words what is meant by the terms “honesty” and “dependability”.  2.1.1 Recognise honesty in the classroom and on the playground.  <b>Building Relationships of Trust</b>  3.1.1 Discuss the importance of honesty and dependability while at school or play.	3.2.1 Communicate their thoughts and feelings confidently and competently.	3.3.1 Display honest behaviour.	1. Demonstrate a basic understanding of “honesty” and “dependability”.  2. Give simple justifications for acting honestly and dependably.  3. Act honestly and dependably	<ul style="list-style-type: none"> <li>• Define orally, the terms in 1-2 simple sentences (1.1.1)</li> <li>• Recognise acts from within a classroom or playground context that are associated with these values. (2.1.1)</li> <li>• Describe orally, in 1-2 simple sentences two benefits to be derived from behaving honestly and dependably at school or play. (3.1.1)</li> <li>• Tell the truth as best (s) he knows it. (3.3.1)</li> </ul>

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Building relationships of trust</b>  4.1.1 Determine the benefits of encouraging peers to engage in trustworthy behaviour.	4.2.1 Critically analyse and evaluate age appropriate dilemmas.  4.2.2 Question themselves to determine most appropriate responses in given situations.	4.3.1 More consistently exhibit dependable behaviours.  4.3.2 Be consistently courageous in their interactions.	3. <i>Act honestly and dependably.</i> <sup>1</sup>  4. Encourage others to behave honestly and dependably  5. Determine appropriate responses to age-level dilemmas	<ul style="list-style-type: none"> <li>• Strive to complete assigned tasks well and on time (4.3.1)</li> <li>• Consistently do what is required for group tasks.(4.3.1)</li> <li>• Remind colleagues of the benefits to be derived from behaving honestly and dependably.(4.1.1, 4.3.2)</li> <li>• State his or her dilemma in simple, clear terms.(3.2.1)</li> <li>• Develop simple checklist for determining when assistance is needed. (4.2.1, 4.2.2)</li> <li>• Seek advice from an ‘honest’ and ‘dependable’ adult (parent, relative or teacher) if necessary. (4.2.2)</li> </ul>
<b>Understanding fairness: Fair and unfair actions</b>			6. Demonstrate a basic understanding of “fairness”	<ul style="list-style-type: none"> <li>• Define orally in 1-2 simple sentences the term “fairness”. (5.1.1)</li> </ul>

<sup>1</sup> This statement has been repeated from p. 25 to facilitate referencing.

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
5.1.1 Define in their own words the term “fairness”.  6.1.1 Name the characteristics of a fair person.	5.2.1 Differentiate between fair and unfair actions.  6.2.1 More consistently question themselves to determine if their actions are fair.  6.2.2 Think through possible outcomes of actions before making decisions.			<ul style="list-style-type: none"> <li>• Distinguish fair acts from unfair acts.(5.2.1)</li> <li>• Describe orally in 1-2 sentences, 2-3 characteristics of a fair person. (6.1.1)</li> </ul>
<b>Understanding fairness: Fair and unfair actions</b>  7.1.1 Explain in their own words the importance of playing fairly.	7.2.1 Negotiate (fairly) with others during group activities.	7.3.1 Play fairly with others.	7. Give simple justifications for behaving fairly	<ul style="list-style-type: none"> <li>• Explain in simple terms 1-2 benefits of treating others fairly.(7.1.1)</li> <li>• Use verbal and non-verbal forms to illustrate the benefits</li> </ul>

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Understanding fairness: Fair and unfair actions</b>	7.2.2 Illustrate the benefits of fair play. (See Toolkit)	7.3.2 Remain more open minded in new or challenging situations.	8. Play fairly with others	of fair play. (7.2.2)
	7.2.3 Recommend ways in which the opinions of others can be made known.			<ul style="list-style-type: none"> <li>• Await appointed turn patiently (without fretting). (7.3.1)</li> <li>• Set criteria/rules which all players can fulfil when planning for games.(7.3.1)</li> <li>• Invite input/ideas from all players. (7.2.1)</li> <li>• Listen willingly and respectfully to the views of others. (7.2.1, 7.2.3, 7.3.1, 7.3.2)</li> <li>• Use self-questioning to determine what would be fair in a given instance. (6.2.1)</li> <li>• Do a mental walkthrough of intended action and possible outcomes before making decisions. (I wonder what</li> </ul>
	6.2.1 <i>More consistently question themselves to determine if</i>		9. Consider what should be done to be fair in given situations	

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<i>their actions are fair.</i>  6.2.2 <i>Think through possible outcomes of actions before making decisions.</i>  7.2.3 <i>Recommend ways in which the opinions of others can be made known.<sup>2</sup></i>			would happen if...?) (6.2.2)  • Describe 2-3 means that can be used to capture the opinions of others. (7.2.3)
<b>Concept of Respect</b>  8.1.1 Define the term “respect” using age appropriate language.  9.1.1 Begin to understand that respect is communicated	9.2.1 Communicate their thoughts and	9.3.1 Interact courteously with others.	10. Demonstrate understanding of the term “respect”	• Define orally in 1-2 simple sentences the term “respect”. (8.1.1)  • Describe orally 2-3 ways in which words or actions can be used to display or communicate respect for self and others (peers, relatives,

<sup>2</sup> The statements in italics above are repeated here from pp. 27 & 28 to make referencing easier

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>in verbal and non-verbal ways.</p> <p><i>Concept of Respect</i></p>	<p>feelings peaceably.</p> <p>9.2.2 Respond appropriately to non-verbal cues.</p>	<p>9.3.2 Be tolerant of others who are different from them.</p> <p><i>9.3.1 Interact courteously with others.</i></p> <p><i>9.3.2 Be tolerant of others who are different from them.<sup>3</sup></i></p>	<p>11. Demonstrate respect for self and others</p> <p><i>11. Demonstrate respect for self and others</i></p>	<p>teachers and other adults). (9.1.1, 12.1.1)</p> <ul style="list-style-type: none"> <li>• Follow verbal instructions given by parents and teachers. (9.1.1)</li> <li>• Follow instructions given by parents or teachers via non-verbal signals (Finger on lips, open hand pointed to a seat, etc.). (9.2.2)</li> <li>• Express disagreement or discontent in a moderate tone-without threats, violent language or action.(9.2.1)</li> <li>• Use appropriate courtesies and terms of reference (Sir, Miss, etc.) when addressing or speaking of peers and adults.(9.3.1, 9.3.2, 11.3.1)</li> <li>• Work and play well with children from a variety of</li> </ul>

<sup>3</sup> The statements in italics above are repeated here from p. 29 & 30 to make referencing easier



V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Self-respect</b> 10.1.1 Recognise that they deserve to be treated well.  <b>Respect for Others</b> 11.1.1 Recognise that others are as important as they are.  12.1.1 Name ways in which respect can be shown for others.	11.2.1 Act with sensitivity towards others.	11.3.1 Regularly use “terms” that show respect for others. E.g., “Good morning”, “May I...” Please...,” and “Thank you.”  12.3.1 Treat others well in spite of differences (in opinion, appearance and/or status).		cultural backgrounds (i.e. regardless of ethnicity, socioeconomic status, degree of ‘exceptionality’) (9.3.2, 11.1.1, 11.2.1, 12.3.1)  • Firmly but politely correct others who are impolite to them or who ill-treat them (i.e. say unkind things to them). (10.1.1)  • Report to a ‘safe’ adult anyone who touches them in an ‘inappropriate’ way or threatens to hurt them. (10.1.1)
<b>Care for self and others- 1)</b> <b>Health &amp; Safety 2)</b> <b>Compassion</b>  13.1.1 Define the terms caring, empathy and hygiene.	13.2.1 Practise personal hygiene in their everyday lives.  13.2.2 Discuss ways in	13.3.1 Display a sense of empathy towards peers and others.	11. Demonstrate a basic understanding of the term “Caring”	• Define orally in 1-2 simple sentences the terms “caring”, “empathy” and “hygiene”. (13.1.1)  • Describe orally 2-3 characteristics of a caring person. (14.1.1)  • Cite 2-3 ways in which they

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>14.1.1 Describe the characteristics of a caring person.</p> <p>15.1.1 Describe ways in which persons achieve emotional and physical health and well-being.</p> <p><b>Care for self and others- 1) Health &amp; Safety 2) Compassion</b></p>	<p>which they show empathy for people at home, at school and while at play.</p> <p><i>13.2.1 Practise personal hygiene in their everyday lives.<sup>4</sup></i></p>	<p>15.3.1 Use positive language to refer to themselves.</p>	<p>12. Demonstrate a basic understanding of the term “Caring”</p>	<p>can keep their bodies clean and healthy- a) Regular baths b) wearing clean clothing c) hand washing d) brushing teeth at least twice a day e) eating healthy snacks and balanced meals. (15.1.1)</p> <p>•Describe orally, through drama or drawing 2-3 ways in which care for self and others can be demonstrated (i.e. pay attention to safety and emotional well-being). (13.2.2, 15.1.1, 16.1.1, 17.1.1)</p> <p>•<i>Describe orally, through drama or drawing 2-3 ways in which care for self and others can be demonstrated (i.e. pay attention to safety and emotional well-being). (13.2.2, 15.1.1, 16.1.1, 17.1.1)</i></p> <p>•Detail orally, through drama or drawing one (1) way in which</p>

<sup>4</sup> The statements in italics above are repeated here from p. 31 to make referencing easier.



V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<i>emotional and physical health and well-being.</i>  16.1.1 Describe ways in which people show that they care for others.		<i>language to refer to themselves.</i>  16.3.1 Respond appropriately to others who may be in need. <sup>5</sup>		
<b>Understanding Responsibility</b>  19.1.1 Define the term “responsibility”.  20.1.1 Describe the characteristics of a responsible person.	20.2.1 Differentiate between responsible and irresponsible behaviour.		14. Demonstrate a basic understanding of the term “responsibility”.	<ul style="list-style-type: none"> <li>Define orally in 1-2 simple sentences the term “responsibility”. (19.1.1, 24.1.1, 25.1.1)<sup>7</sup></li> <li>Describe orally, through drama or drawing the characteristics of a responsible person. (20.1.1, 20.2.1, 26.1.1)</li> </ul>

<sup>5</sup> The statements in italics above are repeated here from pp. 14 & 15 to make referencing easier

<sup>7</sup> See the “Content” columns on pp. 20-22 for statements 24.1.1, 25.1.1 and 26.1.1. respectively

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
21.1.1 Name and describe responsibilities of persons at home, at school and within the community. ➤ Parents and siblings ➤ Principal, teachers, cleaners, security guard(s) ➤ Garbage collector, maintenance worker, postman, community police, CEPEP workers and religious leaders.  <b>Understanding Responsibility</b>  22.1.1 Begin to understand why they should behave responsibly in all their surroundings.	22.2.1 Justify the need for acting responsibly.  22.2.2 Co-operate in	21.3.1 Appreciate the work done at home by parents and siblings.  21.3.2 Show appreciation for the work done by persons on the school compound and in the wider community.  22.3.1 Honour commitments made.  22.3.2 Act responsibly 1) in a variety of contexts 2) without supervision.	14. <i>Demonstrate a basic understanding of the term “responsibility”.</i> <sup>6</sup>	<ul style="list-style-type: none"> <li>Name two (2) responsibilities that adults from within 1) the home 2) the school 3) the community may have. (21.1.1)</li> <li>State 1-2 ways in which to appreciate the work done by others. (21.3.1, 21.3.2)</li> <li>Recognise that obeying rules is being responsible. (22.2.3)</li> <li>Describe two (2) responsibilities children have while 1) at home and 2) at school (in the classroom and on the playground). (23.1.1, 25.1.1, 26.1.1)<sup>8</sup></li> </ul>

<sup>6</sup> This statement is repeated from the previous page to make referencing easier.

<sup>8</sup> See the “Content” columns on pp. 37-38 for statements 23.1.1, 25.1.1 and 26.1.1 respectively. See too the “Skills” column on p. 22 for statements 26.3.1 and 26.3.2

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>group tasks.</p> <p>22.2.3 Report concerns about irresponsible behaviour to appropriate persons.</p> <p>22.2.4 Encourage others to take responsibility at home and at school</p>	<p>22.3.3 Work cooperatively with others during group activities.</p> <p>22.3.4 Work responsibly in teams to solve problems.</p>	15. Give simple justifications for behaving responsibly.	<ul style="list-style-type: none"> <li>State 2-3 benefits of behaving responsibly. (22.1.1, 22.2.1, 23.2.1, 23.2.3, 23.2.4)</li> <li>Infer, from given scenarios, 1-2 possible consequences for behaving irresponsibly. (26.3.1, 26.3.2)</li> </ul>
<p><b>Understanding Responsibility</b></p> <p>22.1.1 <i>Begin to understand why they should behave responsibly in all their surroundings.</i></p>	<p>22.2.1 <i>Justify the need for acting responsibly.</i></p> <p>22.2.2 <i>Co-operate in group tasks.</i></p> <p>22.2.3 <i>Report concerns about irresponsible</i></p>	<p>22.3.1 <i>Honour commitments made.</i></p> <p>22.3.2 <i>Act responsibly 1) in a variety of contexts 2) without supervision.</i></p> <p>22.3.3 <i>Work cooperatively with others during</i></p>	16. Act responsibly: <ul style="list-style-type: none"> <li>i. Fulfil responsibilities.</li> <li>ii. Assume responsibility.</li> <li>iii. Respond responsibly to challenges.</li> <li>iv. Accept consequences of irresponsible action.</li> </ul>	<ul style="list-style-type: none"> <li>Complete school and home assignments on time. (22.3.1, 22.3.2)</li> <li>Work to complete assigned tasks in group activities well and on time. (22.2.2, 22.3.2, 22.3.3, 22.3.4)</li> <li>Inform the teacher when others fail to act responsibly during group tasks. (22.2.3)</li> </ul>

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<i>behaviour to appropriate persons.</i>  22.2.4 Encourage others to take responsibility at home and at school <sup>9</sup>	<i>group activities.</i>  22.3.4 Work responsibly in teams to solve problems.		<ul style="list-style-type: none"> <li>Voluntarily do tasks that will cause individual and group assignments to be completed well and on time. (22.2.4, 22.3.2, 22.3.4, 23.2.2, 25.3.3)</li> </ul>
<b>Understanding Responsibility</b>  23.1.1. Know that families and schools have rules.	23.2.1 Justify why families and schools have rules.  23.2.2 Take part in making class rules.  23.2.3 Discuss why rules help them	23.3.1 Obey home, school and safety rules.  23.3.2 Start to demonstrate safe habits.  23.3.3 Discuss feelings honestly.	16. Act responsibly: i. Fulfil responsibilities. ii. Assume responsibility. iii. Respond responsibly to challenges. iv. Accept consequences of irresponsible action. <sup>10</sup>	<ul style="list-style-type: none"> <li>Voluntarily do tasks that will cause individual and group assignments to be completed well and on time. (22.2.4, 22.3.4, 22.3.2, 23.2.2, 25.3.3)]</li> <li>Obey rules.(23.3.1)</li> <li>Choose safe spaces and activities for work and play. (23.3.2)</li> </ul>

<sup>9</sup> The statements in italics above have been repeated from the previous page to make referencing easier.

<sup>10</sup> The statements in italics above have been repeated from pp. 25 & 26 to make referencing easier.

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>24.1.1. Begin to understand that a responsibility can be for an individual or for a group.</p> <p><b>Understanding Responsibility</b></p> <p>25.1.1 Know that sometimes you can be asked to be responsible for a task and at other times you can volunteer.</p>	<p>keep safe.</p> <p>23.2.4 Discuss rules.</p> <p>25.2.1 Observe situations and respond appropriately</p> <p>25.2.2 Start to develop critical thinking skills</p> <p>25.2.3 Think creatively and reason</p>	<p>25.3.1 Volunteer to do a task when necessary.</p> <p>25.3.2 Take leadership actions when appropriate</p> <p>25.3.3 Make decisions and judgements for the good of the group and the completion</p>	<p><i>16. Act responsibly:</i></p> <p><i>i. Fulfil responsibilities.</i></p> <p><i>ii. Assume responsibility.</i></p> <p><i>iii. Respond responsibly to challenges.</i></p> <p><i>iv. Accept consequences of irresponsible action.<sup>11</sup></i></p>	<ul style="list-style-type: none"> <li>• Evaluate situations so as to determine what would be the most responsible course of action to undertake. (25.2.1, 25.2.2, 25.2.3, 25.2.4, 25.2.5)</li> <li>• Volunteer time and talent at home and school. (25.3.1, 25.3.2)</li> </ul>

<sup>11</sup> These statements have been repeated from p. 19 to make referencing easier.



V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Understanding Responsibility</b></p> <p>26.1.1 Begin to understand that when they do not act responsibly they should not try to blame others but should face the consequences of their actions.</p>	<p>logically.</p> <p>25.2.4 Make informed decisions.</p> <p>25.2.5 Form conclusions.</p>	<p>of a task.</p> <p>26.3.1 Face consequences for choices made or for acting irresponsibly.</p> <p>26.3.2 Accept responsibility for their actions</p>	<p><i>16. Act responsibly:</i></p> <p><i>i. Fulfil responsibilities.</i></p> <p><i>ii. Assume responsibility.</i></p> <p><i>iii. Respond responsibly to challenges.</i></p> <p><i>iv. Accept consequences of irresponsible action.<sup>12</sup></i></p>	<ul style="list-style-type: none"> <li>• Face consequences without argument or grumbling. (26.3.1, 26.3.2)</li> </ul>

<sup>12</sup> This statement has been repeated from p. 37 to make referencing easier.

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Citizenship: Rights</b>  27.1.1 List some of the basic rights of the child.	27.2.1 Defend their rights and the rights of others.	27.3.1 Be considerate of others.	17. Demonstrate a basic understanding of behaviours that should be displayed by a 'good' citizen.	<ul style="list-style-type: none"> <li>State three (3) of the rights to which children are entitled.(27.1.1)</li> <li>Speak out against acts that threaten their rights and the rights of others. (27.2.1, 27.3.1)</li> </ul>
<b>Citizenship: Nationhood</b>  28.1.1 Recognise symbols of nationhood.  28.1.2 Recite the National Pledge and the National Anthem.	28.2.1 Respond appropriately to the playing of the National Anthem or the recitation of the National Pledge.	28.3.1 Portray a sense of national pride.  28.3.2 Communicate positively about symbols of nationhood.		<ul style="list-style-type: none"> <li>Recognise images of the National Flag, National Flower, National Birds and Coat of Arms. (28.1.1)</li> <li>Stand at attention for the playing of the National Anthem and for the reciting of the National Pledge. (28.1.2, 28.2.1, 28.3.1)</li> <li>Speak with pride about the National Emblems. (28.3.1,</li> </ul>

V.C.C.E: INFANT 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
29.1.1 Identify the President and the Prime Minister.		29.3.1 Demonstrate healthy curiosity about local affairs.		28.3.2) <ul style="list-style-type: none"> <li>• Recognise images of the President and the Prime Minister. (29.1.1)</li> <li>• Ask questions about national events. (29.3.1)</li> </ul>

## V.C.C.E.: INFANTS 1 GLOSSARY

Trustworthiness	<p><b>Being worthy of another’s trust or confidence.</b></p> <p><i>When someone thinks you are trustworthy, they believe that they can depend on you to tell the truth and to do what you say you will do.</i></p>
Fairness	<p><b>Dealing objectively (and impartially) with challenging situations.</b></p> <p><i>When you are fair you take turns, you play by the rules and you listen to what others have to say.</i></p>
Respect	<p><b>Acknowledging the inherent dignity and worth of every person.</b></p> <p><i>When you respect yourself, you treat yourself well. When you respect others, you treat them as you would like to be treated.</i></p>
Caring	<p><b>Feeling and showing concern and empathy for others. Having compassion.</b></p> <p><i>When you care for yourself you do things to stay safe and healthy. When you care for others you do things to make them feel good about themselves.</i></p>
Responsibility	<p><b>Responsibility is the characteristic that is based on obligation. A person who is responsible:</b></p> <ul style="list-style-type: none"> <li>• obeys home, school and safety rules,</li> <li>• uses self-control,</li> <li>• is dependable,</li> <li>• makes informed decisions.</li> </ul>
Citizenship	<p><b>Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.</b></p> <p><i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i></p>

# **Primary School Curriculum**

## **Values Character and Citizenship Education (VCCE)**

### **Infants 2**

## V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Building trust through honesty:</b>  1.1.1 Define the terms “honesty” and “loyalty” in their own words  2.1.1 State reasons why he or she should not cheat or steal.	2.2.1 Determine the response that is most appropriate in given situations.  2.2.2 Communicate their opinions truthfully yet tactfully.	1.3.1 Display <b>honesty</b> and loyalty in their interactions with others.  2.3.1 Exhibit behaviours that make others trust them even when there is no apparent/immediate reward.	1. Demonstrate a basic understanding of the terms “honesty” and “loyalty”.  2. Give simple justifications for behaving trustworthily.  3. Act trustworthily	<ul style="list-style-type: none"> <li>Define orally in 1-2 simple sentences the terms “honesty” and “loyalty”. (1.1.1)</li> <li>State 2-3 reasons for not cheating or stealing. (2.1.1)</li> <li>Explain (orally) in 1-2 simple sentences two (2) reasons for chosen responses to given situations. (2.2.1)</li> <li>Use the property of others only after getting explicit permission to do so.(1.3.1, 2.3.1)</li> <li>Submit found items to</li> </ul>

## V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b><i>Building trust through honesty:</i></b></p> <p><b>Building trust through loyalty to family</b></p> <p>3.1.1 Recognise that some family information can be shared while some should be kept to themselves.</p>	<p><i>2.2.2 Communicate their opinions truthfully yet tactfully.</i></p>	<p><i>2.3.1 Exhibit behaviours that make others trust them even when there is no apparent/immediate reward.<sup>14</sup></i></p> <p>3.3.1 Exercise <b>prudence</b> and <b>discretion</b> in divulging information about family.</p>	<p>3. Act trustworthily</p>	<p>their respective owners or the teacher. (2.3.1)</p> <ul style="list-style-type: none"> <li>• Comply with rules and instructions during games, competitions and tests. (2.3.1)</li> <li>• Tell the truth- Relate experiences without ‘embellishments’ and share opinions without using language that is hurtful. (2.2.2, 2.3.1)</li> <li>• Differentiate between private information and information that can be shared.(3.1.1, 3.3.1)</li> </ul>
<p><b>The effects of being unfair</b></p> <p>4.1.1 Describe characteristics of an open minded person.</p>		<p>4.3.1 Be open-minded about the views of others before making a final judgement.</p>	<p>4. Demonstrate a basic understanding of “fairness”.</p>	<ul style="list-style-type: none"> <li>• Describe orally in 1-2 simple sentences, the behaviours displayed by an open minded person. (4.1.1)</li> </ul>

<sup>14</sup>Statements in italics above have been repeated from the previous page for ease of reference.

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>➤ Don't judge/label others based on past experience with persons who had similar appearance, level of physical ability or level of performance in class.</li> <li>➤ Be willing to listen to the views of others.</li> </ul>
<b>Acting fairly/Fairness in social interaction</b>  5.1.1 Suggest ways in which they can show fairness to others.         6.1.1 State in their own		5.3.1 More consistently treat others fairly.   5.3.2 Develop an awareness of the challenges faced by senior citizens and the differently abled.	4. <i>Demonstrate a basic understanding of "fairness"</i> <sup>15</sup>         5. Give simple justifications for behaving fairly	<ul style="list-style-type: none"> <li>• Delineate orally, in writing, through drama or drawing, 2-3 ways in which fairness to others, the differently abled and senior citizens can be displayed. (5.1.1)</li> <li>• Evaluate situations in which they or others have been treated unfairly to determine the best way to respond. (7.1.1, 7.2.1)               <ul style="list-style-type: none"> <li>➤ Devise and use a mental checklist of 2-3 questions</li> </ul> </li> </ul>

<sup>15</sup> This statement is repeated from the previous page for ease of reference



V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>words the possible consequences of treating others unfairly.</p> <p>7.1.1 List ways in which they can respond to situations in which they are being treated unfairly.</p>	<p>7.2.1 Respond appropriately to situations in which others are being treated unfairly.</p>			<p>to determine best course of action.</p> <ul style="list-style-type: none"> <li>State 2-3 consequences of being unfair to others. (6.1.1)</li> </ul>
<p><b><i>Acting fairly/Fairness in social interaction</i></b></p>		<p>4.3.1 <i>Be open minded about the view of others before making a final judgement.</i></p> <p>5.3.1 <i>More consistently treat others fairly</i></p> <p>5.3.2 <i>Develop an awareness of the challenges faced by senior citizens and the differently abled.</i></p>	<p>6. Act fairly</p>	<ul style="list-style-type: none"> <li>Listen to the views of others before making decisions. (4.3.1)</li> <li>Seek to include others in games and activities. (5.3.1, 5.3.2)</li> <li>Organise self-initiated activities in ways that allow peers with challenges to experience success. (5.3.1, 5.3.2)</li> <li>Speak out against unfair treatment of peers during</li> </ul>

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<i>7.2.1 Respond appropriately to situations in which others are being treated unfairly.<sup>16</sup></i>			playground activities. (7.2.1)
<b>Respond in a respectful manner to conflict</b>  8.1.1 List amicable ways of responding to conflict.  9.1.1 State ways in which they can disagree respectfully with peers.  10.1.1 Differentiate between words that hurt and words that help.	8.2.1 Determine most amicable solutions to disagreements  9.2.1 Negotiate with peers to derive win-win solutions.	8.3.1 Display an increased level of self-restraint when angry or upset.	7. Demonstrate basic understanding of the ways in which respect for self and others can be displayed during conflicts and other interactions.	<ul style="list-style-type: none"> <li>Describe orally in 1-2 simple sentences effective ways of remaining respectful during disagreements. (8.1.1, 9.1.1) <ul style="list-style-type: none"> <li>Use words that help when talking about concerns. (10.1.1)</li> <li>Avoid ‘physical action’ as a response.</li> </ul> </li> <li>Suggest 2-3 criteria that can be used to determine the most amicable response in given situations. (8.2.1)</li> <li>Recognise personal boundaries and boundaries that indicate the ‘personal space’ of other persons. (11.1.1)</li> </ul>

<sup>16</sup> Statements in italics above have been repeated from pp. 28 & 29 to facilitate referencing.





V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
			8. <i>Behave respectfully during interactions</i>	
<b>Care for school, home and the community.</b>  13.1.1 Define the term “caring”.  14.1.1 List ways to show concern for self and others.  15.1.1 Suggest ways in which they can show care for their classroom, school and immediate environment.  <b>Consideration for others at home, school and the environment</b>		15.3.1 Participate in class discussions.  15.3.2 Respect and care for the environment.	9. Demonstrate a basic understanding of the term “caring”	<ul style="list-style-type: none"> <li>• Describe orally in 1-2 sentences the term “caring”. (13.1.1)</li> <li>• Describe orally, in writing, through drama or drawing 2-3 ways of showing concern for 1) themselves 2) others and 3) their immediate environment (a. the classroom, b. the school compound and c. the environs of the community). (14.1.1, 15.1.1)</li> <li>• Recommend orally, in writing, through drama or drawing 3-4 ways in which persons can feel safe and happy. (16.1.1, 17.1.1)<sup>20</sup></li> <li>• Speak positively of themselves and others. (16.1.1)</li> </ul>

<sup>20</sup> See the “Content” column on p. 52 for statement 17.1.1

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>16.1.1 List ways to be considerate of others at home, school and work.</p> <p><b><i>Consideration for others at home, school and the environment</i></b></p> <p><i>16.1.1 List ways to be considerate of others at home, school and work.<sup>19</sup></i></p>		<p>16.3.1 Show concern for the needs of self and others.</p> <p>16.3.2 Encourage others to be kind and considerate in their everyday conduct.</p>	<p>9. <i>Demonstrate a basic understanding of the term “caring”</i></p>	<ul style="list-style-type: none"> <li>• <i>Recommend orally, in writing, through drama or drawing 3-4 ways in which persons can feel safe and happy</i> <ul style="list-style-type: none"> <li>○ Work and play safely (avoid activity that can cause injury). (17.1.1)</li> <li>○ Help others who are in need. (16.1.1)</li> <li>○ Speak in a conversational tone or whisper while others work.(16.1.1)</li> </ul> </li> <li>• Work and play safely. (17.2.1)</li> <li>• Obey safety rules. (16.3.1)</li> </ul>
<p>17.1.1 Through role-play demonstrate ways in which they can care for themselves and others.</p>	<p>17.2.1 Model behaviours that would keep themselves and others safe.</p>		<p>10. Show concern for self, others and the environment.</p>	

<sup>19</sup> Text in italics above has been repeated to make referencing easier.

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><i>Care for school and the community.</i></p> <p><i>Consideration for others at home, school and in the environment</i></p>	<p><i>17.2.1 Model behaviours that would keep them and others safe.<sup>21</sup></i></p> <p>17.2.2 Differentiate acts of kindness from acts of unkindness.</p>	<p><i>15.3.1 Participate in class discussions.</i></p> <p><i>15.3.2 Respect and care for the environment.</i></p> <p>16.3.2 Encourage others to be kind and considerate in their everyday conduct</p> <p>17.3.1 Exhibit kindness in varied contexts with relatives, peers and others</p>	<p><i>10. Show concern for self, others and the environment.</i></p>	<ul style="list-style-type: none"> <li>• Help others. (17.2.2, 17.3.1)</li> <li>• Avoid wastage of resources. (15.3.1, 15.3.2)</li> <li>• Encourage others to be kind to each other, to avoid littering and to clean up after themselves. (16.3.2, 17.2.1)</li> </ul>
<p><b>Concept of Responsibility</b></p> <p>18.1.1 Begin to understand that being responsible means doing what you say you will do.</p>			<p>11. Demonstrate a basic understanding of what constitutes responsible</p>	<ul style="list-style-type: none"> <li>• Describe orally, in writing, through drama or drawing 3-4 behaviours that can be labelled as responsible. (18.1.1, 19.1.1, 20.1.1, 22.1.1, 23.1.1, 26.1.1)</li> <li>➤ Keep commitments and</li> </ul>

<sup>21</sup> Text in italics above has been repeated from previous pages to make referencing easier.

## V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>19.1.1 Begin to understand the value of doing things when they ought to be done.</p> <p>20.1.1 Demonstrate an understanding that taking care of one's belongings is responsible behaviour.</p> <p><b><i>Concept of Responsibility</i></b></p> <p>22.1.1 Understand that controlling one's emotions is responsible behaviour.</p>	<p>21.2.1 Justify the need for rules in families and schools.</p> <p>21.2.2 Follow instructions.</p> <p>22.2.1 Express themselves in an appropriate manner in various situations.</p>	<p>22.3.1 Use self-control in various situations.</p> <p>22.3.2 Behave respectfully towards others.</p>	<p>behaviour.</p> <p><i>11. Demonstrate an understanding of what constitutes responsible</i></p>	<p>promises. (18.1.1)</p> <ul style="list-style-type: none"> <li>➤ Meet deadlines. (19.1.1)</li> <li>➤ Take care of personal belongings. (20.1.1)</li> <li>➤ Exercise self-control. (22.1.1)</li> <li>➤ Be disciplined- exercise patience and diligence. (23.1.1)</li> <li>➤ Use their resources and classroom resources constructively. (24.1.1, 25.1.1)</li> </ul> <ul style="list-style-type: none"> <li>• <i>Describe orally, in writing, through drama or drawing 3-4 behaviours that can be labelled as responsible.</i> <ul style="list-style-type: none"> <li>• Keep personal space tidy.(26.1.1)</li> </ul> </li> <li>• Define orally in 1-2 simple sentences the terms “resource”, “resourceful” and “self-discipline”. (23.1.1, 24.1.1, 25.1.1)</li> </ul>



## V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>23.1.1 State in their own words what self-discipline is.</p> <p>24.1.1 Explain that resources are those things we have that help us meet our needs in life.</p> <p><b><i>Concept of Responsibility</i></b></p>	<p>22.2.2 Control emotions in conflicting situations.</p> <p>23.2.1 Justify the need for self - discipline.</p> <p>24.2.1 Learn how to manage their resources</p> <p><i>21 2 2 Follow instructions</i></p> <p><i>22.2.1 Express themselves in an appropriate manner in</i></p>	<p>22.3.3 Encourage others to respect one another.</p> <p>23.3.1 Show self –discipline</p> <p>24.3.1 Manage and take care of their resources.</p> <p><i>22.3.1 Use self-control in various situations</i></p> <p><i>22.3.2 Behave respectfully towards others</i></p> <p><i>22.3.3 Encourage others to</i></p>	<p><i>behaviour.</i></p> <p>12. Give simple justifications for behaving responsibly</p> <p><i>12. Give simple justifications for behaving responsibly.</i></p>	<ul style="list-style-type: none"> <li>• Explain orally in 1-2 simple sentences the ways in which rules help persons to behave responsibly. (21.2.1, 23.2.1)</li> <li>• Cite 1-2 benefits of self-discipline. (23.2.1)</li> <li>• Follow (legitimate) instructions from parents, teachers and other authorised persons (prefects, coaches, trainers, etc.). (21.2.2)</li> <li>• Control emotions in various situations. (22.2.1, 22.2.2, 22.3.1, 22.3.2)</li> <li>• Encourage others to behave in ways that do not worsen problems. (22.3.3)</li> <li>• Do as expected even in the absence of supervision (23.3.1)</li> </ul>

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<i>various situations</i>  22.2.2 <i>Control emotions in conflicting situations</i>  23.2.1 <i>Justify the need for self-discipline</i> <sup>22</sup>	<i>respect one another</i>  23.3.1 <i>Show self-discipline</i>	13. Behave responsibly	
<b>Concept of Responsibility</b>  25.1.1 Begin to understand what it means to be resourceful  26.1.1 Demonstrate an	24.2.1 <i>Learn how to manage their resources.</i> <sup>23</sup>  25.2.1 Create an item to store resources.  26.2.1 Participate in on-going clean-up	24.3.1 <i>Manage and take care of their resources.</i>  26.3.1 Keep personal space clean and tidy.	13. <i>Behave responsibly</i>	<ul style="list-style-type: none"> <li>• Use personal resources and items from within the classroom productively. (24.2.1, 24.3.1, 25.2.1)</li> <li>• Tidy up work area after activities- return materials to their rightful places; dispose of garbage in the recommended manner. (26.3.1)</li> <li>• Assist with activities that will preserve the environment or community. (26.2.1)</li> </ul>

<sup>22</sup> Text in italics has been repeated from the previous page for ease of reference.

<sup>23</sup> The statements in italics above are repeated from previous page for ease of reference.

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
understanding that keeping the environment clean is responsible behaviour.	project at school, home and in the class.	27.3.1 Help others even if they are not their friends.		<ul style="list-style-type: none"> <li>Offer suitable assistance to any person who is in need of help. (27.3.1)</li> </ul>
<b>Citizenship: Rights vs. Responsibilities</b>  28.1.1 Match their rights to their responsibilities.		28.3.1 Through their behaviour, demonstrate an understanding of the basic rights of the child.	14. Demonstrate an understanding of behaviours displayed by a good citizen	<ul style="list-style-type: none"> <li>Describe orally, in writing, through drama and drawing 2-3 of the rights to which children are entitled and their attendant responsibilities. (28.1.1)</li> <li>Defend their rights and fulfil their responsibilities to the best of their abilities. (28.3.1)</li> </ul>
<b>Citizenship: Becoming involved</b>  29.1.1 Describe ways in which they can make the school and community better.	29.2.1 Report on ways in which they can make their school and community better.  29.2.2 Communicate their ideas via various forms of	29.3.1 Participate in community activities.		<ul style="list-style-type: none"> <li>Recommend orally, in writing, through drama or visual art 2-3 ways in which children can contribute to the improvement of their school and community. (29.1.1, 29.2.1, 29.2.2)</li> <li>Participate and encourage</li> </ul>

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Citizenship: Becoming involved</b>	media. ➤ Compose simple jingles. ➤ Dramatise scenarios. ➤ Create sequences of movement.  29.2.2 <i>Communicate their ideas via various forms of media</i> ➤ <i>Compose simple jingles</i> ➤ <i>Dramatise scenarios</i> ➤ <i>Create sequences of movement.</i> <sup>24</sup>	29.3.1 <i>Participate in community activities</i>	14. <i>Demonstrate an understanding of behaviours displayed by a good citizen</i>	others to participate in community building activities at school and within the community via use of a variety of print and electronic media. (29.2.2, 29.3.1)  • Recognise images of their respective Local Government Representative and Member of Parliament.(30.1.1)  • Recognise the name of their respective local government representative and Member of Parliament when written or spoken. (30.1.1)
<b>Citizenship: Nationhood</b>				

<sup>24</sup> Statements in italics above have been repeated from previous page make referencing easier.

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
30.1.1 Identify their local government representative and respective Member of Parliament.				

## V.C.C.E.: INFANTS 2 GLOSSARY

Trustworthiness	<p><b>Trustworthiness: Being worthy of another’s trust or confidence.</b></p> <p><i>When you are trustworthy, others believe you are loyal and that they can depend on you to try always to say and do the right thing.</i></p>
Fairness	<p><b>Fairness: Dealing objectively (and impartially) with challenging situations.</b></p> <p><i>When you are fair you take turns, you play by the rules and you listen to what others have to say.</i></p>
Respect	<p><b>Respect: Regard or concern for one’s well-being and that of others.</b></p> <p><i>When you respect yourself, you take good care of yourself. When you respect others, you treat them as you would like to be treated.</i></p>
Caring	<p><b>Caring: Feeling and showing concern for self and empathy for others. Having compassion. Showing care for the environment.</b></p> <p><i>When you are a caring person you do things to show concern. When you care for the environment you do things to keep the environment clean.</i></p>
Responsibility	<p><b>Responsibility is the characteristic that is based on obligation. A person who is responsible:</b></p> <ul style="list-style-type: none"> <li>• obeys home, school and safety rules,</li> <li>• uses self-control,</li> <li>• is self-disciplined,</li> <li>• is dependable,</li> <li>• makes informed decisions.</li> </ul>
Citizenship	<p><b>Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.</b></p> <p><i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i></p>

# **Primary School Curriculum**

## **Values Character and Citizenship Education (VCCE)**

### **Standard 1**

<b>V.C.C.E: STANDARD 1</b>	
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<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
<b>Students will:</b>				
<b>Trustworthiness: Building a good reputation</b>  1.1.1Describe the characteristics of a dependable person.	1.2.1 Purposefully engage in reflection so as to recognise behaviours/habits they need to continue or discontinue in order to become a more dependable individual.	1.3.1 Display dependability on a more consistent basis.	<ol style="list-style-type: none"> <li>1. Demonstrate a basic understanding of the following terms: good reputation, “community spirit” and dependability</li>   <li>2. Act dependably</li> </ol>	<ul style="list-style-type: none"> <li>Define the key terms in 2-3 written simple sentences. (1.1.1, 2.1.1)<sup>25</sup></li> <li>Recognise acts from within the home, school and community that represent these values. (1.1.1, 2.1.2)</li> <li>Recommend ways in which community spirit can be built within the family, school and community. (2.2.1)</li> </ul>
<i><b>Trustworthiness:</b></i>			<i>1. Demonstrate a basic</i>	<ul style="list-style-type: none"> <li>Use journaling as a means to record and review actions. (1.2.1)</li> <li>Consider consequence of past action when making decisions. (1.2.1)</li> <li>Complete assigned tasks on time and as required on a consistent basis. (1.3.1)</li> <li>Define the key terms in 2-3 written</li> </ul>

<sup>25</sup> See the “Content” column on p. 63 for the statements 2.1.1, 2.1.2 and 2.2.1



V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b><i>Building a good reputation</i></b></p> <p><b>Trustworthiness: Understanding social responsibility</b></p> <p>2.1.1 Define the term “community spirit”.</p> <p>2.1.2 Describe ways in which they can contribute to the building of community spirit within the family, school and community.</p>	<p>2.2.1 Propose ways to build community spirit at home, at school and within the community</p>	<p><i>1.3.1 Display dependability on a more consistent basis.</i></p>	<p><i>understanding of the following terms: good reputation, “community spirit” and dependability</i></p> <p><i>2. Act dependably</i></p>	<p><i>simple sentences. (1.1.1, 2.1.1)</i></p> <ul style="list-style-type: none"> <li>• <i>Recognise acts from within the home, school and community that represent these values. (1.1.1, 2.1.2)</i></li> <li>• <i>Recommend ways in which community spirit can be built within the family, school and community. (2.2.1)<sup>26</sup></i></li> <li>• Can be relied on to make positive contributions to classroom activities. (1.3.1)</li> </ul>

<sup>26</sup> The statements in italics on this page have been repeated to facilitate referencing

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Being fair to those who may be challenged</b></p> <p>3.1.1 State ways in which they can be open to the needs of those who may be “challenged” and/or “disadvantaged”.</p> <p><b>Fairness: Understanding the need for rules</b></p> <p>4.1.1 List some classroom and playground rules</p> <p>5.1.1 Justify and show respect for rules</p> <p><i>Being fair to those who</i></p>	<p>3.2.1 Communicate their thoughts about unjust acts.</p> <p>4.2.1 Propose rules for the classroom and the playground</p>	<p>3.3.1 Allow classroom colleagues, who may be ‘challenged’, to have opportunities to participate in classroom and playground activities.</p> <p>3.3.2 Be sensitive and empathetic towards those who may be ‘challenged’.</p>	<p>3. Demonstrate a basic understanding of the terms: “challenged/disadvantaged persons” and “unjust acts”.</p> <p>4. Give simple justification for the existence of rules</p> <p>5. Act fairly and promote</p>	<ul style="list-style-type: none"> <li>• Describe in 2- 3 written simple sentences the meaning of the key terms. (3.1.1, 3.2.1)</li> <li>• Detail orally, in writing, through drama or Visual Art 2-3 means of being fair to persons who are disadvantaged or challenged. (3.1.1)</li> <li>• Evaluate the impact of unfair classroom and playground practices on those involved. (3.2.1) <ul style="list-style-type: none"> <li>➤ Use 2-3 self-developed criteria for making assessments.</li> </ul> </li> <li>• Explain 1-2 ways in which rules ensure that persons are treated fairly. (4.1.1, 5.1.1)</li> </ul>

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><i>may be challenges</i></p> <p><b>Fairness:</b> <i>Understanding the need for rules</i></p> <p><i>5.1.1 Justify and show respect for rules.</i></p>	<p><i>4.2.1 Propose rules for the classroom and the playground.</i></p>	<p><i>3.3.1 Allow classroom colleagues, who may be 'challenged', to have opportunities to participate in classroom and playground activities.</i></p> <p><i>3.3.2 Be sensitive and empathetic towards those who may be 'challenged'.<sup>27</sup></i></p>	<p>fairness</p>	<ul style="list-style-type: none"> <li>• Treat others, regardless of differences, fairly- 1) play by the rules, 2) include others in activities and 3) allow access to school and classroom facilities/resources. (3.3.1, 3.3.2, 5.1.1)</li> <li>• Act on behalf of others to ensure that they are treated fairly. (3.3.1, 3.3.2)</li> <li>• Recommend rules that would ensure that everyone has a fair chance during classroom and playground activities. (4.2.1)</li> </ul>
<b>Respect for Authority</b>			6. Demonstrate basic understanding of the terms	<ul style="list-style-type: none"> <li>• Define in 1-2 written simple</li> </ul>

<sup>27</sup> The statements. In italics on this page have been copied from p. 47 to make referencing easier

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>6.1.1 Explain why their parents, teachers, leaders, elders and persons in authority ought to be respected.</p> <p><b>Respect for cultural and religious diversity</b></p> <p>7.1.1 State ways in which they can show respect for the cultural and religious practices of other citizens of Trinidad &amp; Tobago.</p>	<p>7.2.1 Demonstrate an understanding that all persons in spite of their background deserve respect.</p> <p>7.2.2 More consistently manage their emotions while interacting with others.</p>	<p>7.3.1 Remain tolerant and open minded while interacting with others of different cultural and religious backgrounds.</p> <p>7.3.2 Act with civility when interacting with others</p>	<p>“person in authority” and tolerance.</p> <p>7. Give simple justification for respecting peers and adults.</p>	<p>sentences the key terms. (6.1.1)</p> <ul style="list-style-type: none"> <li>Describe orally and in writing 2-3 ways in which they can show respect for the religious and cultural practices of other citizens. (7.1.1)</li> <li>State two reasons why (peers and) adults should be respected (6.1.1)</li> </ul>
<b>Respect for cultural and religious diversity</b>	7.2.1 Demonstrate an	7.3.1 Remain tolerant	7. Demonstrate basic understanding of the terms “person in authority” and tolerance.	<ul style="list-style-type: none"> <li>Describe three (3) ways in which respect for the national flag and other emblems can be shown. (8.1.1)</li> </ul>

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Respect for the National Emblems</b></p> <p>8.1.1 Describe ways in which respect is shown for the national flag and other national emblems.</p> <p><b>Respect for cultural and religious diversity</b></p>	<p><i>understanding that all persons in spite of their background deserve respect.</i></p> <p>7.2.2 <i>More consistently manage their emotions while interacting with others.</i></p> <p>7.2.1 <i>Demonstrate an understanding</i></p>	<p><i>and open minded while interacting with others of different cultural and religious backgrounds.</i></p> <p>7.3.2 <i>Act with civility when interacting with others.</i><sup>28</sup></p> <p>7.3.1 <i>Remain tolerant and open minded while interacting with others of</i></p>	<p>8. Demonstrate self-respect and respect for others.</p> <p>8. <i>Demonstrate self-respect and respect for others.</i></p>	<p>➤ Keep the flag from touching the ground.</p> <p>➤ Do not use the flag for decoration.</p> <p>➤ Do not use the flag to hold or carry anything.</p> <ul style="list-style-type: none"> <li>• Address and respond to peers, parents, teachers, other adults and persons in authority courteously-use appropriate courtesies and terms of reference. (7.2.1, 7.3.2)</li> <li>• Speak of the merits and value that other cultural and religious groups bring to the community. (7.2.1)</li> <li>• Maintain pride in their cultural heritage. (7.2.1)</li> <li>• Engage in healthy conversation with persons from other religious</li> </ul>

<sup>28</sup> Statements in italics above are repeated from p. 66 for easy referencing

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<i>that all persons in spite of their background deserve respect.</i>  7.2.2 More consistently manage their emotions while interacting with others.	<i>different cultural and religious backgrounds.</i>  7.3.2 Act with civility when interacting with others. <sup>29</sup>		and cultural backgrounds. (7.2.2, 7.3.2)  • Disagree with the views of others without resorting to name-calling. (7.2.2, 7.3.1, 7.3.2)
<b>Caring for my Country</b>  9.1.1 Identify ways in which care for the country can be exhibited.  <i>Caring for my Country</i>  10.1.1 Explain ways in which they can contribute to the development of the country.	10.2.1 Research means through which care for others	9.3.1 Display national pride.  10.3.1 Display kindness and empathy towards others	9. Demonstrate a basic understanding of the terms: “national pride” and “nation building”.  <i>9. Demonstrate a basic understanding of the terms: “national pride” and “national building”<sup>31</sup></i>	• Discuss in 4-5 sentences ways in which care for the country and for its citizens can be displayed. (9.1.1, 10.2.1) <sup>32</sup>  • Evaluate means suggested for developing the country. (10.1.1)  • Recommend appropriate means through which contributions can be made to the development of

<sup>29</sup> Statements in italics have been repeated from p. 66 to make referencing easier

<sup>31</sup> The statement in italics is repeated from the previous page.

## V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b><i>Caring for my Country</i></b></p> <p><i>10.1.1 Explain ways in which they can contribute to the development of the country</i></p>	<p>can be displayed at home, school and in their country.</p> <p>10.2.2 Organise assistance for others who may be in need of care and try to bring a sense of comfort to them.</p> <p>10.2.2 Organise assistance for others who may be in need of care and try to bring a sense of comfort to them</p>	<p>who would have contributed to the development of the country.</p> <p>10.3.2 Volunteer and assist others.</p> <p>10.3.1 Display kindness and empathy towards others who would have contributed to the development of the country.</p>	<p>10. Demonstrate care for the country and appreciate the contributions made by citizens.</p> <p>10. Demonstrate care for the country and appreciate the contributions made by citizens.</p>	<p>Trinidad and Tobago by students of their age.(10.1.1)</p> <ul style="list-style-type: none"> <li>• Cite work done by any two (2) Trinidadians and any two (2) Tobagonians to highlight means through which persons can contribute to national development. (9.1.1, 10.1.1)</li> <li>• Detail in 2-3 sentences contributions made to the nation by at least one outstanding Trinidadian and at least one outstanding Tobagonian. (9.3.1)</li> <li>• Commit to developing their skills and abilities so as to be able to contribute to the development of the nation. (10.1.1)</li> <li>• Celebrate senior citizens as persons who would have helped to develop Trinidad and Tobago. (10.3.1)</li> </ul>

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		<i>10.3.2 Volunteer and assist others.<sup>30</sup></i>		<ul style="list-style-type: none"> <li>• Volunteer to offer appropriate assistance to senior citizens in the community. (10.2.2, 10.3.1, 10.3.2)</li> </ul>
<p><b>Understanding Responsibility</b></p> <p>11.1.1 Understand that a responsible citizen is a citizen who lives harmoniously with others.</p> <p><i>Understanding responsibility</i></p> <p><i>16.1.1 Understand that a responsible person is persistent</i></p> <p><i>17.1.1 Explain that a responsible person is resourceful: 1) Find solutions 2)</i></p>	<p>11.2.1 Work collaboratively with others.</p> <p>11.2.2 Recognise the benefits of participating in groups.</p> <p><i>16.2.1 Research citizens and one international personality (e.g. sportsman) who showed persistence and</i></p>	<p>11.3.1 Cooperate.</p> <p>11.3.2 Display tolerance.</p>	<p>11. Demonstrate a basic understanding of what constitutes responsible behaviour.</p> <p><i>11. Demonstrate a basic understanding of what constitutes responsible behaviour</i></p>	<ul style="list-style-type: none"> <li>• Describe in 2-3 sentences orally or in writing and through Visual Art ways in which a person can act responsibly. <ul style="list-style-type: none"> <li>➤ Live harmoniously with others- 1) control emotions in disputes, 2) co-operate with others and 3) consider other people when engaging in activities. (11.1.1, 11.2.1)</li> </ul> </li> <li>• <i>Describe in 2-3 sentences orally or in writing and through Visual Art ways in which a person can act responsibly</i> <ul style="list-style-type: none"> <li>➤ Persist and persevere- continue to work towards worthwhile goals in spite of failure (cite an example of a national who persevered to support his point). (16.1.1,</li> </ul> </li> </ul>

<sup>30</sup> Statements in italics above have been repeated from previous pages to make referencing easier.



V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<i>See value in objects, ideas and people 3)</i> <i>Make wise use of time, talent, energy and mind</i>  <i>18.1.1 State why citizens should preserve the environment.</i>  <i>19.1.1 Suggest ways to live a healthy life</i>	<i>achieved.</i>          <i>18.2.1 Report ways to preserve the environment<sup>33</sup></i>			16.2.1)  ➤ Use natural and man-made resources constructively. (17.1.1, 18.1.1, 18.2.1)  ➤ Use time wisely. (17.1.1)  ➤ Eat healthy foods, wash hands and exercise regularly. (19.1.1)
<b>Understanding Responsibility</b>	<i>11.2.1 Work collaboratively with others</i>  <i>11.2.2 Recognise the benefits of</i>	<i>11.3.1 Cooperate</i>  <i>11.3.2 Display tolerance</i>	12. Explain the role rules play in helping persons behave responsibly.   13. Behave responsibly	• Give simple explanation for rules that maintain harmony among people. (15.2.1)       • Co-operate with others to

<sup>33</sup> The statements in italics have been copied from previous pages to make referencing easier

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>12.1.1 Identify feelings.</p> <p>13.1.1 Understand the meaning of conflict.</p> <p><b>Understanding responsibility</b></p> <p>14.1.1 Consider the positive and negative effects of peer pressure.</p>	<p><i>participating in groups</i><sup>34</sup></p> <p>12.2.1 Learn ways to deal with emotions</p> <p>13.2.1 Recognise and value differences in others.</p> <p>13.2.2 Practise self-discipline in conflicts.</p>	<p>12.3.1 Display the ability to exercise control over feelings and emotions.</p> <p>13.3.1 Resolve conflicts in an acceptable way to all involved.</p> <p>13.3.2 Solve problems in different ways</p> <p>15.3.1 Accept rewards</p>	<p><i>13. Behave responsibly</i></p>	<p>complete assigned tasks. (11.2.1, 11.2.2, 11.3.1, 11.3.2)</p> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary to label feelings and describe conflicts. (12.1.1, 13.1.1)</li> <li>• Control emotions during conflict and other situations. (12.2.1, 12.3.1, 13.2.1, 13.2.2, 13.3.1, 13.3.2)</li> <li>• Resist negative peer pressure. (14.1.1)</li> <li>• Accept consequences of personal choices. (15.1.1, 15.3.1)</li> <li>• Perseveres while problem solving</li> </ul>

<sup>34</sup> The statements in italics on this page were repeated from previous pages to make referencing easier. See the "Skill" column on p.73 for 15.2.1

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
15.1.1 Understand that rules have rewards and consequences.	15.2.1 Identify the purpose of rules that help people work together.	or consequences for their actions.		or working on assigned tasks. (16.3.1, 17.2.1) <sup>35</sup>
16.1.1 Understand that a responsible person is persistent.	16.2.1 Research citizens and one international personality (e.g. sportsman) who showed persistence and achieved.	16.3.1 Show perseverance		
<b>Understanding Responsibility</b>			<i>13. Act responsibly</i> <sup>36</sup>	<ul style="list-style-type: none"> <li>• Make sound and responsible use of resources: <ul style="list-style-type: none"> <li>➤ Use personal property and classroom resources for their intended purposes.</li> <li>➤ Avoid wastage</li> <li>➤ Use time wisely (17.2.2)</li> </ul> </li> </ul>
17.1.1 Explain that a responsible person is resourceful: 1) Find solutions 2) See value in objects, ideas and	17.2.1 Set a goal to achieve a task. 17.2.2 Make wise use of time.	17.3.1 Find value in something that was meant for another purpose.		

<sup>35</sup> See the "Skills" column on p. 57 for statement 17.2.1)

<sup>36</sup> This statement has been repeated from p. 55 to make referencing easier.

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>people 3) Make wise use of time, talent, energy and mind.</p> <p>18.1.1 State why citizens should preserve the environment.</p> <p>19.1.1 Suggest ways to live a healthy life</p>	18.2.1 Report ways to preserve the environment.	8.3.1.1 Engage in a project to preserve their environment.		<p>➤ Consider possible impacts/effects when using resources innovatively. (17.1.1, 17.3.1)</p> <ul style="list-style-type: none"> <li>• Participate in activities that preserve the environment-1) dispose of refuse properly, 2) close taps after use, 3) reduce, re-use and recycle everyday items, 4) participate in environmental projects. (18.3.1)</li> <li>• Assume more responsibility for those areas of personal health which they can manage. (19.1.1)</li> </ul>
<p><b>Citizenship: Rights vs. Responsibilities</b></p> <p>20.1.1 Differentiate between rights and responsibilities.</p> <p>20.1.2 Understand that with rights come responsibilities</p>	20.2.1 Communicate their views/opinions on rights and responsibilities	20.3.1 Value the democratic system of government in Trinidad and Tobago.	14. Demonstrate a basic understanding of good citizenship	<ul style="list-style-type: none"> <li>• Not only defends his rights and the rights of others but fulfils his responsibilities. (20.1.1, 20.1.2)</li> <li>• Discuss the importance of rights and responsibilities. (20.2.1)</li> <li>• Cite the merits of the democratic system of government. (20.3.1)</li> </ul>

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Citizenship: Becoming involved</b>  21.1.1 Describe ways in which they can become involved in nation building activities.		21.3.1 More willingly volunteer their time and talents to community activity		<ul style="list-style-type: none"> <li>Seek ways in which to help at home, in the classroom, within the school and within the wider community (21.1.1, 21.3.1)</li> </ul>
<b>Citizenship: Nation Building</b>  22.1.1 State the ways in which their community plays a part in nation building  23.1.1 Describe the benefits of becoming	22.2.1 Share the value of their community with others		<i>14. Demonstrate a basic understanding of good citizenship.<sup>37</sup></i>	<ul style="list-style-type: none"> <li>Identify the positive contributions made to the nation by individuals and organisations from within their community (22.1.1)</li> <li>Speak with pride of their community and the country. (22.2.1)</li> <li>Evaluate the role played by voluntary organisations within the</li> </ul>

<sup>37</sup> This statement is repeated from p. 58 to make referencing easier.

<b>V.C.C.E: STANDARD 1</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
involved in voluntary organisations such as 4H, Brownies, Scouts, etc.				<p>community. (23.1.1)</p> <ul style="list-style-type: none"> <li>• Detail 2-3 benefits that volunteerism and voluntary organisations bring to the nation. (23.1.1)</li> </ul>

## V.C.C.E.: STANDARD 1 GLOSSARY

Trustworthiness	<p><b>Trustworthiness:</b> Being worthy of another’s trust or confidence.</p> <p><i>When you are trustworthy, others believe that they can depend on you to try always to say and do the right thing.</i></p>
Fairness	<p><b>Fairness:</b> Dealing objectively (and impartially) with challenging situations.</p> <p><i>When you are fair you consider the needs of others when making decisions.</i></p>
Respect	<p><b>Respect:</b> Regard or concern for one’s well-being and that of others.</p> <p><i>We show respect for persons and their culture in order to build and maintain healthy relationships.</i></p>
Caring	<p><b>Caring:</b> Feeling and showing concern and empathy for others. Having compassion.</p> <p><i>When you are a caring person you do things to contribute to the well-being of others.</i></p>
Responsibility	<p><b>Responsibility</b> is the characteristic that is based on obligation. A person who is responsible:</p> <ul style="list-style-type: none"> <li>• obeys home, school and safety rules</li> <li>• uses self-control</li> <li>• is self-disciplined</li> <li>• is dependable</li> <li>• makes informed decisions</li> <li>• shows perseverance</li> </ul>
Citizenship	<p><b>Citizenship</b> involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.</p> <p><i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i></p>

# **Primary School Curriculum**

## **Values Character and Citizenship Education (VCCE)**

### **Standard 2**



<b>V.C.C.E. : STANDARD 2</b>	
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## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Building trust by doing the right thing</b>  5.1.1 Recognise that in order to be trustworthy they should always try to do the right thing.			<i>basic understanding of “discretion”, “tact” and loyalty.<sup>38</sup></i>	<ul style="list-style-type: none"> <li>• Describe 2-3 ways in which to deepen the confidence persons place in them. (5.1.1)</li> </ul>
<b>Being fair to others</b>  6.1.1 Describe ways in which consideration can be shown to others during recreational activities.	6.2.1 Critically analyse situations to determine the best possible solution to dilemmas.  6.2.2 Consider multiple perspectives before making recommendations.	6.3.1 Consider the impact of their behaviour on others during recreational activities.	3. Demonstrate a basic understanding of fairness.	<ul style="list-style-type: none"> <li>• Illustrate through writing, drama or visual representation 2-3 ways in which consideration can be shown for others during recreational activities. (6.1.1)</li> <li>• Describe 2-3 ways in which to be fair to all persons involved in disagreements. (6.2.1, 6.2.2)</li> </ul>

<sup>38</sup> Statements in italics were repeated from the previous page to make referencing easier.

## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Social Justice:</b> <b>Consider consequence of unfair practices</b>  7.1.1 State some of the consequences of not giving citizens equal access to resources and opportunities.	6.2.2 <i>Consider multiple perspectives before making recommendations.</i>  7.2.1 Recommend practicable courses of action that can be undertaken to counteract the effects of social injustice	6.3.1 <i>Consider the impact of their behaviour on others during recreational activities.</i> <sup>39</sup>	3. <i>Demonstrate a basic understanding of fairness.</i>  4. Give simple justification for acting fairly.  5. Act fairly	<ul style="list-style-type: none"> <li>• Recommend 2-3 ways in which to assist peers who have been treated unfairly during playground and classroom activities. (7.2.1.)</li> <li>• Infer possible consequences of not giving all citizens equal access to resources and opportunities. (7.1.1)</li> <li>• Strive to be fair to others during leisure activities. (6.3.1)</li> <li>• Remind others of the need to be fair while engaging in activities. (6.2.2, 6.3.1)</li> </ul>
<b>Respect for property</b>  8.1.1 Begin to deepen their understanding of the term “property”			6. Demonstrate a basic understanding of the terms: property, sustainability and “respect for the environment”.	<ul style="list-style-type: none"> <li>• Define in 1-2 written sentences the terms “property” and “sustainability”. (8.1.1, 11.2.1)</li> </ul>

<sup>39</sup> The statements in italics have been repeated from previous pages to make referencing easier. See the “Skills” column on p. 83 for statement 11.2.1

## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Respect for law and order</b>  10.1.1 Give reasons why persons should respect laws governing property rights, access to public places and community resources.	9.2.1 Justify the need for individuals to interact respectfully with each other	9.3.1 Communicate their opinions respectfully.  10.3.1 Consistently demonstrate respect for the property of others (e.g., avoid praedial larceny)	7. <i>Demonstrate a basic understanding of the terms: property, sustainability and “respect for the environment”.</i> <sup>41</sup>  8. Give simple justifications for respectful exchanges between persons	<ul style="list-style-type: none"> <li>• Describe 2-3 ways in which respect for the environment can be displayed. (11.1.1)</li> <li>• Cite 2-3 benefits of respecting others while conversing, working or playing. (9.2.1)</li> <li>• Deduce 2-3 consequences of failing to respect others while conversing, working or playing together. (9.2.1)</li> <li>• Cite 2-3 benefits of respect for law. (10.1.1)</li> </ul>
<b>Respect for the environment</b>  11.1.1 Describe ways in which respect for the environment can be demonstrated.	11.2.1 Examine the ways in which respect can boost environmental sustainability.	11.3.1 Consistently demonstrate respect for the natural and man-made		

<sup>41</sup> The statement in italics above has been repeated from the previous page to facilitate referencing.

<b>V.C.C.E. : STANDARD 2</b>	
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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b><i>Respect for law and order</i></b></p>          <p><b><i>Respect for the environment</i></b></p>	          <p><i>11.2.1 Examine the ways in which respect can boost environmental sustainability.</i></p>	<p>environment</p> <p><i>9.3.1 Communicate their opinions respectfully.</i></p> <p><i>10.3.1 Consistently demonstrate respect for the property of others (e.g., avoid praedial larceny)</i></p> <p><i>11.3.1 Consistently demonstrate respect for the natural and man-made environment<sup>40</sup></i></p>	<p>8. Display respect for self, others and the environment</p>	<ul style="list-style-type: none"> <li>• Share thoughts and feelings respectfully (9.3.1)               <ul style="list-style-type: none"> <li>➤ Speak in a moderate tone</li> <li>➤ Use words that help</li> <li>➤ Use appropriate titles or terms of reference.</li> </ul> </li> <li>• Use other persons' property or consume the goods of others only after having received consent to do so. (10.3.1)</li> <li>• Do not put to ill-use the property of others.(10.3.1)</li> <li>• Consider the impact of man's actions on plant and animal life. (11.2.1, 11.3.1)</li> </ul>

<sup>40</sup> The statements in italics above have been repeated from the previous page to facilitate referencing.



## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Caring for and Valuing the renewable/non-renewable resources available in the country</b></p> <p>13.1.1 Demonstrate an understanding of ways in which respect and care for the natural environment (land, air and water) can be shown.</p>	<p>13.2.1 Illustrate the impact of conservation practices and neglect of resources in the country through various forms of media.</p> <p>14.2.1 Listen critically to the contributions of others.</p>	<p>13.3.1 More consistently use resources wisely.</p> <p>14.3.1 Display acts of compassion, perseverance, forgiveness, responsibility and</p>	<p><i>11. Care for the land, air and water</i></p>	<ul style="list-style-type: none"> <li>• Avoid littering and dumping of refuse in waterways (12.2.2)</li> <li>• Use only as much of a resource as is necessary to complete a given task. (13.3.1)</li> </ul>

## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		commitment.		
<b>Responsibility:</b> <b>Cleanliness</b>  15.1 Summarize that untidiness affects everyone  <b>Self-Discipline</b>	16.2.1 Learn to control emotions  17.2.1 Use their resourcefulness to solve problems and create objects.	15.3.1 Keep area and personal things/self-clean and tidy.  15.3.2 Take part in an environment project.  16.3.1 Model self-discipline.  17.3.1 Solve problems and display creativity.  17.3.2 Adopt habit of resourcefulness.	12. Demonstrate a basic understanding of responsibility          13. Act responsibly	<ul style="list-style-type: none"> <li>• Describe in 2-3 written sentences responsible behaviours. For example:               <ul style="list-style-type: none"> <li>➤ Keep personal space clean and tidy. (15.3.1)</li> <li>➤ Contribute to the upkeep of the environment- Beautify and keep clean. (15.3.2)</li> <li>➤ Be active and helpful. (15.3.2)</li> <li>➤ Be resourceful-use everyday items in new ways to solve problems. (17.2.1)</li> <li>➤ Manage tasks well.(18.2.1)<sup>43</sup></li> </ul> </li> <li>• Describe in 2-3 written sentences possible consequences of “untidiness” (15.1.1)</li> <li>• Control emotions- Voice discontent calmly, refrain from physical aggression when displeased. (16.2.1)</li> <li>• Do what is expected willingly. (16.3.1)</li> </ul>

<sup>43</sup> See the “Skills” column on p. 87 for statement 18.2.1



## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Self-Discipline</b>	<p><i>17.2.1 Use their resourcefulness to solve problems and create objects.</i></p> <p>18.2.1 Make a time management plan.</p>	<p><i>17.3.1 Solve problems and display creativity.</i></p> <p><i>17.3.2 Adopt habit of resourcefulness<sup>44</sup>.</i></p> <p>18.3.1 Work on goals.</p>	<p><i>13. Act responsibly</i></p>	<ul style="list-style-type: none"> <li>• Reduce, reuse (constructively) and recycle items so as to preserve the environment. (17.2.1, 17.3.1, 17.3.2)</li> <li>• Sequence assigned tasks so as to have them done on time and as required. (18.2.1)</li> <li>• Set at least one (1) personal goal. (18.3.1)</li> </ul>
<p><b>Citizenship: Rights vs. Responsibilities</b></p> <p>19.1.1 Differentiate between rights and privileges.</p> <p>20.1.1 List some of the rights guaranteed to citizens of Trinidad &amp; Tobago.</p>		<p>20.3.1 More consistently consider the rights of others when making</p>	<p>14. Demonstrate a basic understanding of good citizenship.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast 2-3 rights and associated responsibilities. (19.1.1)</li> <li>• Describe orally, in writing, through drama, song or Visual Art 2-3 rights guaranteed to citizens of Trinidad &amp; Tobago. (20.1.1)</li> <li>• Develop and use a 2-3 item checklist in order to avoid infringement of the rights of others when making decisions. (20.3.1)</li> </ul>

<sup>44</sup> The statements in italics have been repeated from the previous page to make referencing easier.

## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		decisions.		
<b>Citizenship: Rights vs. Responsibilities</b>  21.1.1 Recognise that each citizen has a right to a Standard of Living that is adequate to the health and well-being of himself and his family.  22.1.1 Recognise that citizens have a responsibility to become self-sufficient.		22.3.1 Use their time and talent wisely.  22.3.2 Display positive attitudes to learning.  22.3.3 Make full use of opportunities provided to learn.	14. <i>Demonstrate a basic understanding of good citizenship.</i> <sup>45</sup>	<ul style="list-style-type: none"> <li>• Describe orally, in writing, through song or Visual Art the basic needs of every human (21.1.1).               <ul style="list-style-type: none"> <li>▪ Food</li> <li>▪ (Potable) Water</li> <li>▪ Shelter</li> <li>▪ Clothing</li> </ul> </li> <li>• Discuss 2-3 ways in which persons can become self-sufficient. (22.1.1)</li> <li>• Make good use of class time- pay attention, complete assignments, co-operate with peers and teachers. (22.3.1, 22.3.2, 22.3.3)</li> <li>• Be active and helpful. (23.2.1)</li> </ul>

<sup>45</sup> This statement is repeated here to facilitate referencing.

## V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Citizenship: Nation Building</b>  24.1.1 Describe ways in which they can help, support and bring a sense of comfort to those who are in need of assistance.	23.2.1 Recognise that citizens have a role to play in Local Government.  24.2.1 Undertake simple initiatives to help persons in need.	24.3.1 Give appropriate support to the efforts of others to seek self-improvement  24.3.2 Be of comfort to those in need.	<i>14. Demonstrate a basic understanding of good citizenship.</i> <sup>46</sup>	<ul style="list-style-type: none"> <li>• Recommend and assist in ventures geared to support community members. (24.1.1, 24.2.1, 24.3.2)</li> <li>• Support members of the community as they attempt to become self-sufficient. (24.3.1)</li> </ul>

<sup>46</sup> This statement is repeated from previous pages to make referencing easier.

## V.C.C.E.: STANDARD 2 GLOSSARY

Trustworthiness	<p><b>Trustworthiness:</b> Being worthy of another’s trust or confidence.</p> <p><i>When you are trustworthy, others believe you are loyal and that they can depend on you to try always to say and do the right thing.</i></p>
Fairness	<p><b>Fairness:</b> Dealing objectively (and impartially) with challenging situations.</p> <p><i>When you are fair you consider the needs of others when making decisions.</i></p>
Respect	<p><b>Respect:</b> Regard or concern for one’s well-being and that of others.</p> <p><i>We can show respect for others, by taking care of the environment and obeying the laws of the land.</i></p>
Caring	<p><b>Caring:</b> Feeling and showing concern and empathy for others. Having compassion.</p> <p><i>When you are a caring person you do things to maintain a safe and healthy environment for yourself and others.</i></p>
Responsibility	<p><b>Responsibility is the characteristic that is based on obligation. A person who is responsible:</b></p> <ul style="list-style-type: none"> <li>• obeys home, school and safety rules</li> <li>• uses self-control</li> <li>• is self-disciplined</li> <li>• is dependable</li> <li>• makes informed decisions</li> <li>• shows perseverance.</li> </ul>
Citizenship	<p><b>Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.</b></p> <p><i>A good citizen knows what (s)/he can do, what (s)he should do and what (s)he must do.</i></p>

# **Primary School Curriculum**

## **Values Character and Citizenship Education (VCCE)**

### **Standard 3**

V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Trustworthiness:</b> <b>Prioritizing Loyalty</b>  1.1.1 Begin to understand that they need to prioritize their loyalties.  <b>Courage</b>  2.1.1 Define in their words what is meant by the term “courage”.  3.1.1 Begin to understand the need to be courageous in helping others.	3.2.1 Communicate the importance of sincerity and candour in building and maintaining trust.	1.3.1 Use knowledge of what is considered good, fair and right to determine to whom primary loyalty should be given.	1. Demonstrate deepening understanding of loyalty and moral courage	<ul style="list-style-type: none"> <li>• Define the term “courage”. (2.1.1)</li> <li>• Describe 1-2 ways in which loyalty is displayed. (1.1.1)               <ul style="list-style-type: none"> <li>➤ Be present when needed for support or assistance.</li> <li>➤ Speak well of persons or entity to whom loyalty is owed.</li> </ul> </li> <li>• Distinguish between loyalty owed to pairs of the following persons 1) family, 2) friends, 3) classmates, 4) schoolmates and fellow citizens. (1.1.1, 1.3.1)</li> <li>• Determine to whom primary loyalty is owed by using 2-3 established criteria to assess a given situation. (1.1.1)               <ul style="list-style-type: none"> <li>➤ Is it fair to all concerned?</li> <li>➤ Is it the right thing to do? (Will I break any rules/laws by doing this?)</li> <li>➤ If I don’t speak or act what are some of the things that could happen? (1.3.1)</li> </ul> </li> <li>• Tell the truth even when it is difficult to do so. (3.1.1, 3.2.1)</li> <li>• Cite 2-3 benefits of 1) sincerity and 2) candour (3.2.1)</li> </ul>

V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Fairness:</b> <b>Suspending Judgement</b>  5.1.1 Begin to understand that information should be assessed before judgements are made.	5.2.1 Develop a repertoire of at least three problem solving strategies.  5.2.2 Use appropriate sources of information to deliberate on matters before making decisions.	4.3.1 Practice being fair towards others.  5.3.1 Display a willingness to delay judgment until having gathered and evaluated relevant information. (Children are less inclined to be hasty in responding to situations in which conflict arises.)	2. Demonstrate a deepening understanding of fairness.  3. Act fairly	<ul style="list-style-type: none"> <li>Determine steps that can be taken to arrive at the fairest course of action in a given situation. (5.2.1)</li> <li>State 2-3 possible consequences of failing to assess information before making a judgement. (5.1.1)</li> <li>Make fair decisions- Habitually gather and interpret relevant information before making decisions. (4.3.1, 5.1.1, 5.2.2)</li> <li>Delay judgement until after hearing all sides of a story or until sufficient applicable data has been gathered. (4.3.1, 5.1.1, 5.3.1)</li> </ul>

V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Respect for our Caribbean Neighbours</b>  6.1.1 Describe ways in which respect can be shown for persons from other Caribbean states.	6.2.1 More consistently critique their actions for the purpose of improving their behaviour and attitudes.	6.3.1 Demonstrate a healthy respect for persons from other Caribbean states despite their varied cultural practices.	4. Demonstrate a deepening understanding of respect.          5. Respect Caribbean neighbours	<ul style="list-style-type: none"> <li>Describe ways in which respect can be shown for persons from other Caribbean nations. (6.1.1)             <ul style="list-style-type: none"> <li>➤ Discuss matters related to “protocols”:                 <ul style="list-style-type: none"> <li>✓ What are they?</li> <li>✓ Why are they important?</li> </ul> </li> </ul> </li> <li>Evaluate past responses to and present views of Caribbean neighbours with a view to becoming more respectful. (6.2.1)</li> <li>Speak positively (focus on the merits of) Caribbean culture. (6.3.1)</li> <li>Use appropriate courtesies and terms of reference when addressing or speaking of Caribbean neighbours. (6.3.1)</li> </ul>
<b>Becoming a Caring</b>			6. Demonstrate	<ul style="list-style-type: none"> <li>Detail 2-3 ways in which oceans</li> </ul>



V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Caribbean Citizen</b></p> <p>7.1.1 Recognise that the oceans around us help to sustain life.</p> <p>8.1.1 Describe ways in which they can show care for the ocean and its resources on a sustained basis.</p> <p><i>Becoming a Caring</i></p>	<p>7.2.1 Create action plans in harmony with abilities, interests and beliefs to protect the ocean from over exploitation through the use of various media.</p> <p>7.2.1 Create action plans in harmony with abilities,</p>	<p>7.3.1 Be more willing to engage in activity that promotes sustainability of ocean life.</p> <p>7.3.2 Cooperate in group activities.</p> <p>7.3.1 Be more willing to</p>	<p>growing awareness of the importance of oceans and of the need to care for them.</p> <p>7.Care for the Ocean.</p>	<p>sustain life: (7.1.1)</p> <ul style="list-style-type: none"> <li>➤ Provide a habitat for living organisms;</li> <li>➤ Pay a significant role in the hydrological cycle and</li> <li>➤ Act as food source for living organisms.</li> </ul> <p>• Describe orally, in writing, through drama, visual art and ICT 3-4 ways in which children can demonstrate care for the ocean: (8.1.1)</p> <ul style="list-style-type: none"> <li>➤ Avoid indiscriminate dumping of refuse (particularly the disposal of garbage in waterways);</li> <li>➤ Engage in restoration efforts- e.g. Become involved in 1) shoreline and waterfront clean-up drives 2) removal of wrecked ships and</li> <li>➤ Advocate for conservation practices within firms and communities e.g., 1) community marches 2) newsletters 3) creation of blogs.</li> </ul> <p>• Initiate and participate in activities that promote care for the ocean. (7.2.1, 7.3.1, 7.3.2)</p>

V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Caribbean Citizen</b>	<i>interests and beliefs to protect the ocean from over exploitation through the use of various media.</i> <sup>47</sup>  9.2.1 Initiate plans to show care for others beyond our borders.  10.2.1 Participate in activities planned to assist persons (in need).	<i>engage in activity that promotes sustainability of ocean life.</i>  7.3.2 Cooperate in group activities.  9.3.1 Be willing to volunteer assistance to persons in the Caribbean region.	8. Develop interest in welfare of persons beyond our shores  .	<ul style="list-style-type: none"> <li>• Describe 3-4 of the social issues plaguing the Caribbean:               <ul style="list-style-type: none"> <li>➢ Drug abuse</li> <li>➢ School drop outs</li> <li>➢ Street children</li> <li>➢ Vagrancy</li> <li>➢ Poverty</li> <li>➢ Child Labour/Abuse</li> <li>➢ Human trafficking</li> <li>➢ Lack of access to education and health care services.</li> </ul> </li> <li>• Recommend 2-3 ways in which help can be given to persons plagued by social issues. (9.2.1)</li> <li>• Participate or support efforts to assist persons challenged by social issues. (9.3.1, 10.2.1)</li> </ul>
<b>Social Responsibility</b>  11.1.1 Explain why they should behave	11.2.1 Develop a personal	11.3.1 Collaborate with others.	9. Demonstrate deepening understanding of the term responsibility.	<ul style="list-style-type: none"> <li>• Distinguish between group and individual responsibilities. (12.2.1)               <ul style="list-style-type: none"> <li>➢ Itemise two (2) distinguishing characteristics of group and</li> </ul> </li> </ul>

<sup>47</sup> The statements in italics have been repeated from previous pages to facilitate referencing.

V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
responsibly at all times	responsibility checklist.  11.2.2 Respond appropriately in situations where responsibility is necessary.  12.2.1 Classify responsibility as either group or individual tasks.  13.2.1 Argue that all individuals must do their part for group responsibility to be effective.	13.3.1. Influence others to do their part in a task.		individual responsibility.  • Determine tasks for which they are responsible at home, at school and within the community. (11.2.1)  • Develop 2-3 criteria for determining when and in what way they should assume responsibility for tasks. (11.2.2)  • Share ideas and make valid contributions to group activities. (11.3.1)  • Delineate 1-2 ways in which rules help persons to behave responsibly. (14.1.1) <sup>48</sup>
<b>Responsibility: Rules</b>			10. Give simple justifications for behaving	• Describe three (3) benefits of behaving responsibly. (11.1.1, 13.2.1) <sup>50</sup>
14.1.1 Understand that rules	14.2.1 Examine some			

<sup>50</sup> See the “Content” and “Skills” column on p. 96 for statements 11.1.1, 13.2.1 and 13.3.1

V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>help them to be responsible.</p> <p><b>Responsibility: Rules</b></p>	<p>consequences for being irresponsible 1) at home 2) at School 3) in the community</p> <p>15.2.1 Consider the importance of making informed choices.</p> <p>16.2.1 Read and follow decision making steps to solve a problem.</p> <p>17.2.1 Discuss the steps in making a decision.</p>	<p>15.3.1 Demonstrate the ability to make a decision.</p>	<p>responsibly</p> <p>11.Demonstrate understanding of the importance of making responsible decisions</p>	<ul style="list-style-type: none"> <li>• Describe three (3) consequences of being irresponsible: <ul style="list-style-type: none"> <li>○ 1) At home</li> <li>○ 2) At school</li> <li>○ 3) In the community. (11.1.1, 14.2.1)</li> </ul> </li> <li>• Develop and use 2-3 point arguments to convince others to act responsibly. (13.3.1)</li> <li>• Delineate two (2) benefits of making informed decisions and two (2) consequences of failing to do so. (15.2.1)</li> <li>• Use at least one (1) decision-making strategy to arrive at best possible decisions in given situations. (15.3.1, 16.2.1)</li> <li>• Discuss in 6-8 lines the steps that can be taken to arrive at sound decisions. (15.3.1, 17.2.1)</li> </ul>

[illegible]

V.C.C.E.: STANDARD 3				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Responsible Behaviour</b> <b>Citizenship-</b> <b>Rights vs. Responsibilities:</b> <b>Social Justice</b>  20.1.1 Describe ways in which a balance can be achieved between demands for rights and dedication to responsibilities.  21.1.1 Begin to understand their moral and social responsibilities as citizens.	21.2.1 Express views on social issues that exist at home and in the region with confidence.  22.2.1 Use ICT to gather information on current affairs.	20.3.1 Act responsibly when defending their rights.  21.3.1 More readily pay attention to their moral and social responsibilities as citizens.	14. Demonstrate an understanding of the behaviours associated with good citizenship.	<ul style="list-style-type: none"> <li>• Describe three (3) ways in which to fulfil personal responsibilities. (20.1.1)</li> <li>• Describe three (3) ways in which to defend their rights. (20.1.1)</li> <li>• Be as interested in their rights as in their responsibilities. (20.1.1, 20.3.1)</li> <li>• Describe two (2) moral and two (2) social responsibilities which children have. (21.1.1)</li> <li>• Recommend three (3) ways in which social injustice can be counteracted. (21.2.1)</li> <li>• Volunteer services and participate in activities organised to deal with social issues. (21.2.1, 21.3.1)</li> <li>• Keep informed about current affairs (22.2.1)</li> </ul>

### V.C.C.E.: STANDARD 3 GLOSSARY

Trustworthiness	<p><b>Trustworthiness: Being worthy of another’s trust or confidence.</b></p> <p><i>When you are trustworthy, others believe you are loyal and that they can depend on you to try always to say and do the right thing.</i></p>
Fairness	<p><b>Fairness: Dealing objectively (and impartially) with challenging situations.</b></p> <p><i>When you are fair you consider the needs of others when making decisions.</i></p>
Respect	<p><b>Respect: Regard or concern for one’s well-being and that of others.</b></p> <p><i>We can show respect for persons and their culture in order to build and maintain healthy relationships.</i></p>
Caring	<p><b>Caring: Feeling and showing concern and empathy for others. Having compassion.</b></p> <p><i>When you are a caring person you do things to keep yourself and others safe and healthy.</i></p>
Responsibility	<p><b>Responsibility is the characteristic that is based on obligation. A person who is responsible:</b></p> <ul style="list-style-type: none"> <li>• obeys home, school and safety rules</li> <li>• uses self-control</li> <li>• is self-disciplined</li> <li>• is dependable</li> <li>• makes informed decisions</li> <li>• shows perseverance</li> <li>• sets goals</li> <li>• contributes to the good of the whole.</li> </ul>
Citizenship	<p><b>Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.</b></p> <p><i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i></p>

# **Primary School Curriculum**

## **Values Character and Citizenship Education (VCCE)**

### **Standard 4**



V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Trustworthiness: Communication &amp; Trust</b>  1.1.1 Describe elements of effective communication.          <b>Acceptable Disclosure</b>  2.1.1 Know when it is acceptable to disclose ‘secrets’ and to whom ‘secrets’ should be disclosed.    <b>Acceptable Disclosure</b>	1.2.1 Apply principles of effective communication to build and maintain trust within relationships with 1) peers and those in authority.          2.2.1 Assess the advantages and disadvantages of displaying loyalty to one’s peers.	2.3.1 Display integrity of character.	1. Demonstrate an understanding of the ways in which effective communication helps to maintain trust within relationships.          2. Act with integrity and discretion.	<ul style="list-style-type: none"> <li>• Describe four (4) elements of effective communication. (1.1.1)</li> <li>• Evaluate the ways in which the elements of effective communication can be used to build trust. Think carefully of:               <ul style="list-style-type: none"> <li>➢ what is said;</li> <li>➢ how it is said;</li> <li>➢ when it is said; and</li> <li>➢ to whom it is said. (1.1.1, 1.2.1)</li> </ul> </li> <li>• Assess situations to determine whether or not secrets should be disclosed. (2.1.1)               <ul style="list-style-type: none"> <li>• Would anyone be hurt or negatively affected if I keep this to myself?</li> </ul> </li> <li>• Recognise that persons with whom they associate affect their reputation and the level of confidence others put in them. (2.2.1)</li> <li>• Be consistently sincere when sharing information. (2.3.1)</li> </ul>

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		<p>2.3.1 <i>Display integrity of character</i><sup>51</sup></p> <p>3.3.1 Be more discerning when choosing friends or companions.</p>	2. <i>Act with integrity and discretion</i>	<ul style="list-style-type: none"> <li>Be selective with respect to persons with whom they associate. (3.3.1) <ul style="list-style-type: none"> <li>Treat every person with respect yet associate with persons who encourage them to do what is good and right.</li> </ul> </li> </ul>
<p><b>Fairness: Impartiality in decision-making</b></p> <p>4.1.1 Identify processes that can be used to make well informed and impartial decisions.</p> <p><b>Impartiality in decision-making</b></p>	<p>4.2.1 Gather and interpret data from a range of sources before giving their own opinions on matters of local, regional and global interest.</p> <p>4.2.2 Use the steps of decision-making</p>	4.3.1 Demonstrate an increased capacity for considering multiple perspectives on an issue before making judgements.	<p>3. Demonstrate an understanding of impartiality.</p> <p>4. Demonstrate a basic understanding of advocacy and social</p>	<ul style="list-style-type: none"> <li>Describe four (4) ways in which to make informed and impartial decisions. (4.1.1)</li> <li>Discuss, in one paragraph, one (1) process that can be used for making decisions. (4.2.1, 4.2.2)</li> <li>Define in 2-3 sentences the terms: “advocacy” and “social injustice”.</li> </ul>

<sup>51</sup> The statement has been repeated from p. 103 to facilitate referencing.

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Fairness: Advocacy and social justice</b>  5.1.1 Identify situations in which they can display courage to ensure fair treatment of others.	processes competently.  5.2.1 Influence others to be courageous in helping others.	5.3.1 Exhibit concern for persons who have been treated unfairly and display willingness to advocate for the rights of such persons.  5.3.2 Display greater level of sensitivity to issues of social injustice that may have occurred at the local, regional and global levels.	injustice.  5. Act fairly and display sensitivity to others who need support.	(5.1.1)  <ul style="list-style-type: none"> <li>Describe three (3) ways in which persons can advocate for others. (5.1.1)</li> <li>Consider the views of others when making decisions. (4.3.1)</li> <li>Defend the rights of peers who have been treated unfairly.(5.2.1, 5.3.1, 5.3.2)</li> <li>Initiate and participate in activities geared to help persons who are challenged by social issues. (5.3.1)</li> </ul>
<b>Respect for the right to</b>			6.Demonstrate an	<ul style="list-style-type: none"> <li>Describe three (3) ways in which</li> </ul>

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>privacy</b></p> <p>6.1.1 Recognise that each person has a right to privacy.</p> <p><b>Respect for self and others</b></p> <p>7.1.1 Detail ways in which persons can respect themselves and others.</p>	<p>7.2.1 Respect self and others during exchanges via social media.</p> <p>7.2.2 Justify the need for self-respect and respect for others.</p>	<p>6.3.1 Demonstrate willingness to consider the implications of using social media to circulate personal information about others.</p> <p>7.3.1 Demonstrate healthy respect for self through their attitudes and behaviour.</p> <p>7.3.2 Demonstrate a healthy respect for persons from other places.</p>	<p>understanding of the “right to privacy” and what it entails.</p> <p>7. Demonstrate deepening understanding of respect for self and others.</p> <p>8. Respect self and others</p> <p>9. Demonstrate</p>	<p>other persons’ “right to privacy” can be respected. (6.1.1)</p> <ul style="list-style-type: none"> <li>• Discuss three (3) ways in which persons’ right to privacy can be respected while using social media. (6.3.1)</li> <li>• Describe three (3) ways in which respect for self and others can be shown. (7.1.1)</li> <li>• Cite three (3) ways in which respect for self and others can be maintained while using social media. (7.2.1)</li> <li>• Explain why respect for self and others is important. (7.2.2)</li> <li>• Use positive language to refer to themselves and others. (7.3.1, 7.3.2)</li> </ul> <p>• Describe three (3) ways in which</p>
<b>Caring: Considerate Use</b>				

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>of Media</b> 8.1.1 Describe ways in which they can demonstrate consideration for others while using the media.	8.2.1 Discuss ways in which consideration can be shown for others while using the media.  8.2.2 Use their understanding of caring to apply to their behaviours and actions towards others.	8.3.1 Share ideas that will assist in helping others.  8.3.2 Be considerate of others when using the media.	understanding of the ways in which the media can be used with due consideration for others.	media can be used responsibly.(8.1.1) ➤ Share the truth about situations without using hurtful or ‘demeaning’ language. (8.2.1, 8.2.2, 8.3.2) ➤ Consider what needs to be shared. (8.3.1) ➤ Maintain respect for persons’ right to privacy. (8.3.2)
<b>Responsibility &amp; Change</b>  9.1.1 Understand that change is unavoidable.   <b>Responsibility &amp; Change</b>	9.2.1 Recommend ways to deal with change.  9.2.2 Reflect on adjustment to change.		10. Demonstrate understanding of ways in which to cope with change.   11. Give simple justifications for	• Describe ways in which to cope with change: (9.1.1, 9.2.1, 9.2.2) ➤ Seek advice from more experienced persons; ➤ Acquire relevant knowledge and skills; or ➤ Develop “staying calm” strategies.  • Detail three (3) consequences of poor choices. (10.2.1)

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>10.2.1 Examine consequences of choices they 1) make 2) plan to make 3) made.</p> <p>11.2.1 Justify choices they make 1) at Home 2) at School 3) at Church 4) within the community.</p> <p>12.2.1 Develop criteria for determining the appropriateness of websites, music and print, etc.</p>	<p>10.3.1 Make responsible choices for various situations- e.g., when selecting music, websites, print, etc.</p>	<p>responsible choices.</p> <p>12. Make responsible choices.</p>	<ul style="list-style-type: none"> <li>• Describe three (3) benefits of responsible choices. (11.2.1)</li> <li>• Devise a system for making responsible choices re use of websites, music and print. (10.3.1, 12.2.1)</li> <li>• Listen to and view material that is age appropriate. (12.2.1)</li> </ul>

**V.C.C.E.: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p><b>Citizenship- Rights vs. Responsibilities: Social Justice</b></p> <p>13.1.1 Recognise that all citizens have a right to justice.</p> <p>14.1.1 Outline options that are available to citizens for seeking redress when their rights have been infringed.</p> <p>15.1.1 Begin to understand that as they grow their responsibilities as citizens will increase.</p>	<p>15.2.1 Use the media to become and stay an informed citizen.</p>	<p>13.3.1 Appreciate the role played by advocates for social justice.</p> <p>15.3.1 Begin to consider the ways in which individual choice affects the community and the wider society.</p>	<p>13. Demonstrate an understanding of behaviours displayed by good citizens.</p>	<ul style="list-style-type: none"> <li>•Discuss three (3) ways in which persons can seek redress for wrongs committed against them. (13.1.1, 14.1.1)               <ul style="list-style-type: none"> <li>○ Write letters</li> <li>○ to the media,</li> <li>○ to Member of Parliament,</li> <li>○ Write petitions,</li> <li>○ Lobby public through legal means,</li> <li>○ Get Trade Unions involved.</li> </ul> </li> <li>•Recommend two (2) ways in which social injustice can be effectively dealt with. (14.1.1)</li> <li>•Describe three (3) responsibilities that they may later have as teenagers and adults. (15.1.1)</li> <li>•Use the print and electronic media to access information and to share useful information. (15.2.1)</li> <li>•Describe three (3) ways in which individual choices can affect others.(13.3.1, 15.3.1 )</li> </ul>

## V.C.C.E.: STANDARD 4 GLOSSARY

Trustworthiness	<p><b>Trustworthiness: Being worthy of another’s trust or confidence.</b></p> <p><i>When you are trustworthy, others believe they can depend on you to be truthful and that they can rely on you to try always to say and do the right thing.</i></p>
Fairness	<p><b>Fairness: Dealing objectively (and impartially) with challenging situations.</b></p> <p><i>When you are fair you consider the needs of others when making decisions.</i></p>
Respect	<p><b>Respect: Regard or concern for one’s well-being and that of others.</b></p> <p><i>We can show respect for persons and their culture in order to build and maintain healthy relationships.</i></p>
Caring	<p><b>Caring: Feeling and showing concern and empathy for others. Having compassion.</b></p> <p><i>When you are a caring person you do things to keep yourself and others safe and healthy.</i></p>
Responsibility	<p><b>Responsibility is the characteristic that is based on obligation. A person who is responsible:</b></p> <ul style="list-style-type: none"> <li>• <b>Contributes to the good of the whole;</b></li> <li>• <b>Sets goals and aims to achieve them;</b></li> <li>• <b>Accepts and fulfils commitment;</b></li> <li>• <b>Is dependable; and</b></li> <li>• <b>Takes responsibility for his/her actions.</b></li> </ul>
Citizenship	<p><b>Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.</b></p> <p><i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i></p>



# **Primary School Curriculum**

## **Values Character and Citizenship Education (VCCE)**

### **Standard 5**

**V.C.C.E: STANDARD 5**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Trustworthiness: Building a good reputation</b></p> <p>1.1.1 Describe ways of building and maintaining a good reputation.</p> <p><b>Trust and International Relations</b></p> <p>2.1.1 Understand that open and honest communication is important in building and maintaining trust in international relations.</p>	<p>1.2.1 Consistently and effectively prioritise time to meet deadlines.</p> <p>2.2.1 Suggest plausible ways of restoring or strengthening trust among citizens of the global village.</p> <p>3.2.1 Use various forms of media/ICT to gather and analyse information to make informed decisions on global issues.</p>	<p>2.3.1 Use discretion when keeping promises and speaking the truth.</p> <p>3.3.1 Revise judgements and change behaviour in light of new evidence.</p>	<p>1. Demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>▪ Building and maintaining a good reputation and</li> <li>▪ Ways in which healthy relationships can be built and maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe three (3) ways in which persons can build and maintain a good reputation. (1.1.1) <ul style="list-style-type: none"> <li>▪ Tell the truth consistently and discreetly. (2.1.1, 2.3.1)</li> <li>▪ Meet deadlines. (1.2.1)</li> <li>▪ Complete assignments as required. (1.2.1)</li> <li>▪ Think before making commitments. (2.3.1)</li> <li>▪ Make informed and sound decisions (3.2.1, 3.3.1)</li> </ul> </li> <li>• Describe three (3) ways in which persons can communicate honestly yet tactfully with others. (2.1.1)</li> <li>• Recommend two (2) ways in which relationships can be strengthened or restored. (2.2.1)</li> </ul>
<p><b>Fairness: Social Justice and Social</b></p>			<p>2. Demonstrate understanding of social justice and social</p>	<ul style="list-style-type: none"> <li>• Discuss in a short paragraph (6-8 lines) their understanding of the</li> </ul>

**V.C.C.E: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<b>Responsibility</b>  4.1.1 Explain the terms ‘social justice’ and ‘social responsibility’.  5.1.1 Understand that social justice and social responsibility aid in fostering world peace.	4.2.1 Make decisions after considering what would be socially just in a given situation.	4.3.1 Act in socially responsible ways to counteract the effects of social injustice.  5.3.1 Refrain from carelessly casting blame on certain groups for inequities suffered by other groups.  5.3.2 Listen impartially to others.	responsibility.	terms and how they foster peaceful relations. (4.1.1, 5.1.1)  <ul style="list-style-type: none"> <li>• Describe three (3) social responsibilities persons may have. (4.1.1)</li> <li>• Volunteer to assist others. (4.3.1)</li> <li>• Avoid stereotyping when ‘assessing’ others. (5.3.1, 5.3.2)</li> <li>• Avoid prejudging others. (4.2.1, 5.3.2)</li> </ul>
<b>Respect: Tolerance</b>		6.3.1 Maintain an attitude of tolerance in classroom discussions.	3. Display tolerance.	<ul style="list-style-type: none"> <li>• Speak and relate well with others despite differences. (6.3.1, 7.3.1)</li> <li>• Cite 2-3 benefits of the cultural diversity found in Trinidad &amp;</li> </ul>

V.C.C.E: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		<p>7.3.1 Respect the values, opinions, beliefs, and ideas of others within the global community.</p> <p>8.3.1 Take pride in/Be proud of the diversity found in Trinidad &amp; Tobago.</p>		Tobago. (8.3.1)
<p><b>Care for the global environment</b></p> <p>9.1.1 Understand that caring for the environment around them is crucial to</p>			<p>4. Demonstrate an understanding of the benefits to be derived from caring for the environment.</p>	<p>• Describe four (4) benefits to be derived from caring for the environment. (9.1.1, 10.1.1)</p>

**V.C.C.E: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>their and others' survival.</p> <p>10.1.1 Recognise that to maintain health and well-being, it is crucial that we take care of the environment.</p> <p><b>Building a Caring Global Community</b></p>	<p>11.2.1 Initiate ideas that will assist in helping others within the global community.</p>	<p>11.3.1 Exhibit behaviours and leadership skills that show caring for self and others in the community and the rest of the world.</p>	<p>5. Demonstrate an understanding of :</p> <ul style="list-style-type: none"> <li>➤ Reasons for caring for self and others</li> <li>➤ Ways in which they can care for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe two (2) benefits of caring for themselves and others. (11.3.1)</li> </ul>
<p><b>Building a Caring Caribbean Community</b></p> <p>12.1.1 Identify personal qualities that contribute to the</p>	<p>12.2.1 Determine the qualities that make a</p>	<p>12.3.1 Display patriotism, compassion,</p>	<p>5. Demonstrate an understanding of :</p> <ul style="list-style-type: none"> <li>➤ Reasons for caring for self and others</li> <li>➤ Ways in which they can care for themselves and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe 2-3 characteristics that can contribute to the building of a caring global society. (12.1.1, 12.2.1)</li> </ul>

**V.C.C.E: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
development of a caring global society.	contributing member of the society.	unity and good citizenship.	others. 6. Take action to show care for others.	<ul style="list-style-type: none"> <li>Organise and participate in activities to offer assistance to others. (11.2.1, 11.3.1, 12.3.1)</li> </ul>
<b>Change, Preparedness and Responsibility</b>	<p>13.2.1 Defend preparedness as responsible behaviour.</p> <p>14.2.1 Argue that skills are needed to be a successful group member.</p>		<p>7. Demonstrate understanding of responsibility.</p> <p>8. Give justifications for behaving responsibly.</p>	<ul style="list-style-type: none"> <li>Describe three (3) ways in which to be prepared for events and activities. (13.2.1)</li> <li>Describe three (3) necessary life skills. (14.2.1)</li> <li>State three (3) effects of irresponsible behaviour on 1) the individual 2) the group. (15.2.1)</li> <li>Cite three (3) benefits of self-</li> </ul>
<b>Change, Preparedness and Responsibility</b>	15.2.1 Analyse the effects of			

**V.C.C.E: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
	<p>irresponsibility in group related activities.</p> <p>16.2.1 Recommend that self-discipline and responsible behaviour are the foundations of good citizenship.</p> <p>17.2.1 Consider the changes in their body and the responsibility associated with these changes.</p>	<p>17.3.1 Care for themselves.</p> <p>17.3.2 Seek information on maturity.</p>	<p>9. Recognise personal responsibilities.</p>	<p>discipline. (16.2.1)</p> <ul style="list-style-type: none"> <li>• Determine three (3) ways in which they can prepare for changes in their body. (17.2.1)</li> <li>• Take more responsibility for personal health and well-being. (17.3.1)</li> <li>• Name three (3) persons or agencies from which they can get reliable information on changes that will occur as they grow up. (17.3.2)</li> </ul>
<p><b>Citizenship- Rights vs. Responsibilities: Social Justice</b></p> <p>18.1.1 Investigate ways</p>	<p>18.2.1 Use social media</p>	<p>18.3.1 Be responsible in</p>	<p>10. Demonstrate an understanding of behaviour associated with good citizenship.</p>	<ul style="list-style-type: none"> <li>• Discuss three (3) ways in which the media can be used as an agent of social change. (18.1.1) <ul style="list-style-type: none"> <li>➤ Build public awareness of social issues. (18.2.1)</li> <li>➤ Highlight efforts/drives in</li> </ul> </li> </ul>

**V.C.C.E: STANDARD 5**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>in which the media can be used to promote social justice.</p> <p><b>Citizenship- Rights vs. Responsibilities: Social Justice</b></p>	<p>responsibly to advocate for ethical, economic, and social practices.</p> <p>19.2.1 Use technology to become an informed citizen.</p> <p>20.2.1 Plan and organise activities (appropriate) to their level, in response to social injustice.</p>	<p>using social media to advocate for ethical, economic and social practices.</p> <p>20.3.1 Defend the rights of others in responsible ways.</p>	<p>11. Become an informed citizen.</p> <p>12. Become an agent of social change.</p>	<p>which they can participate. (19.2.1)</p> <p>➤ Inform of available social services and how they can be accessed. (19.2.1)</p> <ul style="list-style-type: none"> <li>• Determine criteria for assessing the reliability of information accessed from media sources.(18.3.1)</li> <li>• Read print and electronic versions of media to access information. (19.2.1)</li> <li>• Recommend 2-3 ways in which they can use media responsibly to highlight social issues to schoolmates and other young people. (18.2.1, 18.3.1, 20.2.1, 20.3.1)</li> </ul>



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