

**LEBANESE AMERICAN UNIVERSITY**

**A PROGRAM FOR COUNSELORS TO PROMOTE  
CITIZENSHIP AMONG LEBANESE STUDENTS**

By

**RAJAA IMAD BAKRI**

A project

Submitted in partial fulfillment of the requirements  
For the degree of Master of Arts in Education

School of Arts and Sciences

January 2012

**Project Proposal Form**

Name of Student: Rajaa Bakri I.D #: 199803330

Department: Education

On 14 December 2011, has presented a Project proposal entitled:

A Program for Counselors to Promote Citizenship among Lebanese Students

In the presence of the Committee Members and Project Advisor:

Advisor Dr. Mona Majdalani

Committee Member Dr. Rima Bahous

Proposal Approved on 14 December 2011

Comments / Remarks / Conditions to proposal approval (if any):

Submission of the final draft expected by December 31, 2011

Date: Feb. 1, 2012

Acknowledged by

(Chair, Department of Education)

cc:

Chair  
Advisor  
Student

**Project Defense Result Form**

Name of Student: Rajaa Bakri I.D. #: 199803330

On 26 January 2012 has defended a Project entitled:

A Program for Counselors to Promote Citizenship among Lebanese Students

In the presence of the following Committee members:

Advisor: Dr. Mona Majdalani

Committee Member: Dr. Rima Bahous

The student has passed ☒ not passed ☐ the Project defense in partial Fulfillment of the requirements of the degree of MA/MS in Education.

Advisor's report on completion of above Project conditions:

---

---

Date: 26 January 2012

Acknowledged by

\_\_\_\_\_  
(Dean, School of Arts and Sciences)

cc: Registrar  
Advisor  
File Graduate Studies



**LEBANESE AMERICAN UNIVERSITY**

**School of Arts and Sciences - Beirut Campus**

### **Project approval Form**

Student Name: Rajaa Bakri I.D. #: 199803330

Project Title : A Program for Counselors to Promote Citizenship among Lebanese

Students

Program : Masters of Arts

Department : Education

School : **School of Arts and Sciences**

Project Advisor: Dr. Mona Majdalani

Member : Dr. Rima Bahous

Date 26 January 2012





## **ACKNOWLEDGMENTS**

This project would not have been possible without the help and assistance of many persons. First I would like to express my gratitude to my advisor Dr. Mona Majdalani, my second reader Dr. Rima Bahous, and my professors Dr. Katie Sarouphim and Dr. Samar Mukalled.

I am also deeply grateful to my editor Stephany Farah, my loving and supportive parents and all who contributed in the study, namely, my students and fellow colleagues. Thanks go also to my dear friends Diana Ghorayeb and Abeer Atieh who always lift my spirits up. Finally, I am grateful to God whose love is always engulfing me.

To my beloved country Lebanon and precious daughter Judy



# **A program for Counselors to Promote Citizenship among Lebanese Students**

**Rajaa Imad Bakri**

## **Abstract**

In this project, a citizenship education program is designed and targets Middle School students. This program is implemented by counselors in the Lebanese schools. The project is an exploratory qualitative which derives the program themes from the literature review. The themes are: 1) Accepting Others /Creating National Pride 2) Creating Public Awareness 3) Protecting the Environment 4) Respecting Laws 5) Believing One Can Make a Difference. Data are collected through literature review, questionnaires and an interview with educators in the field and through a pilot study that is followed by a focus group interview to evaluate the effectiveness of the piloted theme. Results show that counselors can help in citizenship education and the Lebanese schools need to enhance citizenship education among their students. Further research is recommended to develop a comprehensive program for all grade levels.

**Keywords:** Counseling, Lebanon, Middle School, Citizenship, Guidance Programs

# TABLE OF CONTENTS

Chapter	Page
<b>I. INTRODUCTION</b>	<b>1</b>
1.1 Contextual Background	1
1.2 Statement of Purpose	2
1.3 Research Questions	2
1.4 Rationale and Significance of the Project	2
1.5 Operational Definitions	3
<b>II. LITERATURE REVIEW</b>	<b>5</b>
2.1 Citizenship in Lebanon	5
2.2 Role of Teachers and Counselors	9
2.3 Different Dimensions of Citizenship	22
2.4 Conclusion	24
<b>III. METHODOLOGY</b>	<b>25</b>
3.1 Introduction	25
3.2 Instruments	25
3.2.1 Questionnaires/Interview	27
3.2.2 Pilot Study/ Focus Group Interview	27
3.2.2.2 Students' Presentations	29
3.2.2.3 Focus Group Interview	29
3.3 Ethical Issues	29
<b>IV. RESULTS AND DISCUSSION</b>	<b>31</b>
4.1 Counselors' Questionnaires	31
4.2 Civics Teachers' Questionnaires	36
4.3 Activities Coordinator Interview	37
4.4 Pilot Study	39
4.5 Suggestions and Recommendations	41
4.6 Conclusion	41
<b>V. THE CITIZENSHIP PROGRAM</b>	<b>42</b>
5.1 On Accepting Others/ Creating National Pride	43
5.1.1 See???	43
5.1.2 Lebanese!	44

5.1.3 With Pride!	45
5.2 Environmental Awareness	46
5.2.1 Look Around!	46
5.2.2 I Love Nature!	48
5.2.3 Action Action Action!	49
5.3 On Respecting Laws	50
5.3.1 It's Your Choice	50
5.3.2 Cause and Effect	52
5.3.3 It's Serious!	53
5.4 On Public Awareness	54
5.4.1 "Chinese" Telephone	54
5.4.2 I Participate Too!	55
5.4.3 I Want to Know	57
5.5 Believing You Can Make a Difference	58
5.5.1 Its Either All or Nothing	58
5.5.2 Pick Your Battles	59
5.5.3 Change Can Start with You	60
 <b>REFERENCES</b>	 <b>62</b>
 <b>APPENDICES</b>	 <b>65</b>
Appendix A: The Program	65
Appendix B: Counselor's Interview	67
Appendix C: Teacher's Interview	76
Appendix D: Activities Coordinator Interview	79
Appendix E: Focus group students' interview	83

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Contextual Background**

Educational institutions, specifically schools, are failing to develop reasoning and citizenship skills in students. Schools should be part of the democratic process and help in promoting good citizens (Akar, 2007; Frayha, 2003; Sink, 2002a). In particular, Sink (2002a) addressed the role of school counselors in this process. He remarked that school counseling in the past century evolved in three stages. The first stage, which extended from the 1910s till the 1950s, was referred to as the "position" phase, where the school counselor was mainly engaged in providing career guidance to high school students. The second stage extended from the 1960s till the 1980s and was referred to as the "services" phase. In that phase, the counselors were mainly providing psycho-educational support for students and responding to their immediate needs and problems. The last stage started in the late 1970s and early 1980s, and was characterized by a call for the transformation of the counseling profession from services to a Comprehensive Guidance and Counseling Program (CGCP). At present, CGCP is the most widely used organizational framework for the school counseling profession. The CGCP is a competency based approach that is developmental, preventive and educational. In the previous two stages, classroom guidance did not target citizenship formation, and school counselors had a minor role in it. In the CGCP stages, new goals were set, one of which was to prepare students to be “multicultural student citizens” or what Sink referred to as "good citizens" or "productive citizens", thus linking the concept of "the school as a community" to citizenship. Sink (2002a).

As for the Lebanese context, Akar (2007), Frayha (2003) and Ghosn and Samia (1998) questioned the role of schools in building citizenship among the students. They urged for serious measures to be taken into consideration in regard to this matter.

## **1.2 Statement of Purpose**

The main focus of this project is to develop a program for counselors that has for aim to promote citizenship among middle school students. The program includes instructions and activities that cover themes related to citizenship. The program is designed to be used by counselors with middle school students.

## **1.3 Research Questions**

The questions that guide the study are the following:

- 1- What is the current state of citizenship education in the middle schools of Lebanon?
- 2- What are the components of the citizenship program to be developed?  
What are the themes to be tackled based on the literature review?
- 3- How will the citizenship program be used by school counselors to promote citizenship among middle school students in Lebanon?

## **1.4 Rationale and Significance of the Project**

This project will be of significance to school counselors for promoting citizenship among students in middle schools in Lebanon. Frayha (2003) stipulated that education in schools in Lebanon has always reflected a specific religious community, for example, Islamic or Christian, which means it stems out from the

origin of school establishment and its sectarian representation. Promotion of social cohesion and willingness to accept others at the national level are not well-emphasized, they are rather neglected.

This project will help identify the challenges faced by educators, whereas the citizenship program will provide insight about different themes and activities that will help counselors in developing citizenship among Lebanese middle school students (see Appendix A).

## **1.5 Operational Definitions**

According to many researchers, such as Ghosn and Samia (1998), Sink (2002a), Frayha (2003), Billig, Root, and Jesse (2005), and Smith (2007), civic education is a school-based practice that helps students learn about their community needs, develop an understanding of their rights and obligations, and contribute to the society actively and responsibly.

Citizenship is defined as the state of accepting others by accepting differences and recognizing factors that bring people together thus creating national pride, abiding by ones' obligations such as respecting laws and having interest in public affairs such as national sports events, and acting responsibly such as taking care of the environment and making improvement on the national level by first believing that one can make a difference by participating in community service programs such as helping people with disabilities. (Akar, 2007; Billig et al., 2005; Frayha, 2003; Sink, 2002a; Smith, 2007)

A counselor is an educator whose responsibility is to provide guidance to students. Counselors have different tasks in the school setting, including responsive services, guidance programs, system support and individual student planning

(Bardhoshi & Duncan, 2009). The focus in the present project will be on the counselors' role in providing guidance programs in relation to citizenship education.

Middle School students are those aging from 12 years till 14 years ( Van Vliet,1999; Wavering, 1995) of Grades 7, 8, 9 ( Clark and Clark ,1994) who are enrolled in schools in Lebanon.

This project is composed of five chapters. The third and fourth chapter are about the data collection and analysis with discussion of the results. The fifth chapter consists of the Citizenship Program to be used by counselors in the Lebanese schools.

This chapter identified the research problem, statement of purpose, research questions and operational definitions. The next chapter will include the literature review about citizenship education in the West and Lebanon.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The review of literature focuses on different approaches and programs that enhance citizenship education among students. It tackles programs being implemented in various schools for students at different ages (kindergarten, Elementary, Middle and Upper school students). Lebanon in particular is identified in the review as having low citizenship at the national level and needs to be given important attention. At the end, several aspects of citizenship are discussed to help develop the latter among students.

#### **2.1 Citizenship in Lebanon**

Joseph (2002) states that family is perceived as the most essential unit in the Arab society. Lebanon has evolved on the concept of well-built family structure, and it has been always acknowledged that child raising, motherhood, and family ties are the core foundation for the creation of qualified Lebanese citizens. However, the family systems and bylaws are anchored with religious laws in Lebanon, for example, marriage, child custody, inheritance, and divorce. Religious laws are also translated within political and social projects in Lebanon; there are eighteen religious sects that are legally recognized, and each operates within its related familial law. Given the various religions that exist, communities in Lebanon have given more attention to protect their familial laws rather than emphasize citizenship in schools.

To further illustrate the concerns of citizenship in Lebanon, Brand (2007) displays its relation with Lebanese immigrants. Throughout its history, Lebanon has been ruled by foreigners and due to the several wars occurring on its territories, many



Lebanese chose to immigrate as a result of political instability. This has resulted in more Lebanese as immigrants; thereby disturbing a good balance of citizenship. Many efforts have been made by official parties about the necessity of attracting expatriates, yet most of them were superficial and not well organized. Accordingly, the Lebanese sense of belonging to their country of origin has diminished and serious actions need to be taken on this aspect.

Akar (2007) conducted a study to look for challenges in teaching and learning citizenship education in Lebanon in the civics classes. He worked with Grade 11 classes in two schools in Lebanon. The instrument used for this study was a survey pact made of three parts. The first two parts investigated how students perceived citizenship while the third part tackled the students' learning experiences in the classrooms.

Akar (2007) recommended nonstop research about the challenges of teaching and learning citizenship, and he described it as essential in strengthening a sense of community and living together in Lebanon.

Joseph (2005) conducted an ethnographic study in two areas in Lebanon, namely Burj Hammood and Yusufiyyi. Both areas contain a multicultural and a global society reflecting the Lebanese society as well as the global society. The aim of the study was to examine the factors that influenced teaching children about their rights and responsibilities. Joseph concluded that children in her study felt that their access to political rights depended on certain relationships with patrons and personalized networks. This idea goes with Akar's conclusion (2007) that education is not the only factor that influences citizenship in Lebanon. For example, as it was shown in Akar's study, students were demotivated by the outside political world

Frayha (2003) examined the relationship between school and social cohesion in Lebanon, along with nation building and identity. He argued that throughout Lebanese history, schools had opened and operated without any guidance of any civil authorities. He also questioned the role of missionary schools in national unity and social cohesion explaining how both the private and public sector in education are divided and functioning in an unstable socio political environment. The National curricula guidelines emphasized that students and teachers promote unity rather than religious conflicts assuming that education plays a role in creating a national identity and citizenship.

After the Lebanese civil war, the Educational Center for Research and Development (ECRD) developed a new curriculum with new history and civics books. The objectives of the new curriculum focused on democratic values and Lebanese identity and citizenship with its different dimensions. Frayha (2003) also highlighted the role of teachers in that mission and discussed how they needed special training to be ready to deliver the new curriculum effectively. He concluded by stating that there are several other factors that affected social cohesion in Lebanon. Those factors include laws and regulations by the government to ensure that schools are helping in building responsible citizens in Lebanon (Frayha, 2003).

In a conference held about the subject matter, Massarra (1999) urged for a change in the Lebanese educational system, especially after the bad impact of the civil war. The main objectives of this change were teaching the Lebanese students negotiation skills, the acceptance of others and involving them in public affairs. One of the barriers to this new educational philosophy is a belief by the Lebanese citizens that they can't make a difference in their world, and thus Massarra suggested working on changing this mentality among educators and students. Rihani (1999)

discussed the importance of developing a modern citizenship education program with well trained educators to deliver it. Kostanian (1999) explained how citizenship has to be learned and acquired through education as it is not an innate trait. Thus, the educational system in Lebanon needs a program to create a Lebanese national identity among students.

Ghosn (2005) developed a handbook to train teachers in peace education, and citizenship education was one of the themes. Several activities were proposed to bring awareness among teachers about the different aspects of citizenship. In another publication, Ghosn and Samia (1998) discussed hidden curricula in schools that fosters peace education among students. Samia (Ghosn and Samia 1998) described educational lessons given about citizenship in The Mont La Salle School in Lebanon for students in second grade up to the tenth grade. The lectures given were about the Lebanese identity, the role of the Lebanese citizen, and values such as human rights and democracy. Results were positive and students benefitted from those lectures. Another successful experience in the American Community School was described by Jubeily (in Ghosn and Samia 1998) where students went for community service activities and benefitted a lot by learning how to help others, developing community awareness and learning the acceptance of others. A third experience was shared by Mourani (in Ghosn 2010) where the International College initiated some programs to be given by teachers as well as counselors about different topics including character education, social awareness, conflict resolution and community service.

Based on the previous literature review, it is concluded that Lebanon faces challenges when it comes to citizenship issues as explained by Joseph (2002) and Brand (2007). Frayha (2003), Massarra (1999) and Kostanian (1999) linked the concept of citizenship to education and schools urging their role in enhancing

citizenship education among students. Frayha (2003) and Rihani (1999) recommended training educators in the field of citizenship education. Finally, Akar (2007) highlighted the need for further research about citizenship education in Lebanon adding the concept that education is not the only factor that enhances citizenship among the Lebanese as they feel demotivated by the political situation as Joseph (2005) explained where Lebanese students felt that access to political rights is linked with personalized networks and patrons. However, several promising experiences were presented by Ghosn (2005, 2010) about schools that are starting citizenship programs among its students.

## **2.2 Role of Teachers and Counselors**

Micheal and Young (2005) conducted a study to understand how senior school administrators defined inspired public schools, and to divide the characteristics of inspired schools and guide school reform efforts. Twenty-nine senior leaders from across New England were randomly surveyed and asked to categorize qualities of inspired schools and offer examples for assessment. Eight schools representing diverse demographics, levels and district sizes were chosen from an equal number of independent public school districts. The interviews indicated eleven areas that “inspired schools” should nourish (1) developmental needs of all members of the students (2) leadership skills (3) a relational approach to education (4) an “assets-based approach to student learning” (5) traditions that nurture a sense of belonging (6) a unique “sense of place” and mission (7) reliance on an “inner compass” (8) promoting a sense of inclusivity, equity and global citizenship (9) a high degree of stakeholdership (10) a commitment to community involvement and service and (11) valuing of the integrated arts. Results imply that a

common set of characteristics about what makes an "inspired school" does exist. School administrators and policy-makers are, then, urged to examine and follow these characteristics when trying to reform schools.

Dollarhide, Gibson, and Saginak (2008) highlighted on “leadership” characteristics for a school counselor. Leadership characteristics are needed for an efficient and effective role. They based the claim on a one year study on four new counselors and made recommendations not only to school counselors but also to their educators. Clear specific goals, ability to grow from resistance, and the willingness to expand leadership skills are the recommended factors for the efficiency and effectiveness of a professional school counselor. They also recommended and emphasized several factors concerning the school counselor educators. They recommended promoting training on leadership skills, identifying and setting clear and focused goals, teaching about organizational resistance and enhancing self-reflection, securing leader-mentors, having awareness of political leadership and balancing the components of leadership.

Sink (2002a) listed some challenges concerning civic education and proposed a project to be implemented by counselors. Aided by the Center for Civic Education and other educators in the USA, he developed objectives which can be worked on by counselors to start a guidance program that tackles citizenship as one of its topics. The challenges or objectives are to prepare students to contribute to society and be responsive to community needs and to have skills such as decision making, team building and conflict resolution. Finally, the program shall prepare students to have civic attitudes and behavior. Finally, it would develop awareness that they are functioning in a changing world.

Kahne, College and Spote (2008) argued that the new generation is not participating enough in civic matters and traced this back to schools which are reducing and ignoring civic education in favor of developing students' math and reading skills. Accordingly, Kahne, College and Spote surveyed 4,057 students taken from 52 schools in Chicago. The survey examined the factors influencing students' commitments to civic participation. The studied factors were demographic and academic characteristics, neighborhood and family context, educational contexts and practices as well as after school activities, and previous commitments to civic participation. The results showed that demographic and academic characteristics did not play a significant role in accounting for students' civic commitment. Conversely, specific learning strategies yielded actual improvements in students' civic participation. Other factors that promoted civic participation were discussion with parents, extracurricular activities -other than sports- such as school or community clubs and volunteering, and the responsiveness of the student's community to civic issues. The researchers recommended studying the factors that foster desired civic results at the late adolescent stage (extra-curricular activities, demographic data, family and social context, academic capacities...etc.) since this is the stage when youth start engaging in their lives as adults, understand who they are and how they relate themselves to the broader society.

Lopez and Moore (2006) examined data from the 2002 National Youth Survey of Civic Engagement to determine how certain dimensions of citizenship such as voting, volunteering and news attentiveness were influenced positively by students' engagement in sport activities. In general, 18-25 year old youth who participated in sports when they were high-school students were more likely than non-participants to have done volunteer work, worked to solve a community

problem, participated in activities for charity fundraising, registered to vote or actually voted in the year 2000, boycotted a product or service, followed the news, and felt at ease making a public speech. A comparable pattern was evident between young men and women, but young men who participated in sports in high school were less likely to boycott a product than those who did not participate in sports. As for news attentiveness, young male sports participants indicated a greater interest in attending to the news, particularly sports news, than their female counterparts or their other male classmates who did not participate in sports. The researchers argued that the findings may not be due entirely to sports activities but likely were the result of other observed factors that made an individual more civically active such as race/ethnicity, gender, age, educational attainment, marital status, income, family size, internet -use, and club membership in high school. Nevertheless, the researchers concluded that being engaged in sports had a positive influence on community involvement. Therefore, they recommended that schools offer sports to their students so to teach them skills and habits that will make them more active and responsible citizens.

As the above literature review implied, inspired schools need to foster citizenship among their students as suggested by Micheal and Young (2005). Dollarhide et al. (2008) and Sink (2002a) specifically mentioned counselors as important agents in schools and in citizenship education. Moreover, Kahne et. al (2008) and Lopez and Moore (2006) recommended schools to be more active and responsive in citizenship education.

A qualitative research by Flom and Hansen (2006) investigated goals of youth passing through educational, legal, or emotional challenges. A research team of five professional school counselors examined transcripts from interviews of

fifteen youth having multiple risk factors. Data showed that, despite the challenges, these students had well defined hopes concerning their future education, careers, family relationships, civic involvement, and personal satisfaction. The findings highlight the significance of school counselors' backing for youth passing through challenges.

Stott and Jackson (2005) investigated a program called “The Alliance for Children: Collaborative Exceptional Peer Tutors” (ACCEPT). This program was designed by a counselor and consisted of training 12 to 16 middle school students in accepting one’s self, accepting others and accepting responsibility. Following the training, the students taught a similar curriculum to children at a neighboring elementary school. At the end of every week, the participating middle school students reflected on their learning experience through discussion, assignments and journal writing. Although the first year of the program was restricted to students interested in choosing later a helping profession, the second year participation was open to all middle school students. A qualitative analysis of the data collected through semi-structured interviews with 30 students, six parents and all middle school teachers showed that the major goals that were met were personal awareness, social skills development, learning skills, career interests, and character education. The participating middle school students made gains in areas that promote citizenship and enhance community involvement.

In another program (Portman and Portman, 2002) that for aimed to enhance students’ community involvement, students followed training after assessing their attitudes toward issues in social justice. Participating students were in upper elementary grade through junior high school and were chosen by the school counselor. The program consisted of activities divided into three stages. The first



stage aimed to enhance awareness of the self, to teach social justice concepts and to understand the structure and factors behind the American social pyramid. The goal of the second stage was to bring awareness to the different student groups a sense of belonging to sub communities such as school, society and clubs. The third stage aimed at giving the students the opportunity to enhance their altruistic behaviors by helping others in the community. The counselor's role consisted of nurturing the students into becoming more community oriented members. The results showed that engaging adolescents in social justice group discussions may aid in the prevention of crimes.

From the above literature, it is concluded that counselors do have a positive impact on citizenship education as claimed by Flom and Hansen (2006). The studies by Stott and Jackson (2005) and Portman and Portman (2002) about counselors who implemented citizenship education programs with students showed positive results.

Below is a review of eleven studies that discussed the implementation of citizenship programs in schools. They all show positive results on students as the citizenship programs given helped in promoting several skills or values related to citizenship. The studies covered all class levels in schools starting kindergarten up till upper school classes and they tackled different citizenship themes such as “believing we can make a difference” as cited by Smith (2007), “feeling responsible for others, believing one can make a difference in the community and creating public awareness” as discussed by Stott and Jackson (2005), service learning as discussed in several programs such as Youth Helping America (2006), We the People and More Than Volunteering: Active citizenship through Youth Volunteering (2007). Some challenges were also cited by Ireland, Kerr, Lopez and Nelson (2006), Power,

Roney and Power (2008), and Cleaver, Ireland, Kerr and Lopez (2007) suggesting that there are factors other than schooling that affect citizenship among students.

Smith (2007) designed an action research project to improve students' awareness and their involvement in the community. The project had for aim to help students develop their belief that they could make a difference in their own community. Kindergarten students earned money for each book they read. The money was used to buy books for needy children at a neighboring public school. The children in the study communicated with the children they wanted to help through letters. Both groups of children learned how they had common characteristics despite their different living conditions. They discussed the books they liked and other common interests. Pre-project and post-project interviews were conducted with the kindergartners to examine the change in attitude and maturity level experienced following the service-learning project. The results revealed that the students were impacted positively by the project; that is, they developed a better understanding of how to help others in need, as shown in the post-project answers.

Stott and Jackson (2005), explored service learning programs taught by teachers and counselors to promote citizenship in middle school students. The sample consisted of 1,153 middle school students from different racial and socioeconomic backgrounds in three American states. The middle school students were given a guidance curriculum and were asked to teach it for an estimated 650 elementary school students for a period of two years. The curriculum emphasized five themes: personal awareness, learning development skills, social skills, character education, and career interests. The main objective was for middle school students to engage in service learning to develop critical thinking and personal awareness by reflecting their experience. The results showed that social responsibility - defined as

students' concern for others' welfare, feeling responsible to help others, and perceived ability of being effective in helping others- increased among students who participated in the service-learning program as compared to those in the control groups.

Similarly, Ireland et al. (2006) conducted a study sponsored by the National Foundation for Educational Research (NFER). The purpose of the study was to identify, measure, and evaluate the impact and effectiveness of citizenship education in schools. The longitudinal study followed a cohort study from 2001 to 2009. Questionnaires were the instrument of the study, and they targeted students from 7 to 18 years of age in 91 schools. In 2005, citizenship teachers and school leaders were also surveyed. Out of the total number, 85 schools submitted their feedback, and the results showed high interest in civics. Teachers' interest in civic education increased, and they were more likely to focus on extracurricular activities to enhance skills of participation and inquiry, responsible action, and communication. Moreover, educators' motivation measured by interviews about citizenship related issues, has increased over the years but was still found to be low. As for students, they reported more knowledge about citizenship issues, and they expressed their knowledge through personal, social, health and religious education. Students also expressed citizenship as belonging to the community and perceiving themselves as having a role to play, with rights and obligations towards their surroundings. An increase in the use of technology such as computers and internet was noted. Finally, the main challenges faced by educators were time, assessment and expert teaching. On the other hand, student engagement and participation were viewed as less challenging to educators.

Power et al. (2008) examined whether the concept of the individual self-understanding contributed to the public good. A Self-Evaluation Interview was used to measure the self-understanding of 48 middle school students. Results showed that less than half of the students provided at least one moral description of their own-self, whereas the rest focused on getting social and materialistic success. The findings raised questions about the hidden curriculum that stresses individualism where adolescents are chattered between their own interests and serving their community. The study also indicated that adolescent students are developing a sense of self identity and later a role as good serving citizens. However, individualistic values were clear. They somehow hindered the implications of future students who were willing to act as good citizens. Nevertheless, the researchers recommended that providing educators for middle school students as well as implementing advisory programs, such as those provided by counselors in guidance programs in which service-learning projects and implementation of team work are emphasized, would promote developing the moral self in middle school students and thus help students better serve their community.

According to Schulz (2007), the 21<sup>st</sup> century created a new meaning of citizens' role. The International Civic and Citizenship Education Study (ICCS) investigated the extent eighth graders were ready to accept their roles as citizens across a range of 38 countries. Students were tested for their knowledge on civic and citizenship education. This study also relied on prior tests, but urged the need for new assessments due to the introduction of new democratic ideologies and civic engagement. The ICCS encouraged the essences of international modules that promote participation in civic activities. These modules included the European Module with 26 participating countries and Latin American Module with 6 participating countries. The survey covered 400 students per country from 150 schools. The expected results and relationships supplied a wealthy database analysis,

based on students' background, school and community context, students' civic knowledge and students' current and expected future participation in civic affairs (Schulz, 2007). In an update, Schulz (2010) concluded that variations in civic knowledge among different countries were explained in terms of the general human development. This conclusion is found to be similar to other international studies about citizenship education.

Cleaver et al. (2005) conducted a longitudinal study from 2001 till 2009 in ten different schools. This study examined the practice and status of citizenship in schools. The study found that interest in civic education increased in schools, especially from the curricular aspect. Civic education delivery models became more focused on assembly time and dedicated time slots. Teachers' interest in civic education increased, and they focused more on extracurricular activities to enhance related skills. In addition, educator's knowledge and confidence about civic issues increased over the years, but the latter was still found to be low. As for students, they reported more knowledge about citizenship issues, and they expressed their knowledge through personal, social, health and religious education, in addition to tutor groups. It's also noticed that students expressed citizenship as belonging to the community rather than being active by voting, for example. Teaching methods used in civic education continued to be traditional. However, there was an increase in the use of technology, such as computers and internet. Formal assessment methods have been used in citizenship education. Teachers improved in delivering citizenship education; however, more training was needed in the assessment methods, teaching techniques and knowledge of content matter. Finally, the main challenges faced by educators were time, assessment, the current position of citizenship and expert

teaching. On the other hand, student engagement and participation were viewed as less challenging.

Skills for Adolescents is a middle school program for grades 6-8 produced by WWC Intervention report (in WWC, 2006). Some of its goals are to promote citizenship skills, character education and social emotional skills. The program includes a curriculum and activities to create a positive school environment, family involvement, and community involvement. The curriculum can vary in scope and intensity; it could be delivered in nine to three years. The lessons use cooperative group learning activities and classroom management techniques to enhance a positive classroom environment. The study included more than 7,000 students from 34 middle schools in the Los Angeles, Washington, DC–Baltimore, and Detroit areas. The program had positive effects on students' behavior. Eisen, Zellman, and Murray (in WWC, 2006) reported statistically significant differences for students that learned that curriculum.

According to the program “More than volunteering: active citizenship through youth volunteering” (in QIA, 2007), one of the ways to develop citizenship is through well planned volunteering activities. That explains why community involvement is part of citizenship curricula in American schools which takes place in form of service learning; that is, students gain academic credits for the learning they get through being placed in such programs. Citizenship education is essential in the development of young people. It gives them the chance to learn about their rights and responsibilities, to understand how society operates, and to develop their knowledge and comprehension of socio political matters. It prepares youth for coping with the challenges they face later in their careers and life in general. Through citizenship education, young people have the opportunity to be active agents in the democratic

process, hence becoming more effective members of society. Young people are encouraged to express their opinions, to have a say and make a difference in their communities.

As presented in “More than volunteering: active citizenship through youth volunteering” (in QIA, 2007), evaluation evidence implies that young people benefit from citizenship education and that’s due to increased confidence and self-esteem; bigger interest in global issues; an ability to change; greater knowledge about how „the system’ operates; experience of participating in challenging activities; and greater motivation and a more positive attitude. Organizations gain from the constructive participation of young people in volunteering and decision-making, which leads to better achievement, and allows the formation of relationships with the local community.

According to CNCS (2006) students who participated in volunteering activities, and especially service-learning courses, were found to have a strong positive relationship with civic engagement, including the probability of future volunteering, a high sense of personal efficacy, and interest in current events and politics. The strongest of these relationships are the future civic behaviors and attitudes.

The Center for Civic Education (the Center) designed an educational program named “We the People”, which teaches students about the history and concepts of American constitutional democracy with the objective of promoting civic competence and responsibility among the country’s school students in all cycles. Moreover, the program is meant to promote students’ comprehension of the institutions of American constitutional democracy and to emphasize the modern relevance of the U.S. Constitution and the Bill of Rights. The program uses highly

praised curricular materials produced by the Center. At the Upper School level, classes would enter a formal contest. The competition is a simulated congressional hearing in which students are tested for their knowledge of the Constitution and American democratic institutions, giving the students the chance to apply what they learned through the curriculum and to enhance their analytical skills (Bennett & Soule, 2005).

A survey was given to students participating in the contest to evaluate its effect on their knowledge of and support for democratic institutions and processes. The report compared the scores and answers of “We the People” finalists to the relevant national sample. The finalists surveyed for the report represented a select, non-representative sample of often high-achievers. However, their results were compared to several representative national samples. Hence, the analyses of the comparative results are only suggestive and not to be generalized to a larger population (Bennett & Soule, 2005).

Billig, Root, and Jesse (2005) conducted a study to compare more than 1,000 high school students who were part of service-learning programs with those who did not go for such programs in schools in the same demographics. The rationale of the study was to have an estimate of the effects of service-learning as compared to conventional teaching methods in the same subjects. The results measured covered several aspects including civic knowledge. Students came from different regions of the United States. More than half of the students in the sample were Latino/Hispanic. Relevant results suggested that service-learning students got higher scores than comparison students on several outcomes. However, most of the differences were not statistically significant. Service-learning students were significantly more likely to claim their intentions to vote. Moreover, teachers who



were more experienced in using service learning were associated with higher civic knowledge, civic dispositions, and efficacy scores.

Students, who participated in direct service, like tutoring or visiting seniors, were more connected to their communities. Students, who were part of political or civic activities, such as circulating a petition or organizing a community forum, got higher score on civic knowledge.

### **2.3 Different Dimensions of Citizenship**

Sink (2002a) defined a multicultural citizen as a person who has the knowledge, attitude and skills to deal with ethnic, cultural, racial and religious differences. Sink (2002a) as well highlighted the commitment to American values, having regard for one's self and others and having a civil and considerate spirit when dealing with people who are not similar to them. He also included a study on 361 social studies teachers which summarized the characteristics of citizen students desired in the American society. According to the study, students need to learn tolerance, open-mindedness, higher order thinking, civic involvement, dealing with controversial issues and finally honoring and implementing the values of the American society.

Another study cited in an article by Sink (2002b) proposed eight characteristics of good citizens, as given by 182 experts. Those were citizens who are members of the global society. They cooperate and strive to fulfill their duties in society; they tolerate and understand cultural differences; and they have critical systematic thinking and nonviolent conflict resolution skills. Good citizens are also willing to defend human rights and to alter their lifestyle, if needed, to protect the

environment. Finally, good citizens participate in politics at all levels, locally and globally.

Akar (2007) identified aspects of citizenship under categories of affection, behavior and cognition. Those were reflected in the surveys he used and were listed as follows: “knowing the laws of the country”, “the ability to debate with others”, “knowing your human rights”, “volunteering in the community”, “knowing good manners”, “knowing the history of the country”, “singing the national anthem”, “protecting the environment”, “taking good care of your health”, “helping needy people”, “respecting others’ opinion and properties”, “sacrifice”, “receiving an education”, “defending the country”, “participation in scouts”, “protests and demonstrations”, “expression of opinion”, “voting”, “paying taxes and respecting laws”, “the feelings of nationalism and patriotism”, “being bound by the laws of the country”, “building national unity” and finally believing that “the country can only exist through consensual agreement”.

Potman and Portman (2002) and Frayha (2003) highlighted national identity and social cohesion as important aspects of citizenship whereas Massara (1999) focused on negotiation skills, acceptance of others and involving citizens in public affairs by believing they can make a difference. The latter theme was also emphasized by Smith (2007), Massarra (1999) and, Billig et al. (2005). Interest in public affairs was considered as an important dimension of citizenship by Massarra (1999), Portman and Portman (2002), Ireland et al (2006) and Lopez and Moore (2006). Involvement in the community was emphasized by Smith (2007), Stott and Jackson (2005), Portman and Portman (2002), Power et al. (2008), WWC Intervention Report (2006), Cleaver et al, (2005), Billig et al. (2005), and Kahne et al. (2008). Finally, typical to the Lebanese context, unity or social cohesion among

the Lebanese society was highlighted as an important aspect of citizenship by Frayha (2003) and Massarra (1999).

## **2.4 Conclusion**

In conclusion, the literature about citizenship in Lebanon highlighted some challenges and urged for research and attention to be given to that issue especially in schools. Research about the West mentioned schools and teachers and their role in citizenship education but also stressed the role of counselors in that. Finally, the different aspects of citizenship discussed helped in a better understanding of the term and made it possible to plan the program to be used by counselors in Lebanon to enhance citizenship among students.

The purpose of this project is to develop a Citizenship Program to be used by counselors for middle school students. The program includes five themes based on the literature review. The objectives are explained along with the procedures, materials as well as discussion questions and ideas for integration with other subjects. The following two chapters describe how the data was collected and analyzed; the last chapter includes the Citizenship Program to be used by counselors.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methods and procedures used for collecting the data of this project which is aimed at studying citizenship education among students and the role of counselors in it. The project is a qualitative study since the data were collected through questionnaires, interview and a pilot study followed by a focus group interview. Also, the literature review about citizenship programs in the West was reviewed to examine the components of a successful program or developing citizenship skills in students. (see Chapter Two)

This project consists of a Citizenship program which contains a set of activities to be used by counselors to promote citizenship among middle school students. The program is designed to be delivered to Lebanese students as the activities which will be discussed in the Lebanese context and will take into consideration the Lebanese culture. Instructions on how to use the program and activities to be launched to fulfill each theme are included in the program description.

#### **3.2 Instruments**

Triangulation was established by using three instruments. The first was the literature review about citizenship education in Lebanon and the West, the role of educators and schools in building citizenship among students and finally the different aspects of citizenship to help in the composition of the Citizenship Program. The second instrument was the questionnaire sent by email or handed in to five

counselors, two civics teachers and an interview with an activities' coordinator in a school in Beirut to discuss the extracurricular activities that relate to citizenship education (see Appendix D). The questionnaires and the interview were conducted to assess citizenship education in Lebanese schools and to identify the challenges faced by educators. However, they could be leading or cause reactions not related to the questions if conducted in unusual settings (Fraenkel and Wallen, 2006)

The third instrument to establish triangulation was the pilot study followed by a focus group interview. A focus group took part in testing the program to evaluate its effectiveness in students' citizenship education. One middle school class, Grade Nine, was presented with one theme. Post activities evaluation which is a focused group interview was conducted to help identify the effectiveness of the Citizenship Program. Pilot studies are helpful in research as they give an idea about the effectiveness of the suggested program in a short period of time and at lower costs and they also give some feedback about the modifications that might need to be done. Focus group interviews might have some flows such as eliciting certain responses that were not intended as the participants hear each others' responses. (Fraenkel and Wallen, 2006).

The three instruments have for aim to integrate the information for the purpose of identifying the components of a successful program and developing citizenship education in middle school students in Lebanon. Each of the instruments used in this study is valid since it meets the purpose of the study. Fraenkel & Wallen (2006) explained validity of an instrument as to determine accuracy of the conclusions drawn from the results of the instrument. The questionnaires given to educators or the interviews with students, and activity coordinator will be based on

their own perception and knowledge, so they are reliable since people are responsible for their own sayings.

### **3.2.1 Questionnaires/Interview**

The questionnaires were to answered by five counselors and two civics teachers. The questions were constructed in order to meet the needs of the researcher, as the latter wanted to investigate the role of counselors in citizenship education in Lebanese schools. The goal was also to assess what schools as well as teachers are doing to enhance citizenship education. After receiving their approval to participate through email, three questionnaires were sent via email to three counselors for convenience reasons. The other questionnaires were handed in since the teachers and counselors work at the same school as the researcher. The teachers' questionnaires were answered in Arabic and later translated by the researcher. An was also conducted in Arabic and translated to English by the researcher. The interview was conducted with the activities' coordinator in a school in Beirut. The interview took place in her office and lasted for 15 minutes.

### **3.2.2 Pilot Study/ Focus Group Interview**

A pilot study was conducted with Ninth grade students in a school in Beirut and that is where the researcher works as a social studies teacher. The purpose of the pilot study was to try out one theme from the Citizenship Program. That was followed by a focus group interview with the students to detect the effectiveness of the experience the students went through. The chosen theme was about accepting others and creating national pride as emphasized by Ghosn and Samia (1998), Massara (1999), and Frayha (2003). They urged the need for teaching our youth

about tolerance, accepting others, building their nationalistic feelings and sense of belonging to Lebanon. The class was chosen based on the schedule and availability of the students. It consisted of seven students in the high school program, which implies that all the students used to live abroad but all come from Lebanese origins. However, the students are very aware of Lebanon's social, economic, political, and historical context.

The pilot study took four sessions to complete and after that a focus group interview was conducted with the students to reflect on their attitudes. (see Appendix E). First, the students were informed about the study in detail and the rationale of the whole project was explained to them. The first three sessions took place on the 28<sup>th</sup>, 29<sup>th</sup>, and 30<sup>th</sup> of November 2011 and were dedicated to implementing the activities. On the 5<sup>th</sup> of December 2011, one session was dedicated for students to present their work about the theme covered. The last session was on the 6<sup>th</sup> of December 2011 and it was dedicated for the focus group interview. Photographs were taken during the implementation of the theme and during students' presentations.

### **3.2.2.1 Implementing the Theme**

Each theme was covered using three activities and each activity took an average of one session with the students. The activities were conducted exactly as stated in the program. Students already had prior knowledge of the theme and content. Since, the students were expected to follow in order to come up with their own conclusions, therefore the objective of each activity was not explained in advance. The materials used were as indicated in the program. The same applied for the procedure and the discussion questions.

### **3.2.2.2 Students' Presentations**

Students presented their assignments about citizenship in one session especially assigned for that purpose. They had two activities to complete. First, they were asked to design a pin that showed their pride in being Lebanese. Red cardboard papers were cut into big circles and distributed to the students in order for them to create their own pin designs. The other assignment was to create an advertisement about Lebanon with the intention of highlighting its special features. The advertisement was to be presented on a cardboard. Students were encouraged to be creative and were given freedom to choose how to design their advertisements. Finally, students presented their assignments to their class mates. The assignments were graded and the seven students got above average scores. The assignments were scored in accordance to the extent that each student met the objective of the assignment. However, they were given freedom to design their own advertisements. Students' work showed that they perceived Lebanon as a special place with its unique features, such as natural scenes, historical ruins, leisure places, as well as the moderate weather. It also showed their pride in their national identity. Pins had mottos like "Lebanese and Proud", "Lebanon, a place like no other!", and "I love Lebanon".

### **3.2.2.3 Focus Group Interview**

The intention of the interview was to evaluate the effectiveness of the pilot study. Accordingly, the questions were mainly about the change that the students encountered as a result of doing the three activities about citizenship. The researcher was looking for change in the affective and cognitive domains thus indicating that the students acquired the objectives of the activities experienced in class.



### **3.3 Ethical Issues**

Two main ethical issues are of concern in this study. First, explaining to all participants (students and educators) about the study and its purpose, then obtaining a verbal consent about their willingness to participate in the questionnaires, interviews, or pilot study. Second, confidentiality will be secured by keeping the identity of participants concealed

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

The objective of this project was to develop a Citizenship Program to be used by counselors for middle school students in Lebanon. The purpose of this chapter is to analyze the collected data, which includes the counselors and civics teachers' questionnaires, interview with activities' coordinator, and a pilot study followed by a focus group interview. The findings will also be compared to the literature review. Results show that although guidance is part of the duties of the participating counselors yet, the role of citizenship education is minimal and informal. As for citizenship education in schools, there is a variation in the responses as some counselors claimed that it is limited to national occasions such as Independence Day. Other counselors stated that it is well integrated in the school curriculum. Counselors' questionnaires also reflected the need for more efforts to be done by educators to enhance citizenship education among students. The students presentations and the focus group interview reflected the success of the pilot study. Below is a detailed data analysis.

#### **4.1 Counselors' Questionnaires**

All the counselors who participated in the questionnaires turned out to be new in the field as their work experience as counselors ranged from two months up to three years ["I've been a counselor for three years." (personal communication, Dec. 7, 2011); "I have been working as a part-time counselor for 2 months now." (personal communication, Dec. 12, 2011). The approaches they follow are eclectic

and of different types according to their preferences or roles.[ I tried to follow the Developmental Comprehensive School Guidance and Counseling approach.”

(personal communication, Dec. 5, 2011); “I follow the Gestalt’s approach in addition to play and art therapy with elementary kids.” (personal communication, Dec. 7, 2011)]. When asked about their duties in school, they all mentioned guidance as part of what they do [“I prepared guidance lessons for grades 1-6. I visit the class during the guidance lessons” (personal communication, Dec. 5, 2011); “I do guidance and group counseling for Intermediate and Secondary classes.” (personal communication, Dec. 7, 2011); “I work with the whole class on preset emotional, social, cognitive, and behavioral objectives” (personal communication, Dec. 12, 2011)]. All of the above mentioned comments are in alignment with the operational definition given by the researcher to a school counselor. A counselor is an educator whose responsibility is to provide guidance to students. Counselors have different tasks in the school setting, including responsive services, guidance programs, system support and individual student planning (Bardhoshi & Duncan, 2009). In sum the participating counselors provide services to all grade levels as follows: one counselor is responsible for Preschool students, three for Elementary, and one for Middle and Secondary schools. One counselor (personal communication, Dec. 5, 2011) mentioned that she assists the English teacher in delivering guidance lessons since they are integrated within the English classes. The Citizenship Program developed by the researcher addresses this concept of integration by means of integrating all the citizenship themes with several subject matters when applicable. One counselor (personal communication, Dec. 7, 2011 (b)) mentioned that guidance lessons are given to meet the developmental, preventive, and remedial needs of students. This idea highlights the role of counselors as described by Bardhoshi and Duncan (2009)

and was taken into consideration by the researcher while developing the Citizenship Program. Another counselor (personal communication, Dec. 12, 2011) also mentioned the emotional, social, cognitive, and behavioral objectives which are also addressed in the Citizenship Program. The counselor who works with Preschool students stated that her role with the students is indirect in the sense that guidance themes are integrated into subject matters (personal communication, Dec. 14, 2011). This does not correspond with Smith (2007) who emphasized the direct role of a counselor with the preschool students in the community service project. This suggests that counselors can be directly involved with students even at Preschool level.

When asked about the role of schools in developing citizenship education, one teacher (personal communication, Dec. 7, 2011 (b)) directly stated that her school does not promote this theme but later gave an elaboration about some activities that are being implemented in her school. This claim goes hand in hand with Frayha (2003) who questioned the role of Lebanese schools in developing citizenship among students. Two counselors (personal communication, Dec. 5, 2011; personal communication, Dec. 7, 2011 (a)) mentioned that citizenship activities are implemented during national occasions only and carried out by the school administration rather than counselors. This claim concurs with Sink's argument (2002b) that the role of counselors is minimal in citizenship education. Two counselors described how their schools are promoting citizenship education ["In Preschool, Citizenship theme is part of the curriculum." (personal communication, Dec. 14, 2011); "I believe my school is indeed performing several activities to promote citizenship education, from the homeroom time in their schedule and the topics discussed, to the chapel time, to the social studies' objectives, and recently to adding

social skills to the elementary time table.” (personal communication, Dec. 12, 2011)].

One counselor (personal communication, Dec. 7, 2011) discussed homeroom time, chapel time, social skills classes, recycling activities, and community service projects are successful experiences in citizenship education. This is congruent with Ghosn and Samia (1998) and Ghosn (2005, 2010) who described successful experiences about Lebanese schools that are promoting citizenship education among students in Lebanon. The themes discussed by the counselor such as recycling, community service, creating public awareness, teaching students about their responsibilities as citizens, accepting others, and being aware about the consequences of their behaviors are all themes tackled in the Citizenship Program developed by the researcher based on the literature review as well.

When asked about their role in citizenship education, three counselors (personal communication, Dec. 5, 2011; personal communication, Dec. 7, 2011(b); personal communication, Dec. 14, 2011) indicated that they don’t have a role in that while one (personal communication, Dec. 7, 2011(a)) claimed to have “ some discussions” and the other (personal communication, Dec. 12, 2011) claimed that she does have a role through being a “role model” herself a good citizen. These findings show that counselors are not having a role in citizenship education as Sink (2002b) explained and this models the rationale of the project, that is providing insight about different themes and activities that would help counselors in developing citizenship among Lebanese middle school students.

When asked about the different activities done by schools about citizenship education, one counselor (personal communication, Dec. 5, 2011) mentioned lessons on leadership that are not directly linked to the Lebanese context. Other counselors

(personal communication, Dec. 7, 2011(a); personal communication, Dec. 7, 2011(b); personal communication, Dec. 12, 2011; personal communication, Dec. 14, 2011) explained about developing a sense of belonging, singing the national anthem at school, Independence Day activities, recycling projects, exploration field trips, inviting public speakers who help the community, and community service projects. Some activities are only occasional such as celebrating Independence Day while other activities are done more often. Further research is recommended to investigate the intensity, frequency, and procedures of those activities in order to test how effective and sufficient they are in helping the Lebanese students develop their citizenship. Akar (2007) recommended nonstop research about citizenship education in schools whereas Frayha (2003) questioned the schools' role in enhancing citizenship among students.

When asked about their recommendations for enhancing citizenship education, all counselors who participated in the questionnaires did not mention any recommendations concerning their role in enhancing citizenship but rather their comments were general. Only one counselor mentioned educators in general ["Provide educators with material activities and resources relevant to the topic." (personal communication, Dec. 7, 2011)]. Again, this finding explains the rationale behind this project; that is to involve counselors in citizenship education. The counselors recommended creating a national identity among students, emphasizing tolerance, teaching about Lebanon's special features, visiting places in Lebanon, implementing community service projects, providing materials, resources, as well as activities for educators, providing good role models as teachers, incorporating clear set objectives to develop citizenship among students into the schools' mission, and providing the students with opportunities to practice what they learn about in

citizenship lessons. Finally, one counselor mentioned the civics program in the Lebanese curriculum (personal communication, Dec. 14, 2011). She believes it needs enrichment ideas that cover all the grade levels. All the above recommendations reflect what was explained in the literature review about Lebanon where Frayha (2003), Massarra (1999) and Kostanian (1999) highlighted the role of teachers and school curricula in citizenship education. Also the recommendations are congruent with the themes developed by the researcher in the Citizenship Program.

## **4.2 Civics Teachers' Questionnaires**

The civics teachers interviewed are experienced in the field as both have been teaching for more than ten years (personal communication, Dec. 14, 2011 (a); personal communication, Dec. 14, 2011 (b)). When asked about the Civics curriculum for the middle school, they just mentioned few of the themes being taught [“They learn about the government and values related to public servants along with other different topics like the role of Lebanon in NGOs. “(personal communication, Dec. 14, 2011(a)); “Students learn about United Nations, public servants and the government. They also learn about social values, public affairs, and NGOs like the Counsel of Arab Nations.” (personal communication, Dec. 14, 2011)]. These are the challenges the participating teachers face in teaching civics education: the subject is perceived as dry by both teachers and students, it involves some politically sensitive topics, students lack analytical skills and background knowledge about the subject matter. Moreover, both teachers agreed that they face problems with students’ memorization of certain required terminologies or laws and the fact that the subject is perceived as ideal and unrealistic by both teachers as well as educators. This last idea corresponds with Akar’s finding in his third survey where students found

hypocrisy between what they learn and the outside political world which causes them to be unmotivated to learn civics (Akar, 2007).

When asked about their recommendations to promote citizenship education in Lebanon, one teacher highlighted the idea that there are other factors than education that influences citizenship in Lebanon (personal communication, Dec. 14, 2011(a)). This idea matches with Joseph (2005), Frayha (2003) and Akar (2007) who also discussed the outside political factors in Lebanon as agents that affect citizenship education in Lebanon. That same teacher recommended modification in the civics program and that agrees with the recommendations of Massara (1999) and Rihani (1999). The other teacher recommended that citizenship education need to be taught at very early ages (personal communication, Dec. 14, 2011(b)) and those ideas goes with Kostanian's recommendation (1999). The teacher also recommended that civics education be given special attention by parents, schools, and the Lebanese curriculum itself. This concurs with Joseph (2002) who stressed the role of the family in enhancing citizenship and Brand (2007) who asked for serious actions to be taken regarding citizenship in Lebanon. The teacher also urged the introduction of more projects and field trips to the students' programs. The Citizenship Program developed by the researcher would be a helpful tool in that matter.

#### **4.3 Activities' Coordinator Interview**

The activities' coordinator in a school in Beirut shared her experience about the activities she is implementing in school with students. She mentioned awareness lectures about drugs, alcohol, and driving, community service project about spending quality time with disabled students at a center, fundraising for needy people in the community, and environmental awareness activities such as the recycling project



and a tree planting activity in school, and cleaning the Lebanese coast (personal communication, Dec. 19, 2011). All the above activities are directly related to citizenship education, however, that was never mentioned by the coordinator. The concept of citizenship was never discussed as a goal behind the activities. The only objectives mentioned were empathizing with others, helping the community, and teaching students that they can have an active role and make a difference in their society (personal communication, Dec. 19, 2011). Those objectives are also linked to citizenship but were never mentioned in that regard by the coordinator. This raises a question about educators' awareness about citizenship education and this idea was cited by Frayha (2003), Ghosn (2005) and Rihani (1999) as they all urged for educators' training in that matter.

The community service project implemented in that school is only recommended for Grades 10 and 11. The coordinator explained the rationale being that Grade 9 and 12 have official exams and such an activity might distract them. As for younger students, the coordinator shared concerns about parents not accepting their children to participate in such activities. She also added that several NGOs she contacted did not show enough willingness to help in activities that needed their cooperation (personal communication, Dec. 19, 2011). All the above ideas highlight the need for more action to be taken regarding citizenship education and that should entail all levels, starting with schools, parents, as well as outside agents such as NGOs. This confirms the civics teachers' and counselors' recommendations who urged for more action to be taken on all levels to enhance citizenship education among students in Lebanon. The literature review also emphasized that concept where Brand (2007), Joseph (2002), Frayha (2003) and Kostanian (1999) demanded

more involvement from schools and other outside agents to enhance citizenship education among students in Lebanon.

#### **4.4 Pilot Study**

During the implementation of the pilot study, students were found to be enthusiastic and actively involved in the activities. The researcher herself was positive about seeing her theme being implemented in such a constructive environment. Students' presentations about their assignments reflected success of the themes' objectives as they showed students' pride in being Lebanese and recognized Lebanon as a country with special features such as natural scenes, diverse historical ruins, leisure places, as well as having a moderate weather.

As for the focus group interview held by the researcher with the students to evaluate the effectiveness of the pilot study, students' answers reflected that the objectives of the theme delivered by the researcher were met. Answers about the first activity showed that all students grasped the concept that there is an identity that brings the Lebanese people all together and that is the Lebanese identity ["we better focus on our identity as Lebanese"; "I felt a sense of unity among Lebanese citizens"; "we will all come together as Lebanese citizens"; "they do share a lot of things in common as Lebanese"; "I felt a sense of unity"]. They also saw that this fact does not contradict the sense of belonging that one may have towards their own religion. Students also showed how they learned that there are many similarities between the two main religions in Lebanon and how valuable it is to accept others and have one common identity, the Lebanese one ["there are many similarities among Islam and \Christianity"; "the others are people just like us"; "I started seeing more similarities among both religions"]. Two students went further and expressed

their unhappiness about how they see the situation in Lebanon where there is not enough nationalism among the Lebanese citizens [“we are too ignorant to value it”; “I felt unhappy”] (personal communication, Dec. 6, 2011).

The second activity was also a success as students described the changes they encountered after participating in it [“I learned to respect others’ opinions”; “people have different angles from which they see things”; “I learned not to blame others for being different”]. They all met the objectives since they all concluded that people have different perceptions, and that they cannot consider perceptions that are different than their own as wrong. One student went deeper in his analysis and concluded that he learned to investigate further before making judgments (personal communication, Dec. 6, 2011).

The third activity’s objectives were also met and that was reflected in the students’ answers where awareness about Lebanon’s special features counteracted their preconceived negative ideas, resulting in more balanced perceptions. They used positive words such as “pretty”, “beautiful”, “admired”, “beauty”, “loved”, “survivor”, “still standing”, “natural beauty”, and “nice architecture”. Students were also aware about the negative aspects of Lebanon as they used words like “problems”, “wars”, “pollution”, “went through a lot [of problems]” (personal communication, Dec. 6, 2011).

Students also shared their feedback about the assignments and presentations. They felt that they were given an opportunity to show their pride in being Lebanese, they learned about new places in Lebanon, and were able to see the bright side of Lebanon. Hence, their feedback showed positive results regarding both the pilot study and the theme chosen from the Citizenship Program [“I learned to see that Lebanon has its positive features”] (personal communication, Dec. 6, 2011).

## **4.5 Suggestions and Recommendations**

Future research is needed to investigate larger samples of schools, students, teachers, as well as counselors instead of only depending on questionnaires answered by five counselors, two civics teachers, one activities coordinator, and seven students. The pilot study was also restricted to one class in the middle school and covered only one theme from the Citizenship Program.

## **4.6 Conclusion**

In conclusion, the results derived from the data collected show that counselors in Lebanon are not participating in citizenship education. Schools themselves seem not to be consistent in delivering citizenship education. In addition, Civics teachers are also facing challenges in teaching citizenship education. The pilot study showed positive results as the students reflected that in the focus group interview. All the data collected was congruent with the literature review. In conclusion, schools need to be more active in planning and delivering citizenship education to the Lebanese students and this should be accomplished by teachers, counselors, as well as the curricula.

## **CHAPTER FIVE**

### **THE CITIZENSHIP PROGRAM**

*Be the change you would love to see in Lebanon*  
*A kit of 15 activities to enhance citizenship in our children in the middle school*

## **5.1 On Accepting Others/ Creating National Pride**

### **5.1.1 See???**

Objective: To conclude that others' points of view can be right even if they are different from ours.

Materials: Different items from the classroom (chalk, markers, pencil cases, globe, stapler, eye glasses, bag.....)

Procedure:

- 1- Seat students in a U shaped setting or let them sit on the floor and form a circle.
- 2- Place a table in the middle of the U shaped desks and put on it a bunch of objects (materials). Place them all on each other.
- 3- Ask students to look at the bunch of objects and write down what they see of the objects, their position, direction....
- 4- Let students read out loud their own perceptions of the items in front of them.
- 5- Compare different answers.

Discussion questions:

- 1- What similarities did you find with your classmates' descriptions?

What differences?

- 2- Can we say that some descriptions can be right while others wrong?

Why or why not?

- 3- What can we learn from such an exercise?

- 4- How can we apply this conclusion to our daily life? Our political life?

Our media in Lebanon?

Suggested ideas for integration with other subjects:

Art: Draw an item from different perspectives and compare pictures.

History: Compare how many events were viewed differently by historical figures leading to either conflicts or negotiations.

Drama: Practice different roles seeing events from different perspectives.

Language arts: Write about situations where things can be seen from different perspectives.

Math: space geometry: Help students see figures from different angles.

### **5.1.2 Lebanese!**

Objective: To realize how many things bring us together in Lebanon other than religion.

Materials: Board, marker, pictures, sticky tags

Procedure:

- 1- Draw a table of three columns under the title ( Muslims, Lebanese, Christians)
- 2- Display pictures or items such as the following: Cross, Koran, church, mosque, bible, Druze Star, Baalbeck ruins, beach, Jeita grotto, Cedars, people working, people eating, and people having entertainment activities..... feel free to get more pictures.
- 3- Ask students to stick pictures in the right columns on the table that was drawn on the board.
- 4- Discuss how many things bring us together as Lebanese people thus create the identity of being Lebanese.
- 5- Show how having a religious identity does not contradict our Lebanese identity.

6- Ask students to design their own pin that says "Proud to be Lebanese"

Discussion:

- 1- How much time do we spend doing activities from the "Lebanese" category?
- 2- What happens to Lebanon if we stick to the religious identity ignoring ourselves as Lebanese citizens?
- 3- How can we enjoy both our religious and citizenship identities?
- 4- Challenging question: What similarities can we find between Christian and Muslim columns? How do both contribute to give Lebanon its unique identity?

Suggested ideas for integration with other subjects:

Language arts: Write about the Lebanese culture; read poems and novels about Lebanon.

Art: Draw different aspects of Lebanese culture. Create models of Lebanese heritage.

Drama: Act Lebanese plays (Rahbani for example)

Dance: Learn Dabkeh

Music: Get to learn about famous Lebanese musicians, artists, singers... especially those who represent Lebanon and perform works of art about it.

Social sciences: Since the curriculum in Lebanon is mainly about Lebanon, feel free to integrate this theme whenever possible...

### **5.1.3 With Pride!**

Objective: To develop national pride in students through perceiving themselves as Lebanese with special features.



Materials: Pictures of Lebanese special features or places. (Ancient sites, ruins, nature, cedars, mountains, sea, caves, tourist destinations...)

Procedure:

- 1- Ask students to name countries they have visited or read about.
- 2- Make them list and discuss special features of those countries including both positive and negative aspects of living there
- 3- Ask them what special features they can identify for Lebanon including both negative and positive aspects of living in Lebanon.
- 4- Help them by showing pictures of places or features about Lebanon.
- 5- Conclude by how each country has its own special features and how Lebanon is as special.
- 6- Ask students to design their own poster to advertise Lebanon as a very special place.

Ideas for integrating with other subjects:

Use ideas from above activity. Also you can arrange field trips to historical places and touristic sites. Connect those places to historical events and make sure to enhance student's appreciation of the Lebanese heritage.

## **5.2 Environmental Awareness**

### **5.2.1 Look Around!**

Objective: Show the students how we are affected by our surrounding or environment.

Material: Three fresh apples, one rotten apple, green ribbons

Procedure:

1- Get the apples to class. Put each two in separate boxes. It will end up having 2 healthy apples in one box and the other box will have one fresh apple and one rotten.

2- Tell students that they'll be observing them every day to note the changes.

3- Keep the apples in class until students notice how the rotten apple will negatively affect the other one while the other box will remain healthy for a longer time.

Discussion:

1- How did the rotten apple influence the healthy one?

2- How would our environment influence us if it's polluted?

3- What can be done to protect us from the harm of pollution?

4- Conclude by giving out green ribbons to be put as awareness symbols.

Ideas for integration with other subjects:

Science: Teach about environment and pollution. Link to the Lebanese context. Arrange field trips to colleges that teach environmental health as majors. They will offer great resources.

Language arts: Write about pollution and suggest ways to control it.

Social studies, especially in civics and geography. You can always integrate the topic of environment and our duties as citizens to protect our country. Help students recognize that environmental issues need global cooperation.

Art: Create posters that reflect awareness about environmental issues.

### 5.2.2 I Love Nature!

Objectives: To establish an emotional attachment between nature and children through engaging them in outdoor activities that involves all the five senses.

Procedure:

1- In class, explain to the students that they will be going to a trip in nature to explore different aspects of it in Lebanon using their five senses. Give them some instructions about meditation and involving all the five senses in the activities to follow.

2- Take the children to a natural place where they can see plenty of natural scenes (mountains, greenery, caves, rivers....).

3- Spend the day doing activities that enhance their appreciation of nature. A list of suggestions is given below:

- a- Lay back and meditate looking at the clouds/stars silently.
- b- Smell different kinds of leaves, plants or flowers.
- c- Listen to the natural voices of nature (water, birds, leaves moved by the wind).
- d- Hug a tree and touch its different parts while eyes wrapped and try to identify it after opening their eyes.
- e- Lunch can be all natural and can be prepared by students and teachers (fruits and vegetables).
- f- At the end of the day students can collect a set of leaves or flowers of different colors or shades to create their own collage or bookmarks.

Ideas for integration with other subjects:

Art: Draw a natural scene from Lebanon. Create a collage made of natural material. Make models of trees or flowers that we have in Lebanon

Music: Create a tune out of natural voices. Listen to Lebanese songs that sing for nature.

Language arts: Write poems or essays about nature in Lebanon. Read about the topic.

Drama: Role play different elements of nature (animation). Include emotions. How would mountains and rivers feel?

### **5.2.3 Action Action Action!**

Objectives: To provide students with opportunities to enhance their environmental awareness through activities that accentuate the dangers entailed in damaging the environment. Also, students are expected to feel rewarded when positively helping preserve their environment.

Procedures:

1- Have recycling bins in each class where students can place unneeded papers for recycling. They will notice how large the amounts of paper are and feel relieved they are not throwing them away.

2- Have students plant their playground with different kinds of trees or flowers. Watching them grow will give them excitement and appreciation.

3- If possible assign an area in the school to grow vegetables and fruits. Students will enjoy picking them up to create their own fruit salad or vegetables salad.

4- Let the school be an environmental friendly setting. Save electricity, preserve fresh water, use recycled materials...

Integration with other subjects: Create community service classes and let the environment in the school and Lebanon in general be part of the themes.

Science: Teach students how to recycle, plant... Explain how we can preserve our environment by saving resources.

Social sciences: One of the themes learned is about the environment. Make sure to work on the three domains (affective, cognitive and behavioral) as this topic is being taught.

Create a newspaper especially for the school where environmental issues are followed up, discussed and highlighted. Reward those who show awareness and commitments to environmental issues by giving awards or publicly announcing their achievement.

## **5.3 On Respecting Laws**

### **5.3.1 It's Your Choice**

Objective: To recognize that one's behavior is a choice among other options.

Materials: Two puppets

Procedure:

1- Ask students if they know how puppets perform. Discuss the fact that puppets don't work by themselves, but are moved by others. Ask 2 students to demonstrate that.

2- Let them create situations where one is supposed to choose between following laws/rules or breaking them. Below are some suggested scenarios:

- a- Stopping at traffic lights
- b- Finding 100,000LL on the floor
- c- Walking around in Spinneys vandalizing products
- d- Starting a fist fight at Dunes

e- Shop lifting at Mango

3- Ask students to generate events by asking them, “What would happen next?”

4- Conclude by showing how we do have options to behave according to laws or to violate them.

Discussion:

1- Do you think those puppets have a choice about how to behave?

2- Do you think people do have the choice about how to behave?

3- Did the puppets act the same way in all situations? What different behaviors did they show?

4- Can you remember a time when you were asked to do something and you did not abide? Does this tell you that you do have the choice of how to behave?

5- If you do have the choice of how to behave, what kinds of choices are better for you? Following or disobeying laws?

Ideas for integration with other subjects:

Social studies: You can always link such an activity to civics classes and history by showing live examples of how people behaved in history and what the consequences of their actions were. Civics classes would help in teaching and enforcing how laws need to be followed, how they are designed for our own good and how they need to be modified according to our needs.

Language arts: Read stories about the topic. Write essays about it. Watch movies, read articles from daily newspapers.....

Drama: Create plays that highlight how laws are to be followed, how they are made for our sake and how they can be modified according to our needs....

Last but not least, the school atmosphere needs to implement this spirit by being consistent, democratic and firm.

### **5.3.2 Cause and Effect**

Objective: To recognize cause and effect with regard to respecting laws/rules.

Material: Cause and effect situation cards

Procedure:

- 1- Explain cause and effect situations. Because something happens, another thing takes place as a reaction.
- 2- Demonstrate this idea by giving examples such as I throw a ball, the window glass is broken, I shout at my mom, she gets angry and I'm grounded....
- 3- Distribute situation cards among students. Every 2 students get one situation card. Students will analyze the situation and determine their cause and effect patterns. They will role play them in front of the class.

Discussion:

- 1- In each of the situations, did the cause or the effect come first? Give examples.
- 2- Can you think of other effects if the causes were different? Give examples:
- 3- Do you have any personal experiences to share?
- 4- Explain that rules that parents and school have for us are kind of similar to those our country laws ask from us.

Samples of situations to be written on cards:

- 1- Cheating on exams

- 2- Talking in class when you are not expected to
- 3- Coming to class with missing materials
- 4- Missing the bus
- 5- Vandalizing school property
- 6- Staying up late on the internet
- 7- Talking on the phone without watching the bill
- 8- Shouting at your parents or teachers
- 9- Hurting your friends' feelings
- 10- Procrastinating

Ideas for integration with other subjects:

Cause and effect can be linked to all subjects as well daily life. Every teacher can highlight and teach the skill of linking causes and effects.

### **5.3.3 It's Serious!**

Objective: To show students the severity of the consequences of breaking laws.

Materials and procedures:

- 1- Media productions about people who were sent to trial and/or prison as a result of law violation, or, people who lost their health or life as a result of law violation. You can use newspapers, pictures, videos...
- 2- Invite NGOs to school to do their awareness presentations about laws in Lebanon (drugs, traffic, delinquency...)
- 3- Invite guests to talk about their experience of violating laws and let them discuss the consequences of their actions.



4- Invite specialists to share their own vision through their job experiences (lawyers, policemen, judges...)

Discussion:

- 1- What consequences do you see as results of violating laws?
- 2- Why are laws created?

Ideas for integration with other subjects: Use above ideas.

## **5.4 On Public Awareness**

### **5.4.1 “Chinese” Telephone**

Objectives: To show how news spread and often reach people inaccurately, and so create awareness that one should not believe all that one hears.

Procedure:

- 1- Let a group of students (minimum 10) stand in a line, on the side of each other.
- 2- One student at the edge of the line will whisper a meaningful sentence to the person standing next to him/her.
- 3- That person will have to say the same sentence that he /she heard to the person next to them
- 4- Continue like that until the whole group gets the message delivered to them.
- 5- The last person is to say the sentence they heard out loud. Many times the sentence will be distorted showing how news spread to become distorted.

Discussion:

- 1- What can you conclude from the activity?
- 2- Why is it important to check before we believe what we hear?

3- What might happen if we believe all what we hear?

- Discuss how these conclusions apply to media like TV, radio and newspaper.

- Give examples about situations in Lebanon. Make sure the examples are objective and balanced.

- Conclude by how we need to filter our sources and follow news critically so we don't get deceived by what we hear.

Ideas for integration with other subjects:

Language arts: Read about rumors and how they spread. Write about it.

Social studies: Share examples from historical events.

Psychology or counseling: Teach about how people can distort reality.

#### **5.4.2 I Participate Too!**

Objective: Help students explore their interests in order to encourage participation in public affairs.

Materials and procedures:

1- Discuss with students how participating in public affairs is one aspect of being active citizens.

2- Help students explore different fields in which they can participate in public affairs.

3- Get them resources such as names of organization in Lebanon, presentations about different organizations, applications...

4- Organize visits to organizations where students can see what it is like to work there.

Different fields/organizations that can be discussed/suggested:

- Environment ( Green Peace)
- Social work ( Red Cross- Youth section)
- Scouts
- Orphanages
- Centers for people with disabilities
- Elders' shelters

Discussion:

- 1- What areas do you find interesting for you?
- 2- How would it make you feel if you spend some time doing such activities that would benefit you and your community as well?
- 3- How would participation in such activities benefit you on the personal level?
- 4- How would participation help others as well? What about Lebanon as a whole?
- 5- What would hinder you from participation in public affairs? How would you overcome such obstacles?

Make sure to highlight that participating in such activities would help students develop their social skills as well as their emotional, cognitive and developmental entities. It would also help them avoid developing maladaptive habits or lifestyles.

Integration in school setting:

- Creating scouts group in school.
- Helping students in the technical steps to apply for such organizations.
- Reward them for being active (awards, public display...)

- They can write about their experiences in school newspaper or language arts classes.
- Create community services classes or have them as extracurricular.

### **5.4.3 I Want to Know**

Objective: To develop awareness that being informed about the affairs in one's community would make the individual a better, more involved, and aware citizen.

Procedure:

- 1- Provide students with 2 situations. One they know about well and one they don't have much background about. For example discuss an event that is currently happening in school and everybody knows about. Discuss another topic that they don't much about.
- 2- Show students how they can be better judges when they are informed about the topic in discussion.
- 3- Highlight the fact that they cannot give much input when they are not well informed and thus they won't have chance to participate well or judge or even make a constructive input in such situations.
- 4- Conclude how the situation can be the same when they don't know much about what is going on in their community or country.
- 5- Brainstorm ways on how they can be better informed about the events going on in Lebanon. (media is the tool)

Discussion:

- 1- How did you feel as you discussed a topic you have background about? What about the topic you don't know much about?

2- How does it help you if you know about public events? What if you don't really know much?

3- How would you help your country if you know what is going on?  
How would you hurt your country if you are not well informed?

Ideas for integration with other subjects:

Teachers in all subjects need to be updated and make it a trend to bring recent events and news to the classroom. Integrating media and technology in all subject matters and linking recent events in all domains to the school curricula will help students develop this skill and enjoy learning more.

## **5.5 Believing You Can Make a Difference**

### **5.5.1 Its Either All or Nothing**

Objective: To explore the negative effects of unrealistic expectations.

Materials: "Karim and his Dream" story

Procedure: read the story and discuss.

"Karim and His Dream"

Karim is a Lebanese. He is always nagging about how life is in Lebanon. He complains about the traffic, the chaos, the corruption, the limited income... He has a dream of seeing Lebanon such a perfect place with no problems or challenges. He wants all politicians to be conscientious, the economy as perfect as can be. Being unsatisfied with the situation, he decided to leave to another country hoping to find the utopia he is dreaming of. He goes to different countries and he ended up recognizing that there is no such place. Perfection does not exist. Finally he decides to go back to Lebanon. At least, that's his mother country!

## Discussion

- 1- What do you think about Karim's expectations?
- 2- What does it mean to be perfect? Does perfection exist? Does utopia exist?
- 3- What are Karim's unrealistic expectations?
- 4- What was the result of Karim's unrealistic expectations?
- 5- What unrealistic expectations do you have about Lebanon?
- 6- What alternative expectations can you have so you would feel better?

Ideas to integrate in school setting:

Language arts: Help students explore unrealistic expectations by observing them around and writing about them.

Social Studies: Highlight examples of leaders or people who had such attitudes and show how they ended up.

Last but not least, educators themselves should free the kids of unrealistic expectation! Parents as well need to be aware of this cognitive distortion. The school can help in educating students as well as parents

### **5.5.2 Pick Your Battles**

Objective: To distinguish between controllable and uncontrollable situations.

Procedure:

- 1- Brainstorm with the students the problems that bother them about Lebanon
- 2- Discuss several solutions to the problems

3- Categorize the problems as with in control or beyond control, or as simple or complicated based on the time needed, effort and people involved in the suggested solutions.

4- Show them that some problems are easier to solve than others, some need more time and others need cooperative effort while others are more related to international politics....

5- Focus on how we as citizens can work on situations that we can have control over and how we can leave others to people concerned.

6- Conclude by how our perceptions of the situations can play a big role in our feelings and reactions.

Ideas for integration in other subjects

Teachers of all subjects can highlight this skill of teaching children to distinguish between situations that can be controlled and situations that need other skills such as cooperation, cognitive restructuring and acceptance.

### **5.5.3 Change Can Start with You**

Objective: Show that positive change begins with oneself and expand to positive changes in the environment and community.

Procedure:

1- Discuss the ripple effect and show pictures of ripples to illustrate the idea visually. Explain that being positive will definitely yield to positivity in the surrounding.

2- Discuss examples of how one can be positive and help Lebanon become a better place (at home, in the street, in school, volunteer work, social work, community service, following laws...)

3- Conclude by giving examples about people who could make a big positive change in their nation just by believing a cause. For example Gandhi, Martin Luther King Jr, Martin Luther, Rosa Parks....

Ideas for integration in other subjects:

Teachers of all subjects can teach about people who made great changes in their lives or field of study. Let students get to know such people, read about them and understand that passion, perseverance and commitment made those people leave a big trace in our lives. This applies to all subjects matters.



## REFERENCES

- Akar, B. (2007). Citizenship education in Lebanon: An introduction into students' concepts and learning experiences. *Educate*, 2(7), 2-18.
- Bardhoshi, G. & Duncan, K. (2009). Rural school principals' perceptions of the school counselor's role. *The Rural Educator*, 30(3), 16-24.
- Bennett, S. F., Soule, S. (2005, April). We the people: The citizen and the constitution 2005 national finalists' knowledge of and support for American democratic institutions and processes. Center for Civic Education. Retrieved from <http://www.civiced.org/research/pdfs/NationalFinals2005.pdf>
- Billig, S.H., Root, S. & Jesse, D. (2005). *The impact of participation in service-learning on high school students' civic engagement (CIRCLE Working Paper 33)*. Medford, MA: Center for Information and Research on Civic Learning and Engagement.
- Brand, L.A. (2007, February). *State, Citizenship, and Diaspora: The Cases of Jordan and Lebanon*. (Working Paper 146) University of California: San Diego. Retrieved from [www.ccis-ucsd.org/publications/wrkg146.pdf](http://www.ccis-ucsd.org/publications/wrkg146.pdf)
- Clark, S.N. & Clark, D.C. (1994). Perspective on middle level education past and present. In *Restructuring the Middle Level School: Implications for School Leaders* (pp.5). Albany: State University of New York Press.
- Cleaver, E., Ireland, E., Kerr, D. & Lopes, J. (2005). *Citizenship education longitudinal study: Second cross-sectional survey 2004. Listening to young people: Citizenship education in England*. Research Report RR626. UK: National Foundation for Educational Research
- (CNCS) Corporation for National and Community Service. (2006, March). *Education for active citizenship: Service-learning, school-based service, and civic engagement*. Brief 2 in the Youth Helping America Series. Washington, Dc
- Dollarhide, C. T., Gibson, D.M., & Saginak, K.A. (2008). New counselors' leadership efforts in school counseling: Themes from a year-long qualitative study. *ASCA/ professional school counseling*, 11(4), 262-271.
- Flom, B.L. & Hansen, S.S. (2006). Just don't shut the door on me: Aspirations of adolescents in crisis. *Professional School Counseling*, 10(1), 88-91
- Fraenkel, J. & Wallen, N. (2006). *How to design and evaluate research in education* (6<sup>th</sup> Ed.). Boston: McGraw-Hill.
- Frayha, N. (2003). Education and social cohesion in Lebanon. *Prospects*, 33, 1.

- Ghosn, I. & Samia, E. (EDs.). (1998). *Weaving the fabric of peace: Tolerance, justice and the child*. Byblos: LAU
- Ghosn, I.K. (ED.). (2010). *Education & youth building peace: Stories from in and out of school*. Lebanon: IPJE LAU
- Ghosn, I.K. (2005). *Towards a culture of peace through teacher education: Handbook for workshop facilitators*. Byblos: IPJE LAU
- Ireland, E., Kerr, D., Lopez, J., & Nelson, J. (2006). *Active citizenship and young people: Opportunities, experiences and challenges in and beyond school citizenship education longitudinal study*. Research Report RR732. UK: National Foundation for Educational Research.
- Joseph, S. (2002, April 8). Gender and Citizenship in the Arab World. *Concept Paper*, 1 – 47.
- Joseph, S. (Summer, 2005). Teaching rights and responsibilities: Paradoxes of globalization and children's citizenship in Lebanon. *Journal of Social history* 38(4), 1007 – 1026
- Kahne, J., College, M. & Spote, S. (2008). Developing Citizens: The impact of civic learning opportunities on students' commitment to civic participation. *American Educational Research Journal*, 45, 738-766.
- Kostanian, G. (1999). The reality of citizenship education in Lebanon. In W. Mubarak, S. Joseph, & A. Massarra (Eds.), *Building citizenship in Lebanon* (pp 221-252). Beirut, Lebanon: LAU
- Lopez, M., & Moore, K. (2006). Participation in sports and civic engagement. Fact sheet. *Center for Information and Research on Civic Learning and Engagement (CIRCLE)*, University of Maryland, Retrieved from ERIC database.
- Massarra, A. (1999). Civics education curricula: New philosophy, training and creativity. In W. Mubarak, S. Joseph, & A. Massarra (Eds.), *Building citizenship in Lebanon* (pp 221-252). Beirut, Lebanon: LAU
- Micheal, C.N. & Young, N.D. (2005). Seeking meaningful school reform: Characteristics of inspired schools. Retrieved from [www.eric.ed.gov/PDFS/EDL90677.pdf](http://www.eric.ed.gov/PDFS/EDL90677.pdf)
- Portman, T., & Portman, G. (2002). Empowering students for social justice (ES [squared] J): A structured group approach. *Journal for Specialists in Group Work*, 27(1), 16-31.
- Power, A., Roney, K., & Power, F. (2008). Orienting to the public good: Developing a moral self in the middle grades. *Research in Middle Level Education Online*, 31(6), 1-13.

- (QIA) Quality Improvement Agency. (2007). *More than volunteering: Active citizenship through youth volunteering*. UK: LSN
- Rihani, M. (1999). Citizenship education in Lebanon: Three conditions for success. In W. Mubarak, S. Joseph, & A. Massarra (Eds.), *Building citizenship in Lebanon* (pp 221-252). Beirut, Lebanon: LAU
- Schulz, W. (2007, September). *An international perspective on active citizenship among lower secondary students: Concepts and measures developed for the IEA Civic and citizenship*. Paper prepared for the ECPR General Conference in Pisa (Italy).
- Schulz, W. (2010). *Explaining differences in civic knowledge across 38 countries*. Paper prepared for IEA Research Conference.
- Sink, C. (2002a). Comprehensive guidance and counseling programs and the development multicultural student- citizens. *Professional School counseling*, 6(2) 130-137.
- Sink, C. (2002b). In search of the profession's finest hour: A critique of four views of 21<sup>st</sup> century school counseling. *Professional School Counseling*, 5(3) 156-163.
- Smith, M. (2007, April 20). Improving community involvement and citizenship among elementary school students through service learning experiences. Retrieved from [http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED497403&ERICExtSearch\\_SearchType\\_0=no&accno=ED497403](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED497403&ERICExtSearch_SearchType_0=no&accno=ED497403)
- Stott, K., & Jackson, A. (2005). Using service learning to achieve middle school comprehensive guidance program goals. *Professional School Counseling*, 9 (2), 156-159.
- Van Vliet, L.W. (1999). *Media skills for middle schools: Strategies for library media specialists and teachers* (2<sup>nd</sup> Ed.). Colorado: Libraries unlimited. INC.
- Wavering, M.J. (ED). (1995). *Educating Young Adolescents: Life in the Middle School*. NY: Garland Publishing. Inc.
- (WWC) What Works Clearinghouse. (2006, September 28<sup>th</sup>). Skills for Adolescence. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=284>

# APPENDICES

## Appendix A The Program

The program consists of five themes and each theme has three activities. The themes are about accepting others and creating national pride, creating public awareness, protecting the environment, respecting laws and believing we can make a difference. Below is a sample of one activity taken from the theme “Creating National Identity”

### LEBANESE!

Objective: To realize how many things bring us together in Lebanon other than religion.

Materials: Board, marker, pictures, sticky tags

Procedure:

- 1- Draw a table of three columns under the title ( Muslims, Lebanese ,Christians)
- 2- Display pictures or items such as the following: Cross, Koran, church, mosque, bible, Druze Star, Baal beck ruins, beach, Jeita grotto, Cedars, people working, people eating, and people doing entertainment activities..... feel free to get more pictures.
- 3- Ask students to stick pictures in the right columns on the table that was drawn on the board.
- 4- Discuss how many things bring us together as Lebanese people thus creating the identity of being Lebanese.
- 5- Show how having a religious identity does not contradict our Lebanese identity.
- 6- Ask students to design their own pin that says ,”Proud to be Lebanese”

Discussion:

- 1- How much time do we spend doing activities from the “Lebanese” category?
- 2- What happens to Lebanon if we stick to the religious identity ignoring ourselves as Lebanese citizens?
- 3- How can we enjoy both our religious and citizenship identities?
- 4- Challenging question: what similarities can we find between Christian and Muslim columns?

Suggested ideas for integration with other subjects:

Language arts: Write about Lebanese culture, read poems and novels about Lebanon.

Art: Draw different aspects of Lebanese culture. Create models of Lebanese heritage.

Drama: Act Lebanese plays (Rahbani for example)

Dance: Learn Dabkeh

Music: Get to learn about famous Lebanese musicians, artists, singers... especially those who represent Lebanon and perform works of art about it.

Social sciences: Since the curriculum in Lebanon is mainly about Lebanon, feel free to integrate this theme whenever possible...

## **Appendix B**

### **Counselor's Questionnaire**

Name of School: \_\_\_\_\_

- 1- How long have you been a counselor? What approach do you follow?

---

---

---

- 2- Kindly describe your duties at the school.

---

---

---

- 3- With regard to the subject matter of citizenship education, are there activities that the school is performing to promote the development of national citizenship in students?

---

---

---

- 4- What is the role of civic education among what you do with students (discussions and activities)?

---

---

---

- 5- Is your school promoting different themes for citizenship? If yes, in what way?

---

---

---

- 6- In your opinion, what needs to be done in order to enhance the development of citizenship in students (activities, material, and resources...etc.).

---

---

---

## **Counselors' Answers**

Below are the questions and the answers by the five counselors:

- 1- How long have you been a counselor? What approach do you follow?
  - I was a counselor for one academic year (2010-2011), and I tried to follow the Developmental Comprehensive School Guidance and Counseling approach (personal communication, Dec. 5, 2011).
  - I've been a counselor for three years. I follow the Gestalt's approach in addition to play and art therapy with elementary kids (personal communication, Dec. 7, 2011).
  - I provide individual and group services to students who require in depth assistance for decision making in the areas of educational counseling, personal, and social development. The counseling services are intended to meet the developmental, preventive, and remedial needs of students (personal communication, Dec. 7, 2011).
  - I have been working as a part-time counselor for two months now. I only address the guidance curriculum component in the counseling comprehensive developmental program (personal communication, Dec. 12, 2011).
  - I have been a counselor for two academic years, and I see myself as an eclectic counselor, i.e. I use the approach that would seem to fit for each case. However, CBT is basically the highlight of the approaches I use (personal communication, Dec. 14, 2011).

2- Kindly describe your duties at the school.

- I prepared guidance lessons for grades 1-6, which are integrated in the English subject, and the teacher delivers them. However, I visited the class during the guidance lessons and I assessed the students' interaction and performance. I made counseling sessions for students who are referred to me by the supervisor of the elementary division. I monitored a student who had learning difficulties and tried to provide advice for overcoming their difficulties. I met with parents of students who both have behavioral or academic problems, and tried to give them advice on this matter. I used to meet with teachers to ask about the behavior of some students in class and tried to give them suggestions (personal communication, Dec. 5, 2011).
- I do guidance and group counseling to Intermediate and Secondary classes (personal communication, Dec. 7, 2011).
- I provide individual and group services to students who require in depth assistance for decision making in the areas of educational counseling, personal, and social development. The counseling services are intended to meet the developmental, preventive, and remedial needs of students (personal communication, Dec. 7, 2011).
- I enter elementary classes one period per week under the title of "social skills", and I work with the whole class on preset emotional, social, cognitive, and behavioral objectives. My yearly plan covers the same objective three nonconsecutive weeks to help students be aware and develop the skills needed (personal communication, Dec. 12, 2011).



- I work as a Preschool counselor and special educator; therefore, my duties are divided between the two fields. For the purpose of this interview I will only mention my duties as a counselor. As a counselor, I receive students that would have been referred for social/emotional/behavioral problems and identified either by the teachers or parents. Moreover, part of my job is staff training and professional development of the teachers. I have also developed a scope and sequence for the pre-school that is integrated within the yearly themes and objectives. Therefore, teachers were trained in preparing character education activities that are integrated within different subject matters (Math, English, Science, Sports, Art, Drama, and Arabic). I also prepare and deliver character education lessons for elementary cycle II students (Grades 4, 5, & 6) (personal communication, Dec. 14, 2011).

3- With regard to the subject matter of citizenship education, are there activities that the school is performing to promote the development of national citizenship in students?

- On the Independence Day, students were sent to a Military Camp of the Lebanese Army and they returned having Lebanese flags (however, I was not assigned to go with them!) Other than that, I don't recall that there were more activities related to citizenship education (personal communication, Dec. 5, 2011).
- Yes, and those were related to national holidays and they were usually planned by the administration (personal communication, Dec. 7, 2011).
- No (personal communication, Dec. 7, 2011).

- I believe my school is indeed performing several activities to promote citizenship education, from the homeroom time in their schedule and the topics discussed, to the chapel time, to the social studies' objectives, and recently to adding social skills to the elementary time table. In addition to promoting positive decisions, such as the recycling plan across the school and encouraging that by offering outdoor activities to the winning floor. In addition to the community service project that high school students engage in. Some of the themes discussed in SST or social studies that address citizenship education in my opinion, are being aware of their communities, their rights, their responsibilities. In homeroom time, the themes covered include taking the right decisions, respecting others, being honest, and fair, in addition during homeroom time teachers also at the beginning of the school year lead a voting session to pick a classroom president and a vice president...And the social skills' objectives stress the problem solving, decision making skills in discussing the consequences of their behavior, in recognizing that compromise is part of decision making process, the ability to break problems into small manageable parts, conflict resolution techniques, and the ability to set short-term and long-term goals. In addition to boosting their self-confidence and helping them deal with significant life changes such as bullying and failure (personal communication, Dec. 12, 2011).
- In Pre-school, Citizenship theme is part of the curriculum. It recurs throughout all levels (Nursery, KGI and KGII), and character education objectives have been integrated into this theme (personal communication, Dec. 14, 2011).

4- What is the role of civic education among what you do with students (discussions and activities)?

- I did not have a role in this. I was mainly concentrating on developing the personality/character of the student and trying to help him overcome the mild problems that he faces through individual counseling (personal communication, Dec. 5, 2011).
- We do some group discussions in counseling settings (personal communication, Dec. 7, 2011).
- I don't cover this theme with my students in counseling (personal communication, Dec. 7, 2011).
- I believe that to teach citizenship to students, the teachers should model it themselves. For you can model citizenship in their daily life and discussions. Every teacher can promote this skill by allowing the students to experience taking part in discussions and debates in her classroom (personal communication, Dec. 12, 2011).
- Not applicable to the age group I deal with (personal communication, Dec. 14, 2011).

5- Is your school promoting different themes for citizenship? If yes, in what way?

- Actually, the school was promoting a program that aims at educating and developing the "Ideal Leader and Reformer". However, this program does not directly connect to the Lebanese context. In other words, they worked on ideal standards, derived from leadership theories and experts in leadership, for developing the "leader and reformer". So these standards,

theoretically, may apply to any international context, and not necessarily to the Lebanese context (personal communication, Dec. 5, 2011).

- Yes, participating in activities that promote belongingness, singing the National Anthem everyday in the morning, and getting a helicopter to throw flags on Independence Day (personal communication, Dec. 7, 2011).
- Yes, and that's through several activities like celebrating Independence Day in school, recycling projects to help protect the environment, and taking students to field trips to explore different places in Lebanon (personal communication, Dec. 7, 2011).
- Definitely, the ones I mentioned earlier. (personal communication, Dec. 12, 2011).
- As mentioned earlier, my school caters for the citizenship theme. In Pre-school teachers prepare in class and outdoor activities that enhance the kid's sense of belonging to our country. For example, students are learning about different community helpers in Lebanon. Some community helpers were invited to the school to demonstrate what they do and how they help the community. Last academic year, we invited some fire fighters, whereby they brought the fire fighter's engine to school and demonstrated how they put off fires etc.... This year, soldiers were invited to demonstrate how they help keep our community stay safe. Other activities such as making flags with their hand prints and writing thank you cards for the Lebanese soldiers were done in Pre-school and Elementary school. In the Middle and Upper school, our school started to

implement the community service project to enhance the students' sense of citizenship (personal communication, Dec. 14, 2011).

6- In your opinion, what needs to be done in order to enhance the development of citizenship in students (activities, material, and resources...etc.).

- Teaching students more about their Lebanese culture, and heritage, in an interesting way (i.e. through activities, projects, etc.) For instance, some field trips may be arranged in social studies periods to learn about some historical places. Even in geography or science, they may visit natural places to learn more about it in an interesting way, and to appreciate its Lebanese value. Encouraging students to appreciate the uniqueness of their culture and heritage, and do their best to preserve it. Highlighting what is basically shared among all the Lebanese, irrespective of their differences (e.g. food, art, Lebanese crafts, etc.) and encouraging students to appreciate it, preserve it, and promote it. For instance, this can be through integrating special activities in the curriculum that require making Lebanese food recipes and learning about its nutritional facts etc. Educating students to accept Lebanese diversity in a positive way, in which they respect it rather than reject it (personal communication, Dec. 5, 2011).
- Visiting sites that promote their belongingness, like the national museum and sites which have to link to the history of Lebanon (downtown), research, community service to be part of the problems of the country (personal communication, Dec. 7, 2011).
- Provide educators with material activities and resources relevant to the topic (personal communication, Dec. 7, 2011).

- I believe other schools should try to integrate citizenship as my school did. It is not only about this social skill lesson once per week, it is rather implemented across subject areas. The teachers should model it, and give room for the students to try it under supervision first. These skills can be catered for in a school wide approach, and thus the school will be successful in developing the citizenship skill in its students. If the students just listened to those qualities and did not have the chance to practice them, they will not develop the targeted skills. I think materials, and resources such as posters and pamphlets may aid the development of the skill, but the main thing is the application of the skill. And most importantly the school's vision should support such objectives, which will be reflected in the time table, in lesson plans, in test, in outdoor activities, in the first couple of pages of the student's agenda.... (personal communication, Dec. 12, 2011).
  
- I believe in our school we are trying our best to enhance our students' citizenship. And every year each department brainstorms ideas for engaging the students into different activities that enhance their citizenship. However, I believe that the Lebanese Curriculum for Civics Education should be inclusive of rich ideas to involve the students into our community starting from Pre-school and reaching to Grade Twelve (personal communication, Dec. 14, 2011).

## **Appendix C**

### **Teacher's Questionnaire**

Name of School: \_\_\_\_\_

- 1- Describe briefly your experience as a civics teacher (years of experience, subjects, themes taught...etc.) with regard to citizenship education.

---

---

---

- 2- Describe briefly the requirements of Lebanese curriculum in middle schools as it pertains to civics education.

---

---

---

- 3- What are the challenges faced by teachers in teaching citizenship?

---

---

---

- 4- In your opinion, what can be done in order to promote citizenship education among middle school students?

---

---

---

## **Civics Teachers' Answers**

Below are the questions and the answers by the two civics teachers:

- 1- Describe briefly your experience as a civics teacher (years of experience, subjects, themes taught...etc.) with regard to citizenship education.
  - I've been teaching civics for ten years along with history, geography, and Arabic language (personal communication, Dec. 14, 2011).
  - I've been teaching civics for nineteen years and I also teach geography and history (personal communication, Dec. 14, 2011).
- 2- Describe briefly the requirements of Lebanese curriculum in middle schools as it pertains to civics education.
  - They learn about the government and values related to public servants along with other different topics like the role of Lebanon in NGOs.... (personal communication, Dec. 14, 2011).
  - Students learn about United Nations, public servants, and the government. They also learn about social values, public affairs, and NGOs like the Counsel of Arab Nations (personal communication, Dec. 14, 2011).
- 3- What are the challenges faced by teachers in teaching citizenship?
  - The subject is perceived as dry by both teachers and students. It's also perceived as ideal and unrealistic as opposed to how things go in Lebanon (ex: how public servants behave and their role of the Arab's Counsel). Students face challenges as they are obliged to memorize some laws. Finally, some topics are politically sensitive and controversial such as the Lebanese Syrian relationships (personal communication, Dec. 14, 2011).



- Students find difficulty understanding or memorizing terminologies related to the subject. They lack background knowledge and hence there is a big gap in their education. Students also lack analytical skills and some of them have difficulty memorizing. Students themselves perceive the subject as unrealistic (personal communication, Dec. 14, 2011).

4- In your opinion, what can be done in order to promote citizenship education among middle school students?

- There are many factors other than education that promotes citizenship among our students such as the role of society, government media, and home. On the education level, the curriculum needs to be modified to become more realistic (personal communication, Dec. 14, 2011).
- This subject needs to be taught at very early age and it needs to be given special attention by parents, administrations, and the Lebanese Curriculum itself. Teaching methodologies needs improvement like giving more projects, research, and field trips (personal communication, Dec. 14, 2011).

## **Appendix D**

### **Activities' Coordinator Interview**

- 1- How long have you been the activities' coordinator at school? What activities do you do?
- 2- Kindly explain about the community service project. How did the idea come to mind? What are the objectives of the program?
- 3- What grade levels are involved in the community service project?
- 4- What topics are being covered in the lectures given by guest speakers?
- 5- What other activities did you do in school in the past years?
- 6- What are future plans for the school activities?
- 7- What challenges are facing as an activities, coordinator?

## **Interview with the Activities' Coordinator**

Below are the questions and answers of the interview done with the activities' coordinator in a school in Beirut.

Q1: How long have you been the activities coordinator at school? What activities do you do?

- A1: Formally, it's my second year but I've been always participating in the planning of the school activities. I help in planning and implementing community service activities, inviting speakers to give awareness lectures to students.... (personal communication, Dec. 19, 2011).

Q2: Kindly explain about the community service project. How did the idea come to mind? What are the objectives of the program?

- A2: This is our second year in community service activities. Our students are visiting a center for students with special needs and they are spending time with those students. They play, do activities together, and chat. The objectives of the program are to make our students empathize with other as these feelings needs to be developed among our youth. It also gives the students the chance to help their community and have a sense that they can make a difference in society. Students are really enjoying their experience. After all that's also good for their CV (personal communication, Dec. 19, 2011).

Q3: What grade levels are involved in the community service project?

- A3: Grades Ten and Eleven. Grade Ten students are expected to complete thirty hours of community service during the academic year and Grade Eleven students are expected to complete fifteen hours. As for Grades Nine and Twelve, they are not asked to do community service as they

have the official exams and we don't want to distract them from studying.

As for younger classes, we have concerns that parents are not comfortable with the idea so we are not asking them to do that activity (personal communication, Dec. 19, 2011).

Q4: What topics are being covered in the lectures given by guest speakers?

- A5: Awareness topics about drugs, alcohol and driving. We invite organizations like "Kun Hadi" and "JAD" (personal communication, Dec. 19, 2011).

Q5: What other activities did you do in school in the past years?

- A5: We organized an activity with the Red Cross by collecting money from students, buying gifts and sending them to needy people. We also collected money and sent them to an organization for deaf people "IRAP" where food and ear devices were bought to people in need of them. Also we contributed in a program on LBCI "Nehna la Baad" by helping an ill girl rent and furnish her house (personal communication, Dec. 19, 2011).

Q6: What are future plans for the school activities?

- A6: We have several ideas in mind. We are planning to start a recycling project in school with the help of "SUKLEEN". A lecture will be given about that issue so students are aware of what will be done in school. We also are planning a campaign to clean the Lebanese coast. Another "Tree Planting" activity will be done in school during Spring (personal communication, Dec. 19, 2011).

Q7: What challenges are facing as an activities coordinator?

- A7: I find it difficult to implement the activities that need cooperation from NGOs as they don't show enough willingness to cooperate. I

contacted several organizations and faced this problem even if I invite them to come as guest speakers (personal communication, Dec. 19, 2011).

## **Appendix E**

### **Focus Group Students' Interview**

- 1- What changes did you encounter on the emotional and thinking levels after you participated in the first activity named “Lebanese” about accepting others and creating national pride?
- 2- What changes did you encounter on the emotional and thinking levels after you participated in the second activity named “ See???” about accepting „ opinion and seeing things from several perspectives?
- 3- What changes did you encounter on the emotional and thinking levels after you participated in the third activity named “ With Pride !” about perceiving yourself as a Lebanese with a special features?
- 4- What feedback can you give about the assignments given to you about Lebanon?

## Students' Responses

Below are the questions and answers of the focus group interview done with the students after the pilot study.

- 1- What changes did you encounter on the emotional and thinking levels after you participated in the first activity named "Lebanese" about accepting others and creating national pride?

Rawan: I felt more determined that I should not be prejudiced against the other religion. There are many similarities among Islam and Christianity and we better focus on our identity as Lebanese. Something could be done to bring us together (personal communication, Dec. 6, 2011).

Julia: I felt more familiar with the other religion and I came to the conclusion that the others are just people like us! (personal communication, Dec. 6, 2011).

Ali M.: I felt a sense of unity among the Lebanese citizens and I started to see more similarities among both religions (personal communication, Dec. 6, 2011).

Ali J.: We do have similarities as well as differences but at the end we will all come together as Lebanese citizens (personal communication, Dec. 6, 2011).

Rabi: I felt unhappy to see how people fight while they do share lots of things in common as Lebanese. We have Lebanon as a precious gift but we are ignorant to value it (personal communication, Dec. 6, 2011).

Adam: I felt unhappy about the fact that some people in Lebanon see themselves as a religious entity ignoring the Lebanese one. I personally felt a sense of unity with the other religions. We do have lots of similarities and we'd better

focus on the things that bring us together as Lebanese (personal communication, Dec. 6, 2011).

Zeina: I was absent on that activity (personal communication, Dec. 6, 2011).

2- What changes did you encounter on the emotional and thinking levels after you participated in the second activity named “ See???” about accepting „ opinion and seeing things from several perspectives?

Rawan: I learned to respect others’ opinions. People learn throughout their lives about what’s wrong and what’s right so we can’t judge them from our own perspective (personal communication, Dec. 6, 2011).

Julia: I was absent on that day (personal communication, Dec. 6, 2011).

Ali M.: People have different angles from which they see things (personal communication, Dec. 6, 2011).

Ali J.: I learned not to blame others for being different than me because people do have different visions (personal communication, Dec. 6, 2011).

Rabi: I learned that I can’t judge things at sight only. I need to investigate more about how things are before I judge. This explains why we have different ideas about the same thing (personal communication, Dec. 6, 2011).

Adam: I concluded that people have different perspectives and backgrounds and I can’t judge people’s opinions about things (personal communication, Dec. 6, 2011).

Zeina: We have to learn to accept other people’s points of views (personal communication, Dec. 6, 2011).



3- What changes did you encounter on the emotional and thinking levels after you participated in the third activity named “ With Pride !” about perceiving yourself as a Lebanese with a special features?

Rawan: I felt Lebanon is amazing! I mean see how it’s still standing and pretty. Tourists come over despite all the problems we have (personal communication, Dec. 6, 2011).

Julia: I was absent on that day (personal communication, Dec. 6, 2011).

Ali M.: Despite all the wars, Lebanon is still beautiful and had many natural sites to be admired! (personal communication, Dec. 6, 2011).

Ali J.: We do still have beauty in Lebanon despite the pollution! (personal communication, Dec. 6, 2011).

Rabi: Lebanon is worth to be loved! (personal communication, Dec. 6, 2011).

Adam: Lebanon is a survivor! We went through a lot but we still have our special aspects! (personal communication, Dec. 6, 2011).

Zeina: I found natural beauty as well as nice architecture in Lebanon (personal communication, Dec. 6, 2011).

4- What feedback can you give about the assignments given to you about Lebanon?

Rawan: The assignments gave me the chance to express my pride in being Lebanese! (personal communication, Dec. 6, 2011)

Julia: I learned about new places in Lebanon especially that my classmates presented their work in class (personal communication, Dec. 6, 2011).

Ali M.: I learned about new places! I came to admire the God made beauty of Lebanon as I was able to express my nationalistic feelings about Lebanon (personal communication, Dec. 6, 2011).

Ali J.: I got the chance to be introduced to lovely places that God created in Lebanon (personal communication, Dec. 6, 2011).

Rabi: I learned to see that Lebanon has its positive features (personal communication, Dec. 6, 2011).

Adam: I used to think that Lebanon is a dull boring place but not anymore. Now I know there are fun places and beautiful scenes to be explored (personal communication, Dec. 6, 2011).

Zeina: I admired the fact that I was given the freedom to express how I perceive Lebanon. Doing the research and drawing my own favorite scenes was an enjoyable exercise (personal communication, Dec. 6, 2011).