

# Lesson plan overview

## Tales of three cities - 2024

Overview of the suggested lesson before November 19 <sup>th</sup>			
45-60 minutes			
Activity 1	Scavenger hunt: How many democratic values does your society have?	20 minutes Group work	<b>Attachment #1</b> Value cards <b>Handout #1</b> <i>List of values in our mini society</i>
Activity 2	Reflection in a one big circle	20 minutes Everyone	
Activity 3	Tales of three cities: How does our ideal city look like?	20 minutes Everyone	<b>Handout #2</b> List of values and spaces  <b>Attachment #2</b> In our community we will build

## Detailed outline of the lesson

**Scavenger hunt: How many democratic values does your society have?**  
**20 minutes, group work.**

### Dividing the class into groups

Depending on the size of the class, divide the students into groups of 3 to 5.

### Introduction

Tell the students that their groups represent mini societies. If the class has four groups, each group represents a separate mini society.

### The competition

Explain to the students that they will compete to find value cards that you have hidden in the classroom. The group that finds the most value cards wins. There are 20 value cards in total (**Attachment #1**).

### Discuss in your groups

Instruct that when a group finds a value card, the group has to explain the value in one sentence (e.g., Freedom of Speech: Everyone in the society has the right to speak their mind; Freedom of Economy: A citizen can spend their money as they like).

### Write down your value in the Value List

After explaining the value, write one sentence that summarizes the value in the "List of values in our mini society" (**Handout #1**).

Continue until all the value cards are found or when 20 minutes have passed.

When the hunt ends, each mini society will have a list of values. These are the values that their mini society follow. Some mini societies will have more on their list than others.

**Attachment #1**  
Value cards

**Handout #1** *List of values in our mini society*

### Preparation:

Hide 20 value cards in the classroom before the activity

## Reflection in one big circle

20 minutes

### Introduction

Tell the students that in this circle they will reflect on what happened in the scavenger hunt.

The aim of this exercise is to encourage reflection not one correct answer to what values a society should hold and the consequences of lacking these values.

### Questions about the value cards

1. Ask the team that lost to share their List of Values in their mini society
2. Ask the team that won to share their List of Values in their mini society
3. Ask the rest of the groups to share their List of Values in their mini society

### Questions about democratic mini societies

1. Ask the team that won:

*You have the least democratic mini society. How do you think the citizens of your society feel about their lives?*

2. Ask the team that won:

*You have many value cards, which means that you are the most democratic mini society in the class. How do you think the citizens of your society feel about their lives?*

3. Ask the rest of the class:

*What do you think? How do you think the presence or absence of these values impact a society?*

4. Ask the team that won/the whole class:

*You have many value cards, which means that you are the most democratic mini society in the class. Yet, you do not have all the values a democratic mini society should have.*

*-How can that impact your society?*

*-Are there some values you would want to exchange with other groups. If yes, why?*

*-What influence will they have in your society?*

### Questions about our real societies

1. Ask everyone:

*Do you have examples of societies that have almost all values but lack some of them?*

### Room

#### arrangement

One circle of chairs for students and the teacher.

2. Ask everyone:

*Do you have examples of societies that lack most of the democratic values, yet still have some?*

3. Ask everyone:

*What societies do you and I live in? The one with many or few democratic values being practices?*

### Tales of three cities: How does our ideal city look like?

20 minutes

Norwegian, Polish, and Ukrainian youth will build their own cities in Minecraft. The aim is to build a society that they themselves would want to live in.

To prepare for building in Minecraft, we ask you to reflect and decide what kind of society you would like to build as a class.

Hand out *List of values and space (Handout #2)*.

Ask the students:

*Building on what the class discussed in previous activities, what kind of society do we want to live in and create as a class?*

Students can select spaces from handout #2. Students can also build spaces that are not on the list. Be creative!

Ask the students:

*What do you want to build and why?*

Write it down on a whiteboard.

Discuss in plenary how and if the class is building a democratic society with the spaces on the whiteboard. Are some buildings missing?

#### Optional: Motto of your city

Every class should have a motto or a slogan for their city. Examples: *Inclusion for everyone! Unity in diversity! A city for the youth - by the youth!*

**Optional:** If preferred, the teacher can collect the different spaces the students want to build in **attachment#2**. Keep it or send it to the students before the event day.

**Note:** The **handout #2** is a guiding document and suggests spaces that may reflect the specific values. If one wants to build a school, then it tells that your society values critical thinking, freedom of expression and access to free education.

#### Handout #2

List of values and spaces

#### Attachment #2

In our community we will build

## Attachment #1 Value cards

*Cut out the value cards and hide them around the classroom.*

<b>Critical thinking</b>	<b>Freedom of expression</b>
<b>Access to free education</b>	<b>Inclusion of everyone</b>
<b>No discrimination</b>	<b>Respect for all</b>
<b>Equality</b>	<b>Valuing religious diversity</b>
<b>Health care for everyone</b>	<b>A sustainable future</b>

<b>Youth participation</b>	<b>Responsibility</b>
<b>Multi-party system</b>	<b>Tolerance for different political opinions</b>
<b>Rule of law</b>	<b>Accountability</b>
<b>Justice</b>	<b>Transparency</b>
<b>Economic freedom</b>	<b>Freedom of movement</b>



## Handout #1

### List of values in our mini society

Name of your mini society \_\_\_\_\_

*In our mini society we have the following values:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## List of values and spaces

Value cards	Spaces and buildings
1. Critical thinking 2. Freedom of expression 3. Access to free education	A media house A school A public library
4. Inclusion of everyone 5. No discrimination 6. Respect for all 7. Equality	A shelter for people in need A cultural house An asylum centre for refugees Houses
8. Valuing religious diversity	A mosque A temple A church A synagogue
9. Health care for everyone 10. A sustainable future	A hospital An elder home A forest Wind turbines
11. Youth participation 12. Responsibility	Centre for youth clubs A park A football ground Youth councils A space to hang out with friends A space for volunteer work A centre for civic organizations
13. Multi-party system 14. Tolerance for different political opinions	A parliament A gathering space for public demonstration
15. Rule of law 16. Accountability 17. Justice 18. Transparency	A court A police station A space for labour unions A city council Electoral centre
19. Economic freedom 20. Freedom of movement	A bank A cabin A car/boat/plane/airport





### **Handout #3**

**Name of the school:** \_\_\_\_\_

**Class name:** \_\_\_\_\_

**Country:** \_\_\_\_\_

**Motto for your community in  
Minecraft:** \_\_\_\_\_

#### ***In our community we will build:***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_