

# LESSON PLAN

**LEARNING TARGET:** To take part in a debate.

**LEARNING OUTCOMES:** How to:

- debate topical issues
- realise other people in the world have needs.



**GLOBAL DIMENSION CONCEPT/S INCLUDED:** CONFLICT RESOLUTION / SOCIAL JUSTICE / VALUES & PERCEPTIONS / SUSTAINABLE DEVELOPMENT / INTERDEPENDENCE / HUMAN RIGHTS / DIVERSITY / GLOBAL CITIZENSHIP

## CURRICULUM

**Preparing to play an active role as citizens**

**2 a)** to take part in discussions with one other person and the whole class

**2 b)** to take part in a simple debate about topical issues

**2 e)** to realise that people and other living things have needs, and that they have responsibilities to meet them

## RESOURCES

The supporting PowerPoint for this lesson can be downloaded from our website at [www.worldleprosyweek.org](http://www.worldleprosyweek.org) under Free lessons Key Stage One

## KEY WORDS

Debate  
Resolve  
Conflict  
Prioritise  
Opinion  
Feelings  
Culture  
Values  
Customs

## LESSON ACTIVITIES

### Teacher's Notes

The main activity is holding a debate. You will need to print out the characters and have them ready to be handed out. You may wish to adapt the characters for the debate depending on the abilities within your class. We have reduced the number of characters to avoid confusing the children. However, if you would like to use more you can take them from KS2's PowerPoint.

### Introduction

Share with the children that it is World Leprosy Week from 26 to the 30 of January. This year The Leprosy Mission is focusing on a project in Chanchaga, a rural village in Nigeria

The following lesson is a fictitious case study about a village in Nigeria. However, the issues facing the village and characters involved are based upon real-life challenges that face many people across the developing world.

### Knotty problem

This starter is an excellent way of showing how people can solve their own problems faster and better than when instructed by someone outside. Select one, or a few, to be managers. The remaining children hold hands (and must not let go) and still holding hands work themselves into as complicated a tangle as they can. Ask the managers, hands behind their backs and without touching, to unravel the knot using verbal instructions. Tell the children to only do what they are told. It usually takes at least three minutes to untangle, if at all. Repeat the tangling. This time tell the group to untangle themselves. Usually it takes 20 to 30 seconds.

Discuss their observations. In brief it highlights that it is better for people to solve their own problems. This is what most development charities do when working with communities overseas, they empower the local people to own the problem and solve it themselves rather than relying on outside help.

### Main activity

Explain to the children that we are going to have a look at some issues that people face across the world. In particular we are going to look at one village and the problems they face.



Share background to the village and the challenges facing them. Give each group of children a character that they are going to represent. Tell them that they have to argue that their character's needs are the most important.

Don't lay down any rules at first – let them start the debate and use this initial part to see what happens. Stop the debate after 5 to 10 mins and use the following questions to review:



Is the debate working / constructive?  
Can everyone get their point of view across? Why?  
Can we always have our own way?  
What sort of world would it be?  
Are we always right?  
How can we have a less confusing debate and ensure everyone's views are heard?  
How are they going to resolve differences?

Discuss as a class and record on the board.

Now continue the debate with the ground rules.

- After five to ten mins review the debate again.
- Did everyone get their point of view heard?
- Have we managed to say what is most important?
- Does everyone feel it was fair?

### Plenary

Let's have a vote to see in what order we prioritise the needs of the village.

How can we carry out the vote?

After the class has voted check to see if everyone is happy with the results.

Can we always get our own way?

How can we use what we have learnt from this debate to help us at school?

