

## Developing Rights

### Lesson plan 10: Taking it further

**Age group: 11 - 14**

#### **Aims:**

To help pupils to evaluate potential actions for change in terms of their possible consequences. This activity is best carried out after completing the last lesson (Lesson 9).

#### **What to do:**

Preparation: you will need two large sheets of paper and pens for each pair of pupils. Copy the **flow chart** (below) onto a large piece of paper.

Explain to pupils that they will be looking at how to take forward one of their chosen actions for change. This work will involve drawing a flow chart.

Now divide pupils into pairs and ask them to write their chosen action for change at the top of their first sheet of paper. They should then write down the first step that might be taken to initiate the action. From this there should be at least two possible outcomes (see **flow chart** below). If the outcome of the first step is successful, an arrow can lead on to a second step. If it is not, an arrow may lead back into the first step, or other steps may have to be taken instead. Illustrate with the model diagram.

When pupils are happy with their rough charts, a final version can be produced on their second sheets of paper. Now ask pupils to join with another pair and discuss the flow charts. Finally, as a whole class come together to look at the actions for change. Which ones seem to work best and why? What are some of the difficulties involved in planning? How can these be overcome? Would pupils like to put any of their actions into practice?

## Curriculum links:

England	Scotland	Wales
<p>English:            - Group discussion and interaction - different contributions; different views into account; sift and summarise.</p> <p>Citizenship/PSHE:            - Take responsibility; participate; make real choices and decisions; develop relationships.</p>	<p>English:            - Talking in groups; talking about experiences, feelings and opinions; listening.</p> <p>Religious and Moral Education:            - Relationships and moral values.</p> <p>PSD:            - Social development.</p>	<p>English:            - Group discussion, interaction; different views into account; sift and summarise.</p> <p>PSE:            - Be committed to practical involvement; action plan and set targets; review and reflect; work both independently and co-operatively.</p>

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## Worksheet: Flow chart – Taking it further

**Action planned: To set up a pupil panel to help interview and select new teachers for the school.**

