

Lesson plan overview

Tales of three cities - 2024

Learning objectives:

- Promote empathy with others and practice taking others' perspectives.
- Increase awareness of how factors like skin color, age, gender, sexuality, disability, and religion impact our opportunities in employment, housing, and education, and the consequences this may have.
- Reflect on personal stereotypes and prejudices and enhance knowledge about the right to freedom from discrimination.
- Explore strategies to counteract discrimination and combat inequality in own society.

Overview of the suggested lesson after November 19 th 45-60 minutes			
Activity 1	Recap: Did we build our ideal world in Minecraft?	10 minutes Everyone	
Activity 2	Take one step forward	15 minutes Everyone	Attachment 1 Role cards Attachment 2 Situations and events
Activity 3	Reflection in plenary	10 minutes Everyone	
Activity 4	Conversation in one big circle	20 minutes Everyone	

Detailed outline of the lesson

<p style="text-align: center;">Recap: Did we build our ideal society in Minecraft? 10 minutes. Everyone</p>	
<p>1. Ask the class how the gaming event went. Did they manage to build their ideal society in Minecraft? What did they build, and what democratic values do the spaces represent? What spaces did they want to make but did not get the time to make? Were there some spaces lacking that you wished you'd built for your ideal society? (See Handout 2 List of values and spaces from the previous lesson.)</p> <p>2. Challenge the students: If they were to build the spaces they built in Minecraft or work to promote the values these spaces represent, how would they do it? Who would they contact? Where would they start? How would they address the challenges in their own society?</p> <p>Advice: As a teacher, if the students do not know how to respond, try introducing them to local initiatives such as youth clubs, civic organizations working on issues of the students' interests, youth councils, youth organizations, etc.</p> <p>3. During the gaming event, whether on Discord or in Minecraft, did you notice what students from other schools or countries were building? Do you think many of you had the same idea of an ideal society? If yes, what were the similarities? If no, what were the differences? Did anything surprise you?</p> <p>Tell them that in the next activity, they will explore the challenges in their society even deeper, followed by a reflection on what they can do about it.</p>	
<p style="text-align: center;">Take one step forward 15 minutes. Everyone</p>	
<p>1. Ask the students for silence and tell them that for the next 10 minutes, they will play a role. Tell them that they will take off their own 'shoes' and step into someone else's. What role they will play depend on the role they pick from the hat.</p> <p>2. Ask the students to take a role card out of the hat. Tell them to keep it to themselves and not show it to anyone else.</p> <p>3. Invite them to read carefully what is on their role card.</p> <p>4. Now ask them to begin to get into role. If helpful, ask them to close</p>	<p>Preparation:</p> <p>Cut out the role cards, fold them, and place them in a hat or bowl.</p> <p>See Attachment 1</p>

their eyes.

To help the students settle into their roles, read out some of the following questions, pausing after each one to give them time to reflect and build a picture of themselves and their lives.

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
- What excites you and what are you afraid of

5. Now ask everyone to remain silent as they line up beside each other (like on a starting line).

6. Tell the them that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Reflection in plenary

10 minutes

Ask the students while standing in their positions:

- What do you think is the reason why you ended up so far ahead/behind?
- What do you think the ones furthest have in common?
- What do you think the ones in the back have in common?
- Was it easy to know whether to go forward or stay put?
- You are among those who stand furthest behind, what made you choose to stay standing?
- What about you in the middle, what made you end up here?

Preparation:

Make sure students have the space to move in the classroom.

Alternatively do the activity outdoor. Make sure that the participants can hear you.

The power of this activity lies in the impact of

Revealing the role cards.

Allow the students to guess each other's roles before everyone reveals what role they have.

Put your 'shoes' back on.

Ask the students to step out of their roles. It is important for them to return to being themselves. To help with this transition, you might suggest they imagine taking off the 'shoes' of their roles and putting on their own again.

seeing the distance increasing between the students, especially at the end when there should be a big distance between those that stepped forward often and those who did not.

Activity 3: Conversation in one big circle
20 minutes

Tell the students that for the next twenty minutes they will have a conversation about different challenges in their society.

- What was it like to carry out this exercise?
- The information you had about your role - where did you get it from?
- How reliable is this information?
- Was the role you had interpreted differently from someone else who had the same role? (This would be the case if there are more participants than the role cards). Alternatively: Someone who did not have this role card, would you have interpreted the role differently?
- Did any of you experience that your human rights were not respected or were not fulfilled?
- The fact that some were allowed to take many steps forward, but others were left behind: How realistic is this picture of our society? Encourage a conversation about this.
- Can we as a class and as individuals do something about this? If yes, what?
- How can we build the society we aimed to build in Minecraft in our lives?

Advice: We advise teachers to take their time on each question. Let the conversation flow naturally to the topics that interest the students the most. The questions below are for your support only and to navigate the discussion back to the objectives of the conversation.

Note: The aim of this conversation is to explore where our information about others comes from—like friends, family, media, school, and politicians—and to reflect on personal stereotypes and prejudices. The outcome of this conversation should be to explore what we can do to create a more inclusive society for everyone.

Room arrangement

One circle of chairs for students and the teacher.

Role cards

Attachment 1

Cut out the role cards, fold them, and place them in a hat or bowl.

You can adapt the role cards so they reflect the reality students live in.

<p>You are an unemployed single mother.</p>	<p>You are the president of a party-political youth organisation (whose “mother” party is now in power).</p>
<p>You are the daughter of the local bank manager. You study economics at university.</p>	<p>You are the son of an immigrant who runs a successful fast food business.</p>
<p>You are an Arab Muslim girl living with your parents who are devoutly religious people.</p>	<p>You are the daughter of the American ambassador to the country where you are now living.</p>
<p>You are a soldier in army, doing compulsory military service.</p>	<p>You are the owner of a successful import-export company.</p>
<p>You are a disabled young man who can only move in a wheelchair.</p>	<p>You are a retired worker from a factory that makes shoes.</p>
<p>You are a 17-year-old Roma (Gypsy) girl who never finished primary school.</p>	<p>You are the girlfriend of a young artist who is addicted to heroin.</p>

<p>You are an HIV positive, middle-aged prostitute.</p>	<p>You are a 22-year-old lesbian.</p>
<p>You are an unemployed university graduate waiting for the first opportunity to work.</p>	<p>You are a fashion model of African origin.</p>
<p>You are a 24-year-old refugee from Afghanistan.</p>	<p>You are a homeless young man, 27 years old.</p>
<p>You are an illegal immigrant.</p>	<p>You are the 19-year-old son of a farmer in a remote village in the mountains.</p>

Situations and events

Attachment 2

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censors.