



## **“Me and the Society”**

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**Lesson plan: Me and the Society**

**Required time:** 6 class periods (45 minutes)

**Target audience:** students aged 10 – 12

**Grade Level:** 4th-6th

**Class:** Social Education, Ethics, History, Arts, ICT, Literature /Creative writing, Languages – Greek and English as a Second Language

- **Summary**

“Me and the Society” is a lesson plan for students at the Primary School in order to develop understanding of the notion of being active in the community. They discuss about human rights, research about human rights violation in their country and in the whole world. They watch a film from the Centropa website to realize how people can organize themselves and help the society in difficult periods of times –war, crisis.

The lesson is recommended for students aged 10-12 years old but it can be adopted for other target groups as well.

It may also be developed according to the interests and needs of your group.

- **Objectives**

Students would be able to

- Discuss about the human rights.
- Explore, find and present examples of violation of the human rights all over the world.
- Talk about, compare and contrast the actions of peoples.
- Develop critical thinking skills and empathy through the analysis of resources.
- Recognize the role of individuals in promoting change.
- Be aware of their civic and moral responsibilities as active citizens.
- Act with responsibility and respect for the others.
- Research and present their findings citing evidence.
- Find out and present NGOs -local, national, international.
- Realize the importance of the civic society and every person’s responsibility.

- **Materials**

- Laptops
- Projection screen
- Centropa Website [www.centropa.org](http://www.centropa.org) Film "Survival in Sarajevo"
- Worksheets

- **Steps**

- Step 1 (25 min.): Brainstorming

**Human rights**

Students think and write down whatever comes to their mind when they we listen to the phrase "human rights"

Summarize group answers and create large lists.

Rights and duties: What are my rights? What are my duties /responsibilities?

Every right includes a duty/responsibility.

Students work in small groups and try to find pairs of rights and their duties.

The students are given The European Declaration of the Human Rights

[http://www.europarl.europa.eu/charter/pdf/text\\_el.pdf](http://www.europarl.europa.eu/charter/pdf/text_el.pdf)

or The Human Rights from Unicef /edition for students <https://www.unicef.gr>

- Step 2 (60 min.): The stories beyond the photos

Students in their groups discuss and try to answer questions about the photo they are given.

Questions

- What do you see in the photo? - What can you hear? -What can you smell?

-When was the photo taken? --What is happening? - Why?

-What do you feel?

-Which is the right that is being violated?

-Is there something else you want to know about the photo?

The whole class discuss about the groups' findings and search in order to find out similar occasions.

The teacher gives more info about every photo:

Police violence against the Africans /USA

Ghetto for Jews in Warsaw /Poland

Refugees in Mediterranean

The Defeat of the Church of St. Athanasius /ALBANIA

Exrta discussion: Who may took the photo? What is the message passing?

Optional photos





- Step 3 (45 min.): “Survival in Sarajevo” - film watching

Before watching to the film, students in groups discuss on the topics.

- Be part of a community
- Me in a community
- People help other people

They watch the film from Centropa website twice; the first time just watch individually.

The second times they take notes on the same topics

Then they discuss their answers in groups.

At last the whole class reflects on things they learned or things they want to know more.

- Step 4 (45 min.): Talking about NGOs

Students in groups research for an NGO that works against violation of the human rights and write the “id card”, discuss and answer the questions.

logo	<b>name</b> Time established: Country: Activities:
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*-Can you describe some of the activities?*

*-Why is this NGO important?*

*-How can you support them?*

- Step 5 (45 min.): Act with empathy and responsibility - Collect essentials items for unaccompanied refugee children hosted at a nearby hotel

Discussion about the refugees who pass from Greece trying to go to other European countries. Where do they stay waiting for their papers? The last year we have heard that unaccompanied refugee children are hosted for a while at a hotel not far from our school. So, in cooperation with the Teachers and the Parents' Association of our School, students collect things and organize how to get them.

- Step 6 (45 min.): Poster - Me and the Society

Students in groups create a poster trying to underline a strong message about every person's responsibility for the creation of a civil society.

Extension: Use the e-twinning platform and find schools from other European countries, discuss about civil society themes, NGO's activity in every country. You can also share ideas to solve them.