



## Applying the shifting walls approach in Political Education

**Lesson plan** by educators Iliopoulou Vasiliki & Trampa Constantine

**Topic: Inequalities** (Toolkit 3 "History Now!")

**Lesson title:** "Walls We Ignore"

**Subject:** Zone of Creative Activities (cross-curricular links with political education)

**Student level / grade:** 10th grade

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

This lesson is designed in the context of the "Zone of Creative Activities" course, which aims to develop students' critical thinking, collective effort and experiential action through activities inside and outside the classroom. The educator acts supportively in the groups and his role, among others, is advising, mediating, encouraging, coordinating, and guiding.

Cooperative teaching ensures the active participation of students in the lesson in a natural and effortless way, and promotes their socialization.

The Political Education course helps students to understand the social reality, to perceive the society-economy-politics relations and to prepare for the role of being an active citizen.

### **Lesson aims**

The aim of this lesson is to make the students aware of the "walls" that exist in society, and concern social and economic inequalities, to reflect and stop ignoring them.

### **Learning outcomes:**

- To acquire the ability to interpret inequalities (class, racial, cultural, economic, etc.), poverty and the "walls" that are erected in society.
- To acquire a critical attitude towards the phenomena of economic inequalities and the need to eliminate them, in order to achieve social cohesion.

### **Target Knowledge:**

Students are expected to be able:

- To know the causes and consequences of poverty in society
- To recognize social inequalities

### **Target Skills:**

Students are expected to be able:

- To acquire cooperation and communication skills, working in groups
- To activate thinking, creativity and initiative
- To develop their reflection, criticism and self-critical thinking
- To analyze the world around them

**Target Attitudes:**

Students are expected to be able:

- To raise awareness of issues related to poverty and social inequalities
- To perceive personal and social responsibility towards human choices and actions
- To think and act responsibly
- To use arguments to support their beliefs and attitudes

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

Interactive whiteboard, bulletin board, worksheet, A3 cardboard, scissors, thumbtacks, pencil, pen, internet browser

## Lesson Stages - Short Description

The topic will be based on the comment on this specific photo:



(photo by Sophia Givisi-Mama)

## I. In the class

### Lesson preparation:

We divide the photo into 2 parts (A, B)

A)



B)



### 1<sup>st</sup> hour

1. We divide the students into two equal groups A (n=6) and B (n=6), giving each a group of work containing the corresponding photo (A, B), with common questions and activities. (15')
2. After completing the worksheet, we give the students time (10') to discuss in their group about the photo they commented on and to show the continuation of the photo they drew in the group. One student from each group undertakes to write the students' answers (1 to 6) on an A3 card (5')
3. Then we ask each group to prepare and represent the photo given to them through a role play in the classroom (5'), the choice of roles is made by the students themselves.
4. The students of each group are asked to find what the other group represented. Their opinions are recorded by the teacher in the group (10').

### 2<sup>nd</sup> hour

5. The students cut out the picture with their drawing (activity 7 f. erg.) and stick it on the class bulletin board, in groups A and B respectively (5').
6. We show the entire photo on the interactive board and discuss it with the students and the feelings it promotes to them (15').
7. We discuss the "wall" between social inequalities like wealth-poverty, over-consumerism-hunger etc. (15').

## II. Outside of class

Work in groups:

### Group A

Through photos and videos capture the "walls" of social inequality (wealth-poverty, over-consumerism-hunger, etc.) in your everyday life.

### Group B

Search for material on the internet (video, documentary, article, photo) related to the "walls" of inequality (wealth-poverty, over-consumerism-hunger, etc.) in today's society.

## III. Return to class

- 1) Presentation and commentary of the findings by the students.
- 2) Recording of the conclusions.
- 3) Formulation of proposals to prevent and combat the phenomenon at an individual level as well as a social activation level.

## Participant Feedback

For group A it was easier to fill out the booklet. The picture was clearer: an everyday situation that was very familiar to students and everyone would like to be in that situation, with their friends in this relaxation. They thought that the continuation of the picture would be just another company.

For group B it was a little different. "Fatigue", "poverty", "sadness", "homeless", "refugees", "Pakistanis", most noted and with them marking a similar image next to them.

Not everyone responded to the role play, especially group B. (there was some confusion). The interest was stronger when the 2 images were joined and through discussion, opinions and reflections emerged on the wall that we ignore...

After returning to the classroom, the photos, videos, and articles found by the students were discussed and the inequalities that govern today's society were talked about. Opinions were expressed, they tried to interpret and justify some situations. Even the students who were a little indifferent about the image of refugees showed interest, and recognised similar situations in people close to them. They realized that there are walls that we ignore, while we shouldn't ...and with some simple things like sharing food and other essential items with people who need them and other actions to throw them...and make the world fairer!!

## Bibliography-Useful Links:

- Creative Activities Zone  
<https://edu.klimaka.gr/mathimata/epaggelmatika/2833-zwnh-dhmioyrgikes-drasthriothtes>
- Political Education  
<http://www.economics.edu.gr/politikh-paideia-biblia.html>
- Article 1, 5 of the Constitution  
<https://www.hellenicparliament.gr/Vouli-ton-Ellinon/To-Politevma/Syntagma/article-5/>
- Poverty and social exclusion in Greece Overlap and differences.,  
Andriopoulou, E. P. F. T. P., Papadopoulou, F., & Tsakoglou, P. (2013)..
- Holiday lights don't hide the homeless  
<https://www.youtube.com/watch?v=JZbcB4aGX0A>
- Refugees in the port of Piraeus <https://www.youtube.com/watch?v=sdE1FIEPvP>

## Worksheet(s):

### Worksheet 1

The image below is part of a photo:



- 1) Briefly describe what you see in the image
- 2) Where do you think these people are?
- 3) Why are they there?
- 4) What are believed to be their feelings, what are they thinking?
- 5) What feelings does this image evoke in you?
- 6) Would you like to be in their place?

7) Draw or write what you think is on the other half of the picture:



## Worksheet 2

The image below is part of a photo:



- 1) Briefly describe what you see in the image
- 2) Where do you think these people are?
- 3) Why are they there?
- 4) What are believed to be their feelings, what are they thinking?
- 5) What feelings does this image evoke in you?
- 6) Would you like to be in their place?

7) Draw or write what you think is on the other half of the picture:



Photos taken by the students after the workshop:



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