



## Citizenship Lesson Plan

<b>TOPIC:</b> Human Rights and Social Responsibility	<b>DATE/TIME:</b> Wed 27 Oct 2004 2.00 (Double period)
<b>CLASS:</b> 8A2	<b>ROOM:</b> Art 1

### **OBJECTIVES/LEARNING OUTCOMES:**

By the end of the lesson the pupils will:

Have finished the exercise on ranking the 6 most important things to them from a Wants and Needs card.

Have carried out the Wants and Needs Exercise in *Local and Global Citizenship*.

Have gained an understanding of what is a human right and how these may differ between countries.

Have been introduced to the United Nations Convention on the Rights of the Child.

### **TEACHING AIDS:**

Exercise from previous week to be finished (supplied by class teacher)

Wants and Needs cards for each group

Plain acetate to record findings from Wants and Needs exercise

### **INTRODUCTION:** (10 mins)

Ask the class about what they discussed in the previous class about Wants and Needs and discuss finishing off last week's work, as well as talking about what they are to cover this week. Remind them that after the second world war many countries came together and decided they had a responsibility to make sure that all their citizens were well cared for and protected.

**LESSON DEVELOPMENT:** subject to change depending on class input and direction.

**STAGE**

**TIME ALLOCATION**

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| 1. Ask the class to finish off last weeks exercise on ranking the 6 Wants and Needs most important to them (started by class teacher last week). Do their needs differ?  | 10 mins |
| 2. Split the class into 3 groups and distribute Wants and Needs cards. Ask the class to decide what is a want and what is a need. I'll talk to each group as they are doing this to find out their reasoning.                      | 10 mins |
| 3. Tell the pupils they must discard half of their cards. Can they agree? Each group should explain to the others their selections.  | 15 mins |
| 4. Tell the group to reduce the cards to the 4 things which they think are essential. Why did they select these cards. Do they differ from the other groups? Do they think children all around the world are afforded these needs? | 15 mins |
| 5. Introduce the United Nations Convention on the Rights of the Child. Do they think the convention is widely practised? Do they know examples of it being flaunted?   | 10 mins |

**LESSON CONCLUSION:** (5 mins)

Ask the pupils what they learned from the 2 weeks. Were they surprised by other people's opinions? Reinforce the idea that children have human rights although this does not happen throughout the world.

**LESSON EVALUATION:****Teaching:**

One group needed more attention than others to keep them focussed on the task in hand, while another group need me to intervene on a couple of occasions to break deadlock and allow them to move on with the given activity. Looking at one topic for a double period would appear to be at the limit of the pupils' concentration.

**Learning:**

The pupils generally discussed matters in a mature matter but occasionally had to be prompted and reminded of the importance of working together and not forcing their opinions onto others. They appeared to be comfortable with the idea that the world was not always equal and that some countries differed in how they treated people and as to what resources were available. The notion that children of 15 years old could be involved in a war in some countries was of particular interest. Most appeared keen to have their say with some articulating their arguments well.