

Supportive – Social Engagement in a Community

Methodological and
didactic comments



Yaps
Raising
young people's
awareness on
preparedness and
self protection



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Project Partners



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UNIVERSITATEA
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Supportive – Social Engagement in a Community

General Information

<p>What subjects is this module suitable for?</p>	<ul style="list-style-type: none"> • English, • Civic Education, • Arts, • Cross-Disciplinary Subjects
<p>What age group is this module suitable for?</p>	<p>for the age group 10-12</p>
<p>What general skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • Developing communication and reading skills • Analysing and assessing information, facts and situations • Working with texts and reading comprehension • Clearly conveying to others processes and one's own feelings • Verbalising one's emotions • Writing and presenting texts independently • Putting ideas into practice creatively and learning by using all the senses • Training speech and active listening • Learning factual argumentation • Seeing other pupils as valuable for the community • Improving vocabulary • Stimulating motor skills and creativity • Acquiring social skills in interactions with other people • Acquiring the ability to work in different environments
<p>What thematic skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • Being able to describe what volunteering means • Knowing the basic rules of social cohabitation • Recognising the fact that each person has strengths • Recognising, characterising and describing own and other persons' strengths, as well as learning to appreciate the strengths • Knowing and describing voluntary institutions • Reflecting upon one's motivation for volunteering • Reflecting upon one's volunteering and being an informed volunteer

Context

"Do harm to no one, help everyone as much as you can." German philosopher Arthur Schopenhauer enclosed in this statement a principle for action based on compassion. In a similar vein, "Helpful" sets out to teach pupils about the importance of giving help and of social action for each individual in part, and particularly for the entire community. Focusing on the world we live in, on taking action, the diversity of methods and learning through discovery are the key characteristics. Thus, pupils discover this topic actively and independently through the tasks, stories, images, research tasks and games. They acquire specialised knowledge, as well as social skills, action skills, knowledge about methodology and the massmedia. Moreover, the drawings are a good starting point for a joint thematic discussion.

Methodological and didactic comments

The module is made up of various tasks that tackle social cohabitation from several perspectives. According to the level of knowledge the pupils possess and the time at hand, the tasks can be solved individually or collectively..

Max and Flocke at the school festivity

General competences conveyed

Working with texts and reading comprehension

- Working with texts and reading comprehension
- Analysing and assessing information, facts and situations
- Writing and presenting texts individually
- Putting ideas into practice creatively
- Learning by using all the senses

As an introduction, pupils read the story about Max and Flocke who, at a school festivity, see a little girl who is crying. Each pupil reads the story for him/herself. Alternatively, they can read out loud bits of text.

Based on the story, pupils are asked in a first partial task to recognise a drawing, to mark and describe the reactions of children and adults to the little girl crying. Then they have to write down their ideas in a table. Pupils learn how to recognise and assess various reactions based on body language. This task can be solved individually, or in pairs. The results are presented to the whole class, compared and discussed. Alternatively, the task may be solved by the whole class together. For this, it is best if the image is enlarged to the size of a poster and exhibited in class. Thus, the reactions to the little girl crying can be evaluated jointly and discussed on the spot.

In a second partial task, pupils are asked to write a possible ending to the story individually. The ending has to integrate the results from the first partial task. Then, pupils present their version to their classmates.

Tip:

The second partial task can also be given as a homework. Pupils could also be asked to prepare the ending as a role play. For this, in small groups, they will draw up a script that they will present as a theatre play in front of the class. This helps them learn comprehensively, using all their senses.

Helping and showing compassion



General competences conveyed

- Analysing and assessing information, facts and situations
- Clearly describing processes and feelings to others
- Verbalising one's emotions, experiencing empathy

Pupils step into the shoes of the little girl, who is crying, and talk about how they would feel in a similar situation. Pupils are asked to talk about their own experiences and feelings when they received help, or helped someone. The goal of this task is for pupils to realise that to help is important and that this is something that gives a positive feeling to the one who helps as well as the one who is helped.

You can help anytime and anywhere



General competences conveyed

- Analysing and assessing information, facts and situations
- Training active speaking and listening
- Learning factual argumentation

First, pupils read the continuation of the story in which Max and his mother talk about social actions and giving help. Pupils find out that they can help anywhere, even at home. Based on a drawing from the worksheet pupils then have to think in pairs how Max can help at home and who will benefit from his help. Then pupils will try to come up with a definition for the word "social" together. The aim is for pupils to realise that help is not only beneficial for the person receiving it, but also for the whole community, and that a community cannot function unless its members help each other and act socially.

Together, not alone



General competences conveyed

- Analysing and assessing information, facts and situations
- Training speech and active listening
- Learning factual argumentation
- Enriching vocabulary

What is a community? What does society offer to each of its members? Why is community necessary? What happens in case of conflict? Pupils solve these questions working in pairs first, and then all together, trying to explore the meaning of a community. They have to reach the conclusion that the key to a functional community is communication. You can help anytime and anywhere

Additional task: Creative Artists



General competences conveyed

- Autonomous work, motivated by interests
- Stimulating motor skills and creativity
- Acquiring skills for working in various environments

For this actionoriented task, pupils are asked to make a poster with the whole class where they present the rules of social cohabitation in class or in a community. It is a good opportunity to use texts and images. Within this task pupils define mutual interactions. They establish the rules they consider to be important for social cohabitation. The poster is a constant reminder of the rules and offers the possibility to be easily checked any time and see if they are observed.

Tip:

Depending to the time at hand and the media possibilities offered by the school, instead of making a poster pupils can film a short video on the topic.

Flocke's tip

In order to strengthen the feeling of community in class it is best if pupils play "The Gordian Knot". They will soon realise that they can only solve the task if they all participate, respect and help each other and communicate with everyone else.

Personal strengths profile



General competences conveyed

- Verbalising one's emotions
- Training speech and active listening
- Learning factual argumentation
- Seeing other pupils as "valuable" for the community
- Enriching vocabulary

The aim of this task is to recognise one's own and other's strengths. Each pupil has to become aware of the fact that he/she has special characteristics and skills that are perceived and appreciated by others. This strengthens their selfworth and fosters class cohesion

First, pupils sit in a circle for discussion. Each one sits in the middle once. For the first round, the teacher chooses a pupil who is acknowledged and accepted in class. Each student has to say something positive about the person in the middle and will address her directly. An assessment is made after each round. The person sitting in the middle will also speak.

Possible questions:

- To the pupil sitting in the middle: How did you feel when you heard so many positive things about you?
- To the other pupils: Was it easy to say something positive?

During the assessment pupils notice that each person has positive and individual characteristics which make him/her very special. At the same time, they notice how pleasant it is to hear positive things about one's person. It may be that they are appreciated for qualities they didn't even know they possessed.

The pupils will write down all the positive characteristics mentioned in their personal strengths profile.

Based on this exercise, pupils discuss in class why it is important to know their own strong points and skills. The aim is for them to realise that it is important to know them in order to focus their abilities on solving tasks and problems.

Fill in the blanks



General competences conveyed

- Working with texts and reading comprehension
- Assessing and analysing information, facts, circumstances and situations

By filling the gaps in the text, pupils find out which could be the motivations for doing voluntary work. At the same time they receive information about the organisations where they could volunteer and the possibilities that open up on a personal level. The task can be done in a team or in pairs and then compared in class, according to the level of knowledge and writing skills of the pupils

Social reporter



General competences conveyed

- Individual work guided by personal interests
- Using texts of reference
- Differentiating between important and unimportant information
- Writing and presenting texts individually
- Speaking, listening and acquiring social skills in interactions with others

For this task, pupils become reporters, collecting information about the organisations in their area that offer volunteering opportunities and their main activities. They write down the results and then present them to the whole class. As research tools, they will use the internet or Yellow Pages. Besides, they will also talk to their parents, friends, siblings or grandparents. This offers them the possibility to debate about the topic with family and friends. This also helps increase awareness of the topic among members of the family and friends.

Flocke's word game

The word game is a playful way of approaching this topic. Twelve cards are available for this task and they contain the most important terms. The game also helps strengthen their knowledge on social cohabitation. Language skills and range of vocabulary are also enhanced.

The word game may be played at school or at home. Pupils thus come across the topic not only in school, but also at home.



Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering