

# Tom's story

*You are going to study how a family might debate its use of energy. By considering the goals, rights and responsibilities of each member of the family, you can help them come to a conclusion.*

## Tom, a 13 year old boy

Tom is a 13 year old boy who plays a lot of football. He likes visiting his friends who all live a car's journey away. He is very concerned about the amount of energy his family uses. He wants his family to try to reduce use of non-renewable energy resources – e.g. buy a smaller car and one which uses less fuel; use less electricity around the house; recycle all waste material; use public transport. He is trying to persuade the rest of his family to do these things. He would like to be a footballer, but realises that he's unlikely to become a professional, so he's looking around for other possibilities.



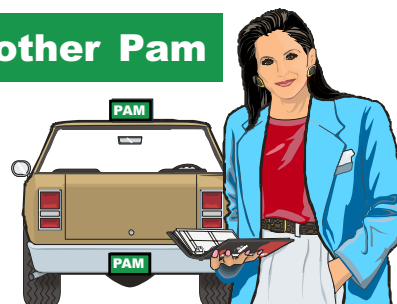
## Tom's sister Jenny is 15



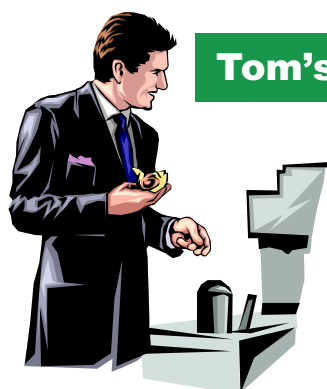
Tom's sister, Jenny, is 15. She spends a lot of time using one of the two computers in the house; phoning her friends; watching television and going out to clubs with her friends. She wants to be an airline pilot and is studying hard.

## Tom's mother Pam

Tom's mother, Pam, is a driving instructor. She uses the other computer for all her office work and shares the driving of her children to their friends and clubs with her husband.



## Tom's stepfather Ryan



Tom's stepfather, Ryan, is a manager in a local supermarket. He has to organise all the deliveries of vegetables and fruit from the markets and wholesalers. He is very concerned to give customers value for money and tries to arrange the cheapest food, regardless of where this comes from.

**Tom and his family live on the edge of a small town. They are 15 minutes walk from a reasonably frequent bus route which goes into the centre of the town and to other towns and villages. The centre of the town is 10 minutes drive, and has a railway station with a service connecting to other local towns. The nearest city is a 40 minute train journey.**

## Should Tom's family agree to change their lifestyle?

## Discussing Goals, Rights and Responsibilities

*You are going to study how a family might debate its use of energy. By considering the goals, rights and responsibilities of each member of the family, you can help them come to a conclusion.*



### **Your group is going to discuss the Goals, Rights and Responsibilities of ONE of the people involved:**

#### **Tom – Jenny – Tom's mother, Pam – Tom's stepfather, Ryan**

What are goals, rights and responsibilities? Here are brief explanations, illustrated in relation to Tom:

**RIGHTS** are things that are due to us. One of Tom's legal rights is to be able to vote when he is 18. As a human right, Tom can expect to be cared for by his family.

**RESPONSIBILITIES** are the things we owe others. One of Tom's responsibilities is to respect his friends' feelings.

**GOALS** are something we aim for; they are what we want to happen. One of Tom's goals is to play football well.

The grid has been filled in for Tom.

**Stage 1:** Fill in the first grid for another person. Try to identify their goals, rights and responsibilities in this particular case – the use of energy resources.



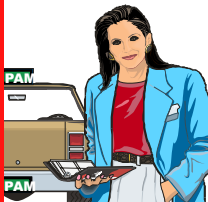

**Stage 2:** Listen carefully to the reports from other groups, and then complete the grid to show what other groups thought about the Goals, Rights and Responsibilities of the other people. You may not agree with what they say, but record their opinions.

**Stage 3:** Now think about these questions:

Should Tom's family change their lifestyle as Tom suggests? Should Tom change his?

**Record your group's discussion in the second grid.**

**Stage 4:** To summarise what your group thinks, complete the sentences which follow the second grid.

Person	Goals	Rights	Responsibilities
<p><b>Tom</b></p> 	<p><i>to play football well</i></p>	<p><i>to vote when he is 18; to be cared for by his family</i></p>	<p><i>to respect his friends' feelings</i></p>
<p><b>Jenny</b></p> 			
<p><b>Tom's mother, Pam</b></p> 			
<p><b>Tom's step father, Ryan</b></p> 			

**Arguments for Tom's family changing**

**Arguments against Tom's family changing**

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**Arguments for Tom changing**

**Arguments against Tom changing**

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## Summary

**We think Tom's family should:** \_\_\_\_\_

because: \_\_\_\_\_

**We think Tom should:** \_\_\_\_\_

because: \_\_\_\_\_

**The values we think important are:** \_\_\_\_\_

**The scientific evidence we have used is:** \_\_\_\_\_

**What we have learnt about rights and responsibilities is:** \_\_\_\_\_