

Me and the Society – Respecting Civic Property, Rights and Responsibilities

Lesson Plan

1. Theme: Me and the Society: Respecting Civic Property, Rights and Responsibilities

Community Life – Civic Values – Respect – Responsibility – Cooperation – Shared Rules

2. Grade: 3rd Grade

3. Target Group: Students studying in a Greek primary school within a multicultural classroom environment, including students of Islamic background. The lesson is designed to be inclusive, non-religious, and culturally sensitive.

4. Lesson Type: Lesson for acquiring foundational civic and social knowledge, developing awareness of public (civic) property, understanding basic rights and responsibilities, and forming respectful and responsible attitudes toward community life.

5. Duration: 45 minutes

6. Basic Terms: community, society, public (civic) property, rules, respect, responsibility, right, duty, care, cooperation, school, park, library

7. Pedagogical Methods

Guided discussion

Story-based learning (non-moralizing, value-oriented)

Visual learning

Cooperative learning

Simple role-play

Reflection and values-based learning

Intercultural dialogue (age-appropriate, inclusive)

8. Teaching Aids (Means)

Board / interactive board

Visual materials (pictures of public spaces)

PPT slides (optional)

Short adapted narrative text

Colored cards or symbols

Drawing materials

9. Goals

Educational Goals

Students will learn to:

- ✓ Understand the meaning of civic (public) property
- ✓ Identify simple rights and responsibilities
- ✓ Understand why rules exist in society
- ✓ Recognize respectful and disrespectful behavior toward shared spaces

Formational Goals

Students will learn to:

- ✓ Develop a sense of responsibility
- ✓ Show care for shared spaces
- ✓ Respect rules and other people
- ✓ Feel part of a community

✓ Practice cooperation and fairness

10. Cross-Curricular Connections

Citizenship Education, Social Studies, Ethics / Values Education, Language Development, Intercultural Education, Social and Emotional Learning (SEL)

11. Expected Results

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

- ✓ Explain what public property is in simple terms
- ✓ Give examples of how to care for shared spaces
- ✓ Name at least one right and one responsibility
- ✓ Show respectful attitudes toward community property

12. Preparation for the Teacher

The teacher prepares:

Visual examples of civic property (school, playground, park, library)

A short story illustrating respect for public property

Real-life examples from school and local community life in Greece

13. Structure of the Lesson

A. Introduction – Activating Prior Knowledge (6 minutes)

The teacher shows pictures of public places.

Guided Questions:

Who uses this place?

Does it belong to one person or to everyone?

What happens if we do not take care of it?

Transition:

“Today we will learn how to respect public property and understand our rights and responsibilities as members of society.”

14. Core Concepts – Theoretical Content

Teacher’s Theoretical Notes

a) Society and Community

A society is a group of people who live together and share rules. A community includes families, schools, neighbors, and public spaces. People in a community depend on each other and must cooperate to live well together.

b) Civic (Public) Property

Public property is something that belongs to everyone, not just one person.

Examples: schools, parks, playgrounds, streets, libraries.

Because many people use public property, everyone must help take care of it.

c) Children’s Rights

Rights are things that children are allowed to have.

Children have the right to education, safety, play, and respect.

Rights help children grow and feel protected in society.

d) Responsibilities and Duties

Responsibilities are things children should do.

Responsibilities include following rules, caring for shared spaces, respecting others, and helping the community.

Rights and responsibilities always go together.

e) Intercultural Perspective

Children in one community may have different languages, cultures, or traditions. Even so, values like respect, care, and responsibility are shared by people everywhere. Respecting public property helps everyone feel included and safe.

Information for the Teacher

1. Understanding Public Property from a Child's Perspective

Children often perceive objects as belonging either to themselves or to adults. The concept of “shared ownership” is still developing. Teachers should repeatedly emphasize that public property belongs to everyone and that damaging it affects many people.

Using everyday examples (desks, books, playground equipment) helps children understand the real consequences of their actions.

2. Teaching Rights and Responsibilities as a Balanced Concept

Children tend to focus more easily on rights than responsibilities. It is essential to teach these concepts together so that children understand:

Rights protect them

Responsibilities protect others

This balance promotes fairness, empathy, and social awareness.

3. Responsibility as a Social Skill

Responsibility at this age is closely connected to habit formation. Children learn responsibility through:

modeling by adults

repetition

positive reinforcement

15. Practical Activities & Timeline

1. Story-Based Discussion – “The Broken Bench” (8 minutes)

A Story: The Broken Bench in the Park

Every afternoon, many people visited the small park near the school. Children played, parents talked, and older people sat on the benches to rest and enjoy the fresh air. The park belonged to everyone in the neighborhood. It was a public place, open and free for all.

One day after school, a group of children came to the park. They were running, laughing, and playing games. At first, everything was normal. Then one of the children jumped onto a wooden bench and started shaking it. Another child joined in, and soon they were standing on the bench, pushing and pulling it, pretending it was a bridge in a game.

Suddenly, there was a loud crack. One of the wooden boards broke. The children became silent. For a moment, they looked at the broken bench, surprised and a little scared. No one said anything. After a few seconds, one child said, “It’s not our bench. It belongs to the park.” Another replied, “Someone else will fix it.”

The children left the park and did not think about the bench anymore.

The next afternoon, they returned to the park. This time, they noticed an elderly woman standing near the broken bench. She was holding a bag and looking tired. There was nowhere for her to sit. The other benches were full. She tried to sit carefully, but when she touched the broken board, she stepped back in fear.

One of the children remembered what had happened the day before. He felt uncomfortable. Another child whispered, “This is our fault.” The group became quiet. They realized that the broken bench was not just wood and nails. It was something people needed.

Later that day, the children talked about the bench at school. They imagined how many people used it every day: grandparents, parents with small children, people who needed to rest. They understood that when they damaged the bench, they did not only break an object — they made life harder for others.

The next day, the children told their teacher what had happened. The teacher listened carefully and asked them how they felt now. They said they felt sorry and responsible. Together, they talked about public property and why it is important to take care of things that belong to everyone.

A few days later, the bench was repaired. When the children saw it, they felt relieved. From that day on, they were more careful in the park. They reminded each other to respect public spaces. They had learned that being part of a community means thinking about others, not only about yourself.

Key Discussion Points for the Teacher

Why did the children think the bench was “not their responsibility”?

How did their understanding change?

Who was affected by the broken bench?

What does this story teach us about civic property and responsibility?

How can children show care for public spaces in their own community?

2. Game – “Right or Responsibility?” (7 minutes)

Students identify statements as rights or responsibilities using cards or gestures.

3. Reflection Circle (5 minutes)

Sentence starters:

“Public property is important because...”

“My responsibility is...”

“I help my community when...”

Teacher concludes with a positive summary.

16. Variations and Extensions

- Role-play: caring for the classroom

Step 1: Introduction to the Role-Play (5 minutes)

Teacher explains in simple language:

“Our classroom is a place where we learn, feel safe, and work together. Today we will act out different situations to see how our actions can help or harm our classroom community.”

Teacher asks guiding questions:

Who uses the classroom every day?

How do you feel when the classroom is clean and calm?

How do you feel when something is broken or missing?

The teacher explains what role-play means:

“Role-play means we pretend to be in a situation so we can understand it better.”

Step 2: Presenting the Situation (3 minutes)

Teacher describes the scenario:

“Imagine that some students do not take care of the classroom. Books are thrown, chairs are not in their place, and the floor is dirty. Other students feel uncomfortable and cannot concentrate.”

Teacher asks:

What problems do you hear in this situation?

Who is affected?

Step 3: Assigning Roles (5 minutes)

Students are divided into small groups (4–6 students).

Each group receives or is assigned roles such as:

Student A – forgets to put books back

Student B – draws on the desk

Student C – feels upset because the classroom is messy

Student D – tries to help and suggests solutions

Teacher role (optional, played by a student)

Teacher explains:

“You are not acting as yourself. You are acting as a role.”

Step 4: Acting Out the Problem (5 minutes)

Students act out: careless behavior, reactions of other students, confusion or frustration.

Teacher observes without interrupting.

After the first acting round, the teacher pauses and asks the class:

What happened in the classroom?

How did the students feel?

Was the classroom a good place for learning?

Step 5: Reflection and Dialogue (Teacher-Guided) (7 minutes)

Teacher leads a discussion using calm, open questions:

Why did some students act carelessly?

Did they think about others?

What are their responsibilities?

Teacher introduces key ideas: civic property, shared responsibility, respect for others.

Teacher emphasizes:

“When we care for our classroom, we care for each other.”

Step 6: Acting Out the Solution (7 minutes)

Students repeat the role-play, but this time:

students talk calmly,

they apologize if needed,

they cooperate to clean and organize,

they agree on rules (e.g. putting books back, cleaning desks).

Teacher encourages positive language:

“Let’s do this together.”

“This classroom belongs to all of us.”

“We all have responsibility.”

Step 7: Final Reflection Circle (5 minutes)

Students sit in a circle and complete sentences:

“I show respect for the classroom when I...”

“One responsibility I have is...”

“I feel better when the classroom is...”

Teacher concludes: “A caring classroom is created by caring people.”

- Class agreement: “Our Community Rules”

- Home activity: observing respectful behavior in the neighborhood

17. Final Teacher Reflection

After the lesson, reflect on:

Students’ understanding of shared responsibility

Ability to distinguish rights and duties

Respectful behavior in shared spaces

Inclusion of all students

18. Sources of Information for the Lesson

UNICEF – Child Rights Education Toolkit

UNESCO – Global Citizenship Education for Primary Schools

Council of Europe – Education for Democratic Citizenship

Child Development and SEL

OECD – Social and Emotional Skills Framework

Osler, A. & Starkey, H. – Education for Democratic Citizenship

Nucci, L. – Education in the Moral Domain

Killen, M. & Smetana, J. – Moral Development in Childhood

Byram, M. – Teaching Intercultural Communicative Competence

Save the Children – Positive Discipline in Schools

Kerr, D. (1999). *Citizenship Education: An International Comparison.*, London: National Foundation for Educational Research.

Print, M. (2007). *Citizenship Education and Youth Participation in Democracy.* Rotterdam: Sense Publishers.

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Killen, M., & Rutland, A. (2011). *Children and Social Exclusion: Morality, Prejudice, and Group Identity.* Oxford: Wiley-Blackwell.

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New York: Routledge.

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Clevedon: Multilingual Matters.

Lansdown, G. (2011). Every Child's Right to be Heard. London: Save the Children.