Project Name: DRAMA on CITIZENSHIP
Goal(s)

To act as a responsible person to the family, society, country and its nation.
Learning Objectives

• The students will be able to-
  - write stories and articles on citizenship
  - act in their own Drama.
  - perform their daily responsibilities in their daily life.
  - operate ICT tools to make a Drama as well as for their learning too.
Expected outputs

• The students will-
  - work in groups.
  - search knowledge from books, teachers and elderly people.
  - achieve the skill of writing script.
  - act to be an actor.
  - be skilled in operating camera, computer and handle ICT tools.
  - learn to be a responsible person towards the family, society, country and its nation.
**Name of the drama: WHO AM I ?**

<table>
<thead>
<tr>
<th>Steps/ Task</th>
<th>Teacher’s facilitation</th>
<th>Role/ persons needed</th>
<th>Materials</th>
<th>Time line</th>
<th>Output</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Up</td>
<td>Using worksheets</td>
<td>Teachers</td>
<td>Paper and Pencil</td>
<td>7 Days 1st, 2nd, 3rd, 4th, 5th, 7th, 8th January 2012</td>
<td>Finding out specific potentiality to form the groups.</td>
<td>Relevant Task</td>
</tr>
<tr>
<td>Primary Knowledge</td>
<td>By taking classes</td>
<td>Teachers, Parents, Elderly People, Responsible persons in the society.</td>
<td>Books</td>
<td>4 days 9th, 10th, 11th, 12th January, 2012</td>
<td>Knowledge from books, courage to ask questions to senior people.</td>
<td>Learning by asking</td>
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</tbody>
</table>
## Continuation

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<tr>
<td>Design</td>
<td>By giving clear conception &amp; instruction.</td>
<td>books, teachers and elderly people</td>
<td>Books, Pen, papers, computer,</td>
<td>10 Days 14th,15th,17th 18th,19th, 1st, 22nd,23rd,24th 5th January, 2012</td>
<td>Writer, Computer operator, Proof reader, Language expert.</td>
<td>Practical work</td>
</tr>
<tr>
<td>Presentation</td>
<td>Use of camera, movie making software, You Tube, e-mail, etc.</td>
<td>Teacher, ICT expert.</td>
<td>Camera, Computer, Software, Modem, Internet, Papers, Marker Pen,</td>
<td>13 days 26th,28th,29th,30th,31st January, 1st 2nd, 4th, 5th, 6th, 7th,8th, 9th February 2012</td>
<td>Actor, Sense of a good citizen, Computer Operator, IT expert, Reporters, Advertiser, Artists, etc.</td>
<td>By doing with practical knowledge.</td>
</tr>
</tbody>
</table>
## A WORKSHEET TO FORM THE GROUPS.

<table>
<thead>
<tr>
<th>Script writer</th>
<th>Dress and Make up Coordinator</th>
<th>ICT Expert</th>
<th>Language Expert</th>
<th>Photographer</th>
<th>Reporter</th>
<th>Publisher</th>
</tr>
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<tr>
<td>Write a script of one scene on “A Brave Boy”</td>
<td>Make a list of dresses of a rickshaw puller, beggar and a businessman</td>
<td>Name some of the ICT tools and it’s use (Briefly). Write the importance of ICT in our Education.</td>
<td>Write a composition on ‘Duties of a Student.’</td>
<td>Take at least two photographs of your school campus and submit it to your teacher with in two days.</td>
<td>Make a report on daily life of Bangladesh i working people.</td>
<td>Write an advertisement or make a poster on “Helpless People”.</td>
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</table>

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Answer the above questions and show your skill.
Tele-collaborative activities

• When the students will contact to their partner school, they will inform them the update news of their works. If possible they will see how the partner school is working. Then they will use Skype. For chatting they can use yahoo messenger. They will send the videos making small parts through e-mail.

• List of tools: (a) Computer (b) Modem (c) Web cam (d) tele-collaboration software like Yahoo messenger, Skype etc. (e) Camera (f) Video editing software (g) CD ROMs (ICT in Education by UNESCO) for language, multimedia, graphics & animation and audio & video (g) Pictures of our daily responsibilities. (h) Microphone, Head Phone, etc.
<table>
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<th>4</th>
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<th>2</th>
<th>1</th>
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<td><strong>Character</strong></td>
<td>- Seeks out others opinions and tries to understand reasoning. - Does own work, gives others credit for their work. - Proves trustworthy in difficult situations with peers. - Becomes advocate for others and for tolerant behaviour. - Listens and respects others view and opinions sometimes even if they disagree. - Does their own work and attempts to give others credit for theirs. - Demonstrates that they are trustworthy. - Treats all people fairly. - Recognizes others ideas, viewpoints but struggles with differences of opinion than their own. - Attempts work. Fails to credit others. - Mostly trustworthy, but struggles with peer pressure. - Picks and chooses who to treat well. - Struggles to recognize others ideas, viewpoints. “I centred.” - Copies work of others. - Goes along with peer group—not always worthy of trust. - Only treats people well when it is to their advantage.</td>
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<tr>
<td><strong>Self Mastery/Decision Making</strong></td>
<td>- Identifies problems, accurately sees consequences and analyses various solutions. - Tries several solutions and implements best. - Identifies some problems, sees some consequences and can analyze one perspective solution. - Works toward implementing solution. - Cannot see problem and has difficulty accurately seeing any consequences. - Solutions based on faulty idea of consequences. - Lets others make the decisions. - Can’t see any solutions. Misconception of role in the situation.</td>
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## Continuation of Rubric

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| **Personal Responsibility** | - Keeps rules & stays on task until completed.  
- Accepts responsibility for self & encourages others.  
- Actively contributes to learning community. | - Keeps rules & stays on task.  
- Accepts responsibility for own actions.  
- Contributes to learning community. | - Behaves & works only when teacher is present.  
- Beginning to recognize what is own responsibility but procrastinates.  
- Contributes when called upon. | - Detracts from learning community.  
- Blames others for own actions.  
- Refuses to participate. |
| **Handling ICT** | - shows interest and invents new.  
- depends on technology in every sphere of life. | - shows interest but never finds anything new.  
--depends on technology but works few. | - shows less interest and never tries for anything.  
- depends but never tries. | - doesn’t show any interest.  
- never depends but thinks positive. |
Today’s Technology

• Part of our daily life.

• We are depended on it.

• Made the nations closer.

• Can make a peaceful world.
Our education is related with

- Computer
- Modem
- Internet
- Software
- E-book.
- Media (Newspapers, TV Channels)

And many more.
Problems

• Students are busy in unnecessary sites in internet.
• Rural students don’t know the use of computer.
• Original Software is available but costly.
• ICT tools are costly.
• Gender discrimination is an obstacle for female students in learning computer.
• Internet is available but service providers network is slow.
• Don’t have enough computers according to the students in rural schools.
SOLUTION

- Software should be original.
- No gender discrimination in learning computers.
- ICT tools should be cheap in cost.
- A social network for education.
- Computers should be sufficient.
- Development of Technology in developing countries.
THANK YOU!

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