



## Applying the shifting walls approach in Civics

**Photos and lesson plan** by educators Tsiamitrou - Tsiamitrou Ifigeneia & Hadjicharitonos Paschalitsa

**Topic: Human Rights** (Toolkit 3 “History Now!”)

**Lesson title:** "It can happen to all of us"

**Subject:** Civics (cross-curricular links with languages, and Skills Laboratory)

**Student level / grade:** 6th grade

**How exactly is this project involved/connected to the curriculum/syllabus?**

### Areas of knowledge according to the curriculum:

The individual and the international community - Global international organizations and Greece - Human rights and the international community - Social problems in their international dimension.

Indicative Fundamental concepts of interdisciplinary approach: culture - individual - whole Similarity - difference System

### Thematic Section:

Human rights: The promotion of human rights through the proclamation of the rights of the person and the child and support for the rights of other groups (PWD, migrants, refugees, women, etc.).

Global problems in relation to the individual, social groups and states: (wars/conflicts, racism, violence, xenophobia, drugs, epidemic diseases).

## Lesson aims

### **Learning outcomes:**

- To appreciate the role of international organizations in promoting international cooperation and peace.
- To accept the value of respect for human rights.
- To reflect on the various social problems in the world.

### **Target Knowledge:**

- To understand the concepts of refugee and migrant.
- To realize that the problem is not distant and abstract.
- To recognize that there are common rights for all the people on earth and understand the need to safeguard them.

- To understand the relationship of individuals and individual societies with the international community, as well as the possibilities and perspectives that international law and international organizations open up for individuals and societies to take responsible positions on global problems.
- To realise that there are inequalities and human rights violations.

### **Target Skills:**

- o To highlight the specific rights recognized for children and appreciate the importance of the Declaration.
- o To develop the ability of empathy, in order to understand the position, attitude and behavior of others, as well as the skills of interpersonal communication.

### **Target Attitudes:**

- o To develop a spirit of cooperation and solidarity with the other people of the world.
- o To realise the need for communication, peaceful coexistence, cooperation and solidarity among people, and to critically consolidate universal values for the creation of a better society and a better world.

### **Tools - Software to be used and other relevant material:**

Photographic material; worksheet; appropriately adapted educational material from UNHCR; educational video.

Techniques for working with photographs in the classroom:

Photos related to human rights and photos from the Identification Centre of the Samos Detention Centre are shown. They discuss how best to promote human rights in today's world. They record their views and promote them inside and outside the school.

## **Lesson Stages - Short Description:**

### **I. In the class**

#### **Introduction:**

- Brief introduction to human rights - View a short educational video "brief history of human rights" <https://www.youtube.com/watch?v=Stjg0-ZcNEY> by gr.youthforhumanrights.org
- A brainstorming session on the question "What can make a man leave his home and country?"
- Clarification of the terms refugee - migrant
- Use of photos from the Samos identification center and plenary discussion on human rights and the needs of refugees - migrants.
- The students in groups of 4 discuss the photos and participate in every stage in order to produce their interview

### **II. Outside of class**

Creating and conducting an interview "*Interview with a migrant*"

### III. Return to class /Empathy games:

"Flight and separation" from the material "PERASMATA - An awareness material for the life of refugees" by UNHCR

#### Objective:

Blindfolded, separated from their families and scattered throughout the game space, participants must find their family members and reunite as a team.

Materials:

Speaking trumpet, whistle, blindfolds (use each family's scarves)

Location:

This game can be played in any place, as long as it meets the following requirements: for 15 to 20 players you will need 500 square meters, about the size of two basketball courts, for 30 or more players you will need 1000 square meters, about half the size of a football field.

- ☐ **I am a migrant or a male or female refugee.** How I feel once I arrive in my destination country. What are the first steps I should take?

Feedback from participants (teachers-students)

### IV. Back in class after the interviews

#### Reporting and final discussion

Back in class, the groups present their work.

The class discusses the personal stories they collected from the interviews as a result of their independent cooperative action.

#### Upload the stories on Instagram

The groups prepare to upload the photo stories/interviews on Instagram.

## Bibliography-Useful Links:

INTERDISCIPLINARY SINGLE FRAMEWORK OF THE SOCIAL AND CIVIC EDUCATION CURRICULUM

[http://www.pi-schools.gr/download/programs/depps/10deppsaps\\_kpa.pdf](http://www.pi-schools.gr/download/programs/depps/10deppsaps_kpa.pdf)

SOCIAL AND POLITICAL EDUCATION

[http://noiazomaikaidrw.gr/wp-content/uploads/2015/07/PASSAGES\\_GREEK\\_FINAL.pdf](http://noiazomaikaidrw.gr/wp-content/uploads/2015/07/PASSAGES_GREEK_FINAL.pdf)

## Worksheet(s):

Interview with a person (related questions for any migrant/refugee)

- What is your name and how old are you?
- What is the country and place you come from and where do you live now?
- What are the reasons you decided to leave your country?
- What were the obstacles and difficulties you faced when you came to Greece?
- What emotions does the fact that you have left your homeland evoke in you?

Some quotes from the interviews:

*"My name is Eleni and I am 71 years old. We emigrated from Constantinople, specifically from the Bosphorus, because there was great hostility from the Turks towards the Greeks, resulting in Greek unemployment in Constantinople."*

*"My feelings are nostalgia and because I was separated from the place where I was born and raised. I also miss the family and friends I left behind."*

*"It was not my decision to leave my country because I was very young, only 9 years old. My parents and I left Albania, mainly for economic and political reasons. In my country there was a dictatorship, it was forbidden to communicate between other countries and to believe in any religion we wished."*

*"We lived in a very small house, many people together, we were on top of each other. I had to stop school in the middle of first grade because I had to take care of my brother as my parents were working. There were times when I would go out to the traffic lights with my brother to sell bagels."*

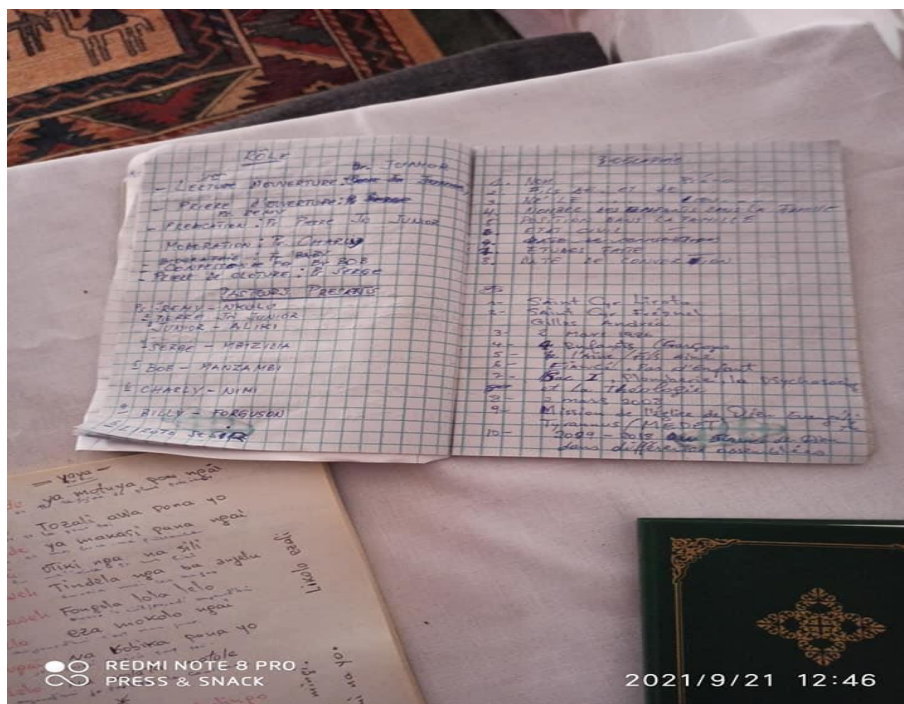
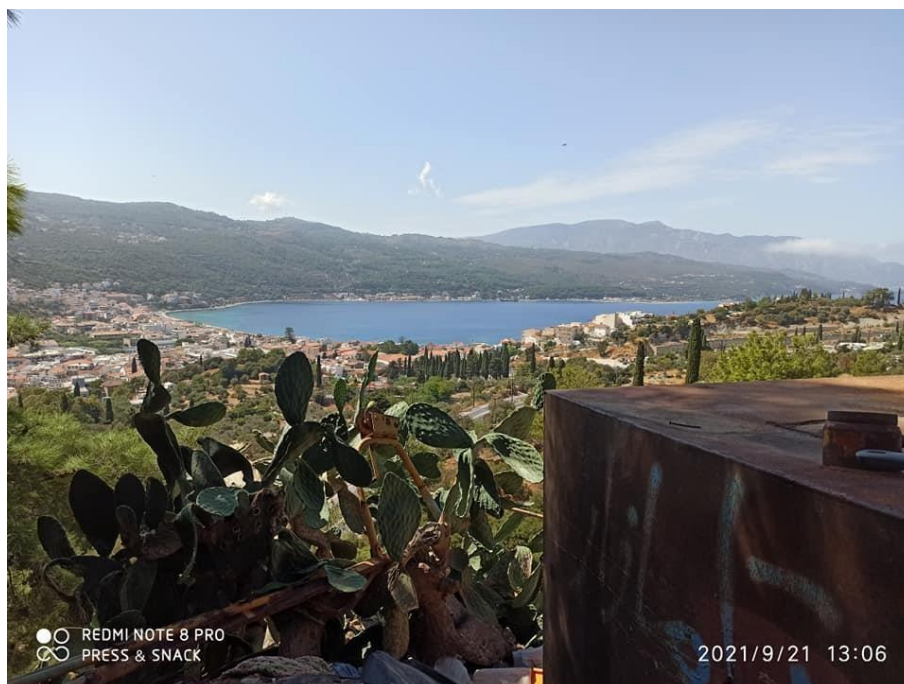
## PHOTOS USED FOR THE WORKSHOP

Photographic material from the Reception and Identification Centre for Migrants of Samos (open structure) that operated in Vathi, Samos. The photos were taken after the refugees-migrants were moved to the new KYT (Mytilini Samos), which was handed over in September 2021.









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