



Project with Local Heroes

Lesson Plan

Designed by Piri Reis school, Turkey

Title of Activity: Project with Local Heroes	Subject area: Social Studies, Citizenship, and Democracy
Grade Level(s): 6th–12th Grade	Duration: 4–6 Weeks (including weekly scheduled check-in hours)

Learning objectives:

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

- Recognize social issues by establishing partnerships between students and local organizations.
- Take concrete steps to enable the school to contribute to community development.
- Transform the concept of "charity" into "Civil Society Awareness" and organized action.

Teaching Method:

Project-Based Learning (PBL) and Collaborative Learning.

Teaching Techniques:

Group work, dialogue, research, field interviews, and practical application.

Materials / Resources / Technology use: Internet access (for email and research), campaign materials (paper, posters, digital design tools), and equipment for fundraising/events.

Activity Description

Introduction:

The teacher explains the importance of civil society in social development. A discussion is opened regarding the difference between "charity" (individual acts) and "Civil Society Awareness" (systemic change), emphasizing the power of organized action.

Step 1 (Research):

The class is divided into 3–4 groups. Each group selects a Non-Governmental Organization (NGO) in their city (e.g., Red Crescent, local animal shelters, or health foundations) and researches the goals of that organization.

Step 2 (Needs Analysis):



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Under the teacher's guidance, students meet with their chosen NGO virtually or in person. They ask officials, "What is your most urgent need?" (e.g., pet food collection, awareness brochures, book donations) to determine their area of support.

Step 3 (Campaign Design and Implementation):

Groups design an in-school campaign based on the identified need. For example, they might distribute information brochures for stray animals or organize a book drive.

Closure:

Photos and reports of the work performed are shared with the relevant NGO. Students present their achievements to the class and evaluate the impact of organized collaboration.

Assessment

Alternative Assessment: Evaluation is based on campaign outputs (brochures, reports of collected materials) and feedback received from NGO officials.

Self-Assessment: Self-assessment forms are used to measure the development of students' cooperation within the group and their sense of citizenship awareness.