

English and Literacy: Children's rights

Lesson plan 6: Debating

Age group: 8-10

This lesson clearly covers a sensitive issue. Here are some points to consider:

- Think about the content of the lesson, the possible outcomes and reactions of individual children, and how you will deal with them.
- Ensure that systems are in place for children who may need support.

This lesson may be omitted if you are unsure how to deal with the outcomes.

Resources:

You will need the book *For Every Child* by Caroline Castle (opened at Right number 19).

Introduction and whole-class activity:

Ask the pupils if they know what NSPCC stands for. The NSPCC runs many campaigns to help protect children. Ask the pupils if they know about any of the campaigns. The NSPCC supports children who suffer from abuse or those who need help or protection. The NSPCC is hugely disappointed because in the UK the government still allows children to be hit by their parents. The NSPCC, other organisations and individuals are urging the government to give the same protection from assault to children as adults by law, so that no child should ever be hit.

Show the pupils the picture from *For Every Child* showing Right number 19. Ask the pupils to give reasons why they think hitting a child should be allowed and why hitting a child should not be allowed. Make a list of the points on the board.

Group activity:

The pupils present a debate on 'Adults should not be allowed to smack children'. Divide the class into two teams: one team will be for the issue and one team against. Then separate each team into smaller groups. You may have reasons for putting pupils into particular groups or teams. Each small group will come up with a statement supporting their team's side of the argument. Remind the pupils that they do not have to agree with their team. What is important is to present a convincing argument. Encourage the pupils to use the points collected by the class during the whole-class activity. Each group then votes for a spokesperson to present their points for their team.

Plenary:

The pupils from each team present their points to the class. Those not directly involved in the presentation can vote for the team they feel is the more convincing. It is important that the pupils have the opportunity to share their thoughts and feelings, in particular if they had to support an argument with which they did not agree. How easy was it to convince people to think in a particular way, even if they didn't believe it themselves?