

I WOULD LIKE A COMMUNITY WHERE

Lesson plan on:

The rule of law, justice and a culture of lawfulness.

Adaptation tips to suit different contexts and realities:

- Follow the instructions in the **Guidance** boxes and adapt your lesson for older or younger children.

Learning objectives:

By the end of this lesson, the children should be able to:

- Identify how integrity and ethical behaviours can contribute to making their community a more inclusive, just and peaceful place.
- Describe how people can contribute to protecting and improving their community.
- Take action or commit to values that will help make their community a more inclusive, just and peaceful place.

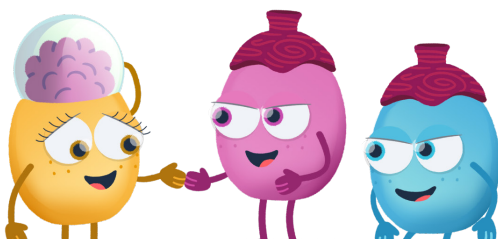
How to use this lesson plan:

The lesson plan is divided in three parts: **Start**, **Learn** and **Reflect**. There are also **Guidance** boxes to help you deepen your knowledge of the specified topics. In addition, there are **Family** activity and **Extension** activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:

This activity is aimed at introducing the children to the principles and values that are the foundation for a culture of integrity and honesty and help fight corruption and injustice.

By imagining a more, inclusive, just and peaceful community, children are encouraged to reflect on the importance of treating the people around them and their environment with care, integrity and respect, and on the need for everyone to work together and take action to protect our planet and improve the way we live together.



Key question:

What can we do to make our community a more, inclusive, just and peaceful place?

Age: 6 -12

Values:



Skills:



Time:



Preparation and materials:

- Drawing materials (poster sheets, colouring pencils).
- Collage materials (old magazines, scissors, glue, poster sheets).
- Flipcharts.
- Markers.
- Tape.
- Copy the chart "My Values" (see reflect activity, Chart 1.).
- Value cards: using paper, create one set of value cards for each child. Each card should be around 4x4cm/1.5x1.5 inch and indicate one of the following values: acceptance, fairness, respect, integrity, empathy, accountability. Each child should be given one set of cards with one card per value. If possible, for each value use a different colour of paper.
- If possible, The Zorbs [video](#) *A New Beginning* or the corresponding [comic book](#), both available on the [GRACE website](#).

In addition, check out the comic [colouring book](#) and [children's book](#), both available on the GRACE website.

Start



1. Ask the children to reflect individually on the following:
 - "What are some of the things you like about your community?"
 - "What are some of the things you like about your environment?"
 - "What do you think about people's behaviours and attitudes?"
2. Invite the children to work in pairs and discuss their answers together. After a few minutes, ask each pair to share their thoughts with the class. Write their answers on a flipchart.
3. Ask the children the following and repeat the discussion and sharing process:
 - "What could be improved or changed in your community?"
 - "What could be improved or changed with regard to the environment?"
 - "What could be improved about people's behaviours and attitudes?"



Guidance box:

Throughout this lesson plan, the word community is used. The type of community to which this word refers may vary. It can refer to the world, a country, a state, a region, a city, a neighbourhood, a friendship circle, a school or a classroom.

As a teacher, you should identify which type of community you want to focus on, based on the age and interests of the children attending your class.

Younger children will find it easier to talk about their classroom, school or neighbourhood. The older they are, the easier it is for them to think in abstract and more complex terms. Therefore, with older children, it is easier to refer to the concept of community as meaning the world.

It is important that you refer consistently to the type of community you have chosen throughout the lesson.

Alternatively, you can ask the children at the beginning of the lesson to tell you what the word community means to them and which kind of community they would like to focus on.



Learn



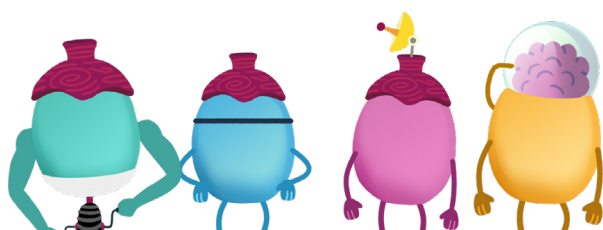
Note: If it is possible to watch The Zorbs [video](#) *A New Beginning* or read the corresponding [comic book](#), you should follow all the steps below. If this is not feasible, skip step 5.

1. Ask the children to form small groups. Give each group a flipchart, some colouring pencils and collage materials.
2. Invite the children to close their eyes and imagine the following scenario:
 "We are in the future. It is 2040! Everyone has been working together to improve our community. We live in the most inclusive, just and peaceful imaginable world. It is just like you want it to be."
3. Ask the children to open their eyes and use the materials provided to write about or make a drawing of their ideal community/world. If you have enough time, encourage them to make a collage. To help them form ideas, invite the children to reflect on the following:
 "What is the environment like? How do the streets and parks look like? What is the air and water like?"
 "What are the people like? How do they behave? How do they treat each other? How do they communicate with each other?"
 "What are the children doing? What are the adults doing?"
 "How do you think that other people feel?"



Guidance box on GRACE values and skills to build an inclusive, just and peaceful world

Through these activities we are promoting the work of UNODC to create more inclusive, just and peaceful societies, by emphasizing the importance of the following values and skills: acceptance, fairness, respect, integrity, accountability, empathy, critical thinking, teamwork and conflict resolution. You can invite the children to discuss the meaning of each value and skill, and identify why they contribute to creating a more inclusive, just and peaceful world.



Learn



4. Ask each group to share their work and discuss their answers to the questions listed above. If needed, use the information in the **Guidance** box on GRACE values and skills to build an inclusive, just and peaceful world to initiate or further the discussion.
5. Invite the children to watch the Zorbs [video](#) *A New Beginning* or hand out the corresponding [comic book](#). After watching the video or reading the comic book, use the following questions to start a discussion:
 - "What do you think the story is trying to teach us?"
 - "Why did Intella, Scooter, Signal and Sentimo decide to leave planet Zorb?"
 - "Why had the natural resources on Zorb almost vanished?"
 - "Why did Intella, Sentimo, Scooter and Signal decide to land on Earth?"
 - "What are some of the beautiful things they found on our planet?"
 - "What are some of the negative things they experienced?"

Reflect



1. Ask the children the following questions and capture their answers on a flipchart:
 - "What could we do to make our community a more inclusive, just and peaceful place?"
 - "What could you do individually? What could we do as a group?"
 - "What kind of values should each of us embrace to build an inclusive, just and peaceful world?"
2. If you feel it is necessary, explain to the children that everyone can contribute to making our ideal community a reality, and that each small action can have a positive impact. The future is theirs to create, they can be the visionaries!
 You can use the suggestions in the **Guidance** box on GRACE values and skills to build an inclusive, just and peaceful world to emphasize the importance of working together and being kind, caring and respectful to each other and the environment to make our vision of an ideal world a reality.
3. Invite the children to choose the values that are most important to them. These will be their individual values. Encourage them to commit to living by these values during the school year and explain that their actions will contribute to making their ideal world a reality.
 - 3a.** With smaller children, you might want to help them understand what values mean. Distribute to each child a set of Values Cards and show the flipchart "My Values" (see Chart 1 below).
 - 3b.** Explain that you will read the sentences one by one, and after each sentence, they should reflect on which value the statement represents. Next, you will invite 3 or 4 volunteers to tape the corresponding value card next to the sentence on the flipchart.
 - 3c.** Read the sentences below one by one, allowing enough time for the children to reflect. After each sentence invite 3 or 4 volunteers to tape their answer on the flipchart. You do not need to engage in a discussion on their answers at this point, but make sure that each child understands the meaning of the sentences. Explain them if needed.

Reflect



| CHART 1. My Values |
|---|
| Telling the truth is very important to me |
| I do not cheat or steal |
| I use kind or polite words even when I am upset |
| I am careful not to damage places or things |
| I am careful not to hurt other's feelings |
| I avoid using violence |
| I treat others the way I want to be treated |
| I feel sorry when other people are sad, hurt or mistreated |
| I am happy for other people's successes |
| I do the right thing, also when no one is looking |
| I do not judge people before I know them |
| I treat everyone as equals |
| I recognise when I have done something wrong, and I am ready to accept criticisms |

3c. Here is an example of the values associated with each statement (see chart 2 below). Note that in some cases, the statement might reflect more than one value. Do not worry if the answers of the children do not match exactly the table below, but make sure that all the children have a shared understanding of what each of the word means.

| Chart 2. My Values |
|--|
| Telling the truth is very important to me (integrity) |
| I do not cheat or steal (integrity) |
| I use kind or polite words even when I am upset (respect) |
| I am careful not to damage places or things (respect) |
| I am careful not to hurt other's feelings (respect) |
| I avoid using violence (respect) |
| I treat others the way I want to be treated (fairness) |
| I follow the rules (fairness) |
| I feel sorry when other people are sad, hurt or mistreated (empathy) |
| I am happy of other people's successes (empathy) |
| I do the right thing, also when no one is looking (integrity) |
| I do not judge people before I know them (acceptance) |
| I treat everyone as equals (acceptance) |
| I recognise when I have done something wrong, and I am ready to accept criticisms (accountability) |

3d. Now that the children have a clear understanding of the different values and actions that reflect these values, invite the children to pick the value that is most important to each of them, and ask them to commit to that value for the rest of the school year. If they want, they can take the Value Card that indicates the value that they have chosen and stick it on their notebook or pin it on their bag to make their commitment visible to everyone.

4. For each of the **classroom values**, invite the children to think about the actions that they can take to implement them.

For example, if the children decide to commit to being respectful towards each other, ask them to list some of the steps they will take ("I will not interrupt other children when they are talking"; "I will try to stop any form of bullying that I see" etc.).

Explain to the children that if they cannot do anything to stop an act of violence or bullying, whether it happens to them or another child, the best thing that they can do is to report the incident to a trusted adult.

Reflect



Extension activity: our ideal world classroom project

This lesson plan is a great opportunity to create a long-term classroom project aimed at getting the children to work together to make their ideal world a reality.

Our ideal world classroom project

Ask the children to form groups. Provide each group with paper, colouring pencils and collage materials. Instruct each group to come up with a project to achieve their vision of an ideal community/world. Explain that their project can include any of the following actions:

- Connecting with a non-governmental organization or local institution to learn more about its cause.
- Volunteering with a non-governmental organization or local institution to learn more about its cause.
- Advocacy: telling others about the issue that they want to tackle in their community.
- Collecting resources to support others.
- Changing their behaviour and encouraging change in other people's behaviour.

After each group has outlined their project, ask them to use the materials provided to make a poster for their project.

Let the children vote for the project they like best: place the title of each project in different corners of the room and invite the children to form a line in front of their favourite project. Explain that it is not allowed to vote for one's own project. The project that receives most votes will be adopted as the classroom project for creating a more sustainable, just, inclusive and peaceful community/world. The project can be adopted for the school year or you can introduce new projects on a monthly basis.

After a project has been selected, help the children identify a plan for its implementation, including the time and resources needed and how tasks are going to be divided. Younger children will require more support from you throughout this process. Older children should be able to take the lead themselves.

Dedicate time every week or month to supporting the implementation of the project and following up on its progress.



Reflect



Guidance box: age group impact on classroom values and Ideal World projects

You should keep in mind that this lesson plan can produce very different results depending on the age, interests and developmental stages of the children.

Younger children are likely to be most interested in, and to connect easier to issues related to their everyday life. They might imagine and create an ideal community that will refer to aspects of their everyday school life or neighbourhood environment. Therefore, their classroom values and ideal world projects might be quite simple, such as making sure that the classroom stays clean or giving a hug to each classmate every morning.

In contrast, older children should be able to reflect on more abstract concepts and think about actions on a larger scale. For example, their classroom values might involve taking steps to stop bullying or violence in the school, and their projects might link to national or global issues, such as preventing child labour or tackling corruption.

Family activity: embracing classroom values at home

Invite the children to pick one of the values explored in class and ask them to discuss the following with their families:

- Do you think that this value should also be embraced at home? Why?
- What should we do at home, individually and as a family, to live according to this value?

If possible, ask the children to make a poster at home that depicts two or three ways in which they will live according to their chosen value. Ask the children to bring their posters to school and share them with the class.

