Building a sustainable inclusive, just and peaceful world - Education for Justice
Lesson Plans for the Primary Level
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Introduction:

In contemporary societies, children face many challenges and risks that previous generations did not. Some examples are the dilemmas and dangers presented by the Internet.

To help prepare children for these new challenges and protect them from these new risks, it is essential that they learn about ethical and respectful behaviour, what the right thing to do is, and how to apply this knowledge to the choices they make and actions they take every day. This understanding will help them contribute to the creation of a more sustainable, inclusive, just and peaceful world.

To help children gain this knowledge, have a positive impact on society and inspire others, it is important that educators, supported by families, teach them the values and skills that they need.

What is the Education for Justice (E4J) initiative?

The Education for Justice (E4J) initiative of the United Nations Office on Drugs and Crime (UNODC), a component of the Global Programme for the Implementation of the Doha Declaration, is aimed at building a culture of lawfulness among children and young people. It seeks to do this through the provision of age-appropriate educational materials on topics related to criminal justice, crime prevention and the rule of law.

At the primary level (children aged from 6 to 12 years), the educational materials and tools provided by E4J are aimed at equipping children with skills such as conflict resolution, critical thinking, empathy and teamwork, and promoting and teaching values such as acceptance, fairness, integrity and respect.

The resources and learning provided by the E4J initiative are contributing to the achievement of the 17 Sustainable Development Goals of the 2030 Agenda for Sustainable Development, in particular Goals 4, 5, 10 and 16.

Why is education on justice and the rule of law important?

Education has a fundamental role in building a culture of respect for the law and to prevent crime and violence. Therefore, it is important to begin this learning early in a child’s academic journey, so that they are aware of the global problems and shared challenges that undermine the rule of law and affect our societies. This, in turn, will help children understand how each of us can bring about change and contribute to a more sustainable, inclusive, just and peaceful society.

Who is this Manual for?

This Manual is aimed at teachers and facilitators who work in formal or informal education environments at the primary level (working with children aged from 6 to 12 years).
What will you find in this Manual?

This Manual provides teachers with the tools to educate children about the importance of the rule of law and to teach them the skills and values that foster a culture of lawfulness.

The Manual contains nine lesson plans. The composition of the lessons varies: some are better suited for children at the lower primary level (aged from 6 to 8 years) and others for children at the upper primary level (aged from 9 to 12 years). All lesson plans are comprehensively and clearly set out. By following the instructions, teachers can easily guide children through the activities.

The lesson plans in this Manual are based on the application of a life skills-focused teaching methodology. The lessons are aimed at imparting knowledge and at developing skills, instilling values, shaping attitudes and informing behaviours. The lessons seek to teach the key values of acceptance, fairness, respect and integrity, and the key skills of critical thinking, conflict resolution, teamwork and empathy.

The lessons take a child-centred and active learning-based approach. This approach sees children as capable and competent from an early age and as valuable and active social actors who have the understanding and ability to shape their world as individuals. They should not be considered as empty vessels that need to be filled by teachers and parents. Rather, the children should be allowed to contribute to shaping and leading the learning process, which should have their needs and individuality at its core.

The role of the teacher in creating a sustainable, just, inclusive and peaceful world

How you teach is just as important as what you teach. For teachers to effectively teach the lessons outlined in this Manual, they should act as role models, both inside and outside of the classroom.

It is important to create a supportive learning environment that is based on the skills and values promoted by the E4J initiative. This environment should be one that fosters learning, critical thinking and team building, and ensures that children are guided and supported to live and interact with each other in an ethical way.

Children should be encouraged to learn about topics together, their thinking should be challenged, and they should be helped to identify opportunities for further independent learning. A teacher should help inspire creativity and unlock potential so that children can identify how to overcome challenges to the rule of law and to make their communities more sustainable, just, inclusive and peaceful places.
How to use this Manual:
The lessons based on the plans set out in this Manual should be interactive and fun. Teachers are encouraged to be creative and adapt the lessons using their knowledge of local practices, beliefs and sensitivities.

The lessons are aimed at getting children to reflect on their own lives in relation to the topics they are taught. To help achieve this goal, the children should be given a platform to share ideas and experiences, so that they can learn and deepen their understanding of the subjects together.

Overview page:

STAYING SAFE ONLINE

Lesson plan on:
Internet safety and cybercrime prevention.

Adaptation tips to suit different contexts and realities:
• Suitable for children who have access to the Internet inside and outside of school.
• Consider amending elements of the lesson plan that do not fit your environment.

Learning objectives:
By the end of the lesson, the children should be able to:
• Recognize potentially unsafe, dangerous or risky online situations and behaviours.
• Identify rules for avoiding unsafe, dangerous or risky online situations and behaviours.
• Adopt strategies when they encounter potentially unsafe, dangerous or risky online situations and behaviours.

How to use this lesson plan:

The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
The lesson starts by helping children understand similarities and differences between the real world and the online world. The children should identify positive elements of the online world and reflect on unsafe online behaviours or situations that they might encounter.

The children should think about strategies to adopt when they encounter a potentially unsafe situation, when they do not feel safe online or when they encounter anything online that they do not understand or have questions about. They should learn to use their critical reasoning to come up with some basic safety rules to follow when they are online. At the end of the activity, the children should work together to create child-friendly guidelines for online safety.

Please note that this activity is not designed as a means of detecting whether children have had negative experiences online. This is a sensitive topic and it needs to be handled carefully. Children might feel ashamed or uncomfortable about something they have seen, heard, done or received online. Avoid asking them to share their negative online experiences. However, should any problematic experiences emerge, be mindful not to shame or embarrass them.

Key question:
How can we use the Internet in a safe and responsible way while having fun?

Age:
6 - 9

Values:

Skills:

Time:
60

Preparation and materials:
• Draw a happy face and a sad face on two pieces of paper. Place them in two corners of the room.
• Draw a line on the floor and make some space for the children to move freely around the classroom.
• Flipchart or blackboard.
• Marker pen.
• If possible, The Zorbs video Big Trouble with the Small Screen or the corresponding comic book, both available on the E4J website.

• Guidance box on basic rules for online safety. Read and amend as needed for your class.

The age range should be considered as a guideline.

Here are the E4J values and skills that the lesson focuses on.

The length of the lesson is offered as a guideline. It can be shorter or longer depending on the size of the class, and can be taught in one day or over several days.

Teachers are encouraged to adjust the duration of the lesson to make it appropriate to their class and circumstances.
How is each lesson plan organized?

Each lesson is divided into three parts:

- **Start**
- **Learn**
- **Reflect**

The lesson subject is introduced in **Start** and the core lesson activity is detailed in **Learn**. The activity in **Reflect** is aimed at getting the children to think about what they have learned so far and deepening their understanding of the topic.

It is best to teach the three parts together. However, if you don’t have enough time, you can shorten the segments to suit your needs, or you can teach the different parts separately.

**Guidance box:**

These boxes contain information to help you start and further discussions with the children. The information will also help you address sensitive issues and deepen the understanding of specific topics.

**Extension activity:**

Found the topic interesting and want to help the children learn more about it? These boxes provide suggestions on how to extend the learning activity or start a class project.

**Family activity:**

To effectively learn values and skills and shape behaviours, it is important to encourage learning beyond the classroom.

These simple activities that the children can do at home with their families are designed to help achieve this goal.

The children will continue to learn about the topics they have studied in class, helping them to deepen their understanding of what they have been taught.

The children should be invited to carry out these activities at home and, if possible, share what they have learned with their class.
I WOULD LIKE A COMMUNITY WHERE

Lesson plan on:
The rule of law, justice and a culture of lawfulness.

Key question:
What can we do to make our community a more sustainable, just, inclusive and peaceful place?

Age:
6 -12

Values:

Skills:

Time:
Preparation and materials:
• Drawing materials (poster sheets, colouring pencils).
• Collage materials (old magazines, scissors, glue, poster sheets).
• Flipcharts.
• Markers.
• If possible, The Zorbs video A New Beginning or the corresponding comic book, both available on the E4J website.

In addition, check out the comic creator tool at zorbify.com, and a colouring book and children’s book, both available on the E4J website.

Adaptation tips to suit different contexts and realities:
• Follow the instructions in the Guidance boxes and adapt your lesson for older or younger children.

Learning objectives:
By the end of this lesson, the children should be able to:
• Identify personal behaviours and environmental actions that contribute to making their community a more sustainable, just, inclusive and peaceful place.
• Describe how people can contribute to protecting and improving their community.
• Take action or commit to values that will help make their community a more sustainable, just, inclusive and peaceful place.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
This activity is aimed at introducing the children to the main principles and values of the Education for Justice (E4J) initiative of the United Nations Office on Drugs and Crime.

By imagining a more sustainable, just, inclusive and peaceful community, children are encouraged to reflect on the importance of treating people around them and their environment with care and respect, and on the need for everyone to work together and take action to protect our planet and improve the way we live together.

At the end of the lesson, children should be able to identify positive approaches to tackling negative situations. They should also be inspired to take action to make their community a more sustainable, just, peaceful and inclusive place.

In addition, check out the comic creator tool at zorbify.com, and a colouring book and children’s book, both available on the E4J website.
1. Ask the children to reflect individually on the following:
   • What are some of the things you like about your community?
   • What are some of the things you like about your environment?
   • What do you think about people’s behaviours and attitudes?

2. Invite the children to work in pairs and discuss their answers together. After a few minutes, ask each pair to share their thoughts with the class. Write their answers on a flipchart.

3. Ask the children the following and repeat the discussion and sharing process:
   • What could be improved or changed in your community?
   • What could be improved or changed with regard to the environment?
   • What could be improved about people’s behaviours and attitudes?

Guidance box:
Throughout this lesson plan, the word community is used. The type of community to which this word refers may vary. It can refer to the world, a country, a state, a region, a city, a neighbourhood, a friendship circle, a school or a classroom.

As a teacher, you should identify which type of community you want to focus on, based on the age and interests of the children attending your class.

Younger children will find it easier to talk about their classroom, school or neighbourhood. The older they are, the easier it is for them to think in abstract and more complex terms. Therefore, with older children, it is easier to refer to the concept of community as meaning the world.

It is important that you refer consistently to the type of community you have chosen throughout the lesson.

Alternatively, you can ask the children at the beginning of the lesson to tell you what the word community means to them and which kind of community they would like to focus on.
Note: If it is possible to watch The Zorbs video A New Beginning or read the corresponding comic book, you should follow all the steps below. If this is not feasible, skip step 5.

1. Ask the children to form small groups. Give each group a flipchart, some colouring pencils and collage materials.

2. Invite the children to close their eyes and imagine the following scenario:
   We are in the future. It is 2040! Everyone has been working together to improve our community. We live in the most sustainable, just, inclusive and peaceful imaginable world. It is just like you want it to be.

3. Ask the children to open their eyes and use the materials provided to write about or make a drawing of their ideal community/world. If you have enough time, encourage them to make a collage. To help them form ideas, invite the children to reflect on the following:
   - What is the environment like? How do the streets and parks look like? What is the air and water like?
   - What are the people like? How do they behave? How do they treat each other? How do they communicate with each other?
   - What are the children doing? What are the adults doing?
   - How do you think that other people feel?

Guidance box: Education for Justice values and skills

Education for Justice (E4J), an initiative of the United Nations Office on Drugs and Crime (UNODC), is aimed at helping young people learn about preventing crime and promoting and respecting the rule of law.

It is suggested to talk to the children about the core principles of the E4J initiative. These principles support the work of UNODC to create a more sustainable, just, peaceful and inclusive world by emphasizing the importance of the following values and skills: acceptance, fairness, respect, integrity, empathy, critical thinking, teamwork and conflict resolution.

You can invite the children to discuss the meaning of each value and skill, and identify why they contribute to creating a more sustainable, just, peaceful and inclusive world.
4. Ask each group to share their work and discuss their answers to the questions listed above. If needed, use the information in the Guidance box on Education for Justice values and skills to initiate or further the discussion.

5. Invite the children to watch the Zorbs video *A New Beginning* or hand out the corresponding comic book. After watching the video or reading the comic book, use the following questions to start a discussion:

- What do you think the story is trying to teach us?
- Why did Intella, Scooter, Signal and Sentimo decide to leave planet Zorb?
- Why had the natural resources on Zorb almost vanished?
- Why did Intella, Sentimo, Scooter and Signal decide to land on Earth?
- What are some of the beautiful things they found on our planet?
- What are some of the negative things they experienced?
1. Ask the children the following questions and capture their answers on a flipchart:
   - What could we do to make our community a more sustainable, just, inclusive and peaceful place?
   - What could you do individually? What could we do as a group?

2. If you feel it is necessary, explain to the children that everyone can contribute to making our ideal community a reality, and that each small action can have a positive impact. The future is theirs to create, they can be the visionaries!

   You can use the suggestions in the Guidance box on Education for Justice values and skills to emphasize the importance of working together and being kind, caring and respectful to each other and the environment to make our vision of an ideal world a reality.

3. Invite the children to choose the values that are most important to them. These will be their classroom values. Encourage them to commit to living by these values during the school year and explain that their actions will contribute to making their ideal world a reality.

4. For each of the classroom values, invite the children to think about the actions that they can take to implement them.

   For example, if the children decide to commit to being respectful towards each other, ask them to list some of the steps they will take (“I will not interrupt other children when they are talking”; “I will try to stop any form of bullying that I see” etc.).

   Explain to the children that if they cannot do anything to stop an act of violence or bullying, whether it happens to them or another child, the best thing that they can do is to report the incident to a trusted adult.
Extension activity: our ideal world classroom project

This lesson plan is a great opportunity to create a long-term classroom project aimed at getting the children to work together to make their ideal world a reality.

Our ideal world classroom project

Ask the children to form groups. Provide each group with paper, colouring pencils and collage materials. Instruct each group to come up with a project to achieve their vision of an ideal community/world. Explain that their project can include any of the following actions:

• Connecting with a non-governmental organization or local institution to learn more about its cause.
• Volunteering with a non-governmental organization or local institution to learn more about its cause.
• Advocacy: telling others about the issue that they want to tackle in their community.
• Collecting resources to support others.
• Changing their behaviour and encouraging change in other people's behaviour.

After each group has outlined their project, ask them to use the materials provided to make a poster for their project.

Let the children vote for the project they like best: place the title of each project in different corners of the room and invite the children to form a line in front of their favourite project. Explain that it is not allowed to vote for one’s own project. The project that receives most votes will be adopted as the classroom project for creating a more sustainable, just, inclusive and peaceful community/world. The project can be adopted for the school year or you can introduce new projects on a monthly basis.

After a project has been selected, help the children identify a plan for its implementation, including the time and resources needed and how tasks are going to be divided. Younger children will require more support from you throughout this process. Older children should be able to take the lead themselves.

Dedicate time every week or month to supporting the implementation of the project and following up on its progress.
Guidance box: age group impact on classroom values and Ideal World projects

You should keep in mind that this lesson plan can produce very different results depending on the age, interests and developmental stages of the children.

Younger children are likely to be most interested in, and to connect easier to issues related to their everyday life. They might imagine and create an ideal community that will refer to aspects of their everyday school life or neighbourhood environment. Therefore, their classroom values and ideal world projects might be quite simple, such as making sure that the classroom stays clean or giving a hug to each classmate every morning.

In contrast, older children should be able to reflect on more abstract concepts and think about actions on a larger scale. For example, their classroom values might involve taking steps to stop bullying or violence in the school, and their projects might link to national or global issues, such as preventing child labour or tackling corruption.

Family activity: embracing classroom values at home

Invite the children to pick one of their classroom values and ask them to discuss the following with their families:

- Do you think that this value should also be embraced at home? Why?
- What should we do at home, individually and as a family, to live according to this value?

If possible, ask the children to make a poster at home that depicts two or three ways in which they will live according to their chosen value. Ask the children to bring their posters to school and share them with the class.
Lesson plan on:
Internet safety and cybercrime prevention.

Adaptation tips to suit different contexts and realities:
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• Consider amending elements of the lesson plan that do not fit your environment.

Learning objectives:
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• Identify rules for avoiding unsafe, dangerous or risky online situations and behaviours.
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Lesson overview:
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The children should think about strategies to adopt when they encounter a potentially unsafe situation, when they do not feel safe online or when they encounter anything online that they do not understand or have questions about. They should learn to use their critical reasoning to come up with some basic safety rules to follow when they are online. At the end of the activity, the children should work together to create child-friendly guidelines for online safety.

Please note that this activity is not designed as a means of detecting whether children have had negative experiences online. This is a sensitive topic and it needs to be handled carefully. Children might feel ashamed or uncomfortable about something they have seen, heard, done or received online. Avoid asking them to share their negative online experiences. However, should any problematic experiences emerge, be mindful not to shame or embarrass them.

Key question:
How can we use the Internet in a safe and responsible way while still having fun?

Age:
6 - 9

Values:

Skills:

Time:

Preparation and materials:
• Draw a happy face and a sad face on two pieces of paper. Place them in two corners of the room.
• Draw a line on the floor and make some space for the children to move freely around the classroom.
• Flipchart or blackboard.
• Marker pen.
• If possible, The Zorbs video Big Trouble with the Small Screen or the corresponding comic book, both available on the E4J website.

In addition, check out the comic creator tool at zorbify.com, and a colouring book and children’s book, both available on the E4J website.
1. Explain to the children that you are going to talk about the Internet and how to use the Internet safely.

2. Show the children the happy face and the sad face in the two corners of the room and explain that you will read a few statements.

3. Read out loud the following statements:
   - I am eating an ice cream.
   - I am playing a game I like.
   - I can’t find my backpack.
   - I made a kite and I am going to try it out with my friends today.
   - A stranger in the park asks me to accompany him/her to the candy store.

4. After each statement, allow the children enough time to choose a corner of the room. Ask the children in each corner to answer and discuss the following question within their group:
   “How does this situation make you feel? And why?”

5. Invite a child from each group to share a few of the answers with the class.

6. Do not forget to involve those who chose the middle by asking:
   “Why have you decided to stay in the middle? How do you think you might feel in this scenario?”

7. Explain to the children that there are plenty of situations that make us feel happy, but we should also be aware that some situations might make us feel uncomfortable and may even put us at risk.

8. Invite the children to reflect on the following:
   “What should we do when something makes us feel uncomfortable, unsafe, at risk or scared?”

9. Reflect together on the importance of telling a trusted adult when we feel uncomfortable, unsafe, at risk or scared.

Guidance box: offline and online safety

The Start activity is a good opportunity to discuss child safety more broadly. It is important to explain to the children that one of the key strategies when feeling unsafe or uncomfortable, whether online or offline, is to approach a trusted adult.

It is recommended that you share with the children the NO-GO-TELL approach. If something or someone is making them feel uncomfortable or unsafe, they should do the following:

- Say NO when someone is making you feel uncomfortable or unsafe.
- Then GO: leave or run away from that person or situation.
- And TELL: talk to a trusted adult about the situation.
Note: If it is possible to watch The Zorbs video Big Trouble with the Small Screen or read the corresponding comic book with the children, you should follow all the steps below. If it is not feasible, skip step 3.

1. Explain that, just like the real world, the online world has plenty of useful and enjoyable things to offer. Invite the children to form small groups, discuss together for 2-3 minutes the following questions and be ready to share their ideas with the class:
   “What are things you find enjoyable online? What do you like doing online?”

2. Explain that, just like in the real world, we can face situations online that are unsafe or that we do not understand. Remember: do not ask children to share their negative experiences. They might feel ashamed or uncomfortable.

3. Show the children The Zorbs video Big Trouble with the Small Screen or the corresponding comic book. After watching the video or reading the comic book, use the following questions to start a discussion:
   “What do you think the story is trying to teach us?”
   “Why did Intella feel uncomfortable or unsafe online?”
   “What are some online situations that might make you feel like Intella?”
   “What do you think you should do when you feel unsafe or uncomfortable while surfing online?”

4. Ask children to form small groups. Create a line on the floor and show it to the children. Provide each child with the following scenarios (you can display the scenarios on a blackboard or flipchart):
   - Maria is watching some videos on an online video platform called Kids World. It is all about songs and dances for children.
   - Antonio and Carlos are bored. They are playing with Antonio’s mum’s phone and start clicking around online. They end up seeing a video of some adults fighting in a language that they do not understand.
   - Jamila is searching for a new game to play online. She follows a series of links and finds herself reading some comments in an adult online forum. People use such bad language!
   - Sarah is playing an online game and someone who she doesn’t know starts sending her aggressive messages through the game’s chat channel.
   - Luis is playing his favourite online game and invites his school friend Bienaimée to join him online. They are both looking for hidden treasures.

5. Invite each group to take a few minutes to read the statements and agree together whether they think the scenarios are:
   a. Safe: so far it is a safe situation and nothing harmful or unsafe is happening.
   b. Unsafe: some of the people involved might be at risk, they might feel unsafe, uncomfortable or might not know what is happening.

6. Explain to the children that you will read out loud each statement and that they should stay behind the line if they think the scenario is safe or cross the line if they think it is risky.

7. After each statement, ask each group the following questions:
   “Why do you think this is a safe/unsafe situation? Who thinks differently?”
8. As a class, discuss the following:
   “What should we do when we fear we have ‘crossed the safety line’ and we are in an uncomfortable or unsafe situation? What could be some key rules to keep us safe online?”

9. Orient the discussion by following the guidelines in the Guidance box below (basic rules for online safety). Please feel free to amend the content to make it more relevant to your environment, context and the developmental needs of your students.

10. Let the children work together to create and share their own rules, making some notes on a flipchart or blackboard.

11. Make sure you highlight the rules that you find more relevant. Suggest and explain other rules that you think are crucial and that they might have forgotten to mention.

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**Guidance box: basic rules for online safety**

Rules on online safety vary according to the age of the child and the exposure and access that each child has to online materials. For example, younger children might accept media content at face value and therefore need extra support to make sense of what they are seeing.

Below we suggest a few rules that children should follow when using the Internet. Please refer to the list if you think that the children’s notes need to be added or that the children might have missed a crucial rule.

Please note that these are just suggestions: you are the expert in your classroom. Feel free to adapt the rules to what you think is appropriate in your environment.

1. I will discuss with my parents the rules for going online.
2. I will always think carefully before clicking on online content. I should not click on any content that I feel uncomfortable with or unsure about. For example, do not click on a video, if the preview video picture looks in any way scary or makes you feel uncomfortable, or if you do not understand it.
3. I will stop watching any programme that makes me feel uncomfortable right away. As soon as I realize it is making me feel uncomfortable or unsafe, or I do not understand what is happening, I will turn it off.
4. I will not share personal information, such as my name, address or phone number, without my parents’ permission.
5. I will not make friends online with people who I do not know.

The most important rule is:

I will tell my parents or a trusted adult right away any time I come across something online that makes me feel unsafe, uncomfortable or that I do not understand.
1. As a class, create a poster on Rules for Online Safety. Invite the children to form small groups. In their groups, ask the children to come up with two rules that they should always follow to stay safe online.

2. Ask each group to share their rules with the class. As a class, put all the rules on a poster and hang it on the wall as a visible reminder. Refer to the poster any time that you do activities that involve the use of the Internet.

3. If needed, refer to the notes from the Learn activity. Make sure to integrate the rules that you consider crucial and others that the children might have forgotten to include on the Rules for Online Safety poster.

**Family activity**

If the children use the Internet on a regular basis at home, it is a good idea to encourage them to share the rules with their parents.

Invite children to take home copies of the Rules for Online Safety poster. Encourage them to think about what other rules they could set together with their families. For example, parents can make sure that appropriate filtering for online content is set up or they can block any content that the children might feel uncomfortable with.

Invite the children to share their revised rules during subsequent lessons.

Remember that there are many ways to approach and ensure online safety. It might be that the parents have rules that are different from the ones that you have suggested.
Extension activity

It is always crucial to talk to a trusted adult when you feel uncomfortable, but it is not always easy to talk about something that is bothering you or that you feel uncomfortable with. You might be afraid of being judged for what you have done or be embarrassed about what you have seen.

One of your friends might confide in you instead of going to an adult when they see something uncomfortable online. What should you do?

Invite volunteers to role play the following scenarios and think about what they would say to their friend if they were upset by something that they had seen but did not want to talk about to an adult:

- Jenny does not want to talk to an adult because she is ashamed of what she has seen.
- Marco does not want to talk to an adult because he thinks he will be blamed for what he has seen.
- Ahmed does not want to talk to an adult because he got the link from Rania and he is worried that she will get into trouble if he talks to someone about it.
- Zahid does not want to talk to an adult because he is worried he will be a tattletale if he does.

After each scenario has been presented, discuss with the children the importance of:

- **Listening to friends who need help.** Listening without judging, or making jokes, and reassuring your friends is the best way to show that you care.
- **Offering help.** When a friend comes to you, be available and try to give suggestions. Propose that they speak to a trusted adult and reassure them that no one will get angry.
- **Being patient and not too intrusive.** Let your friend talk to you freely but do not overwhelm them by asking too many questions.
- **Going to a trusted adult if needed.** If you are worried about your friend and the problem seems too big for you to handle alone, talk to a trusted adult, even if you are sworn to secrecy.
Lesson plan on:
Internet safety and cybercrime prevention.

Adaptation tips to suit different contexts and realities:
- Suitable for children who have access to the Internet inside and outside of school, and children who are starting to use or are already using the Internet to communicate.
- Consider amending aspects of the lesson plan that do not fit your environment.

Learning objectives:
By the end of this lesson, the children should be able to:
- Recognize the similarities and differences between online and offline communication.
- Demonstrate examples of respectful and disrespectful online communication.
- Identify age-appropriate strategies when they encounter a worrying, upsetting, dangerous or unclear situation online.
- Establish rules to ensure respectful communication and interaction online and offline.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
It might be difficult for children to realize that online communication has some specific challenges. The absence of body language and tone of voice often make it harder to understand what people are trying to communicate.

The aim of the following activities is to help children understand the importance of being respectful and kind towards themselves and others. In particular, we will look at how online communication can easily generate misunderstandings and how to ensure respectful communication in the virtual world.

Young learners will identify strategies for showing respect towards their friends and family online and reflect on age-appropriate strategies to adopt if they are exposed to rude, mean or inappropriate behaviour online.
1. Ask for four volunteers. Give the volunteers the following scenario and explain that they should not share it with the rest of the class:

   **Pablo is being bullied by a group of students.**

2. Invite them to take 1-2 minutes to get ready to act out the scene as a group, using a frozen image. Everyone should play one of the characters in the scene and the whole group should act out a statue-like image of what is happening in the scene.

   The only rules are:
   • no one should talk, make any sound or move.
   • no one should use objects or props to set the scene.
   • they should create the scene as quickly as possible, without much preparation.

   If possible, make sure that the rest of the class does not see the volunteers preparing (e.g. let them work behind the flipchart or blackboard).

3. While the volunteers are preparing the scene, explain that you are going to look at how to be respectful, especially when online. Invite the children to explain what they think the word respect means to them.

4. Invite the volunteers to come to the front of the classroom and present their frozen image.

5. Ask the rest of the children:

   “What do you think is happening here?”
   “What do you think these people are doing?”
   “How do you think each person is feeling?”

6. Encourage the children to discuss the importance of facial expressions and body language in communication. If students are struggling, ask them how they guessed what was happening and how they understood how the different people were feeling.
Note: If it is possible to watch The Zorbs video Log Off and Cool Down or read the corresponding comic book with the children, you should follow all the steps below. If it is not feasible, skip step 2.

1. Invite children to talk about the following:
   “What are some of the differences between saying something out loud to someone and writing it in a text message?”

2. Show the children The Zorbs video Log Off and Cool Down or the corresponding comic book, both available on the E4J website. After watching the video or reading the comic book, use the following questions to start a discussion.
   - “What do you think this story is about? What is it trying to teach us?”
   - “Why did The Zorbs give so many different meanings to the message from Ryan?”
   - “What would you have done if you were Sentimo?”
   - “What do you think would have happened if Sentimo had answered Ryan with an angry message?”

3. Explain that, just as we need to be respectful towards others when we talk to them in person, it is important that we are respectful online. When we are online, we have to work harder because there is no body language, facial expressions and tone of voice to help us interpret what people are saying to us. We have to look for other clues, such as who is around or what the environment is.

4. Invite the children to form small groups (4-5 children). Explain that, within their groups, they should take five minutes to agree on one example of disrespectful online behaviour. They should be prepared to present their example to the rest of the class.

5. Invite each group to present their example. After each presentation, ask the class to reflect on the following:
   - “Why is this disrespectful behaviour?”
   - “How do you think you would feel if you witnessed this behaviour?”
   - “What do you think you would do if you witnessed this behaviour?”
   - “What would you change to make it respectful?”

6. After all groups have presented their examples, invite the class to reflect on the following statement:
   “Never do or say anything online that you would not do or say offline.”

7. Invite the class to question whether they think this sentence is true or false and why they think so. Engage the class in a discussion on what might make us behave differently online and offline, and why it is crucial to be honest, kind and respectful towards others regardless of whether we are online or offline.

8. If needed, discuss as a class why people are more likely to be less respectful and kind online. Ask the children:
   “Why are people sometimes less respectful online?”
   If needed, explain that people have the feeling of not being seen online. Because of this feeling and the fact that they cannot see who they are communicating with, they feel less empathetic and think that their actions will have no consequences. Explain that, despite these feelings, the person on the other side of the screen will be just as hurt by disrespectful behaviour online as they would be in person.

9. Conclude by reiterating the importance of always referring to a trusted adult when they encounter something that makes them feel uncomfortable or scared, or that they do not understand.
1. Show the children the two posters: Classroom Respect Rules and Online Respect Rules. Invite each child to pick one rule for respectful communication in the classroom and one for respectful communication online. Invite the children to use positive language when possible: for example, to say “always be kind to others” instead of “don’t be mean”.

2. When the lists of rules are finalized, review them together and display them in the classroom. Refer to the lists throughout the school year.

Guidance box: classroom and online respect rules

This is an example of classroom and online rules that can help you start a discussion on the topic with the children. Feel free to adapt this list to your needs and to integrate any of these points into the posters created by the children (if you feel that they have missed any crucial ones).

Classroom Respect Rules

1. Always be kind and polite to others.
2. Talk to your parents or a trusted adult if someone is mean or rude to you.
3. When talking, take turns.
4. Listen to what others have to say.
5. Do not interrupt.
7. Use appropriate language: always be kind and respectful.
8. Don’t make fun of people.
9. Respect your classmates’ privacy.
10. Be welcoming to new students.
11. Help others when they need support.
12. When people do not understand what you say, take time to explain calmly.
13. If something is making you feel angry, before you react, take a deep breath and step away from the situation for a few minutes. If needed, involve an adult to help you solve the conflict.

Online Respect Rules

1. Always be kind and polite to others.
2. Use emoticons or smiley faces, but make sure that you are as clear and specific as possible to express what you mean.
3. Talk to a trusted adult if someone is mean or rude to you online. Never respond to mean messages; you might start a fight online.
4. Be careful with capital letters: always use small letters, unless you are trying to express excitement or enthusiasm. Remember that typing in ALL CAPS means you are yelling.
5. Use respectful language online, just like you would offline.
6. Respect other people’s privacy. Do not post information or pictures without consent or spread rumours about other people online.
7. Do not forward spam. It is not fun and it could damage the computer through viruses embedded in the emails.
8. Do not share secrets online, including passwords, your parents’ banking or credit card details and personal information or data.
9. Never do or say anything online that you would not do or say offline.
Extension activity

This could be a good moment to introduce the topic of cyberbullying. When someone is mean or rude online, when someone uses bad words, spreads rumours or is threatening online, this is cyberbullying. Children are very vulnerable to cyberbullying. Having open conversations is an excellent first step towards problem-solving.

Invite the children to reflect on the following questions:

“What is bullying and what is cyberbullying?”
“How much of a threat do you think it is? How bad is it? Why?”
“Do you think that some people are more likely to be bullies than others? Why?”
“Do you think that some people are more likely to be bullied than others? Why?”
“What would you do if you knew someone was being cyberbullied?”

Always reiterate the importance of going to a trusted adult if the children feel that they or someone they know is being bullied.

If you need extra support or you want to read more about bullying, check out these resources:

https://www.stopbullying.gov/cyberbullying/what-is-it
https://cyberbullying.org/what-is-cyberbullying
Lesson plan on:
Gender

Adaptation tips to suit different contexts and realities:
- Consider adapting the Family activity to suit the family environment of the children in your class. In some cases, open discussions about gender might be challenging if gender roles, stereotypes and inequalities are strongly rooted in the prevailing culture.
- Consider adapting the statements relating to stereotypes in the Learn activity using locally appropriate and widely known examples.
- Consider adapting the female heroes in the Extension activity using locally appropriate and commonly known examples.

Learning objectives:
By the end of this lesson, the children should be able to:
- Reflect on and recognize that everyone is unique.
- Recognize and challenge gender stereotypes.
- Understand why stereotypes are harmful.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
In this lesson, children will begin by reflecting on everyone’s uniqueness, while at the same time acknowledging that they all have some characteristics in common.

Children will also be encouraged to reflect on how easy it is to fall into the trap of thinking about and referring to people with similar features and traits using stereotypes.

The second part of the lesson is focused more specifically on gender. Children will explore several gender stereotypes and consider the consequences of using stereotypes.

Key question:
What are gender stereotypes and why are they harmful?

Age:
6 - 9

Values:

Skills:

Time:
75 minutes

Preparation and materials:
- 5 poster sheets or sheets of A4 paper.
- Flipcharts.
- Markers.

If possible, The Zorbs video Teamwork Saves the Day or the corresponding comic book, both available on the E4J website.

In addition, check out the comic creator tool at zorbify.com, and a colouring book and children’s book, both available on the E4J website.
1. Explain to the children that they are going to explore their own uniqueness and differences, and talk about stereotypes.

2. Invite the children to sit on the floor in a circle. Invite each child to take 2-3 minutes to reflect on the fact that we all have some characteristics in common. Ask the following question and invite the children to take 2-3 minutes to come up with an answer:
   “What do you have in common with the person to your right?”

3. Invite each child to give a hug, or any other locally appropriate greeting or expression of affection, to their classmate sitting on their right and share with them what they have in common.

4. Explain to the children that while we all have some things in common, each one of us is unique. We all have unique characteristics that make us different from other people.

5. Invite each child to take 2-3 minutes to come up with a unique way of greeting the classmate on their right, using a special hand shake, body movement or greeting. Each child should also think of one thing that makes them unique.

6. Finally, ask each child to share with the classroom their greeting and what makes them unique.

Guidance box: addressing differences

During the Start activity, the children might refer to differences that are sensitive, such as different abilities, race or religion. If this happens, use it as an opportunity to emphasize that being different is never a negative thing. Emphasize how we should embrace and value all kinds of differences.
Note: If it is possible to watch The Zorbs video *Teamwork Saves the Day* with the children or read the corresponding comic book, you should follow all the steps below. If it is not feasible, skip step 7.

1. Ask the following question to the class. If needed, use the Guidance box on stereotypes and prejudices to initiate or further the discussion:
   “What do you think stereotypes are?”

2. Guide the discussion by emphasizing that stereotypes are oversimplified beliefs about groups of people that are too general and too simplistic to be true. Explain that very often people identify certain characteristics as belonging only to boys or only to girls: these are gender stereotypes.

3. Invite the children to form small groups and come up with a series of statements that they think represent gender stereotypes. You can guide them by explaining that they can reflect on:
   - **Personality traits.** For example, women are often expected to be caring, accommodating and emotional, while men are usually expected to be self-confident, strong and assertive.
   - **Domestic behaviours.** For example, some people expect that women will take care of the children, cook and clean the home, while men take care of financial matters, enjoy working on their car and are responsible for carrying out home repairs.
   - **Occupations.** For example, some people assume that teachers, hairdressers and nurses are women while pilots, doctors and engineers are men.
   - **Physical appearance.** For example, women are often expected to be thin and graceful, while men are expected to be tall and muscular.

4. After 10 minutes, invite each group to share their statements.

**Guidance box: stereotypes and prejudices**

Sometimes we assume that people with particular characteristics or who belong to a particular group are the same, share similar traits or behave similarly.

Stereotypes are generalized, fixed and oversimplified assumptions about groups of people or people with similar characteristics. For example: all girls like pink; all old people are fragile; or all Ethiopians are great at running marathons. These are stereotypes. Gender stereotypes are stereotypes associated with men or women.

We learn stereotypes through the people around us: our peers, adults and people on TV and in the media. Stereotypes are harmful because they make incorrect assumptions about people; they foster differences between groups, making these differences much stronger and more evident; thereby ignoring people’s uniqueness and individuality.
5. Ask the following questions to the class:
   - What are the consequences of these stereotypes?
   - Is it good or bad to use stereotypes? Why?

6. Stress the importance of recognizing a person’s uniqueness rather than judging someone based on preconceived assumptions about their culture or the characteristics they share with others, such as being a girl or a boy.
   Explain that stereotypes are unfair because they lead to judgments about what we expect people to be or how we expect them to behave, which often does not correspond to reality.

7. If possible, invite the children to watch the Zorbs video Teamwork Saves the Day or read the corresponding comic book. After watching the video or reading the comic book, use the following questions to start a discussion:
   - What do you think the story is trying to teach us?
   - Why does Sven think Miriam is not strong enough to help lift the log and instead should try to reassure the cat?
   - Do you agree with Sven?
   - Do you think that Miriam is not strong enough to help lift the log?
   - What makes you say that?
   - Do you think that boys are stronger than girls? Why?
   - Sven struggles to admit that he is afraid of heights. Why?
1. Ask the children to write down the name of one of their heroes. It can be a real person or a fictional character.

2. After a few minutes, invite each child to share the identity of their hero. Capture the answers on a flipchart.

3. Invite the children to reflect on how many female characters there are on the list. It is likely that there will be more men than women on the list. If this is the case, ask the children to reflect on why most of their heroes are men. If there are many female heroes on your list, ask the children why they have chosen these female heroes and discuss how both men and women can be heroes.

4. Finally, invite the children to reflect on the fact that the stereotypes that are associated with girls and women often have consequences for the roles that they have in society.

For example, this activity shows that in society being a hero is generally seen as a male thing. This is a negative stereotype because it ignores the individuality and abilities of girls and women, and does not recognize their strengths (bravery, empathy, resilience, intelligence, etc.).

Explain that, while there are plenty of female heroes, very often they are not as prominent as male ones because they do not receive the same amount of attention.

Guidance box: a family hero

It is likely that children will mostly refer to male heroes when exposed to this activity. However, they may refer to a female family hero, such as a mother, a sister, a grandmother, etc.

If this happens, it is important to ask why they have chosen that person and which aspects of her character or what skills make her a hero.

It should be expected that the children will refer to female family heroes mostly because of their caring role: their warmth, reassuring presence, patience, love, etc.

You should be aware that when we only value female heroes for their caring roles, we are still applying a stereotype: mothers, sisters or grandmothers can be our heroes because they are strong, smart, intelligent, etc. and not only because they are caring, patient and loving.

If you need to emphasize this point, reflect on the different reasons that the children attribute to their choices for female or male heroes.
Extension activity: discovering female heroes

This lesson is a great opportunity to learn more about female heroes. Invite the children to form groups. Provide each group with one of the four stories about female heroes that are listed below. Give each group enough time to read and talk about their story. Invite each group to present their stories and initiate a discussion using the following questions:

- Do you think this person is a hero? Why?
- Which characteristics does she have that make her a hero?

You can extend this activity by inviting each group to conduct a brief research on female heroes. They can learn new things about the hero they chose or discover new female heroes. Invite the children to present their findings to the class.

If the stories about heroes are too difficult for the children to read, you can read them to the class and discuss the women featured in the stories using the questions above.

Hero 1: Rosa Parks (1913–2005)

Rosa Parks is considered the first lady of civil rights and the mother of the freedom movement. She was given these titles because of her actions on 1 December 1955. At this point in time, persons of African descent were treated unfairly in the United States of America. For example, in Montgomery, where Rosa Parks lived, they had to sit in special areas on public buses; they could not sit in the areas reserved for white passengers.

On that December day in 1955, Rosa Parks boarded her bus after a long day at work and sat in an area reserved for white people. As the bus filled up, the driver asked her to move to let a white passenger sit down. Rosa Parks believed this was deeply unjust and refused to move. Her refusal caused a huge social protest and helped launch nationwide efforts to end segregation on public buses. As a result of her protest, the city of Montgomery abolished the law requiring segregation on public buses.
Extension activity: discovering female heroes

Hero 2: Valentina Tereshkova (born 1937)

Valentina Tereshkova was born in Russia and from an early age she had a unique interest: she liked flying. She spent long hours lying on the grass and staring at the sky, wondering what it would be like to fly like a bird or, even better, to go beyond the clouds and into space.

Valentina Tereshkova was so fascinated by the idea of flying that she saved the wages from her first job, at a local textile factory, so that she could learn to skydive. She still remembers her first jump: the excitement of the helicopter taking off, the thrill of looking down and the jump itself, the parachute opening up and the quietness as she floated in the sky, looking at the houses, cars and fields getting bigger and bigger as she got closer to the ground. She knew then that her destiny was not the factory.

Valentina Tereshkova was so determined to pursue her dream that she enrolled in the first-ever programme for female cosmonauts. She was selected from 400 candidates to be the first women to go to space.

On 16 June 1963, at the age of 26, she boarded the Vostok 6 spacecraft and was launched into space. All alone, she spent almost three days travelling in her space capsule, orbiting the earth 48 times. She managed to record on one mission more flight time than all the American astronauts put together.

Valentina Tereshkova, whose codename on her historic journey was Seagull, is a national hero in Russia.
Extension activity: discovering female heroes

Hero 3: Wangari Maathai (1940-2011)

Wangari Maathai believed that people and the environment should be treated fairly and with respect. She fought hard for this cause and was strongly committed to these values. As a result of her contribution to sustainable development, democracy and peace, she became the first African women and the first environmentalist to win the Nobel Peace Prize.

How did she get there? She was born in a rural village in Kenya and she liked doing what many young girls and boys liked doing. Every day she would go with her parents to the local pastures: she loved taking long baths in the nearby river and playing hide and seek among the tall trees. She loved the smell of the fresh mangoes hanging from the trees and looking for crickets in the high grass.

At that time, it was not common for girls to go to school, especially in rural villages. But when Wangari Maathai was old enough, she started asking her parents why her brothers could go to school and she could not. Her parents realized that there was no good reason why she could not go and agreed to send her to school.

Wangari Maathai loved school and she was an excellent student. She was so good that her parents allowed her to go to high school and then on to university to study biology. No one in her village had ever seen a woman going to university. She did so well at university that she became the first woman in East Africa to get a PhD.

Wangari Maathai decided that she had to do more for her country, especially for the women, and she became the chairperson of the National Council of Women of Kenya. Wangari Maathai received lots of complaints from women about dried up rivers and a lack of vegetables and wood. She travelled back to her village and found that where there was once a forest, there were only dusty fields. She worked out that this was the reason for the lack of water, vegetables and wood. Without the trees, which capture and store water, the balance of the ecosystem had been disrupted and the land was dying.

Wangari Maathai realized that lots of trees had to be planted. She convinced other women to help her bring back the forest. It was a huge and seemingly impossible project, but the women planted and planted and planted. And they made it happen; they brought the forest back, and with it rivers, plants and mango trees.

Wangari Maathai did not stop there. She created the Green Belt Movement, which aims at taking care of the earth and the people who live on this planet.
Extension activity: discovering female heroes

Hero 4: Zaha Hadid (1950-2016)

Zaha Hadid was not an ordinary architect. She was a ‘starchitect’. Why? Because her unique story is one filled with intellectual toughness, beauty and candour, and is one of success in a male-dominated field.

Zaha Hadid was born in Baghdad, Iraq. When she was a child, her parents took her to visit the ancient Sumer cities in the south of the country. These cities are the remains of one of the world’s oldest civilizations. She was astonished by the beauty of the landscape. The way in which buildings, sand, water and people came together struck her so much that she decided to become an architect so that she could replicate this harmony in the modern world.

In 1977, five years after moving to the United Kingdom, she graduated from university and started developing her own radical and innovative projects. However, at first her ideas were considered unpractical by most: beautiful plans destined to remain on paper or fill the pages of architecture magazines. But Zaha Hadid never gave up. She fought hard and refused to compromise, which was not easy in a male-dominated field.

By the end of the 1990s, after receiving international acclaim for her design of the Cincinnati Contemporary Arts Center, she was an international star and she went on to reshape the landscape of many cities around the world. In 2004, she was awarded her profession’s highest honour, the Pritzker Architecture Prize. She was the first woman to receive the award.
Family activity: talking about gender stereotypes at home

Talking about gender stereotypes at home can be challenging. In some cultures, women are expected to take care of the children, manage the home and work long hours at a job. As a result, there is little gender equality to speak of. Therefore, rather than talking about personal experiences, it may be better to use historic figures to discuss and raise awareness of gender stereotypes and gender inequality.

You can invite the children to use the examples of female heroes provided in the Extension activity. They can share these examples at home and ask their parents if they know these people and, if not, why they think that they are not famous. You can also invite the children to ask their parents to share their female heroes and the reasons for their choices.

If the local culture allows, you can invite the children to conduct short interviews with their mothers or other female family members. They can ask them how their role as a woman has changed over time, both at home and in society. Are there things that they were not allowed to do that they can do today? Which jobs were uncommon for women? Which jobs were uncommon for men?

After the children conducted the interviews, invite them to share their findings with the class. Invite them to discuss how gender stereotypes and gender roles have changed over time and throughout history. You can try to discuss where they think stereotypes come from and why they change with time. If necessary, explain how stereotypes are a result of societal constructions and that they change and evolve with society.
Lesson plan on:
Crime prevention and criminal justice.

Adaptation tips to suit different contexts and realities:
- Consider amending the list of words in the Learn activity to make them appropriate to your class.

Learning objectives:
By the end of this lesson, the children should be able to:
- Understand the meaning of respect.
- Recognize stereotypes and prejudices.
- Understand the negative consequences of stereotypes and prejudices.
- Celebrate diversity.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
This lesson looks at the responsibility we have to treat everyone with respect. The lesson starts with the children exploring the meaning of the word respect. They will learn about and reflect on prejudices and stereotypes. Finally, the children will explore the consequences of prejudices and stereotypes and learn why they are harmful.

Key questions:
What are stereotypes and prejudices?
How can we ensure that we treat everyone with respect?

Age:
9 - 12

Values:
- Acceptance
- Fairness
- Respect

Skills:
- Critical Thinking
- Empathy
- Team Work

Time:
90 minutes

Note: if you do not have enough time to teach the entire lesson, you can teach the Start activity separately. Furthermore, the Start activity can be extended by combining it with the A Mosaic of Differences lesson plan, which focuses on celebrating diversity.

Preparation and materials:
- Flipcharts.
- Markers.
- Drawing materials.
- If possible, The Zorbs video Three Cheers to Respect or the corresponding comic book, both available on the E4J website.

In addition, check out the comic creator tool at zorbify.com, and a colouring book and children’s book, both available on the E4J website.
1. Invite the children to form small groups and answer the following question: “What does respect mean to you?”

2. Ask each group to share its ideas. Invite the rest of the class to stand up if they agree with the definition that a group presents or to remain seated if they disagree.

3. Ask the ones who disagree to explain why they disagree and how they would change the definition. Take notes on a flipchart.

4. Try to come up with one definition of respect that the whole class agrees to.

5. Ask the children the following:
   • How did you feel when some of your classmates agreed with your group’s definition?
   • How did you feel when some of your classmates disagreed?
   • Is it ok if your friends have a different opinion than you?

6. Finally, emphasize that showing respect includes accepting opinions that are different to our own. Explain that it is easy to respect people who are like us and think like us, but we must make sure that we respect everyone, no matter what they think or how different they are to us.

   In addition, explain that showing respect also includes accepting other people’s right to challenge our opinions and views, as long as we are respectful towards each other. We should always form our opinions using logical reasoning and based on facts and discuss them calmly and sensibly. We should not allow our mood or emotions to be the sole basis to form our opinions.

   **Guidance box: the definition of respect**

   While it is easy to recognize situations in which a lack of respect is shown, it is harder to define what respect means.

   To help initiate the **Start** activity, below are some definitions of respect from the Online Cambridge Dictionary:

   [https://dictionary.cambridge.org/dictionary/english/respect](https://dictionary.cambridge.org/dictionary/english/respect)

   If the children are struggling to come up with their own definitions, you can read the following to them and invite them to agree or disagree with the statements and think about how they would change them.

   Respect is “admiration felt or shown for someone or something that you believe has good ideas or qualities.”

   It is also “politeness, honour and care shown towards someone or something that is considered important.”

   And “a feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offence.”
Note: If it is possible to watch The Zorbs video Three Cheers to Respect with the children or read the corresponding comic book, you should follow all the steps below. If it is not feasible, skip step 7.

1. Explain that you will read a series of words to the class and each child should write down each word on a piece of paper, followed by the first things that come to their minds. They should note as many thoughts as they can.

2. Read out each of the following words. Allow a few seconds after each word for the children to write down their ideas. Remind them to write down the first things that come to their minds and not to overthink the exercise.
   - Nurse
   - Ballet dancer
   - Thief
   - President

3. Next, pick one of the words and ask each child to share what they have noted. Write the children’s ideas on a flipchart.

4. After you have captured the ideas on the flipchart, choose one and ask the children if they think it applies to all people in that category.
   For example, if the children come up with the word women for nurse, ask if they really think that all nurses are women. Explain that sometimes we oversimplify our ideas about people or groups of people. These oversimplified ideas are stereotypes and they are negative.
   Stereotypes are harmful because they ignore people’s individuality and they often trigger prejudices. A prejudice is an unreasonable dislike of a particular group of people or a preference for one group of people over another. Prejudices are negative ideas that are not based on reason or experience.

5. Invite the children to form groups. Ask them to look again at the list of words that they have created at the beginning of the activity and to point out which ones are stereotypes.

Guidance box: diversity, differences and gender stereotypes

This activity focuses on prejudices and stereotypes, and on the importance of respecting everyone.
If you are interested in further exploring gender stereotypes, you can refer to the We Can All Be Heroes lesson plan.
If you would like to deepen the topic of diversity and differences, you should take a look at the A Mosaic of Differences lesson plan.
6. Invite the children to reflect on the following:
   - Who is frequently subject to stereotyping?
   - Why do people use stereotypes?
   - Why are stereotypes disrespectful?

7. Invite the children to watch The Zorbs video Three Cheers to Respect or distribute the corresponding comic book. After watching the video or reading the comic book, use the following questions to start a discussion:
   - Why is it unfair that Carlos and Grace say that the Pinks are the worst rule breakers and they hurt people to get an advantage?
   - Why are prejudices not fair?
   - Why did Carlos and Grace have more fun than last year?

8. Finally, finish the activity by discussing how people who are victims of stereotyping and prejudice might feel and why it is important to always treat everyone respectfully. Emphasize the importance of valuing everyone’s individuality.
Note: If you do not have enough time to teach the entire lesson, you can teach the Reflect activity separately. You can expand the Reflect activity by combining it with the A Mosaic of Differences lesson plan.

1. Ask the children the following: “Why is it important to value everyone’s uniqueness?”

2. Invite the children to form groups and provide each group with drawing materials. Ask the children to draw pictures that depict the diversity of nature. For example, the different types of flowers and animals that they know.

3. After 15 minutes, ask each group to show their drawings to the rest of the class and explain what they have drawn. For example, the different types of flowers or animals that they have drawn.

4. Ask the children the following:
   - Do you think that the drawings would have been more beautiful if they featured just one type of species (e.g. one type of flower or animal)?
   - How do differences contribute to making our world a richer and more beautiful place?
   - How about human differences? How do our differences contribute to the beauty and richness of our classroom?

Emphasize that diversity, in all its forms, contributes to the beauty and richness of our natural environment and our community. Explain that every flower or animal, no matter how big or small, has a unique and crucial role.

Explain that, similarly, every human being is unique and contributes with ideas, knowledge, opinions, skills and experiences that enrich our society. Every person is irreplaceable.

Guidance box: ground rules for respect

When discussing respect and the importance of showing respect towards each other, make sure to include the following points:

- Do not judge people based on how you think they might act.
- Do not insult or make fun of people, even when they cannot hear you.
- Do not make assumptions about people based on their characteristics.
- Value other people’s opinions, thoughts, views and ideas.
- Value diversity.
- Be kind and show empathy.
- Do not be afraid to ask questions.
- Be sensitive to how other people might feel.
- Do not be afraid of differences.
- Always be respectful.
Family activity: talking about stereotypes and how they change over time

Invite the children to interview their parents or grandparents and ask them if they think that some stereotypes have changed over time and, if so, how?

Ask the children to share their interviews with the class if they are ready to do so. Invite them to reflect on how stereotypes are not fixed and how they change with time, and how they are not the same around the world.

Ask them: why do you think stereotypes change?

If needed, explain to the children that stereotypes are often the result of the thoughts and feelings of large and powerful groups in society towards those that they perceive to be different or weak and hence a potential risk to society.

Stereotypes are not based on scientific reality but on how certain people categorize other people. We learn stereotypes from the people around us: parents, peers, teachers, people on television and in the media, etc. By using stereotypes, we nurture and keep them alive.

Cultures change over time and as a result, the way we think about certain people and groups of people changes too. Some stereotypes disappear over time while new ones emerge.
Lesson plan on:
Forced labour, trafficking in persons and smuggling of migrants.

Adaptation tips to suit different contexts and realities:
- You can discuss children’s rights in general, and children’s rights violations in other parts of the world with older children because they can think more easily in abstract terms than younger ones. With younger children, it is better to provide examples that are relevant to your community.
- If you are working with a large group of children, you can substitute the pair work in the Start activity for small-group work.

Learning objectives:
By the end of this lesson, the children should be able to:
- Recognize that every child has rights and understand why there is a need for children’s rights.
- Identify some children’s rights.
- Understand that some children do not enjoy the same rights.
- Come up with plans and take action to support children’s rights.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
Children need special care and protection because they are more vulnerable than adults to exploitation and abuse.

The United Nations has developed a rights’ framework that addresses and protects children to ensure that adults and Governments support them to live safe, healthy, happy and full lives.

In this lesson, children will learn about their rights and why they have them. They will also learn why these rights should be appreciated and to recognize that sometimes they can be undermined or violated.

At the end of the lesson, the children will plan activities to support the implementation of children’s rights in their classroom, school and community.

Key question:
What are children’s rights and how can everyone support them?

Age:
9 - 12

Values:

Skills:

Time:

Preparation and materials:
- Old newspapers and magazines.
- 5 scissors.
- 5 bottles of glue.
- 6 flipchart or poster papers.
- 5 markers pens.
- 1 ball.
- If possible, The Zorbs video [Lucky to Learn](https://www.e4j.org/en/topics/entional-multicultural-learning) or the corresponding comic book, both available on the E4J website.

In addition, check out the comic creator tool at [zorbify.com](https://www.zorbify.com), and a [colouring book](https://www.e4j.org/en/topics/colouring) and [children’s book](https://www.e4j.org/en/topics/books), both available on the E4J website.
1. On a flipchart, write the heading Children’s Rights. Explain to the children that you are going to talk about children’s rights and why they need these rights to grow up happy, healthy and safe.

2. Ask the children to individually reflect on the following:
   “What are your rights?”

3. Invite the children to share their ideas with the person sitting to their right.

4. After a few minutes, ask each pair to share their ideas with the class.

5. Note their answers on a flipchart and try not to correct them. Let the children identify possible mistakes by starting a dialogue. For example, ask “Who has a different idea? What makes you think that?” Keep the flipchart at hand for the Learn 1 and Learn 2 activities.

6. After everyone has had the chance to speak, ask the children:
   “Why do we have special rights for children? Is this important? Why is it important?”

7. If necessary, emphasize that everyone needs rights to make sure that we are always treated fairly and can reach our full potential. Explain that children (everyone aged between 0 and 18) need special rights because they are more vulnerable to exploitation and abuse, and that it is important to make sure that adults and Governments support them in living happy, healthy, safe and full lives.
Guidance box: how to create a human rights-based classroom environment

Children learn from the example set by adults, especially trusted adults like teachers. Therefore, it is important to build a classroom environment that is rights-based and encourages respect, sharing, participation and cooperation. This will help the children learn that human rights are a key part of everyday life.

The following is general advice on how to create a human rights-based classroom environment. For more detailed information, check out the resources listed below.

1. Use a broad, relevant and inclusive curriculum
   - Ensure a bias-free learning experience (e.g., no gender, ability or ethnicity bias).
   - Use a broad-based curriculum that combines literacy, math, science, etc. with play.
   - Use teaching that is relevant to the children’s interests and needs.
   - Use bilingual or multilingual education to help children who may not fully understand the main teaching language.

2. Use rights-based learning and assessment
   - Use a child-friendly approach to teaching. Use participatory and inclusive teaching methods (e.g., avoid rote learning) that take into account the uniqueness of each child.
   - Ensure the active participation of family and community members because learning does not stop at the school doors.
   - Use assessment strategies that take into account a child’s uniqueness and are designed to promote self-esteem (a portfolio approach instead of standardized tests).

3. Create a child-friendly, safe and healthy physical environment
   - Introduce minimum health and safety standards in education, including health and safety management and the teaching of health and safety in the curriculum.
   - Create a physical learning space that is designed with children in mind. For example, create a space that is free from hazards and is inclusive (one in which everyone can move around easily, including children with impaired vision or who use a wheelchair), and in which materials are placed in a way that children can access them easily.

4. Create a child-friendly, safe and healthy emotional environment
   - Create an environment that is caring, respectful and friendly, and in which progress and learning are rewarded.
   - Promote cooperation rather than competition.
   - Generate supportive and open communication.
   - Prevent any kind of physical and emotional violence (e.g., bullying or harassment).
   - Avoid bias (e.g., gender, ability or ethnicity bias) in the classroom at all times.

Resources:
- World Health Organization Information Series on School Health, Creating an environment for emotional and social well-being: an important responsibility of a health-promoting and child-friendly school
  https://apps.who.int/iris/handle/10665/42819
Learn 1

Guidance box: Learn 1 and 2

The Learn part of this activity is divided into two parts: Learn 1 focuses on identifying children’s rights and in Learn 2, the children talk about violations of these rights.

It is recommended that you complete Learn 1 before moving to Learn 2. However, you can choose how much time you spend on each activity. You can complete the lesson plan over more than one day.

Note: If it is possible to watch The Zorbs video Lucky to Learn or read the corresponding comic book with the children, you should follow all the steps below. If it is not feasible, skip step 6.

1. Place the old newspapers and magazines on a table in the middle of the classroom.
2. Invite the children to form five groups and provide each group with glue, a pair of scissors and flipchart paper.
3. Explain that each group should make a poster that depicts two children’s rights using images from the newspapers and magazines. Tell them that they can be creative and turn their posters into comic strips, or that they can just choose a few images that they think could correspond to the rights that they have in mind. You can help them choose the rights that they want to focus on by reminding them of the rights that they came up with during the Start activity.
4. Give the groups 20 minutes to make their posters. When this time is up, invite each group to present what they have created and invite the rest of the class to guess which children’s rights are depicted on the poster.

Learn 2

5. Invite the children to look at the rights that they have noted in the Start and Learn 1 activities. Start a discussion about violations of children’s rights by using the following question:

“Do you know any children’s rights that are frequently violated around you?”

Guidance box: violations of children’s rights

The children might struggle to identify violations of rights, or they might list things that they find unfair but are not violations of rights.

It is important to remind them that children’s rights are things that make sure that they receive the special care and protection they need to grow up healthy and happy.

Violations of children’s rights happen when children’s needs are not met. Reflect together on what needs are and distinguish between needs and wants.

If necessary, give examples of violations (e.g., children forced to abandon school or work in unhealthy conditions). Invite the children to think about which needs are being neglected in these cases.
6. Invite the children to watch The Zorbs video *Lucky to Learn* or distribute the corresponding comic book. After watching the video or reading the comic book, use the following questions to start a discussion.

   “What do you think the story is about?”
   “What is the story trying to teach us?”
   “Why does Intella think that Lilly and Kofi should feel lucky that they get to go to school?”
   “Why couldn’t Mundo and Anita go to school anymore?”
   “Do you think it is important that all children have the opportunity to go to school and play? Why?”
   “What do you think you would have done if you were Intella?”

7. Ask the children to form a circle and give them a ball. Explain that they have to throw the ball gently to each other and that every time someone catches the ball, they have to give one possible consequence of a violation of children’s rights that you provide. Start with: children are forced to abandon school.

8. After a while, provide another example of a violation of children’s rights and invite the children to continue throwing the ball and giving consequences. Feel free to use an example that the children came up with in step 5, or use one of the following:
   - Children are forced to work in harmful conditions and are not paid
   - Children are taken away from their parents

9. Give each child a child-friendly copy of the United Nations Convention on the Rights of the Child and ask them to read two articles out loud. If you don’t have copies for each child, read from the copy on the wall.

10. Together, identify the rights that were not listed in the *Start* activity. Add these rights to the flipchart. Display the finalized flipchart in the classroom.

**Guidance box: contextualization and age-appropriateness**

It is important to keep the lessons as relevant as possible to the children’s lives, in particular when teaching younger age groups.

The examples of rights violations can be adapted and contextualized so that they correspond better with what the children already know or are aware of. For example, if in your community the exploitation of children for street begging is a common occurrence, you can use this as an example.

When you are teaching older children, you can introduce examples of violations of children’s rights that happen in other parts of the world. Such examples can also be given to younger children later in the lesson or in a subsequent lesson. These examples give the children a broader view of what children experience in different cultures and countries.
1. Invite the children to identify an action that they want to take in the classroom, school or community to help promote children’s rights. Invite them to choose a children’s right that they feel is not consistently implemented in their school or community.

2. Discuss possible strategies for achieving change and improving the implementation of rights in the classroom, school or community.

**Guidance box: allocating time for the Reflect activity**

Depending on the age and interests of the children and the local context, the Reflect activity can promote a very simple action.

For example, the children can focus on the “right to give your opinion” (article 12) and agree to always be respectful of other people’s opinions, including when they disagree with them.

The Reflect activity can also be something more challenging. For example, it can focus on “special education and care for children with disabilities” (article 23) and involve a campaign project addressed to the head teacher and the community.

Therefore, the time needed for the Reflect activity can vary. It can be completed over more than one day. For suggestions on how you can do this, see the Extension activity.

**Family activity**

Invite the children to ask their parents the following question:

“How was your life as a child different from mine today? What about the lives of your parents and grandparents?”

Invite the children to discuss with their parents the children’s rights that were less protected compared with today and how the protection of children’s rights has changed. Invite them to ask their parents to share anecdotes from their lives or parents’ lives that show how children’s rights have changed.

If possible, in a subsequent lesson, invite the children to report on anecdotes that they have heard from their parents and what they have learned about children’s rights.
Extension activity: taking action to support and promote children’s rights

Why not use the Reflect activity as a longer class project? You can think about actions to support and promote children’s rights locally, nationally, regionally and internationally.

Invite children to form small groups. In their groups, ask the children to identify a right that they feel particularly passionate about and that they want to support.

Invite each group to present the right that they have chosen and explain why they chose it. Make a list of the choices on a flipchart and let the class vote on which one they want to focus on together.

After the class has chosen a right, agree on possible strategies to promote it. Let the children think big:

- You can work on an awareness-raising campaign.
- You can draft a shared set of rules for a children’s rights-based school to present to the head teacher.
- You can try to raise money to donate to a charity that supports the right that you have picked.

As you approach the topic, it is essential that you ensure that the process is child-centred and participatory. It should not be about the rights that you want to focus on, but about the rights that the children perceive as the most important. Let them make their choices independently while you work as a guide and ensure that everyone is participating equally and that everything happens in a safe way.
Lesson plan on:
Peaceful coexistence, respect and acceptance.

Adaptation tips to suit different contexts and realities:
• Make sure you amend the story in the Extension activity to fit your context.

Learning objectives:
By the end of this lesson, the children should be able to:
• Recognize themselves and others as unique individuals.
• Celebrate the diversity among their classmates.
• Understand and appreciate the value of diversity and differences.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
Through the following activities, children will explore their own uniqueness and differences. By using different types of artwork, they will reflect on the value of diversity and how it enriches society.

At the end, they will explore the value that is in each one of us and the importance of treating everyone respectfully and fairly, as well as standing up against any form of discrimination.

Key questions:
What makes us unique?
Why our differences should be valued and celebrated?

Age: 9 - 12

Values:

Skills:

Preparation and materials:
• Place all painting materials in one corner of the room and the craft supplies in another.
• Colourful crayons or paint.
• A4 sheets - two per child.
• Materials for the mosaics:
  6 tubes of glue (one per group).
  6 sheets of sturdy paper (around 20x20 cm / 8x8 inch each)
• If possible, The Zorbs video Fairness in the Spotlight or copies of the corresponding comic book, both available on the E4J website.
• To create tiles: roughly cut out pieces of coloured paper to use as mosaic pieces (uneven shapes are best, roughly 1x1 cm/0,5x0,5 inch each). A range of colours should be provided. Cut-outs from old magazines work perfectly. A mosaic piece is called a tessera.
• If possible, a put large sheet of paper (ideally A1 or A2): put this together by combining various A4 papers. At the end, you will glue all the tiles on one large paper.

* In addition, check out the comic creator tool at zorbify.com, and a colouring book and children’s book, both available on the E4J website.
1. Show the children the painting materials and explain that today you will start with a painting activity. Explain that each child should take one piece of A4 paper and feel free to draw what they want. The only rule they should follow is that they are only allowed to use one colour.

2. Let them draw for five minutes and then ask them to stop. Allow the children to walk around the room to look at each other’s drawings.

3. Next, explain that they can take a second piece of A4 paper and start a new drawing, but this time they can use any colours available.

4. After five minutes, invite the children to stop again and walk around the room to look at each other’s drawings.

5. After a few minutes, ask the entire class to discuss:
   - How did you feel about using only one colour? How did it feel when you were allowed to use as many colours as you wanted?
   - Which of the two drawings looks better? The one you did with only one colour or the one with various colours?

6. Shortly introduce the topic of the day: explain that today you will talk about differences and discuss the beauty and the value of diversity.
1. Explain that just like the colours they have used during the painting activity we are all different from each other in many ways.

2. Invite the children to form five groups. Provide each group with glue, one cardboard square and plenty of pieces of coloured paper. Explain that today they will create a mosaic. The smaller coloured papers are the mosaic pieces or tesserae, the square cardboards are the tiles on which each group will glue the mosaic pieces to make their own mosaic tiles.

3. Explain that each group will work together on a single mosaic tile, but they must follow your instructions very carefully. Your instructions will indicate which colour of tesserae to place on the mosaic tile, but they should feel free to be creative on where to glue their piece on the cardboard.

4. Next, read the following instructions one step at a time, giving enough time for the children to follow them. To make it clearer, you could also transcribe the instructions on the blackboard, so the children can refer to them as they are working on their mosaic.
   
   - All the girls take one blue tessera and all the boys take a red one and place them on the cardboard where they wish.
   - All children who have no siblings place on the cardboard a yellow tessera, those with one sibling a red one, those with two an orange one, those with three a pink one and those with more than three siblings a green one.
   - Place an orange tessera on the cardboard if you like football, a brown one if you like watching movies, use green if you like reading and yellow if you like something else.
   - Place a red one on the cardboard if you like potatoes, use yellow if you like rice, orange if you like pasta, and take a black one if you like something else.
   - Place a yellow tessera on the cardboard if you are good at math, use blue if you are good at literature, green if you are good at sports, and take an orange one if you are good at something else.
   - Fill any empty space with your favourite colour.

5. Once finished, ask everyone to take a few minutes to walk around the various groups and look at each other’s mosaic tile. Next, invite them to discuss each other’s uniqueness and differences. Ask the children:
   
   - What do you think we can learn from this activity?
   - How have all our differences contributed to creating this mosaic?
   - What kind of differences do you think we have explored through this activity? Encourage the children to reflect on their differences in terms of personal tastes, biography, family structure, skills etc. Take notes of their answers on a flipchart as you will need it later.
6. If needed, explain how each one of us is different and just like our drawings, we are all unique. Ask:
   - What would have happened to the mosaic tiles if there would not have been any differences among us? How would the mosaics look like in such a case?
   - What would happen if we were all the same in this classroom? What if there were no differences among each of us?
   - How about the world? What would happen if all over the world there would be no differences and every human being would have the same characteristics, likes, dislikes, tastes, abilities etc.?

7. Reinforce the idea that even though we are alike in many ways, no one is the same as someone else. Through our differences each of us contributes to enriching the classroom and the world in a unique way.

8. Invite all the children to come together in the middle, glue the mosaic tiles on a bigger piece of paper and hang it on the wall.

Guidance box: learning about discrimination

Discrimination means to treat a person or a group of people differently than others. Discrimination is frequently based on a specific characteristic of that group, such as race, gender, religion, ethnicity or sexual orientation. Discrimination frequently happens because one group or person is perceived to be “different” from most people.

How can we avoid prejudices and discrimination?

Be open and keep an open mind: explore and ask questions when something is new or different. Do not be afraid of differences. If someone else is different from you or thinks differently, this does not mean she/he is wrong!

Acknowledge and challenge assumptions: do not stop at the surface, ask yourself whether you are judging someone else based on some pre-established ideas or concepts. If this is the case, challenge your assumptions and think about how your actions affect others.

As a teacher, try not to leave questions about differences unanswered, and make sure you do not create taboos around certain groups of people.
Note: If you have the possibility to watch The Zorbs video *Fairness in the Spotlight* with the children or read the corresponding comic book, you should follow all steps hereunder (from 1 to 3). Otherwise, simply skip step 1 and start directly with step 2.

1. If possible, invite the children to watch The Zorbs video *Fairness in the Spotlight* or distribute the corresponding comic book. Use the following questions to facilitate a discussion after watching the video or reading the comic book.
   - “Why were people treating Intella disrespectfully after the chemical leak?”
   - “How was Intella feeling?”
   - “Why was Ken and Lily’s band disqualified?”
   - “Do you think it is fair that the band was disqualified? Why?”
   - “What do you think we can learn from this story?”

2. Next, ask the children to look back at the list of differences you noted from point 6 of the Start activity. Ask the children to look at the notes again and reflect on the following:
   a. In what other ways are we different from each other?
   b. Do you think it ever happens that certain people are treated disrespectfully because of some traits, abilities or characteristics they have?
   c. Can you give an example of people who are frequently being discriminated against or treated unfairly?
   d. Why do you think this happens? How do you think people suffering from this discrimination might feel?
   e. What would you do if you would experience someone treating someone else disrespectfully?

3. Conclude by reiterating the value of our differences, and that it is important to accept and appreciate everyone’s differences and treat everyone with respect. Make sure to include the following points:
   - Every human being is valuable; therefore we must respect and treat everyone fairly and think about how our actions affect others.
   - We should accept and value all types of differences in people.
   - We should never make assumptions about people’s characteristics and skills: never judge a book by its cover!
   - We should be open to differences: this is the best way to avoid prejudices.
   - All human beings have value and worth, each of us brings something unique to the table that enriches our society.
Extension activity: Stand up against discrimination

You can continue the Reflect activity by focusing on instances in which people are being treated disrespectfully and are discriminated against.

Read the following story to the class. Adapt and amend it to better fit your context.

“Ana is a new student. She just moved to your city and country: she and her family come from a foreign country. She speaks a different language and she doesn’t speak your language very well yet. The food she eats for lunch is different from yours and she also dresses differently. She is often called names by the other children, they tease her because of her clothes, her food and her accent. She is never invited to join in any of the activities, games or events, and she ends up spending most of the breaks on her own”.

Invite the children to think and reflect together on the following questions:

• Why do you think the other children tease Ana? Why do they not invite her to join their activities?
• Why do they see Ana as “different”? How do you think they feel towards Ana?
• How do you think Ana feels?
• What would you do if you were in the same school or class as Ana?
• How could you make her feel better?
• What would you do if you saw other children teasing her or treating her disrespectfully?

Finally, reflect on the last point of the Reflect activity and on how each difference contributes to creating a more colourful and beautiful world. Ask the children: how do Ana’s differences vis-a-vis the other children enrich her school?

If needed, reiterate the last points of the Reflect activity.
Family activity

Invite the children to explore the differences among their families and how each family and culture contribute to the diversity of the community.

Ask each child to conduct a short interview with their parents and ask about the following:

- In which country/region/city/ethnic group were the parents born?
- What about the grandparents?
- What is a typical dish of the city or area where they come from?
- What are the traditional clothes?
- What kind of traditions or celebrations are typical of the place where they were born?

Afterwards, ask each child to volunteer to share the answers they have collected and, if possible, locate the different places on a world/country map. Talk about the differences among each family and how each one has unique features, but also highlight similarities and things the families have in common. Using the example of food, have children think about how different kinds of food contribute to a diversified national or international cuisine. Explain how each family’s origins, traditions, and cultures contribute to making our world more colourful.
Lesson plan on:
Ethics and integrity.

Adaptation tips to suit different contexts and realities:
- Consider amending elements of the lesson plan in the Start activity that do not fit your environment.
- If you are working with a large group of children, you can substitute the pair work in the Start activity for small-group work.

Learning objectives:
By the end of this lesson, children should be able to:
- Understand how individual choices and actions can have positive or negative consequences for them, other people and the environment.
- Recognize and value positive and respectful behaviours towards other people and the environment.
- Identify the right thing to do if they encounter difficult choices and understand how to decide what the right thing to do is.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
Some of the decisions that we make in our everyday life are simple, such as choosing between eating tomatoes or carrots. Others are much more difficult.
In this lesson, the children should reflect on the choices that they make around their actions. They should explore the consequences of their actions and reflect on the fact that some actions have negative consequences and others have positive ones.
By using fictional scenarios, the children will observe positive and negative behaviours and should reflect on the consequences of those behaviours, as well as on what causes people to act in certain ways.
The children should identify the right thing to do in these scenarios and reflect on how they can know what the right thing to do is.

Key questions:
What are the consequences of my actions?
Why is it important to do the right thing?

Age:
6 – 9

Values:

Skills:

Time:

Preparation and materials:
- If possible, The Zorbs video Picking Up Good Habits or the corresponding comic book, both available on the E4J website.
In addition, check out the comic creator tool at zorbify.com, and a colouring book and children’s book, both available on the E4J website.
1. Explain to the children that the class today is about the importance of making the right choices and doing the right thing, even when no one is looking.

2. Invite the children to work in pairs. Explain that you will read a few statements and that they should talk about each statement together. Invite them to reflect on the following:
   “What are the possible consequences of the actions?”
   “Are the consequences of the actions positive or negative?”

3. Explain that each pair should make a sad face if they think the consequences of the actions are negative or a happy face if they think they are positive. Invite them to share their thoughts with the rest of the class.

4. Read out loud the following statements. Amend them if you need to. Allow a short amount of time after each statement (e.g., one minute) for the children to talk about them and invite each pair to share their thoughts.
   • I helped my neighbour carry her groceries upstairs.
   • I made a card for my best friend’s birthday.
   • I agreed to help my best friend cheat during the math test.
   • I ate a banana and threw the skin on the ground outside school.
   • One of the children in my school called me names.
   • I saw one of the children in my neighbourhood pushing a child I do not know and I walked away.
   • I told my mother when my teacher praised my art work.
   • I did not return my neighbour’s greeting this morning.

5. Explain that all our actions have consequences and that some of them are good and some are bad.

Note: If it is possible to watch The Zorbs video Picking Up Good Habits or read the corresponding comic book with the children, you should follow all the steps below. If it is not possible, skip step 2.

1. Explain to the children that the class is going to examine why it is important to always think about the consequences of actions and to make sure that they always do the right thing.

2. Invite the children to watch The Zorbs video Picking Up Good Habits or hand out the relevant comic book. After watching the video or reading the comic book, use the following questions to start a discussion:
   “What do you think the story is trying to teach us?”
   “Why do you think Grace thought she could throw the banana skin on the ground?”
   “What would have been the consequences if Grace and Signal had thrown the banana skin on the ground?”
   “Why should Grace throw her banana skin in the bin, even if no one is looking?”
   “Why did Sentimo and Signal pick up other people’s rubbish and put it in the bin at the end?”
3. Invite the children to form small groups. Give each group one of the statements from the Start activity in which one of the characters makes a choice that has negative consequences for them, others, the community or the environment. If you prefer, allow the children to come up with other examples of choices with negative consequences.

4. Explain that each group should take five minutes to answer the following question:
   “How do you think each of the characters in the scene might feel?”
   “Why do you think people might behave in this way?”
   “Is this the right thing to do? Why?”

5. Invite each group to present their answers and talk about each scenario with the class.

6. Invite the class to reflect on what the right thing to do is in each scenario. Invite the children to suggest alternative circumstances in which the characters do the right thing and avoid any negative consequences.

Guidance box: when you see something wrong and you don’t act, you are part of the problem

Sometimes understanding what the right choice is can be tricky. In the following examples, the children might find it hard to understand why what is being described is not the right thing to do.

1. I agreed to help my best friend cheat during the math test.
2. I saw one of the children in my neighbourhood pushing a child I do not know, and I walked away.

The children might be thinking the following and it is crucial to address these questions:

1. No one is hurt and if no one finds out, why is it a bad choice to help my friend?
2. Someone is being mistreated, but I am not the person responsible for the bad action. Why should I do anything about it?

Use the following statements to start a discussion about these example scenarios:

1. Explain that cheating is like lying and is unfair towards others. Therefore, it is never the right thing to do and it should not be encouraged. (If you would like more input on why cheating is wrong, check out the Shortcuts with Long Consequences lesson plan).
2. Explain that it is important to do the right thing even when no one is around or no one sees you, because often there will still be negative consequences, even if they happen later or no one knows you caused them.
3. Explain that, when you see something wrong and you don’t act, you are part of the problem, because you are allowing the bad behaviour to continue when you have a chance to help stop it.
1. Explain to the children that deciding if they are doing the right thing or not might be hard.
2. Together, discuss how they can tell when something is the right thing to do or not. Use the box below “Guidance box: how to be sure this is the right thing to do” to help guide the discussion.
3. Emphasize the importance of listening to your inner voice. Make it clear that doing the right thing does not simply mean following rules and laws. Learning to make the right choice also involves assessing the situation and the consequences of their own and other people’s actions.
4. Finish the discussion by reiterating that, when we are unsure what the right thing to do is, it is always a good idea to speak to a trusted adult.

**Guidance box: how to be sure this is the right thing to do**

The following exercise can help the children decide what the right thing to do is. Explain to them that they should think about all the possible consequences of their actions and that they should make sure that:

- No one (including them) is hurt or unsafe.
- No one (including them) is worried, lonely, upset, scared or sad.
- No one (including them) is embarrassed or excluded.
- They are fair and respectful towards everyone and everything, including the environment.
- They do to others what they expect the others to do to them.
- They think about what adults who they trust and respect would do in a similar situation.
- They listen to their inner voice: what do you really think about this action deep down inside?

Feel free to adapt these statements as needed.

**Family activity: making a “Right Choices” weekly chart**

Invite the children to create a Right Choices weekly chart with their families.

To create the chart, they should take a piece of paper and divide it into seven rows. On the left side, they should write the days of the week.

Explain that, for every day of the week, they should think about the choices they make. At the end of each day, they should talk to their family and find out which choices had positive consequences. Parents and siblings can participate by sharing their right choices. Everyone should note their right choices on the chart.

If possible, after the week is over, invite the children to share their charts with the class and discuss together what they have written in them.
Lesson plan on:
Integrity, ethics and honesty.

Adaptation tips to suit different contexts and realities:
• Consider amending the statements in the Learn activity to make them appropriate for your class.
• Consider amending the Integrity Scenarios Cards to tailor them to your class.

Learning objectives:
By the end of this lesson, the children should be able to:
• Understand the meaning and importance of integrity, ethics and honesty.
• Reflect on the importance of being honest about one’s intentions and motives toward others.
• Understand why it is important that words align with actions.
• Identify the consequences of dishonesty and unethical behaviour.

How to use this lesson plan:
The lesson plan is divided in three parts: Start, Learn and Reflect. There are also Guidance boxes to help you deepen your knowledge of the specified topics. In addition, there are Family activity and Extension activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:
In this lesson, children will explore the meaning of integrity, ethics and honesty, and their relevance to everyday life. They will learn about the principles that should guide our choices and in particular the importance of honesty.

The children will also learn to recognize ethical and unethical behaviour in school, and will reflect on the consequences of these actions.

Finally, working together, the children will draft a Code of Conduct to help ensure integrity, honesty and ethical behaviour in the classroom and the school.

Key questions:
What are integrity, ethics and honesty?
Why is it important to do the right thing, even when no one is watching?
Why is it important to say what you mean and mean what you say?

Age:
9 - 12

Values:
Honesty, Integrity, Respect

Skills:
Empathy, Critical Thinking

Time:
115 minutes

Note: This lesson can be conducted over more than one day. Tips for dividing and extending the learning activities can be found in the lesson plan.

Preparation and materials:
• A few sets of Integrity Scenarios Cards.
• Flipcharts.
• Markers.
• If possible, The Zorbs video Shorts cuts with Long Consequences or the corresponding comic book, both available on the E4J website.

In addition, check out the comic creator tool at zorbfy.com, and a colouring book and children’s book, both available on the E4J website.
Note: This activity can be extended and carried out in two segments (steps 1 to 3 and steps 4 to 12). This will allow you to dedicate more time to exploring the concepts of integrity, ethics and honesty. You can use the Guidance box on the meaning of integrity, ethics and honesty to help initiate and further discussions.

1. Invite the children to form pairs and ask each pair to discuss what they would do in the following scenario:
You invited a friend, who is not very popular in your class, to play with you. Shortly before meeting this friend, you meet some very popular classmates. You would really like to be part of this group. They invite you to join them to play, but you are not allowed to bring your friend with you.

“What would you do? And why?”

2. After a few minutes, invite each pair to share their thoughts. Ask them:
   - Was it easy or difficult to make a decision?
   - Why was it easy or hard?

3. Explain to the children that the class is going to talk about the moments when we face choices and we have to decide what the right thing to do is.
Tell them that the decisions concerning what they should do and what the right thing to do is, are ethical decisions.
Explain that they will often face this type of choices and that when they do the right thing and make a decision based on critical thinking, thoughtfulness and empathy, they will be behaving ethically. If you need to, you can use the information in the “Guidance box: the meaning of ethics, integrity and honesty” to explain this concept.

Guidance box: the meaning of ethics, integrity and honesty

Ethics is a system of moral principles. These principles shape our behaviour and help us understand what is good and bad, and what the right thing to do is.

Doing the right thing is based on applying critical thinking, being honest about our intentions and motives toward others and showing thoughtfulness and empathy.

When we know what the right thing to do is and we do it, we are behaving in an ethical way.

If we consistently behave ethically, we are acting with integrity. Integrity means consistently acting according to ethical principles.

Acting with integrity implies always doing the right thing, including when no one is watching or when no one is directly harmed.

It also means doing the right thing for the right reason: not for a reward or attention, but because it is the right thing to do. For example, when we are honest, when we respect others and the environment, when we are fair, when we stand up for what we believe in, when our words align with our actions and when we are true to ourselves.

Honesty refers to being truthful and sincere, saying what we mean and meaning what we say, playing by the rules and avoiding any form of deception or cheating.

Honesty is an aspect of integrity and an ethical principle on which our behaviour should be based. Being honest helps us to always do the right thing.

If you want to read more about teaching ethics in the classroom, this Primary Ethics website is a good resource:

For more information on exploring integrity in the classroom, read the Education for Integrity manual by OECD: https://www.oecd.org/governance/ethics/education-for-integrity-web.pdf.

For more information on teaching honesty in the classroom, take a look at the Doing the Right Thing lesson plan and check out this resource on the Great Expectations website http://www.greatexpectations.org/resources-about-honesty.
4. Explain to the children that the class will also explore two related concepts: integrity and honesty.
5. Invite each child to write a number from 1 to 10 on a piece of paper. Tell them that they should not let their classmates see their number.
6. Explain to the class that you will call out a number and the children who have chosen that number will be the winners.
7. Call out a number higher than 10, such as 25.
8. Now ask the class:
   - What do you think about this game?
   - Is it fair that I called the number 25?
   - Why? How does it make you feel?
   - Do you think I was being a fair teacher?
   - Why?
9. If needed, explain to the children that you set rules for the game that they have just played: choosing a number between 1 and 10. However, by calling a higher number, you did not respect the rules. You were cheating and being dishonest. Honesty is a key value that should be a guiding principle in the children’s lives. It will help them doing the right thing. When people always live according to this principle and consistently behave ethically, they have integrity.
10. Invite the children to form groups and provide each group with a flipchart and markers.
11. Explain to the children that, based on the discussion you have just had, each group should list all the values and principles that they believe they should live their lives by and that should guide their behaviour so they always know what the right thing to do is.
12. Ask each group to present their work and place the posters in the different corners of the classroom.
Note: This activity can be extended and carried out in two segments (steps 1 to 4 and steps 5 to 8). If it is possible to watch The Zorbs video Shortcuts with Long Consequences with the children or work with the corresponding comic book, you should follow all the steps below. If it is not feasible, skip step 4.

1. Invite the children to form groups. Explain to them that you will read a series of statements and that they have to decide within the group what the right thing to do is in each situation.

2. Read out the following statements. After each statement allow enough time for the groups to discuss them. Then ask each group to share what they think is the right thing to do in that situation and why they think so. You can amend the statements to make them more appropriate for your class.

   What would you do if...
   - You saw your best friend stealing a chocolate bar at the local store?
   - You found a wallet on the ground in an empty street?
   - You really wanted to buy a new game but you didn’t have enough money, and your mum drops some money from her purse?
   - You saw a popular child at school bullying someone in the playground?
   - Your best friend asks to copy from your work during a math test, just this once?
   - A popular child at school tells you not to be friends with Katie because she is weird?

3. After you have gone through all the statements, reflect with the class on the fact that a child who always does the right thing has integrity.

4. Invite the children to watch The Zorbs video Shortcuts with Long Consequences or hand out the corresponding comic book. After watching the video or reading the comic book, use the following questions to start a discussion:
   - What do you think the story is trying to teach us?
   - Why do you think Scooter decides to cheat on the test?
   - Why was Scooter embarrassed when she got the prize from the teacher?
   - Scooter did not get caught when she cheated on the test. Does this mean that it wasn’t a bad idea to copy from Partu?
   - What would you have done if you were Scooter and the teacher praised your test score when you only did so well because you copied the answers from someone else?

5. Invite the children to form groups of five. Give each group one of the two sets of Integrity Scenarios Cards. Ask each child to pick one card and read it to their group. Explain that each set of cards revolves around a scenario, and each individual card portrays a character in the scenario. Explain that, while working collaboratively as a group, each child should individually represent the character indicated on the card she/he has picked and give answers based on what she/he thinks that character will think or do.
Integrity Scenarios Cards: Set 1

**Antonia**
You have studied very hard for the math test. The day before the test your friend Marco tells you that he found copies of the math test by the printer. Marco is your best friend.

**Marco**
You have found copies of the math test by the printer. The test is tomorrow. You have not prepared and are not ready for the test. You look around and no one is watching.

**Professor Max**
You have printed copies of the math test, which the students are taking tomorrow. However, after half an hour, you realize that you have left them by the printer. You go back and you find the copies lying next to the printer. You are worried that some of the students might have seen them but you are not sure. Rewriting the test would require a lot of work and you do not have much time.

**Sonyeter**
You are not a friend of Marco. He often bullies you and steals your lunch. You discover that he found tomorrow’s math test by the printer. You have not studied much for the test.

**Natalie, the school janitor**
You have just seen Marco take the copies of the math test that Professor Max left by the printer. You know the math test is tomorrow and math is not Marco’s strongest subject. You like Marco. You do not like Professor Max because you think that he is arrogant and unfriendly.
Integrity Scenarios Cards: Set 2

Nicole
You, Ernesto and Sarah are playing on the same football team. The score is 0-0 and there are three minutes to go before the end of the game. You get a great pass from Ernesto and have a chance to score a goal. You head the ball but it also hits your hand. You score a goal. Your team cheers and everyone congratulates you. The referee does not say anything. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.

Ernesto
You are Nicole’s best friend and you are playing on the same football team. The score is 0-0 and there are three minutes left in the game. Nicole gets a great pass from you and heads it towards the goal, but you see that she touches the ball with her hand before scoring. Neither the players nor the referee seem to have noticed. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.

Coach Albert
You are the coach of Nicole’s, Sarah’s and Ernesto’s football team. The score is 0-0 and there are three minutes left in the game. You see that Nicole scores a goal. It looked like she scored the goal with her head, but you think that she might have touched the ball with her hand as well. You are not sure. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.

Sarah
You, Ernesto and Sarah are playing on the same football team. The score is 0-0 and there are three minutes to go before the end of the game. You are not really a friend of Nicole. You see that she scores a goal but you think that she might have touched the ball with her hand. Neither the players nor the referee seem to have noticed. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.

Sandra
You are Nicole’s mum. You are watching your daughter play a football match. The score is 0-0 and there are three minutes to go. You see Nicole get a great pass from Ernesto and score a goal. She headed the ball but you are sure she also touched it with her hand. Neither the players nor the referees seem to have noticed. If the goal is ruled out, Nicole’s team will drop out of the league because they have lost nearly all their matches so far this season.
6. Invite each group to discuss the following:
   • What do you think will happen next?
   • What do you think your character will do?
   • What will be the consequences of what each character does?
   • How will each character feel? How will the other people in the group feel?
   • What do you think would be an ethical decision in this scenario?
   • What would be an unethical decision? Why?

7. Ask each group to present their scenarios and answers to the class.

8. Invite the class to reflect on the following. If you need help initiating or furthering the discussion, you can use the information in the “Guidance box: why is cheating wrong?”
   • Why is it important that people behave ethically? What would happen otherwise?
   • Why is cheating wrong? What are the consequences of cheating?

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**Guidance box: why is cheating wrong?**

There are plenty of reasons why cheating is wrong. Here are a few examples to help with your discussion.

**Cheating is disrespectful towards others.** Invite the children to reflect on the following:
   • How would you feel if you found out that someone you played with had won by cheating?
   • How would you feel if you studied hard for a test but your classmate got a higher score than you because they copied the answers?

**Cheating is disrespectful towards those who play and act according to the rules.**

**Cheating is disrespectful towards yourself.** Invite the children to reflect on the following:
   • How do you feel when you pass a test with a good score after having studied hard?
   • How do you feel when you get a good score but you have not studied much and copied the answers from someone else?

**Cheating does not make you feel proud of yourself.** It makes you feel bad. You worry about getting caught. When you cheat it is like telling yourself that you do not believe in your own ability.

**Cheating makes you lose people’s trust.** There is not much difference between cheating and lying. You are claiming to know something that you do not know or to have done something that you did not do. You are not acting truthfully.
1. Read out the following statement to the class:
   Everyone would cheat if there were no controls and punishments.
2. Ask the class to discuss if they think the statement is true or false, and why.
3. If necessary, invite the children to reflect on the importance of always acting according to ethical principles. Remind them that they should always be honest and act with integrity regardless of whether someone is checking or not. They should always do the right thing for the right reason, not for a reward or attention, but because it is the right thing to do.

Extension activity: a Code of Conduct for the school

This lesson plan is a great opportunity for the children to create a Code of Conduct for the school. Ask the children to work in groups and invite each group to suggest 2-3 rules that will ensure integrity, honesty and ethical behaviour in the classroom. They can use activities in the lesson plan for inspiration.

If the children need help creating the Code of Conduct, here are some examples of possible rules. You can adapt them to your class as required.

- My school achievements will be the result of my own efforts.
- During group work, I will be collaborative, respect and acknowledge the work of other students.
- I will not copy from my fellow students.
- If I use work or ideas from someone else, I will always mention that I have done so and acknowledge others’ ideas.
- I will not present someone else’s work as my own.
- I will not read my teacher’s materials and records without their permission.
- I will not forge my parents’ signature.
- I will not report what is not true nor spread any fake information.
- If I am responsible for any misconduct, I will admit it and apologize.
- I will be respectful towards my classmates and teachers: I will listen when they speak, I will be punctual, I will wait for my turn to speak and not interrupt others, and I will respect other people’s ideas, thoughts, views and opinions.
- I will be respectful towards the environment: I will not drop litter, I will not waste water, electricity or other resources, and I will contribute to keeping the classroom and school clean and tidy.
Family activity: discussing integrity, ethics and honesty at home

Invite the children to discuss integrity, ethics and honesty with their families. Suggest that family members share two memories: one in which they told the truth and one in which they told a lie, and explain what happened in each of these situations. Make sure that the children get permission from their parents to share the stories with the class. If they have permission, invite the children to share the stories. It might be that some of the stories that involve telling a lie do not have any negative consequences: the person who lied might not have been caught and might have benefited from having told a lie. This is a great opportunity for you to reflect on the fact that being honest and acting with integrity implies always doing the right thing, including when no one is watching or when no one is directly harmed. Reiterate the importance of integrity, ethics and honesty, and of always doing the right thing.
CHECK OUT OTHER ZORBS MATERIALS:

www.unodc.org/e4j/thezorbs