



## Lesson plan

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| <b>Title of Activity:</b> Strong Together – Solidarity in your school, neighborhood and society | <b>Subject area:</b> Social Studies / Citizenship |
| <b>Grade Level(s):</b> 12-13-year-old pupils (first year of secondary education)                | <b>Duration:</b> 1 hour                           |

*This lesson ties in with citizenship skills such as active participation, social responsibility and respect for diversity) [school-education.ec.europa.eu](https://school-education.ec.europa.eu)*

### Learning objectives:

Students will be able to:

- Explain what solidarity is, using concrete examples in school and society.
- Examine why solidarity is important for a just society.
- Reflect on their own role in solidarity, make plans and defend their choices.
- Work together in groups and communicate with others, taking diversity and equality into account.
- Recognise international organisations.
- Understand different forms of aid.
- Practise communication and social skills.

### Teaching Method:

- Experiential learning: learning through concrete situations and reflection.
- Cooperative learning (collaboration in group assignments).
- Inquiry-based learning (inquisitive attitude).

### Teaching Techniques:

- Class discussion / educational discussion
- Group work / role play
- Creative assignments (quartet)
- Reflection & presentations

### Materials / Resources / Technology use:

- PowerPoint (see slides below)
- Worksheet Print (PDF/Canva)
- Large paper, pens, markers
- Digital tools: /Padlet/EXCEL/Canva (optional)
- Post-it notes

**Motivational phase (Introduction, activating prior knowledge & Problem definition) (10 min)**

**Teacher:** What does helping mean to me?

*PPT slide 2*



*In what specific situations have you already helped someone?*

*Can you describe the situation and explain how you helped?*

Ask pupils to write the situation and how they helped on a post-it note and collect them on the board (word cloud or Padlet).



**The teacher** goes through the examples in the word cloud on the board/Padlet and asks the pupils for explanations.

Give these statements:

*"Were you obliged to help someone?"*

*"Did you find it difficult to help someone?"*

*"What would have happened if you hadn't helped?"*

*Did you receive anything in return for your help?"*

Do you know any organisations that provide assistance?

*PPT slide 3*

Ken organisaties die aan hulpverlening doen?  
In je regio, in je land, wereldwijd?  
Leerkracht vult tabel op bord aan:

| Naam organisatie | Welke hulp biedt ze?<br>Aan wie biedt ze hulp? | Lokaal/nationaal/internationaal |
|------------------|--|---------------------------------|
| •                | •  | •                               |
| •                | •  | •                               |
| •                | •  | •                               |
| •                | •  | •                               |

In your region, in your country, worldwide?

Teacher completes table on board.

Pupils contribute their ideas/answers to the group.

Teacher: All these organisations show **solidarity** with people in need.



## Learning phase (educational discussion)

### PowerPoint

**Teacher:** Summarise and define the key concept of solidarity.

PPT slide 4

Solidariteit verwijst naar de bereidheid om anderen te helpen of om de groep waartoe men behoort te steunen, zonder daar onmiddellijk iets voor terug te krijgen.

### Examples from everyday life

The teacher views and discusses slides 5, 6, 7, and 8 of the PPT with the pupils.

For each image, discuss:

- Being in solidarity with whom/what?
- How can you show solidarity? (students' own answers)
- Do you know of any organisations that are involved in this?

The teacher can add organisations that are active in the region or country.

*(to be looked up by the teacher)*

slide 5: elderly care, welfare, etc.

slide 6: world hunger – food banks, 11 11 11

slide 7: homeless people – Samusocial

slide 8: refugees – Caritas Belgium

slide 9: animals – Gaia

Various organisations are also active internationally. slide 10



**Teacher:** Do you recognise any logos? Which ones? What do these organisations stand for?

Pupils' own answer.

**Teacher:** We will learn about these organisations in a playful way with the solidarity quartet.



Aim of this game:

Pupils learn about international aid organisations in a playful way.  
They link each organisation to the correct characteristics.

The method/approach can be found in the worksheet *solidarity quartet.doc*.  
The teacher distributes the worksheet and goes over the content.

You also make the *solidarity quartet.doc* and *solidarity quartet.xls* available to the pupils in digital form.

**Note:**

*The solidarity quartet.doc file contains an overview table of international aid organisations.*

*The file solidarityquartet.xls contains the template for making the quartet game.*

After printing, cutting and pasting, the pupils can play their own homemade quartet game.

**Tips:**

- ✓ Create the first quartet series together with the pupils. This way, you can be sure that they have mastered the method understand the method.
- ✓ You can also let them finish and print the quartet at home.
- ✓ In the next lesson, they can bring their quartet game and play a first round.
- ✓ You can also adapt the quartet to the pupils' own interests/input. More local, national, etc.
- ✓ Use your creativity.

**Slide — Reflection after the game**

What have you learnt about solidarity?

*Image suggestion: pupil thinking.*

**References**

Council of Europe. (2020). *Compendium – Democratic schools for all*. Council of Europe. [Portal](#)

European School Education Platform. (2025). *Key competences and principles*.

European Commission. [school-education.ec.europa.eu](https://school-education.ec.europa.eu)

**Assessment /Feedback**

<https://forms.office.com/Pages/ResponsePage.aspx?id=wxLA5YicUUGxofy7tigPKdAUtP7RNGxKioYHLGL7ZVBUODJYUVkxSzBEWkUwMFIEVjhPTDNMSzkwQS4u>