

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

Lesson Plan

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

Key thematic axes: Civic Awareness – Shared Responsibility – Respect for Public Space – Fairness – Cooperation – Social Harmony – Intercultural Understanding

2. Grade: 4th Grade (9–10 years old)

3. Target Group: Students studying in a Greek primary school in a multicultural environment, including students of Islamic background.

4. Lesson Type

Lesson for: acquiring civic and social knowledge, understanding public (civic) property, developing awareness of rights and responsibilities, forming ethical and responsible attitudes toward community life. This is a concept-building and values-oriented lesson, not a skills-assessment lesson.

5. Duration: 45 minutes

6. Key Terms and Concepts: society, community, citizen, belonging, civic (public) property, private property, common good, rights, responsibilities, rules, cooperation, social order, active citizenship

7. Pedagogical Methods:

Guided and structured discussion

Teacher-led conceptual explanation

Use of everyday examples

Case-based oral reasoning

Reflection and ethical dialogue

Intercultural perspective without stereotyping

The emphasis is on thinking, reasoning, and value formation, not memorization.

8. Teaching Aids (Means)

Board / interactive board

Visual material showing public spaces (school, park, street, library, playground)

Short teacher-read texts

Oral scenarios and cases

Keywords written visibly for conceptual clarity

9. Goals

Educational Goals

Students will learn to:

✓ Understand what civic (public) property is

✓ Distinguish clearly between public and private property

✓ Understand basic civic rights and responsibilities

✓ Explain why rules are necessary in society

Formational Goals

Students will learn to:

✓ Respect shared spaces

✓ Develop a sense of responsibility

✓ Understand fairness and cooperation

✓ Recognize themselves as members of a wider society

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

11. Expected Results

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

✓ Name examples of civic property

✓ Explain why caring for public spaces is important

✓ Describe the relationship between rights and responsibilities

✓ Show awareness of responsible civic behavior

12. Preparation for the Teacher

The teacher prepares:

visual examples of public spaces in Greece,

short explanatory texts (see below),
oral cases connected to students' daily experiences,
guiding questions encouraging reflection and discussion.

13. Lesson Structure

A. Introduction – Activating Prior Knowledge (6 minutes)

Teacher shows images of:

a school building,

a public park,

a bus stop or library.

Teacher Questions:

Who uses this place?

Does it belong to one person or to everyone?

What happens if people do not take care of it?

Transition Statement:

“Today we will learn how people live together in society, what public property is, and why rights and responsibilities are important for everyone.”

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

a) Society, Community, and Social Belonging

A society is a large group of people who live together under shared rules and values. A community is a smaller part of society, such as a school or neighborhood.

Children at this age begin to understand that:

society exists beyond their family,

their behavior affects others,

belonging involves responsibility.

Key idea:

Belonging is not only about being included, but also about caring for others and shared spaces.

b) Civic (Public) Property and the Common Good

Civic property is property that belongs to everyone. It exists for the common good, meaning it serves the needs of all people.

Examples: schools, parks, streets, playgrounds, libraries

Damaging civic property: harms many people, creates unfairness, shows lack of respect for society.

c) Private Property and Respect

Private property belongs to individuals or families. Respecting private property means respecting people's rights.

Understanding the difference between public and private property helps students develop:

moral judgment, responsibility, social awareness.

d) Rights and Responsibilities

Rights allow people to live safely and with dignity. Responsibilities protect those rights.

Important teaching point:

Rights and responsibilities cannot be separated.

Examples:

Right to education → responsibility to care for school property

Right to play → responsibility to respect shared spaces

e) Rules, Fairness, and Social Order

Rules help society function peacefully. Fair rules: apply to everyone, protect shared spaces, prevent conflicts. Without rules, society becomes unfair and unsafe.

f) Intercultural Perspective

Societies include people from different cultural backgrounds. Although traditions may differ, values such as: respect, responsibility, care for shared spaces are common across cultures.

Information for the Teacher

1. Civic Development at the Age of 9–10

Children at this stage:

understand fairness more deeply,

question rules and authority,

are capable of moral reasoning.

2. Rights, Responsibilities, and Ethical Thinking

Teachers should emphasize:

rights do not mean unlimited freedom,

responsibilities protect weaker members of society,

fairness sometimes requires self-control.

Key reflective questions:

“Is this fair to others?”

“What happens if everyone does this?”

15. Sample Texts and Case Studies (Teacher Content)

Informational Text – Civic Property

“Public property belongs to everyone in society. When people respect public spaces, life becomes safer and more pleasant for all.”

Case Study 1 – The School Corridor

Students leave trash, believing it is not their responsibility.

Discussion Focus:

Shared responsibility – respect – cooperation.

Case Study 2 – The Shared Online Class Group

Informational Text – Rights in the Digital Space

“Everyone has the right to express themselves and participate, but this right comes with the responsibility to respect others, even in the online environment.”

Case Study – The Class Chat

The class has a shared online group for school assignments. Several students begin posting offensive comments and inappropriate images. They claim they have the right to write whatever they want because the group is “private.” Some classmates feel hurt and stop participating in the group.

Discussion Questions:

Do students have the right to express their opinions online?

Where is the boundary between a right and an abuse of that right?

What responsibilities do we have in a shared online space?

How can the class solve the problem fairly?

16. Optional Enrichment (Discussion-Based)

Class discussion on school rules

Creating oral “rules for shared spaces”

Connecting civic behavior with everyday life

17. Variations

Role Play 1 – “Who Is Responsible?”

Situation:

During recess, students use the school corridor and playground. After the break, trash is left on the floor and a bench is damaged.

Roles:

Student who left the trash

Student who followed the rules

School helper / class monitor

Teacher or school principal

Task: Students act out a short dialogue where:

The problem is identified

Different opinions are expressed (“It’s not my job” vs. “It’s everyone’s responsibility”)

A fair solution is discussed

Guiding Questions (for the audience):

What right do students have in school?

What responsibility was ignored?

Was the solution fair for everyone?

Role Play 2 – “Rights in the Online Class Group”

Situation:

The class has an online group for homework. Some students post rude comments and pictures. Others feel uncomfortable and stop participating.

Roles:

Student who posts inappropriate content

Student who feels offended

Class mediator (student)

Teacher

Task: Students perform a short conversation showing:

Different views about “freedom of speech”

How words can hurt others

How rules can protect everyone in a shared space

Guiding Questions (for the audience):

Do students have the right to express opinions online?

What responsibilities come with this right?

How can the group agree on fair rules?

18. Sources of Information

UNESCO – Global Citizenship Education

Council of Europe – Education for Democratic Citizenship

UNICEF – Child-Friendly Communities

OECD – Global Competence Framework

Eurydice – Citizenship Education in Europe

Arthur, J., Davies, I., & Hahn, C. (2008) The SAGE Handbook of Education for Citizenship and Democracy. SAGE Publications

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Nucci, L. (2001). Education in the Moral Domain. Cambridge University Press

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Biddulph, S. (2012) Raising Children Who Think for Themselves. HarperCollins

Schulz et al. (2016). ICCS – International Civic and Citizenship Education Study. IEA (International Association for the Evaluation of Educational Achievement)

Ribble, M. (2011) Digital Citizenship in Education. International Society for Technology in Education (ISTE)