

LESSON PLAN 2

LESSON 2: DO WE ALL WANT THE SAME?

CURRICULUM LINKS

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

Preparing to play an active role as citizens

Pupils should be taught:

- to resolve differences by looking at alternatives, making decisions and explaining choices

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
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- to recognise and challenge stereotypes
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Breadth of opportunities

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

- 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 2
Activity Sheet 2



LESSON PLAN 2

LEARNING OBJECTIVES

To think about the differing needs of various members of a community
To resolve differences through discussion and compromise

INTRODUCTION

Explain that the mayor of the new 'Happy Town' has some funds to spend on commissioning some building work.

Using PowerPoint 2, show pupils a list of the possible building projects;

- Kids play area
- Garden centre
- Coffee shop
- Police station
- Fountain
- Bus stop

Which would they choose?

Now show pupils a list of different members of the Happy Town community;

- A child
- An elderly person
- A teenager
- A shopkeeper
- A parent
- The mayor

Elicit that each member of the community might have different needs or preferences.

GROUP ACTIVITY

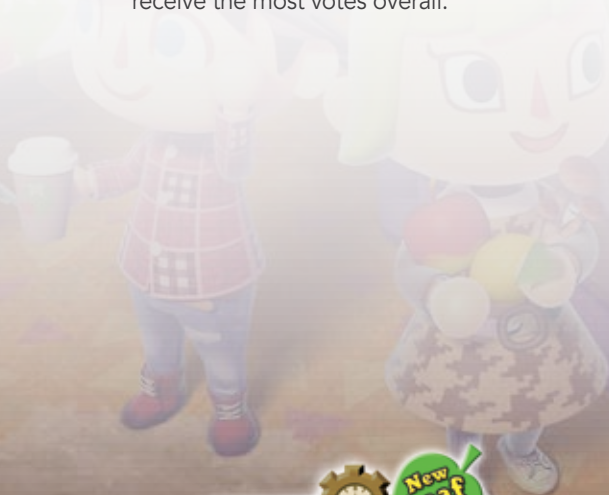
Assign each group to take on the role of one of the community members listed.

Ask them to work together to rank the building projects for the town from the point of view of their designated character.

CLASS VOTE

Remaining in character, hold a class vote to select the 3 items that they wish to commission for the town.

Allow each group to vote for their top 3 ranked items, and select the 3 projects that receive the most votes overall.



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INDEPENDENT ACTIVITY

Using the list of items, and associated costs, listed on Activity Sheet 2, pupils must select the building projects that they would choose for their own town, while remaining within a limited budget.

DIFFERENTIATION

- ↓ Allow less confident pupils to take the role of the 'children' in the community, allowing them to rely on their own experiences when discussing and making decisions.
- ↑ Can the pupils create a convincing back-story for their character, and remain in role when giving feedback?

PLENARY

Pupils share the items they've collected following Lesson 1. Depending on the time available, this could be done as a whole class, or in groups.

Discuss what they represent, and decide which ones they would like to feature in the class 'Happy Town'.

HOMEWORK

Ask pupils to collect examples of rules that they have to follow in their own lives.

E.g. traffic rules (drive on the left), school rules (hands up to speak in class), family rules (only 1 hour of TV a night), football rules (both teams have 11 players), shop rules (no cigarettes for Under 18s) etc.

These will be used in Lesson 3.

