

Developing Rights

Lesson plan 1: Planet X

Age group: 11 - 14

Aims:

To encourage pupils to consider their own priorities in terms of rights.
To provide opportunities to practise negotiation skills.

What to do:

Preparation: it may be helpful to hold some initial discussion on what rights are, but do not try to reach a definition – pupils will come to their own understanding of the term through the activities. Pupils will need individual writing materials and you will need a large sheet of paper to display the class list.

Begin by setting the scene as imaginatively as possible. The following paragraph might be a useful introduction.

‘A colony is to be established on Planet X, an ‘Earth-like’ planet in the Gamma quadrant. You are lucky to have been chosen for this exciting new life! Your colony has the initial task of drawing up a code of rights for everyone on the planet. This will be done in several stages.’

The journey through space

Explain to the pupils that they are on their way to Planet X and are now in hyper-isolation. Ask each pupil to draw up a personal list of ten essentials that they feel they need for their new life. These might be practical things they will need to survive, but they could also be ideas about how life on the new planet is to be organised. They should rank their list in order, with ‘1’ as the most important.

In planetary orbit

Whilst pupils circle Planet X they meet up with a fellow traveller. Ask each pupil to share his or her list of essentials with a partner and agree on a shared list of ten rights. They should note down their reasons for deciding what to include and what to leave out and keep these lists for later reference.

On landing

Now that pupils have landed on the new planet, each pair should join together with another and agree a common list of ten rights.

First colony meeting

Now the whole class should join together and agree on a common statement of ten rights. Everyone must be happy before final decisions are made. Make a large copy of the list which everyone can refer to. Explain that it will now become the responsibility of the whole colony to make sure that these rights are maintained.

In this activity, the process of moving through stages of consultation to an agreed class list is important. Allow sufficient time for pupils to discuss the rights that have been discarded. It would also be useful to go back to the initial discussion on rights. Do pupils have further ideas that they would like to add? How easy is it to agree upon rights? What might the differences be between needs and wants?

Curriculum links:

England	Scotland	Wales
<p>English: - Group discussion and interaction - different contributions; different views into account; sift and summarise; help the group complete its task.</p> <p>Citizenship/PSHE: - Communicate confidently with peers and adults; participate; consider social and moral dilemmas.</p>	<p>English: - Listening in groups; talking in groups; talking about experiences, feelings and opinions.</p> <p>Religious and Moral Education: - Relationships and moral values.</p> <p>PSD: - Social development.</p>	<p>English: - Group discussion and interaction - different contributions; different views into account; sift and summarise; help the group complete its task.</p> <p>PSE: - Listen attentively in different situations and respond appropriately; communicate confidently one's feelings and views; empathise with others' experiences and feelings.</p>