

Me and the Society – Caring for People and Our World

Lesson Plan

1. Theme: Me and the Society: Relationships, Responsibility, Cooperation, and Social Harmony

Community Life – Respect for Diversity – Helping Others – Conflict Resolution – Shared Responsibility

2. Grade: 4th Grade (9–10 years old)

3. Target Group: Students of Islamic background, studying in a Greek primary school, within a multicultural and multilingual classroom environment.

4. Lesson Type

Lesson for: acquiring social, ethical, and civic knowledge; developing interpersonal skills and empathy; understanding social responsibility; strengthening intercultural awareness and peaceful coexistence

5. Duration: 45 minutes

6. Key Concepts and Vocabulary

respect, dignity, responsibility, cooperation, community, diversity, equality, elder care, empathy, reconciliation, conflict, dialogue, solidarity, social harmony, citizenship

7. Pedagogical Methods

Guided and critical discussion

Scenario-based learning

Visual and text-based learning

Cooperative group work

Role-play and perspective-taking

Reflection and values-based learning

Intercultural dialogue (non-religious, inclusive)

8. Teaching Aids

Board / interactive whiteboard

PowerPoint presentation

Images showing diverse communities and social interactions

Worksheets with scenarios and reflection questions

Short informational texts

Colored cards or sticky notes

9. Learning Objectives

Educational Objectives

Students will:

- ✓ Understand how societies function through cooperation and shared rules
- ✓ Identify different social roles (children, adults, elders)
- ✓ Recognize the importance of respectful communication
- ✓ Understand basic concepts of conflict and reconciliation

Formational Objectives

Students will:

- ✓ Develop empathy toward people of different ages and backgrounds
- ✓ Show responsibility toward others and their community
- ✓ Practice peaceful ways of solving disagreements
- ✓ Respect cultural and social diversity

10. Cross-Curricular Connections: Citizenship Education, Social Studies, Ethics / Values Education, Language and Communication Skills, Intercultural Education

11. Expected Learning Outcomes

By the end of the lesson, students will be able to:

- ✓ Explain what social responsibility means
- ✓ Describe respectful behavior in different social situations
- ✓ Give examples of cooperation and helping others
- ✓ Explain why reconciliation is important in society
- ✓ Show understanding of diversity and inclusion

12. Teacher Preparation

The teacher prepares:

Visual materials showing social interactions in everyday Greek life

Short adapted texts (see section 18)

Worksheets with realistic social scenarios

Examples connected to school, family, and neighborhood life

13. Lesson Structure

A. Introduction – Visual Analysis and Discussion (7 minutes)

The teacher presents images showing:

Children helping elderly people

Neighbors cooperating

People resolving a disagreement peacefully

Guided Questions:

What is happening in this picture?

How do people treat each other?

Why is cooperation important?

Transition:

“Today we will explore how people live together in society and how our actions affect others.”

14. Core Concepts – Theoretical Content (Teacher-Guided)

Society and Community

A society is a group of people who live together and share rules, values, and responsibilities. Communities work well when people cooperate and respect one another.

Respect and Human Dignity

Respect means recognizing that every person has value and deserves fair and kind treatment, regardless of age, culture, or background.

Responsibility and Cooperation

Responsibility means understanding that our actions affect others. Cooperation helps communities solve problems and live peacefully.

Conflict and Reconciliation

Conflicts are disagreements that happen when people have different opinions or needs. Reconciliation means solving conflicts peacefully through dialogue, apology, and forgiveness.

Intercultural Perspective

Different cultures may have different traditions, but values such as respect, kindness, and helping others are shared across societies. Understanding diversity strengthens social harmony.

Theoretical Background for the Teacher

1. Society and Community

A society is a group of people who live together and are connected through shared rules, values, responsibilities, and ways of organizing life. Every society depends on cooperation among its members in order to function effectively and peacefully. Children, adults, and elderly people all play important roles within society.

A community is a smaller part of society, such as a family, a school, a neighborhood, or a local area. Communities are built on relationships. When people communicate respectfully, help one another, and follow common rules, communities become safer, stronger, and more supportive.

For children in primary school, understanding society begins with recognizing everyday social environments – home, school, and neighborhood. Through these

settings, students learn that their actions influence others and that social life is based on mutual respect and cooperation.

From an educational perspective, teaching about society helps students develop civic awareness, a sense of belonging, and responsibility toward others.

2. Respect and Human Dignity

Respect is a fundamental social value that means recognizing the worth and dignity of every person. Human dignity refers to the idea that all people are valuable simply because they are human. Respect involves listening, using polite language, showing care, and accepting differences.

In a classroom context, respect includes:

respecting elders and adults,

respecting classmates,

respecting people from different cultures, languages, or traditions.

Teaching respect at this age supports children's moral development and helps them understand fairness, equality, and inclusion. Respect does not require agreement with others, but it does require peaceful and kind behavior.

In an intercultural classroom, respect becomes especially important. Students learn that although people may live differently or have different traditions, everyone deserves fair and kind treatment.

3. Responsibility and Cooperation

Responsibility means understanding that one's actions have consequences for others. Children gradually learn that they are not only responsible for themselves, but also

for the well-being of people around them and for shared spaces such as classrooms and neighborhoods.

Cooperation is the ability to work together with others toward a common goal. Societies function well when people cooperate, share tasks, and support one another. Cooperation reduces conflict and strengthens trust between people.

For students, responsibility and cooperation can be practiced through:

helping classmates,

following classroom rules,

participating in group work,

taking care of shared materials.

From a pedagogical point of view, responsibility and cooperation are key social and emotional skills that support democratic participation and peaceful coexistence.

4. Conflict and Reconciliation

Conflicts are a natural part of social life. They occur when people have different needs, opinions, or feelings. Conflicts are not necessarily negative; however, how they are handled is very important.

Reconciliation is the process of solving conflicts peacefully. It includes:

listening to others,

expressing feelings calmly,

apologizing when necessary,

forgiving and moving forward.

Teaching children constructive ways to resolve conflicts helps them develop emotional regulation, empathy, and communication skills. Reconciliation promotes safety, trust, and harmony within the classroom and wider community.

In social education, emphasis should be placed on dialogue rather than punishment, helping students understand that peaceful solutions are always preferable to aggression or exclusion.

5. Intercultural Perspective

An intercultural perspective recognizes that societies are made up of people from different cultural, linguistic, and social backgrounds. While traditions and customs may differ, core human values—such as respect, kindness, helping others, and responsibility—are shared across cultures.

In a Greek school context with students of Islamic background, intercultural education:

promotes mutual understanding,

reduces stereotypes,

supports inclusion and social cohesion.

The goal is not to compare religions or cultures, but to highlight shared values that support peaceful living together. Students learn that diversity is not a problem but a strength that enriches society.

15. Practical Activities

Activity 1 – Group Discussion: “What Would You Do?” (8 minutes)

Students discuss scenarios such as:

A new student joins the class from another country

An elderly neighbor needs help

Two classmates argue over a game

Activity 2 – Role Play (8 minutes)

Students act out:

Helping an elderly person

Solving a disagreement through dialogue

Welcoming someone who feels excluded

Activity 3 – Worksheet: “My Role in Society” (7 minutes)

Students:

Match actions with values (respect, cooperation, responsibility)

Write one way they help their community

Reflect on how they solve conflicts

16. Reflection and Conclusion (5 minutes)

Sentence starters:

“Living in society means...”

“I show responsibility when I...”

“Respect is important because...”

Teacher concludes:

“A strong society is built on respect, responsibility, and cooperation.”

17. Variations and Extensions

Class charter: “Our Community Rules”

Project: Interview an elder about community life

Link to environmental responsibility (caring for shared spaces)

18. Informational Texts (Adapted, Non-Religious)

Text A – Social Responsibility

“Every person has responsibilities toward others. Helping and cooperating make communities stronger.”

Source: UNESCO – Global Citizenship Education

Text B – Conflict Resolution

“Peaceful dialogue helps people understand each other and solve problems without violence.”

Source: Council of Europe – Education for Democratic Citizenship

Text C – Children and Society

“Children are active members of society and can contribute through kindness and respect.”

Source: UNICEF – Life Skills Education

19. Information for the Teacher

Pedagogical Notes

Encourage respectful discussion

Avoid moralizing; focus on reasoning and empathy

Use inclusive language

Value students' cultural experiences

20. Sources and Recommended Literature (English)

A. International Educational Organizations

UNESCO – Global Citizenship Education: Topics and Learning Objectives

UNICEF – Life Skills Education for Children and Adolescents

Council of Europe – Competences for Democratic Culture

OECD – Social and Emotional Skills for Children

B. Academic and Professional Literature

Banks, J. A. – Cultural Diversity and Education

Arthur, J. – Education with Character

Nussbaum, M. – Creating Capabilities

C. Children's Literature (Upper Primary)

Jacqueline Woodson – Each Kindness

Pat Thomas – Respect

Todd Parr – The Peace Book