



Lesson Plan

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<p>Title of Activity: Active Citizen for a Day – The Small Heroes of Everyday Life</p>	<p>Subject area: Social and Civic Education, Modern Greek Language, Skills Labs (Volunteerism & Social Contribution).</p>
<p>Grade Level(s): 12–14 years old</p>	<p>Duration: 1 teaching hour (preparation) & 1 afternoon/weekend (off-site action) & 1 teaching hour (reflection).</p>

Learning objectives:

By the end of the lesson, students are expected to:

- Experience active citizenship as a practical act and a life stance.
- Recognize themselves as agents of social change.
- Cultivate empathy, cooperation, and responsibility.
- Draw inspiration from real-life examples of social action.

Teaching Method:

Project-Based Learning (PBL)

Teaching Techniques: Brainstorming, active listening, group work, digital storytelling, storytelling-based learning, discussion, problem-solving.

Materials / Resources / Technology use: Mobile phones/Tablets (for capturing photos/videos during the action).

Activity Description:

In the activity "**Active Citizen for a Day – The Small Heroes of Everyday Life**," students are invited to step into the role of a "city hero." Not a superhero with powers, but a person who chooses to offer help, stand by others, and act for the common good.

Working in groups, students create their own "hero": what motivates them, what needs they see around them, and how they decide to act. Based on this scenario, they design and implement a real act of service, coming into contact with individuals or collectives in the local community.

During this experience, students do not just "play" a role; they live it: they cooperate, meet people, face challenges, and discover that active citizenship is born from small, daily acts.



The activity concludes with storytelling and reflection, where each group shares their hero's "story" and the lessons learned through action.

Step 1: Clarification of Concepts – What does "Active Citizen" mean? The activity begins with a class discussion where students clarify basic terms such as active citizen, social contribution, volunteerism, social need, and everyday hero.

Step 2: Defining the Problem – The Hero's Call Students reflect on the question: *"What needs or difficulties exist around us in our city or neighborhood?"* This discussion shapes the central question: how a student can contribute positively to society through their own actions.

Step 3: Brainstorming – What we already know In groups, students share ideas, experiences, and examples of social contribution they have encountered. They record personal experiences and mention people they consider "everyday heroes." At this stage, all ideas are recorded without evaluation.

Step 4: Organizing Ideas – Creating a Hero and a Mission Groups organize their ideas by categorizing them. They select a specific social need to focus on and create their "everyday hero," describing their motivations and the specific mission they will undertake. The mission must be realistic and achievable.

Step 5: Formulating Learning Objectives Students identify what they want to learn and understand through this specific action.

Step 6: Meeting the Community – Information Gathering Groups reach out to individuals or collectives in the local community to discuss and investigate real needs. Through this process, students gather information that helps them prepare their action with greater awareness and responsibility.

Step 7: Action and Synthesis – Living Active Citizenship Students implement their service action and experience the role of an active citizen in practice.

Reflective Circle: Upon returning to class, groups reflect and share what happened, the difficulties they faced, and what they learned. Students realize that the "hero" they created is not fictional, but their own selves in action. Each student completes the phrase:

"Before this action, I thought a student-citizen was..., now I feel that I can..."

Assessment

- **Peer Assessment:** Groups provide commentary on their classmates' actions and offer constructive feedback.