

## Developing Rights

### Lesson plan 11: Action for global rights

**Age group: 11 - 14**

#### **Aims:**

To give pupils the opportunity to respond to issues of global injustice that have been raised in other activities by evaluating and selecting possible actions to take.

This activity may be carried out as an alternative to the previous lesson (Lesson 10).

#### **What to do:**

Preparation: make enough copies of the **worksheet: What can we do?** (below) and the **Oxfam's Global Charter for Basic Rights** (below) for each pair of pupils to share one copy.

Give out the Global Charter for Basic Rights and ask pupils, in pairs, to mark the rights that have been covered in the activities that they have completed. Now ask them to write what is already being done to help people to claim these rights. Examples might be new laws, giving money to charities, recycling, etc.

Now give each pair of pupils the 'What can we do?' sheets. Ask them to choose one right to focus on. They then look at the range of actions on the sheets and choose one from under each heading that would relate to this right, or they might themselves be able to suggest other more appropriate actions. These suggested actions should then be written down the centre of the sheet of paper. On either side, pupils now write points for and against each suggested action. They then look at the list of difficulties and make suggestions on how these could be overcome.

As a class, ask pupils to feed back to the class the right they chose and which actions they thought would work best. What were some of the main difficulties encountered? How could these be overcome?

#### **Extension work:**

If there is sufficient enthusiasm for taking action on a particular rights issue, pupils could use the **flow chart** (below) to plan their own action.

## Curriculum links:

| England  | Scotland  | Wales   |
|--|---|---|
| <p>English:<br/>- Group discussion and interaction - different contributions; different views into account; sift and summarise.</p> <p>Citizenship/PSHE:<br/>- Take responsibility; participate; make real choices and decisions; develop relationships.</p> | <p>English:<br/>- Talking in groups; talking about experiences, feelings and opinions; listening in groups.</p> <p>Religious and Moral Education:<br/>- Relationships and moral values.</p> <p>PSD:<br/>- Social development.</p> | <p>English:<br/>- Group discussion and interaction - different contributions; different views into account; sift and summarise.</p> <p>PSE:<br/>- Be committed to practical involvement; action plan and set targets; review and reflect; work both independently and co-operatively.</p> |

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## Worksheet: 'What can we do?'

Choose a basic right to focus on. Then look at the range of actions below. Choose one action from each box that you would carry out to help people claim the right. You may also be able to think of your own more appropriate actions.

|   |  |
|---|--|
| <p><b>Get information</b></p> <p>Find out which organisations work to help people to claim this right – send for information on them.</p> <p>Invite an expert to school to answer questions.</p> <p>Visit a library to find out more.</p> <p>Use the Internet to find out more.</p> <p>Watch TV programmes or videos on the subject.</p>  | <p><b>Publicise</b></p> <p>Run a poster information campaign or make a display of information in school or in the local library.</p> <p>Write and perform a song, poem or play for assembly or parents' evening.</p> <p>Let other schools and the local paper and TV stations know what you are doing.</p>                                   |
| <p><b>Make links</b></p> <p>Contact local organisations which campaign for this right. Go to a meeting or start a branch at school.</p> <p>Find out if your school is, or could be, linked to another country, so that you can share ideas with people who live there.</p> <p>Let your local MP or MEP know about your concerns. Ask them to let you know what their party is doing about it.</p> | <p><b>Take responsibility</b></p> <p>Talk to other people about your concerns and say why you think they are important.</p> <p>Know the right people to contact if you see or hear of someone being denied their rights.</p> <p>Behave in a way which respects other people's rights.</p> <p>Join or form a group that works for rights.</p> |

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## Worksheet: Oxfam's Global Charter for Basic Rights

In response to calls from communities and organisations which Oxfam works with around the world, ten basic rights have been identified. The list was developed over a long period of consultation with groups of people who suffer poverty and injustice. The rights are equal in status and interdependent. They are all based on existing legal rights which many countries already claim to provide for their citizens, but which are often denied in practice.

### **Every person has a basic right to:**

- A home – not just a roof over their head, but somewhere they can identify with and feel secure in.
- Clean water – water which is safe for drinking, washing, and cooking.
- Enough to eat – enough food of the right kind to provide a healthy diet.
- A safe environment – an environment free from pollution or disasters like flooding.
- Protection from violence – including the effects of war, as well as violence on the streets and in the home.
- Equality of opportunity – equal chances for people whatever their race, gender, sexuality, age, religion, class or nationality.
- A say in their future – the right to have their opinions and wishes heard and taken account of and to have control over what happens in their lives.
- An education – a free, equal, and adequate education for all children, and any adults who have been denied it in the past.
- A livelihood – a way to provide for one's own needs in life – this might be land to farm; a useful skill; work opportunities; benefits or other state support.
- Health care – including prevention of disease and disability as well as treatment.

These basic rights belong together; people need all of them. If one is taken away the others are threatened. For example, if someone does not have a safe environment, their water and food will probably not be safe and their health will be threatened.

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## Worksheet: Flow chart – Taking it further

**Action planned: To set up a pupil panel to help interview and select new teachers for the school.**

