

Identification of the educational scenario

1.1 Title of the scenario

RIGHT TO SOLIDARITY

"THE PEER HELP AS AN INSTRUMENT FOR INCREASING CITIZENSHIP SKILLS"

1.2 Creator

Katiuscia Favilli (author), Francesco Fabbro, Maria Ranieri e Stefano Cuomo (revisor)

e-mail: katiuscia.favilli@gmail.com, francesco.fabbro@unifi.it, maria.ranieri.unifi.it, cuomo.stefano@gmail.com

School: University of Florence

1.3 Topics or courses involved

Law, Prosociality, active citizenship

1.4 Educational level

Primary school: 8-10 years old

1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- Valuing human dignity and human rights
- Co-operation skills
- Analytical and critical thinking skills
- Empathy
- Civic-mindedness
- Responsibility

1.6 Time-duration

Class time: 6 hours (3 sessions)

Outdoor preparation: 3 hours

How many hours to be used in total: 9 hours

Development of the educational scenario

2.1 General description

1. Warm up

The following questions aim to open up reflections on the action of helping in the students.

Questions to introduce and explore the topic

What does solidarity or solidarity mean?

Why do you help another person? On what occasions does it happen? What does it mean to help someone?

Is helping another always a "good action"?

Can helping another person translate into a "bad action"? Why?

2. Discussion

Facilitators share the Pixar's video *Piper* with the students (worksheet 1).

3 Exploration of binary oppositions

Binary opposition 1:

Helping others is important and can be done in any situation and at any age. Sometimes, however, helping someone becomes a substitute for that person, without allowing them to have their own times and ways to learn and grow. What does it really mean to help someone?

3a. Discussion

The facilitators propose a collective discussion through the use of questions. (worksheet 2)

Division in small groups aimed at identifying a situation where helping is teaching and sharing something and where to replace and impose oneself (worksheet 2)

Collective sharing of situations and writing on a common billboard (worksheet 2)

3b. Theater

The groups identified in the previous step will be asked to **mimic the identified actions** without words. The public will be asked to tell and interpret what they see. It is important to alternate the roles of those who help and those who are helped during the game (worksheet 3)

In addition to this specific staging, the teacher can choose if and when, along the entire learning path, to engage students with specific short-lasting theatrical games (Worksheet 4) to facilitate mutual knowledge and interpersonal relationships.

3c Debriefing

Children who will face this path will need a collective moment of elaboration and sharing. Facilitators can guide the collective discussion by

imagining the production of materials to leave in the classroom. (worksheet 5)

3d. Dialectical Discussion to explore

The facilitators lead the discussion to bring the participants' attention to the different points of view that are expressed, always underlining in positive terms the parts of the discussion that can lead to a synthesis. (worksheet 6)

3e. Personalization and action plan

Participants at the end of the activity are asked to reflect on the contents and rework them in a more personal and biographical way, as well as to speculate an action plan about the right to solidarity in their context (worksheet 7)

Conclusions

2.2 Worksheets & Resources

Worksheet 1_Video Piper (Pixar)

Worksheet 2: Structure of the discussion activity with materials to be produced and questions.

Worksheet 3: Context, materials and setting indications on theatrical improvisation.

Worksheet 4: Theatrical games

Worksheet 5: questions for debriefing

Worksheet 6: questions for dialectical discussion

Worksheet 7: materials for personal processing

WORKSHEET 1

<https://video.panorama.it/lifestyle-video/cinema-video/piper-il-cortometraggio-della-pixar-video/>

Worksheet 2

Attention is focused on how little Piper is helped

- Do you think Piper's mom is helping him? If yes, why? If not, why not?
- What happens to Piper when he meets the hermit crab?
- Does the hermit crab help Piper? If yes, why? If not, why not?
- If the little hermit crab had given Piper a little something to eat, would he have helped him?
- What is the difference between the two ways of helping? Is there one better than the two?
- Can anyone tell when they helped their partner?
- Let's try to give an example of how we can help someone in the classroom like the small hermit crab helped Piper.

Suggestions for work settings:

- In this phase it is important to build a non-frontal setting. The optimum would be to place students in a circle, a spatiality that facilitates confrontation and discussion, and places boys and girls in a freer dimension.
- To have an active participation it is essential to clarify that this activity does not fall within the usual evaluation process taking place at school.
- If the activity takes place with the co-presence of both teachers and assistant, it is desirable that one of the two leads the activity and the

other chooses whether to observe or actively participate. Of course, this decision must be taken in advance, in the planning phase.

It is very important, in conducting the activity, to leave as much space as possible to the responses and interventions of boys and girls, accepting any observation without any form of judgment.

It is always advisable to take notes of the pupils' sentences, words and answers in a visible place in the classroom and on a support readable by the whole working group.

Small group discussion supported by the facilitator

The pupils write four situations on a poster, real or invented, which exemplify an helping action.

Plenary sharing of group work

Reading of the work prepared in group.

Worksheet 3

The space must be well delineated with a clear division between the place dedicated to the scenic action and the place that will be destined to the public (just simply a line drawn on the ground with chalk), or in the circular dimension the space of the action will be the space in the center of the circle.

Worksheet 4

Along the learning path, facilitators, at their discretion, can propose one or more of the following theatrical games:

1. Introductory game of knowledge among the participants

Circle of chairs with participants seated. Just an empty chair. Whoever has the free chair on their right starts the game: moving on it will say "I'm sitting". The partner who is in the empty chair on the right again will move saying "on the grass", the next one will say "With my friend" and the last one, moving, will have to say the name of one of the participants who are in the circle who will rush to the empty chair. Now a new participant will have the empty chair on the right and will restart the game with a fast pace.

2. Game of knowledge and improvisation

In circle. The first participant takes a static position at will. The classmate on his right asks, "what are you doing?". The first responds, in total freedom, to an action without any connection with the position taken. Given the answer, the first melts from the position, while the second takes on the pose of the action indicated by the first. The next participant will formulate the same question and position himself according to the indications. And so on.

Variant: in addition to the question "what are you doing?" It is interesting to add "what are you feeling?", so that you can also take an emotional expression to the static action.

3. Improvisation game

Given a clear delimitation of the stage space, the game begins with a volunteer who enters the stage and takes a static pose by declaring out loud who or what he is and what he is doing. The other participants are added to the first one, who always insert themselves in the "picture" with a fixed pose by declaring who / what they are, what they are doing and in the second phase also what they are feeling. Obviously anyone who takes part will have to bond with what others are already doing. This exercise can be carried out freely or themed on various generic and specific topics.

The children will be asked to prepare a poster with the answers that most impressed them and that seem to them to be more correct. They will be asked to summarize the experience with a word. The words will be written on another billboard. It is important that the materials remain in the classroom. To reflect on the activity, the questions and the highlighted words will be followed.

Worksheet 5

After the various performances, the group is asked to reflect on what happened during the theatrical game with the support of these questions:

- Was it easier to help or get help within the scene?
- In the situations you wrote and mimicked when it was easy to ask for help?
- In the situations you wrote and mimicked when it was easy to ask for

help?

- Are the situations you wrote and mimicked real or did you invent them?

Worksheet 6

We suggest some questions:

- How do you feel when someone helps you?
- How do you feel when you help someone?
- How does the teacher in the classroom help you? Can anyone give an example?
- Do classmates help you? Can anyone give an example?
- When you help someone, can you also teach them something?

Worksheet 7

At the end of the activity, participants will be asked to write the questions that have been answered in their notebook. After that, the students are divided into couples and each couple hypothesises in writing their own action plan with respect to the exercise of their own and others' right to solidarity in their context (e.g. class, school, peer groups, etc.). In particular they decide what could be done and who could do it.



2.3 Infrastructure & Materials needed

Cardboard, paper, markers. A space collected, but free from the desks or with the possibility of being freed, a sound system for listening to audio materials, the possibility of using the internet connection.

2.4 Versions-adaptations

2.5 Challenges

During the warm up and in the discussion following the proposed video, the participants could level their thoughts on the same reading: in fact, the help action is considered inevitably right. It is necessary to lead the group to open the reflection on helping to make it progressively autonomous.

The topic could / should touch on the theme of diversity. It is important that the facilitator leads the group to a shared sensitivity, avoiding censoring possible strong statements and accompanying reflection.

[2.6. Further reading](#)

Evaluation of the educational scenario

Students are given a sheet of paper with the following sentences to complete:

I became more aware than ...

I was surprised at

I tried ...

I dealt with ...

I empathized with ...

Now I understand that ...