

LESSON PLAN 3

LESSON 3: CAN EVERYONE WIN?

CURRICULUM LINKS

Preparing to play an active role as citizens

Pupils should be taught:

- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- to resolve differences by looking at alternatives, making decisions and explaining choices
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to think about the lives of people living in other places and times, and people with different values and customs

Breadth of opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- make real choices and decisions [e.g about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]

RELATED RESOURCES

PowerPoint 3
Activity Sheet 3



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LEARNING OBJECTIVES

To considering how something of benefit to one part of a community could come at a cost to another.

To use role play to explore different points of view.

INTRODUCTION

Explain to the class that today the Mayor must decide on some new laws that will be enforced in the class 'Happy Town'.

Ask pupils to suggest why a town needs laws or rules.

Using PowerPoint 3, show pupils a list of 3 proposed laws (or ordinances) that their Mayor is considering introducing to 'Happy Town'.

- **Ordinance 1:** A new train line will be built from 'Happy Town' to the city.
- **Ordinance 2:** All sweets will be banned in 'Happy Town'.
- **Ordinance 3:** All shops and businesses must pay the Mayor £100 in tax, which will be spent on building projects.

Now show the pupils each of the 5 members of the community listed on Activity Sheet 3. As a class, examine the information given about each role. (Banker, Shop Owner, Policeman, Naturalist, Construction Worker) and how this might affect their views on the ordinances.

GROUP ACTIVITY

Divide pupils into groups of 5. Each pupil in the group will take on one of the roles described on Activity Sheet 3. Allow pupils time to read the information about their character and makes notes about how they might feel about each of the proposed ordinances.

In their groups, pupils must debate each of the ordinances in turn, giving the point of view of their character. Pupils must explain to the rest of their group how the proposed laws will affect them, either positively or negatively.

CLASS VOTE

Remaining in character, pupils vote either for or against each proposed ordinance.



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INDEPENDENT ACTIVITY

Now that the pupils have seen how a new law can affect different members of the community, ask them to write a set of 3 new ordinances for Happy Town.

Ask them to try to make sure that none of the characters would be upset by their laws!

DIFFERENTIATION

- ↓ Before beginning the group debate, allow all the pupils playing the same role (e.g. the Policeman in each group) to get together to share ideas about their character and how they might feel about the laws.
- ↑ Remove the extra information about each character when presenting it to pupils, and challenge them to come up with their own reasons why each person might be for or against each ordinance.

PLENARY

Pupils consider the rules from their own lives that they have collected for homework. In groups, pupils classify these rules under the headings; 'Rules that keep people safe or healthy', 'Rules that make things fair'.

