

# LESSON PLAN

**LEARNING TARGET:** To debate topical issues and resolve differences.

**LEARNING OUTCOMES:** How to:

- debate topical issues
- recognise social and cultural issues facing people in the developing world
- resolve differences
- appreciate other people's views and feelings.



**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 research, discuss and debate topical issues, problems and events

**2 e)** to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

**2 f)** to resolve differences by looking at alternatives, making decisions and explaining choices

### Developing good relationships and respecting the differences between people

**4 a)** 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

**4 b)** to think about the lives of people living in other places and times, and people with different values and customs

## 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 Two

## 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. Depending on the numbers in your class you may wish to break the class into two or three groups (not all the characters need to be used).

### Introduction

Share with the children that it is World Leprosy Week (26 – 30 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 developing world. In particular we are going to look at one village and the problems they face. Everyone is going to be a character from the village and represent them in the debate.

Share background to the village and the challenges facing them. Give each child a character that they are going to represent.

- Is the debate working / constructive?

## KEY WORDS

Debate  
Resolve  
Conflict  
Prioritise  
Opinion  
Feelings  
Culture  
Values  
Customs

- 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 more constructive debate and ensure everyone's views are heard?
- How are we going to resolve differences?

Discuss in pairs and then share together and record on the board.

Now continue the debate with the ground rules.

After five to ten minutes review the debate again.

- Did everyone get their point of view heard?
- Has any group managed to prioritise what they are going to do?
- How did they do that?
- 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 the lessons learnt from this debate to help us at school?



## EXTENSION WORK:

### Cross curricular

**Geography:** plan layout of village

**Literacy:** write a recount on decisions made

**Numeracy:** use the results to complete budget from Numeracy lesson