



## Project template: Dos and don'ts, rights and responsibilities (11-18)

<b>Summary</b>	Research into the law (including religious law), discussion of the customs or moral codes, within your own school, or in your home or country. Setting questions for your partner schools. Joint discussion of the findings and global comparisons within and across cultures.
<b>Set questions</b>	Teams of students choose and compose five questions. The questions could relate to issues about family law such as divorce, inheritance; criminal law; the penalties for breaking the law; the legal age for smoking, drinking alcohol, sex, marriage; school rules etc. The question should take the form of first informing, then asking. 'In this country, it is legal/illegal to... What is the law in your country?' or 'Our behaviour policy states that... What is the rule in your school?'
<b>Exchange or share</b>	Students research and answer the questions for each other. Students could prepare presentations on a theme such as Punishment versus correction? Laws - the work of society or religion? etc. Do the laws tend to support the moral views of older or younger people? Do the laws restrict human rights or protect human rights?
<b>Respond and evaluate</b>	The completed presentations could be put up in a shared student forum area, or printed out and put on a notice board. Ask the students to evaluate and comment on some of the presentations.
<b>Extension activities</b>	Select students from different countries to work together on a chosen theme. You might choose a Talented and Gifted group or a identify a group that appears to have a problem with rules and authority.
<b>Resources</b>	<p>Young Citizen's Passport (UK)</p> <ul style="list-style-type: none"> <li>• <a href="http://www.ycponline.co.uk">www.ycponline.co.uk</a> (some is free, some pay-for)</li> </ul> <p>Think Quest competition for teams</p> <ul style="list-style-type: none"> <li>• <a href="http://www.thinkquest.org/competition">www.thinkquest.org/competition</a></li> </ul> <p>Tempates, forums, evaluation forms etc are ready for this project</p> <ul style="list-style-type: none"> <li>• Connecting Classrooms</li> </ul> <p>The Bishop's Candlesticks (from Les Miserables) used in India</p> <ul style="list-style-type: none"> <li>• <a href="http://wetmore.colormaria.com/pdf/BISHOPSC_snip.pdf">wetmore.colormaria.com/pdf/BISHOPSC_snip.pdf</a></li> </ul>



# Connecting Classrooms

## **Joint Curriculum Project Notes**

### **Project: Dos and Don'ts (ages 11-18)**

**Aims and Outcomes:** This project invites students to find out about the laws, customs and moral codes that exist within their country and of their partner school. They discuss and share information with their partner school and then prepare presentations of their findings, making global comparisons within and across cultures.

### **UK Curriculum links:**

#### **Citizenship key stage 3**

This project ties in with the key concept of Citizenship at Key Stage 3.

##### **1.1 Democracy and Justice**

Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.

##### **1.2 Rights and Responsibilities**

Exploring different kinds of rights and obligations and how these affect both individuals and communities.

#### **Key Concepts of Religious Education in key stage 3**

This project also ties in with the key concept of Religious Education at Key Stage 3.

##### **1.6 Values and commitments**

Understanding how moral values and a sense of obligation can come from beliefs and experience.



# Connecting Classrooms

## **Cross-curriculum dimensions:**

The 'Dos and Don'ts' project engages students in the following cross-curricular dimensions:

### **Identity and diversity**

Students are invited to understand the importance of human rights and the consequences of intolerance and discrimination, and know how to challenge these.

They are also invited to critically reflect on the shared and diverse values in society.

They are given the opportunity to communicate with people of different beliefs and faiths.

### **Community Participation**

Students can evaluate the rights and responsibilities of people and groups within communities and in the context of the issues they are taking action on.

### **Global dimension and sustainable development**

Students communicate with people from a range of countries and cultures and develop self-awareness and a positive attitude to difference.

## **Personal, Learning and Thinking Skills:**

The 'Dos and Don'ts' project helps learners develop the following PLTS areas:

**Team workers:** collaborate with others to work towards common goals and reach agreements.

**Self-managers:** work towards goals, showing initiative, commitment and perseverance.

**Independent enquirers:** analyse and evaluate information, judging its relevance and value



# Connecting Classrooms

**Key language:**

Talking about laws and rules.

Asking questions.

Modals for permission, prohibition etc...

The English language used in the 'Dos and Don'ts' project can be supported and extended through the following links from British Council's Learning English website:

Story and follow-up questions about park rules.

<http://learnenglishkids.britishcouncil.org/en/short-stories/no-dogs>

Puzzle and song for rules of the road

<http://learnenglishkids.britishcouncil.org/en/songs/stop-look-listen-think>

Game about playground rules

<http://learnenglishkids.britishcouncil.org/en/language-games/word-2-word/playground-rules>

Activity sheet for school rules

<http://learnenglishkids.britishcouncil.org/en/practise-your-english/school-rules>