**Centropa Elective group "Civil Society" – Final Mission**

**Group's Facilitator – Dan Cristal**

**Educational kit – "The Civil Society and Me"**

1. **Names and Institutions**

Anna Olenenko— Khortytsia National Academy, Zaporizhzhia, Ukraine.

Dan Cristal— Ort-Ben-Guriun High School—Afula, Israel

Daron Lee Calhoun II—Avery Research Center for African American History and Culture—Charleston, SC, USA.

Hannah Strutzenberger—Handelsakademie Traun und Bundesrealgymnasium Traun, Linz, Austria.

Jerome Price— Montgomery County Public Schools, Rockville, MD, USA.

Patricia Williams Lessane—Avery Research Center for African American History and Culture—Charleston, SC,USA.

1. **Courses Lesson Taught In:**

Social Studies, Civics, and History

1. **Primary Subjects for Lessons:**

Civil Society (hereafter – C.S)

Social Responsibility.

Social Activism.

1. **Grade Level for Lessons**

5th Grade and above (11 years to adult)

1. **Total Time for Lessons:**

3 lessons of 45 minutes, each.

1. **Summary**

We believe that one of our main educational mission as educators (and not just professional teachers) is to develop amongst our students a positive attitude and values, which will enable them to contribute to the society as a positive member.

The values in which we are aiming to inspire within our scholars are Equality, Respect, Honor, Mutual Responsibility, and Social Involvement.

To achieve these goals, we have developed three lessons based on the film, *Survival in Saravejo,* that can be used in the classroom or with educators as a professional development exercise. At the end of each lesson, the students will receive homework that connects each lesson to the following one.

1. **The Lessons plans:**

***Lesson #1: Introduction to a Civil Society***

**Objective**: By the end of the lesson, the students will be able to define what a Civil Society is and will be able to give modern examples of such.

**Methodology**: The teacher will lead the students in the following activities:

1. Brainstorm the term "civil society" – The teacher will write the term "civil society" on the board and will encourage the students to raise their association relating to the term. At the end of the activity (s)he will collect their definitions to this term and will summarize the lesson. The teacher will encourage as many students to actively participate.
2. Group work: To begin the activity, every student will get a memo/note and will be asked to define for him/herself the term "civil society". Then the teacher will divide the class to 3-4 groups and each group will be asked to get to a common definition based on their personal definitions.

They will write their group result on a poster and will present it in the plenary session. Each group will need to establish a team leader to represent the group.

1. Groups work #2: The teacher divide the class to 3-4 groups.

Each group has a poster and the question is written above. The poster is divided 3/4 parts (depending on the number of participants ). Every student will write what they believe constitutes a civil society (make up/goals/necessities, etc.), and relate to each other definition(s). At the end they write the most common and agreed definition in the center of the poster. The groups will present in the plenary session. Each group will need to establish a team leader to represent the group.

**Practical output of the lesson's process**: A common and agreed definition for "Civil Society" made by the students.

**Their "homework" assignment** is to think, and write the answer for the question: "Following the class definition to "Civil Society", explain how a C.S. meets me in personal life?"

**Lesson #2: Dealing with the Centropa-film "Survival in Sarajevo"**

**Objective**: Students will understand that they are expected and able to assist others in their society, and not only in times of need.

**Methodology**: Guided watching in Centropa-film "Survival in Sarajevo".

1. The students will get a questioner assignment to complete during and following watching the film. The questions will relate to the story of the film, led by "the Big Question" of the film: ***"Why do you think the people of Sarajevo formed this society? Why do people risk their lives in order to help others and strangers?*" in the appendix – the questioner.**
2. Plenary-session: sharing their answers in the group. Teachers are expected to probe the students to expand their thinking on civil societies. Students should be able to differentiate between a “Civil Society” and a “Utopian Society”.
3. The teacher will close and summarize the session enabling every student to participate at the group-session.

**Practical output of the lesson's process**: A poster reflecting the students answers to the question: ***"Why do you think the people of Sarajevo formed this society? Why do people risk their lives in order to help others and strangers?*"**

**Their "homework" assignment** will be to bring to class photos demonstrating examples for C.S activities in their community aiming to assist the others, and examples for non-C.S activities in their community.

**Lesson #3: Personalizing Civil Societies / Summarizing the Process**

**Objective**: Students will attach personally to the C.S term and will be able to determine their role within the community.

**Methodology**:

1. Teacher divides the class into two groups. One group is for the civil society poster/puzzle. The other group is for the non-civil society poster. In each group the students will share their photo and their explanation to it, and how this photo relates to it place in the puzzle.
2. At the plenary session – a representative from each group, will introduce his/her group's poster to the whole class.
3. After presenting their posters, the teacher will ask student, "***Now, after hearing and seeing all this - How will you contribute to the civil society in the community—practically?"***
4. The teacher records student responses on a poster board on the wall.

**Practical outputs of the class-process:**

A poster reflecting the students answers to the question: **How will you contribute to the civil society in the community—practically?**

**7) Expected Skills to be developed during the process:**

* The ability to be empathetic to others especially if they are different
* The ability to appreciate what others are doing
* The ability to listen while working in groups

**Apendix No 1: Questionnaire for watching the "Survival in Sarajevo"**

Please answer the following questions, during your watching the movie:

1. Who are the main characters in the movie?
2. What did each person contribute to the “Society”
3. What have they done as a group/community?
4. According to the film – why they have done it?
5. What were the costs of their choices (to help and assist to every open hard)?
6. What do you think about their choice to help the others?