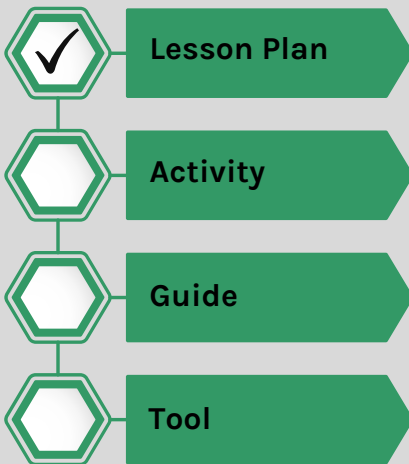




Civic Smarts: Know Your Rights, Use Your Voice! LifeSmarts Curriculum (25GA4HLP60)

Resource Type:



Authors:

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Intended Audience:

6th - 12th Grades, In-School, Classroom, Day Camp, After-School Practice

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Description:

In this lesson, students will learn about civic engagement including a brief intro of the constitution, bill of rights and petitions. Students will participate in a civil debate and other team challenge activities. This lesson can be delivered as a standalone lesson or as part of LifeSmarts competition practice.

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Personal Finance Lesson Plan: Civic Smarts: Know Your Rights, Use Your Voice!	
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Intended Audience/Setting:	Middle and high school youth, in-school/classroom delivery or for LifeSmarts practices
Grade Levels:	6 th - 12 th grades
Subjects:	Social Studies - Civic Engagement
Description:	In this lesson, students will learn about civic engagement including a brief intro of the constitution, bill of rights and petitions. Students will participate in a civil debate and other team challenge activities. This lesson can be delivered as a standalone lesson or as part of LifeSmarts competition practice.
Objectives:	<p><i>The learner will:</i></p> <ul style="list-style-type: none"> • Define civic engagement and explain its connection to consumer rights and responsibilities. • Explain the significance of the U.S. Constitution and key amendments, including how they protect citizen and consumer rights. • Demonstrate understanding of civics concepts through active participation in a team-based review game using U.S. Citizenship Test questions. • Evaluate opposing viewpoints on civic and consumer-related issues and express their perspectives. • Practice respectful debate and discourse, including active listening, speaking from personal experience, and disagreeing constructively. • Reflect on their own civic responsibilities and how being an informed, engaged citizen also makes them a smarter, more responsible consumer.
Standards:	SSCG3; SSCG6; SSCG8
Vocabulary:	<ul style="list-style-type: none"> • Civic Engagement: Individual and collective actions designed to identify and address issues of public concern. • Constitution: The foundational legal document of the United States, establishing the structure and powers of the federal government and

	<p>guaranteeing fundamental rights to its citizens. It's the supreme law of the land, defining the three branches of government (legislative, executive, and judicial) and outlining their functions and limitations.</p> <ul style="list-style-type: none"> • Amendment: A change or addition to a legal document, like the Constitution, to improve or update it. • Bill of Rights: The first 10 amendments to the U.S. Constitution that protect basic freedoms. • Right: A legal or moral entitlement that citizens have, such as the right to vote or speak freely. • Responsibility: A duty or task that someone is expected to carry out, like staying informed or serving on a jury. • Naturalization: The legal process through which a person born in another country becomes a U.S. citizen. • Democracy: A form of government where the people have the power to make decisions, usually through elected representatives. • Consumer: A person who buys goods and services for personal use. • Consumer Rights: The rights people have when buying goods and services, such as the right to be informed, to choose, and to be safe. • Consumer Responsibilities: The actions consumers should take, like reading labels, keeping receipts, and using products safely and fairly. • Civil Debate: A respectful discussion where people share different opinions and listen to understand each other.
<p>Estimated Time to Prepare the Lesson:</p>	<p>10 minutes</p>
<p>Estimated Time for Lesson Delivery:</p>	<p>45 minutes</p>
<p>Materials:</p>	<ul style="list-style-type: none"> • Canva slide presentation template <ul style="list-style-type: none"> ○ https://www.canva.com/design/DAGtJYum0Go/HPDpyOLWnj_ELIDMjvELZw/view?utm_content=DAGtJYum0Go&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview • Notecards for SpeedSmarts game • Pros/Cons Handout • Challenge Questions Document
<p>Supplies</p>	<ul style="list-style-type: none"> • Pencils/pens • Access to slide presentation (thumb drive, laptop/projector, etc.) • Quizbowl buzzers (optional)

Lesson Overview:	<table border="1"> <thead> <tr> <th data-bbox="448 121 1154 159">Content</th> <th data-bbox="1162 121 1482 159">Estimated Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 163 1154 201">Introduction</td> <td data-bbox="1162 163 1482 201">3 minutes</td> </tr> <tr> <td data-bbox="448 205 1154 243">Topic 1: The Constitution</td> <td data-bbox="1162 205 1482 243">3 minutes</td> </tr> <tr> <td data-bbox="448 247 1154 285">Activity 1: SpeedSmarts</td> <td data-bbox="1162 247 1482 285">10 minutes</td> </tr> <tr> <td data-bbox="448 289 1154 327">Activity 2: Civil Debate</td> <td data-bbox="1162 289 1482 327">15-20 minutes</td> </tr> <tr> <td data-bbox="448 331 1154 369">Wrap Up & Reflection</td> <td data-bbox="1162 331 1482 369">2 minutes</td> </tr> <tr> <td data-bbox="448 373 1154 411">Optional Activity: Challenge Questions</td> <td data-bbox="1162 373 1482 411">15 minutes</td> </tr> </tbody> </table>	Content	Estimated Time	Introduction	3 minutes	Topic 1: The Constitution	3 minutes	Activity 1: SpeedSmarts	10 minutes	Activity 2: Civil Debate	15-20 minutes	Wrap Up & Reflection	2 minutes	Optional Activity: Challenge Questions	15 minutes
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Preparation:	<ul style="list-style-type: none"> • Print, cut and bag Mingle Match Cards by team • Set up laptop and projector (if using provided slideshow presentation) • Set up buzzers for challenge questions (optional) 														
Lesson Procedure:															
<p>Introduction: <u>Say:</u> Today’s lesson falls into the topic area of Consumer Rights and Responsibilities, but did you know being civically engaged could make you a more informed consumer? Today, we will focus on what it means to be civically engaged. Can anyone define the term civic engagement for us? [Allow students to answer.] Nice Work! Civic engagement is defined as individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual voluntarism to organizational involvement to electoral participation.</p> <p>So, now that we all know what civic engagement is, would anyone like to share some more specific examples of how we can be civically engaged? [Allow several student to share examples.] Those are great examples! So, you can help others in your community by volunteering or participating in community service. You can be a problem solver. So, if you see a problem, you don’t just complain about it, you work to find a solution. You can also take some time to learn about other people living in your community who might be different from you. You can have your voice heard by voting in elections or running for a political office. Being engaged in your community can also mean shopping at and supporting local business, donating to charities and even doing think like recycling and taking care of the environment! All of these things are ways to be a good citizen and can help make our communities stronger! Two of these listed on the slide are highlighted in yellow because they are special. These two, “vote in elections” and “run for political office” are actually rights of all citizens of our country. These rights are actually protected under a very important document! Can anyone tell me what the name of the document is? It is the Constitution of United States!</p> <p>The Constitution Written in 1787, the United States Constitution is the world’s longest surviving written charter of government. Its first three words, “We the People,” affirm that the government of the United States exists to serve its citizens. The Constitution not only outlines how our government works, but it also protects the rights and freedoms of the people. Has anyone heard the word amendment before? What do you think it means? [Allow time for student responses.] Great ideas! An amendment is a change or addition to a legal or official document. In the case of the Constitution, amendments allow us to update or improve the document over time to reflect the changing needs and values of our society.</p>															

Now, here's another question for you. Does anyone know what the first 10 amendments to the Constitution are called? [Allow students to answer.] That's right. The Bill of Rights! These amendments were added soon after the Constitution was written to guarantee essential rights and freedoms like freedom of speech, religion, and the right to a fair trial. There aren't just 10 amendments to the constitution though. Several have continued to be made including the 14th amendment which was ratified in 1868 and guarantees equal protection under the law for all citizens and the 15th amendment, ratified in 1870 that states the right to vote cannot be denied or restricted based on "race, color, or previous condition of servitude."

As citizens of our communities, we not only benefit from these rights, we also have a responsibility to stay informed, get involved, and speak up. Civic engagement isn't just a right; it's a duty. By learning about how our government works and how we can participate, we become active and responsible members of our democracy which also includes consumer rights and responsibilities.

Now that you've had a quick crash course in civics, let's test your level of knowledge regarding the U.S.

Activity 1: SpeedSmarts - Are You an Engaged Citizen?

Do: Divide the class into teams of 4-5 students. Have each team come up with a team name (something patriotic). Give each team a stack of answer cards. They should write their team's name on each card. Once you begin the game, you will read the question on each slide and give teams about 30 seconds to answer. Teams should run their answers up to the front by the end of your countdown. You can go through each card and call who was correct for each question. The teams should keep score. After answers have been checked, advance to the next question. There are 10 questions total.

Say: Today, we're going to play a game to see if you all are engaged citizens! First, please get into teams of 4-5. Once you're in your group, come up with a patriotic team name. [Give students time to identify teams and choose a team name.] When you're ready, I'll give each team a stack of answer cards. Be sure to write your team name on every card.

Here's how the game works: I'll read a question out loud, and your team will have about 30 seconds to talk it over and write your answer on a card. Before time's up, one team member should bring the answer card to the front. I'll check the answers, read the correct one out loud, and tell you which teams got it right. Each correct answer earns your team one point. Be sure to keep track of your own score! We'll play through 10 questions total. Here we go:

- What is the supreme law of the land? The Constitution.
- How many amendments does the constitution have? 27
- We elect a U.S. Senator for how many years? 6
- In what month do we vote for President? November
- Under our Constitution, some powers belong to the states. What is one power of the state? Approving zoning and land use.
- How many terms can the Governor of Georgia serve? 2 consecutive terms, not total
- What do we show loyalty to when we say the Pledge of Allegiance? The United States and the flag.
- When is the last day you can send in federal income tax forms? April 15

- What is one responsibility that is only for a U.S. Citizen? Serve on a jury.
- What did Susan B. Anthony do? Fought for civil rights.

Say: Congratulations! Our winning team(s) is/are _____. These questions came from the U.S. Citizenship and Immigration Services. There are 100 civics questions that include history and government topics for the naturalization test. The civics test is an oral test and the U.S. Citizenship and Immigration Services officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

Would you have passed the U.S. Citizenship test?

Activity 2: Civil Debate

Say: One question on the Citizenship test that we didn't ask is *What is one right or freedom from the First Amendment?* The answers to that question are: *Speech, religion, assembly, press, and petition the government.*

The right to petition protects our right to ask the government to **fix a wrong** or **change a policy**. We can petition the federal, state, and local governments. Now, we are going to practice our freedom to share our thoughts on debatable topics that are relevant to people your age in a civil manner. On the screen you will see some topics that often have opposing opinions. I am going to give you a few minutes to look over these topics and jot down some pros and cons for each issue. After five minutes, I am going to call on a volunteer to either speak to A or B of each topic, not both. After the volunteer has shared their reasoning, I will call on a volunteer who has a rebuttal.

Do: Pass out Pro/Con note page. Give the group 5 minutes to jot down notes for each of the topics. At the end of 5 minutes, discuss the guidelines for the friendly debate. Depending on how much time you have left you may only be able to debate one or two topics.

Debate Topics:

- **Should the U.S. lower the voting age to 16?**
 - o Yes: Teens are informed and affected
 - o No: Teens lack life experience
- **Should students be required to take a personal finance class before graduating?**
 - o Yes: Life skills matter
 - o No: It takes time from core subjects
- **Should the government regulate influencer advertising on social media?**
 - o Yes: It protects young consumers from misleading ads
 - o No: It limits free expression and creativity
- **Should fast food restaurants be responsible for offering only healthy menu options?**
 - o Yes: They have a duty to promote public health
 - o No: Consumers should make their own choices

Say: Before we start, let's remember a few simple rules for a respectful discussion. Begin with respect (verbal and nonverbal). Tone is often the most important part of a conversation and listening is so much more than what you say. (Hoda Kotb. American Journalist). Speak from the

heart (use personal experiences). Steer your conversation toward personal experience, rather than learned talking points. Communicating through interruptions and half thoughts stunts the conversation. Listen to understand. Understanding must be the number one goal. It is okay to disagree (you can't unfriend or unfollow everyone in real life). It is important to practice sharing opinions in a respectful way.

Do: After you have reviewed the guidelines, call on volunteers. Facilitate this conversation by following the guidelines. Intervene, if necessary, but otherwise a healthy debate is the goal.

Say: Great job, everyone! As we wrap up our lesson today, does anyone have any major takeaways they would like to share? [Allow 2-3 students to share.] What did you see during the debate? What did you hear during our workshop? How do you feel about your civic engagement responsibility? Finally, how do you see the information we learned about today impacting you as a consumer?

Optional Activity 3: Challenge Questions

Note: This trivia-type activity can be done in teams of 4-5 students or individually. If you have buzzers, you may allow students/teams to use them to buzz in to answer questions. If you do not have buzzers, you can include the questions in a Quizzizz or Kahoot-type trivia game or have students raise their hands to answer. Each question is worth 10 points.

Say: Let's have a little fun without the pressure. This activity is going to put your knowledge of today's lesson to the test with a set of challenge questions. I will read a series of questions related to today's topic. If you think you know the answer, you may buzz in (or raise your hand). Once I acknowledge you by calling your name, you may give your answer. If you are correct, you will earn 10 points. If you are incorrect someone from another team may buzz in. Here we go:

Do: Follow along in the script from the Challenge Questions document.

Great job everyone, now let's check the scores...

Suggestions to Condense the Lesson:	If time is a factor, you can condense this lesson by eliminating one of the activities. Challenge questions can also be sent home with students as a study tool.
Suggestions for Expanding the Lesson:	To expand the lesson, you may have students spend more time looking at the Constitution and Bill of Rights. You can assign or have groups select an amendment to research and present out to the full group. After studying the Constitution and amendments, you can also have groups choose to create their own amendment to the Constitution and share it out to the full group. Once groups share out, the other groups can have a civil debate to determine if the amendment should move forward.
Useful Resources for More Information:	https://bensguide.gpo.gov https://www.icivics.org

	https://www.uscis.gov/ https://constitutioncenter.org
GA Counts Keywords:	Under 4-H and FACS Program Areas <ul style="list-style-type: none"> • Citizenship • Community Service • Curriculum: LifeSmarts • Service Learning & Civic Engagement • Life Skills • Democratic Process • General 4-H
References/Credit (APA Style):	
<p>U.S. Citizenship and Immigration Services. (n.d.). <i>Learn about the United States: Quick civics lessons</i> [PDF]. https://www.uscis.gov/sites/default/files/document/questions-and-answers/100q.pdf</p> <p>Doing Good Together. (n.d.). <i>Civil conversation skills for kids</i>. https://www.doinggoodtogether.org/bhf/blog/civil-conversation-skills-for-kids</p>	