

Lesson plan

I support others

Support for my community

1. **Theme:** I support others: **Support for my community**
2. **Grade:** 6th
3. **Lesson type:** combined
4. **Duration:** 45 min.
5. **Basic terms:** support, care, community, respect, kindness, tolerance, community needs, school environment, community support
6. **Pedagogical methods:** storytelling, presentation, discussion, dialog, reflection, group work, project
7. **Means:** board (interactive or otherwise), markers, laptop/computer, multimedia (screen/projector), ppt presentation, flipchart (optional), sheets of paper, writing/drawing materials

8. Goals:

○ Educational:

The students

- ✓ Recall key examples of community support from the lesson
- ✓ Describe how different religions promote community support
- ✓ Demonstrate willingness to perform supportive actions
- ✓ Distinguish between personal, school, and community-level support actions
- ✓ Assess community needs within the school environment
- ✓ Design a small project or action plan illustrating community support ideas

○ Formational:

The students

- ✓ Recognise the importance of community support
- ✓ Engage in planned classroom activities promoting support
- ✓ Demonstrate respect for diverse cultural and religious values related to helping others
- ✓ Integrate concepts of empathy, responsibility, and cooperation into their own beliefs about community life
- ✓ Prioritize supportive behaviours that contribute to a positive class environment

9. Cross-curricular connections: Social studies, Religious studies

10. **Intra-subject connections:** with the lesson plans on the themes: Me and the others, Me and nature, and the other modules from the theme I support others

11. **Expected results:**

- ✓ Students can explain what community support is and why it is important
- ✓ Students can compare different forms of community support across major religions
- ✓ Students can create a simple plan for supporting their school environment
- ✓ Students show a positive attitude toward helping others and contributing to their community
- ✓ Students demonstrate respect for different cultural and religious traditions related to community support
- ✓ Students internalize supportive values and commit to applying them

12. **Preparation**

○ For the teacher: Reading the theoretical base, downloading the presentation, preparing sheets of paper and writing/drawing materials for the students

13. **Structure of the lesson:**

I support others: Support for my community

1. Support for my community
2. What is community support?
 - Understanding community support
 - Forms of community support
 - Why community support matters?
 - Community support in different religions
3. Activity: Support for the school environment
4. Reflection and discussion
 - The students are prompted to answer several questions on the subject, reflecting on their thoughts and feelings and engaging in a discussion.

14. **Structure, content and timeline**

1. Introduction (5 min.)

- Teacher activity:

- Actualization of prior knowledge on the subject: What do you think it means to support our community?; Do you think that community support is something that everyone do?; In what ways can we support our community? Can you think of any religious teachings that state the importance of helping others in need? (3 min.)

- Introduction of new information and terms: (2 min.)

Every person is part of several communities: our class, school, neighbourhood, sports team, or cultural group. A community is a group of people who share a space, goal, or set of values. Supporting our community means acting in ways that help the people around us, make our environment better, and strengthen our connections with others.

Think about all the different communities you belong to right now. You are a part of your family community at home, your classroom community at school, and maybe a community of friends who love the same video games or hobbies. Each of these communities is important because they give us a sense of belonging and help us feel connected to something bigger than ourselves.

Being part of a community also means we have responsibilities to each other. Just like how you expect your friends to be kind and helpful to you, they expect the same from you. When everyone in a community does their part, whether that's following the rules, being respectful, or lending a helping hand, the whole group becomes stronger and more successful. Communities work best when people look out for one another and work together toward common goals.

- Student activity:
 - Participation in the dialog, asking questions, active listening
 - Methods and tools:
 - Methods: dialog, storytelling
 - Tools: board, marker or an interactive whiteboard (for outlining the theme and the terms; optional, for writing down student's ideas, thoughts)
2. Stating the theme of the lesson: I support others: Support for my community (35 min.)
- Teacher activity:
 - Short presentation, outlining the importance of community support and different religious teachings about helping those in need and caring for the community (5 min.)
 - Theoretical overview, performed with the presentation:

Community support refers to actions that help the people and environment around us. It can be something small – like helping a classmate understand homework, or something bigger, like participating in a charity project.

There are different ways in which we can support our community:

- Volunteering: helping without expecting anything in return (e.g., cleaning a park, helping at school events);
- Acts of Kindness: small actions like holding the door, listening to a friend, or comforting someone;
- Sharing Resources: donating clothes, books, or food to people who need them;
- Protecting the Environment: recycling, planting trees, or reducing waste.
- Supporting Emotional Well-Being: being respectful, inclusive, and encouraging to others.

Supporting our community is important because when we help it grow and develop, we also grow and develop as individuals. By contributing to making our neighbourhoods safer, friendlier, and more welcoming, we learn valuable skills, build meaningful connections, and become better versions of ourselves. This happens in several meaningful ways. First, community involvement creates neighbourhoods where people look out for each other. It also strengthens trust between people, making everyone feel more connected. Through working together, it teaches responsibility and empathy, helping us understand and care about others. This teamwork helps everyone feel included and valued, no matter who they are. Best of all, it prepares students to be active and responsible citizens who can make a positive difference in the world around them.

We can understand why community support is important by learning about how different religions view it as a value. Most world religions teach the importance of helping others and contributing to the community. Although they differ in beliefs and traditions, they share similar values about kindness, charity, and cooperation.

Christianity encourages supporting others through love and compassion. At the heart of this belief is the concept of charity, which means helping the poor and vulnerable. Christians believe in “loving your neighbour as yourself”, a teaching that includes acts of kindness, giving, and helping. This means treating others with the same care and respect we want for ourselves and reaching out to help those who are in need.

In Islam, community support is a religious obligation. One of the Five Pillars is Zakat, a mandatory donation to those in need. Muslims are also encouraged to practice Sadaqah, which is voluntary charity and good deeds. Through these practices, Muslims fulfil their duty to care for others and strengthen their community.

Judaism teaches tzedakah, which means justice and charity. Helping others is seen as a moral duty that all Jewish people must follow. Jewish communities often organize care for the poor, the elderly, and newcomers, showing their commitment to supporting those who need help.

Buddhism emphasizes compassion, known as karuna, and kindness toward all living beings. Buddhists believe in reducing suffering for everyone, not just humans. Community support includes mindfulness, peaceful behaviour, and helping those in need. By caring for others, Buddhists practice their core values of compassion and reduce suffering in the world.

Hinduism values seva, which means selfless service. Helping others is considered a path to spiritual growth, making community support an important part of spiritual life. Acts of generosity, caring for the environment, and supporting local communities are all encouraged. Through seva, Hindus believe they can grow spiritually while making their communities better places for everyone.

Supporting our community is an essential part of living together. Whether through small acts of kindness, volunteering, or helping those in need, each action contributes to a better environment for everyone. Different religions emphasize similar values of compassion and responsibility, reminding us that helping others is an important part of being human. Everyone can make a positive impact. Even small efforts – listening to others, participating in class activities, or caring for the environment, help build a strong, supportive community.

Activity: Support for the school environment (30 min.)

- ✓ The teacher divides the students into small groups of 3-5 members each.
 - ✓ The teacher explains the purpose of the activity and shares examples of small projects that benefit the school community, such as organizing a clean-up day, coordinating a book swap, creating thank-you cards for cafeteria staff, planting a school garden, etc
 - ✓ Within their groups, the students brainstorm potential service projects.
 - ✓ The teacher encourages students to consider the needs of their school community and to think about projects that are realistic and achievable
 - ✓ The students reach a consensus and select one service project that their group will develop.
 - ✓ The teacher circulates among the groups to provide guidance and ensure that each project is appropriate and feasible
 - ✓ The students work together to plan the specific steps required to complete their chosen project; they create a timeline, identify necessary materials or resources, and determine what permissions or support they might need from school staff or administration
 - ✓ The students assign specific roles to each group member based on their strengths and interests: project manager, materials coordinator, communications liaison, presenter, or timekeeper; the teacher ensures that all students have a meaningful role in the project
 - ✓ The students collaborate to create a short presentation (in a paper format) that outlines their project: it should include the project description, the steps they will take, the roles assigned to each member, the timeline, and the expected impact on the school community
 - ✓ Each group presents their project plan to the class.
 - ✓ The teacher facilitates the presentations and encourages other students to ask questions and provide constructive feedback
 - ✓ The students reflect on the feedback they received and make any necessary refinements to their plans before moving forward with implementation
- Student activity:
 - Participation in the dialog, taking notice of the presentation, asking questions, active listening, sharing ideas, working on the project, reflecting on the activity

- Methods and tools:
 - Methods: dialog, presentation, storytelling, group work, project, discussion, reflection
 - Tools: interactive board or a screen, laptop/computer, board, marker, flipchart (optional, for writing down students' ideas), sheets of paper, writing/drawing materials
- 3. Reflection and discussion (5 min.)
- Teacher activity:
 - Posing questions for a discussion:
 - ✓ Why do you think it is important for people to support their community?
 - ✓ What is one small action you could take this week to make your class or school a better place?
 - ✓ After learning about different religions, what similarities do you notice in how they encourage helping others?
 - ✓ What challenges might prevent someone from helping their community, and how could we overcome them?
 - ✓ How does supporting others change not only the community but also you personally?
 - Engaging the students with prompts:
 - ✓ "Sometimes even a simple action can make the whole class feel more positive"
 - ✓ "One reason is that community support helps build solid connections with your peers, friends and neighbours. Can you think of other reasons?"
 - ✓ "I noticed that many religions talk about kindness, charity, and caring for others, even though they have different traditions. What similarities stood out to you?"
 - ✓ "Sometimes people want to help but feel shy or don't know how. Can you think of other examples, and can you propose solutions?"
 - ✓ "Do you think helping others can also change how you feel or how you see yourself? In what ways?"
 - Answering questions and clarifying information
- Student activity:
 - Engaging in the discussion
 - Reflection on their ideas and emotions on the subject
- Methods:

- Methods: reflection, discussion, active listening

15. Variations:

- The “Interview” activity: The teacher instructs the students to interview a “community hero” before the lesson; Each of the students prepares a card with 5-6 interview questions (“How do you support the community”, “What is important about your work”, “What challenges do you face and how do you overcome them?”, etc.); Each student decides who to interview: from the school community (nurse, librarian, janitor, coach), from their family, or from the community at large (a neighbour who works as a police officer, a firefighter, a volunteer); The students design posters or presentations about their findings and present them to the class; The teacher leads a class discussion about the local community roles and how people support their community.
- The “Brainstorm map” activity: The teacher divides students into small groups; The teacher gives each group a large sheet of paper; The students in each group write in the centre of the sheets “Support for my community”; The students brainstorm as many ideas as possible (e.g., helping classmates, recycling, supporting the elderly) and write them on the sheets; Each group presents their map to the class; The teacher summarises the different ways in which we can help our communities.
- The “Debate” activity: The teacher prepares statements about community support (“Young people can make a real difference in a community”, “Helping the environment is the most important form of support”, “Even small actions can make a big difference”, etc.); The teacher prepares cards with “agree”, “disagree” and “not sure” statements and gives a set of the three to each student; The teacher reads the statements one by one and each time the students should raise a card, stating if they “agree”, “disagree” or are “not sure”; The students provide short arguments for their opinion; The teacher initiates a discussion about community support and the different ways in which we can support the community.
- The “Needs of our community” activity: The teacher instructs the students to take a walk around the school with observational sheets in hand; The students note areas where support is needed (e.g., litter on playground, lonely students during breaks, plants needing care); The students gather in the classroom and present their findings, proposing solutions to the identified challenges; The teacher notes the challenges and the ideas for solutions and leads a discussion about the possible ways to implement the solutions.
- The “Better community project” activity: The teacher prepares materials (or instructs the students to bring them from home): paper, cardboard, drawing materials, cutouts with different pictures of common community places and objects (school, parks, benches, etc.); The teacher divides the students into small groups; Each group thinks of an idea to improve the community (construct a park, design a kindness corner in the school, build a recycling station, etc.); The teacher provides examples; Each group builds a small model of their idea for community improvement; Each group presents their idea to the class and explains how it helps the community.

1. 16. Interesting facts (from <https://colelchabad.org/the-jewish-community-thrives-through-charity/>; <https://news.rakwa.com/2025/10/20/the-spirit-of-islamic-festivals-celebrating-faith-community-and-humanity/>; Ruddick, W., 2024: <https://willruddick.substack.com/p/rediscovering-christian-communal/>;

<https://www.wisdomlib.org/concept/community-support>; Sodha, A., 2020:
<https://www.sodhatravel.com/blog/important-hindu-rituals-in-india>;
<https://volunteeringjourneys.com/37-incredible-facts-about-volunteering/>;
<https://communityknights.org/spotlight/8-cool-facts-about-volunteerism>; Stein, A., 2023:
<https://www.psychologytoday.com/us/blog/what-the-wild-things-are/202307/the-importance-of-community>)

- ✓ The concept of “arvut hadadit” in Judaism promotes mutual responsibility where community members support one another’s welfare through charity, social networks, and organized communal activities.
- ✓ Early Christian communities practiced communal living, sharing possessions and supporting each other in times of need, emphasizing fellowship and charity.
- ✓ Eid al-Fitr and Eid al-Adha festivals encourage Muslims to give charity and share meals, strengthening social bonds beyond individual faith.
- ✓ Hindu festivals like Diwali and Holi often involve community feasts, collective prayers, and charitable acts to support the less fortunate.
- ✓ Many rural Hindu communities in India rely on collective rituals to maintain social connections and mutual support, especially during harvest seasons and festivals.
- ✓ Some Taoist practices involve collective rituals that reinforce community bonds and shared ethical support.
- ✓ Strong social support and community connections improve well-being.
- ✓ Volunteer work has a big role in strengthening communities.
- ✓ The idea of volunteering goes way back in history. During the American Civil War women used to volunteer to sew supplies for the soldiers.
- ✓ The word “volunteer” comes from the French word volontaire, which originally meant “one who offers himself for military service”. In the 1630s, people began using it outside of military contexts, and the verb “to volunteer” appeared later in 1755.
- ✓ A community can give us a feeling of belonging, provide support, and help shape who we are.