**Lesson plan**

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| Lesson title: Snack Wars: The Fair Share Quest for Peace and Equality |
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| Lesson brief description  In this lesson, students will explore the concepts of **fairness, negotiation, and peace** through different activities. The **Stand Up if you Agree** is an introduction to the Human Rights concepts, in the **Negotiation Game** they must decide how to share snacks fairly, followed by discussions on trust, fairness, and strategy. Using the **LEGO Serious Play** methodology, students will visually represent their ideas on fairness and collaboration in a group setting. The lesson concludes with a creative homework assignment, allowing students to reflect on the importance of human rights and equality in order for peace to prevail in all communities. |
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| Time (Lesson duration): 90 minutes |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)  Group and individual |
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| Materials needed:  Healthy snacks (nuts, fruits) , set of game rules printed for each team or given on the board, Lego bricks |
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| Students’ age:  8 -12 years old |
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| Aims/Goals or SWBATs (Students will be able to......)   * Understand the concept of negotiation * Explore key social issues * Develop communication skills * Think critically and Collaborate effectively * Encourage empathy and fairness * To discover the process of negotiation and peace * To discuss the issue of 'equal rights' * To explore the systems of poverty * Creatively express abstract concepts * Strengthen negotiation and collaboration skills * Hands on learning |
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| Lead-in *What’s going to happen here to introduce your students to the topic****?* Time 10 min**  **Stand if you agree activity**  Read out a series of statements related to the lesson topic (human rights)  If students agree with the statement, they stand up. If they disagree, they stay seated.  After each statement students to explain their reasoning. |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?* **Time 15 min**  Students should know how to:   * Define key terms like negotiation, fairness, and equality. * Explain why negotiation is important in solving conflicts. * Describe what is fair and what is not * Identify situations where people need to negotiate. * Compare different ways to share resources fairly. * Discuss different viewpoints respectfully. * Listen actively to others' ideas during group work. * Apply negotiation strategies in a real-life scenario. * Understand the importance of shared decision-making and group consensus * Reflect on the importance of ethical behaviour when dealing with others. * Think symbolically and build their own Lego community |
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| *List of activities with brief description of each one and time for each one:*   * **The negotiation game 20 min**: The class is divided in 2 teams each of which gets 20 snacks. They must decide how to share them. The first team suggests how they would like to share their food (for example 16 for them and 4 for the other team) If team B agrees they proceed with sharing otherwise the second team proposes another solution. If they don’t reach agreement after bth teams have proposed, the snacks return back to the “referee”. Ther are 3 rounds for that game. * **Discussion, evaluation 15 min:** The class discuss their feelings (what they liked/didn’t like, what was exciting or annoying if they developed a kind of strategy, how they negotiated and if they felt they were successful and satisfied with the outcome**.** They also discuss about the notions of “trust” and “fairness” and what are the implications when people don’t share in fair way. * **Legoserious play 20 min:** Students use LEGO to build a model representing a fair and peaceful world. This could include: A fair distribution of resources (e.g., equal houses, food, or schools), people cooperating and negotiating, a symbol of trust, fairness, or teamwork. * **Sharing and Reflecting 10 min:** Teams present their models and answer questions |
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| *What are other follow up (or homework) activities that can be included?*  Students can choose 1 of the following  Design a poster that promotes peace and fairness. The poster should include a short slogan or message  Interview a family member (or someone you trust) about what they think **equal rights** mean. Ask them: What are examples of equal rights in our society? Do you think everyone has equal rights? Why or why not? Write a short summary of your conversation and share their perspective on the topic.  Draw a comic strip (4-6 panels) that tells a story about two characters who need to negotiate to share something fairly. |
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| *What methodology / activities are used for assessment?*  During activities such as the Negotiation Game, Stand If You Agree, and LEGO Serious Play, teachers can assess students' understanding of key concepts by observing how they negotiate, communicate, and collaborate.  Students will also be asked to reflect on their experiences, evaluate their performance, and discuss whether they met the objectives of the activity. Teachers can help them using open-ended questions to guide reflection, such as:*“What was the most difficult part of negotiating fairly?”* *“Did your group manage to compromise effectively? How did you do it?,* *How can we apply what we built to real life?* |
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