

## Developing Rights

### Lesson plan 2: The next generation

**Age group: 11 - 14**

#### **Aims:**

To encourage pupils to identify similarities and differences in a number of lists of rights and try to account for these.

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

Preparation: the **Planet X lesson** (Lesson 1) should be completed. Make enough photocopies of the **Global Charter for Basic Rights** (below), and the **Rights from Earth lists** (below), to allow one set for each group of four pupils. It might also be useful for you to read the relevant **country background information** (below).

Explain to the pupils that their colony on Planet X has received news from Earth that three other groups are going to come and settle. This should not cause a problem, as there is plenty of room on Planet X.

Point out that each group on Earth has sent their agreed list of rights for pupils to compare with their own and comment on. They have also supplied some information about their backgrounds on Earth. The groups come from Ethiopia, South Africa, and Lebanon.

Now divide the class into small groups. Ask each group to write down what they would expect children from these countries to have in their rights lists. (It may be helpful to preface this by collecting brief ideas about what those countries are like.)

Now give each group a set of the Rights from Earth lists. How do these compare with what they were expecting? What are the similarities to and differences from their own list?

As a class, ask pupils to feed back ideas on the similarities and differences between the lists. Why do they think these differences have occurred? They should also compare the examples of what each group left out with their own discarded items from Activity 1. Are there any similarities? Were the omissions 'wants' rather than 'needs'? Is there anything that surprises pupils in the comparisons? Now collect a set of agreed comments on the lists which can be relayed back to the Earth groups. Seek to encourage a tolerance of differences -- there is no 'best' list of rights.

For the second part of this activity, explain to the class that the comments they made have been received on Earth. Planet X has now received a Global Charter for Basic Rights which has been drawn up by many people on Earth. The Earth groups believe that these rights should be available to everyone on Earth. They would like to receive pupils' comments on whether the rights would also be suitable for everyone living on Planet X.

Give a copy of the Global Charter for Basic Rights to each group for discussion and comment. Why do they think these have been called 'basic rights'?

### Curriculum links:

| England   | Scotland   | Wales   |
|---|--|---|
| <p>English:<br/>- Group discussion and interaction - different contributions; different views into account; sift and summarise; help the group complete its task; reading for meaning.</p> <p>Citizenship/PSHE:<br/>- Communicate confidently with peers and adults; participate; consider social and moral dilemmas; how to empathise with people different from themselves.</p> | <p>English:<br/>- Listening in groups; talking in groups; talking about experiences, feelings and opinions; reading for information.</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; help the group complete its task; reading for meaning.</p> <p>PSE:<br/>- Listen attentively in different situations and respond appropriately; communicate confidently one's feelings and views; empathise with others' experiences and feelings.</p> |

# **Developing Rights**

## **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.

# Developing Rights Worksheet: Rights from Earth

## Lists of rights from:

| Lists of rights from South Africa |  |
|-----------------------------------|--|
| 1.                                | The right to learn and go to school.   |
| 2.                                | The right to health.   |
| 3.                                | The right to drive a car (for adults).   |
| 4.                                | The right to sing.   |
| 5.                                | The right to go to church.   |
| 6.                                | The right to work (for adults).  |
| 7.                                | The right to sleep.  |
| 8.                                | The right to eat enough food.  |
| 9.                                | The right to be protected and cared for by parents or other, and not to be punished for no reason. |
| 10.                               | The right to a home.   |

This list was drawn up by a group of children aged 6--12 from Khayelitsha, a black African township on the edge of Cape Town in South Africa. Until 1994, black people were not allowed to vote in South Africa, and had very few rights. Education for most black children was very poor, with overcrowded schools, overworked teachers, and very few resources. Although things are changing now, life for black children is still difficult, and sometimes dangerous.

This group of children live in an area of small houses built by their families from many different types of material. They meet in a small room on the side of the house where their co-ordinator lives. Some of the older children travel out of Khayelitsha to newly 'multi-racial' schools where black African and 'coloured' children now mix. The younger children go to neighbourhood schools where the pupils are all black African.

### **Lists of rights from Ethiopia**

|     |                                  |
|-----|----------------------------------|
| 1.  | The right to food.               |
| 2.  | The right to shelter.            |
| 3.  | The right to clothes.            |
| 4.  | The right to transportation.     |
| 5.  | The right to a hospital.         |
| 6.  | The right to a school.           |
| 7.  | The right to a market.           |
| 8.  | The right to a recreation place. |
| 9.  | The right to a workplace.        |
| 10. | The right to electricity.        |

This list was drawn up by a group of ten children aged 9–18. They belong to a circus school in Addis Ababa, the capital of Ethiopia.

All the children go to ordinary schools, where there are often over 100 pupils to a class. They also train with the circus three days a week, sometimes travelling a long distance to get there. Their training hall and their circus 'family' are very important to them. This might explain why the right to a recreation place is important to them.

## **Lists of rights from Lebanon**

|     |   |
|-----|---|
| 1.  | The right to breathe clean air.   |
| 2.  | The right to have treatment when sick.  |
| 3.  | The right to have enough food.  |
| 4.  | The right to have a close friend.   |
| 5.  | The right to have a house.  |
| 6.  | The right to study at school.   |
| 7.  | The right to be integrated into society and have a chance to learn from life. |
| 8.  | The right to have a car.  |
| 9.  | The right to rely on yourself and be independent.                             |
| 10. | The right to play and take part in sports.                                    |

This list was drawn up by a group of disabled and able-bodied children aged 8–14 from Lebanon. Lebanon, in the Middle East, is a country recovering from a long period of civil war. Some of the disabled people in Lebanon were injured during the fighting. It is common for young people with disabilities to attend special schools which keep them away from their families and able-bodied friends.

All the children in this group are involved in the Lebanon Sitting Handicapped Association (LSHA), which is an organisation run by disabled people. LSHA helps disabled people to claim their rights. One way of doing this is by helping children with disabilities to go to the same schools as the able-bodied.

The right to have a car was argued for by just one child, Jalal, who got his way in the end. Since the war in Lebanon ended there have been few bus services and trains operating. It is very hard to get around without a car. Another child, Abed, spoke about how different rights are related: ‘Unless I have a house, I cannot have the right to study or be at school or to be integrated into society.’

# Developing Rights

## Supporting material: Country background information

### South Africa

| South Africa fact box                          |  | Comparable figures for the UK                  |   |
|--|--|--|---|
| Capital:                                       | Pretoria   | Capital:                                       | London  |
| Languages:                                     | 11 official languages including Xhosa, Zulu, Afrikaans, and English  | Languages:                                     | English (official) also Welsh and Gaelic  |
| Religions:                                     | 68% Christian. Traditional African religions and Islam also followed | Religions:                                     | About 8.4 million active participants, of whom 71% are Christian; significant minorities are Muslim, Sikh, Hindu and Jewish |
| Area:  | 1,221,040 km <sup>2</sup>  | Area:  | 245,000km <sup>2</sup>  |
| Population:                                    | 48 million   | Population:                                    | 60 million  |
| Life expectancy at birth:                      | 44 years   | Life expectancy at birth:                      | 79 years  |
| Adult literacy rate:                           | 82%  | Adult literacy rate:                           | 99%   |
| Population with access to safe water:          | 87%  | Population with access to safe water:          | 99%   |
| Public expenditure on education (as % of GNP): | 5.3%   | Public expenditure on education (as % of GNP): | 5.3%  |
| GDP per capita:                                | US\$12,120   | GDP per capita:                                | US\$32,690  |

### About South Africa

South Africa lies at the southern tip of Africa. From 1948 until 1994 it was ruled by a government which imposed the system of apartheid, or 'separateness'. This political system was designed to create a white state which could exploit black people for their labour. Apartheid laws meant that non-white South Africans were denied basic rights (such as the right to move about freely) for many years.

As part of the apartheid system black children were educated to become a labour force. In 1953, Dr Verwoerd, Minister of Native Affairs declared, 'When I have control over native (black people's) education, I will reform it so that the natives will be taught from childhood that equality with Europeans (white people) is not for them.' Black people's schools were overcrowded and poorly equipped.

### **Protest grows**

In 1976, the South African government made Afrikaans a compulsory language in schools. Black children protested about being taught in the language of their oppressors. They organised a protest which was crushed by the police. Hector Peterson, a boy of 13, was the first child to be killed, but hundreds more died in the protests.

For years to come thousands of black pupils stayed away from school in protest. Young people missed out on their education but played a key role in the fight for change in their country. In 1987, they held a conference about children and apartheid law. When the United Nations adopted the Convention on the Rights of the Child in 1989 South African young people demanded their own charter of rights.

### **About the Children's Charter of South Africa**

In 1992 children's workshops were held all over the country. Each workshop drew up a list of demands and selected ten representatives to attend a national Summit, which lasted five days. For the first time a children's charter of rights was written and approved.

In 1994, South Africa's first democratic elections were held. Black people were allowed to vote for the first time. The new government, under President Nelson Mandela, incorporated the Children's Charter into the new National Constitution. Today children's rights are part of the highest law. Primary school enrolment has increased to 87%, but in 2004 more than one million school-aged children still did not go to school.

### **The Children's Charter of South Africa**

Children should be treated the same, no matter what their colour, race, sex, language or religion.

Children have a right to a name and nationality.

Children have a right to a loving and caring family, a proper home, clothing, and healthy food.

Children have a right to free, equal, non-racist, non-sexist education.

Children have a right to good health care and medical attention and should be protected from drugs, cigarettes, and alcohol.

Children have a right to be taught about sexuality, AIDS, human rights, child abuse, and how to protect themselves.

Children have a right to be protected from abuse, neglect, labour, and violence.

Children have a right not to be held in prisons or police cells.

Children have a right to have a say in all matters which affect them.

Children have a right to practise their own religion and culture.

Children have a right to be placed in safe and secure 'families' when they are orphaned, abandoned, refugees, or exiled.

## Lebanon

| Lebanon fact box                               |  | Comparable figures for the UK                  |  |
|--|--|--|--|
| Capital:                                       | Beirut   | Capital:                                       | London   |
| Languages:                                     | Arabic. French is widely spoken and Armenian and English are less common   | Languages:                                     | English (official) also Welsh and Gaelic   |
| Religions:                                     | More than half the population are Muslim (Shi'a, Sunni and Druze), the rest are Christian (predominantly Maronite, Greek Orthodox, Greek Catholic, and Armenian) | Religions:                                     | About 8.4 million active participants, of whom 71% are Christian of various denominations; significant minorities are Muslim, Sikh, Hindu and Jewish |
| Area:  | 10,400 km <sup>2</sup>   | Area:  | 245,000km <sup>2</sup>   |
| Population:                                    | 3.7 million  | Population:                                    | 60 million   |
| Life expectancy at birth:                      | 73 years   | Life expectancy at birth:                      | 79 years   |
| Adult literacy rate:                           | 87%  | Adult literacy rate:                           | 99%  |
| Population with access to safe water:          | 100%   | Population with access to safe water:          | 99%  |
| Public expenditure on education (as % of GNP): | 2.7%   | Public expenditure on education (as % of GNP): | 5.3%   |
| GDP per capita:                                | US\$5,740  | GDP per capita:                                | US\$32,690   |

### About Lebanon

Lebanon is one of the smallest countries in the Middle East. The religious and ethnic background of its people is varied. Christians have long dominated economic and political life. There are various groups of Muslims, including Sunni, Shi'a, and Druze. Armenians form a significant minority of the population. Palestinian refugees first arrived in 1948, after the creation of the state of Israel. Most do not have citizenship and still live in refugee camps on the outskirts of the main towns. The civil war in Lebanon has often been seen as a Muslim/Christian conflict, but its causes are more complicated.

## **Independence**

After Lebanon became independent of France in 1943 tensions grew between those who saw Lebanon as an Arab nation and those who believed the country should be closely linked to Europe. There was a brief civil war in 1958.

Two other factors in Lebanon contributed to the outbreak of war. Although parts of Lebanon were very wealthy, there was also widespread poverty. The poor in the urban slums and the countryside were mainly Muslims. The strong Palestinian presence of 280,000 refugees in Lebanon (in 1975) threatened the government, particularly the Maronite Christians.

## **War breaks out**

In 1975 tensions erupted and civil war began after Phalangist Christian militias\* attacked a bus of Palestinians in Beirut. Muslims were forced to leave their homes in Christian areas and vice versa. Over the following years there were shifting alliances between different Christian and Muslim militias. Syria and Israel both intervened in the conflict. In 1982 Israel invaded for a second time to try to remove the Palestinian Liberation Organisation which was a powerful force in Lebanon.

During the Israeli invasion, Beirut was surrounded. Thousands of Lebanese and Palestinian people were killed. With Israeli co-operation, Christian militias murdered between 800 and 2,000 civilians in the refugee camps of Sabra and Chatilla.

Israel was eventually forced to withdraw to southern Lebanon but the civil war grew worse. Islamist militia groups began to take hostages, including Western foreigners. Beirut became divided in two, with a Christian government in the East and a Muslim one in the West. The two parts of the city were separated by a 'Demarcation Line'.

## **The road to peace**

In 1989, while heavy fighting continued in some areas, Lebanese parliamentarians met and a peace agreement was signed. There was to be an equal balance between Christians and Muslims in parliament. Two years later, the rule of the large militias was over. Only Hizbollah, an Islamist group, continues to fight against Israel which still occupies southern Lebanon.

After more than 20 years of war, Lebanon is rebuilding. A reconstruction project called Horizon 2000 has been launched. It will run from 1995-2007. It intends to bring foreign investment to Lebanon. The government has argued that the benefits of economic growth will trickle down to the poor. But poverty and the social tensions that spring from it are still major problems.

*\*Militia -- people who are trained like soldiers, but are not part of an official army.*

# Ethiopia

| Ethiopia fact box                              |   | Comparable figures for the UK                  |  |
|--|---|--|--|
| Capital:                                       | Addis Ababa   | Capital:                                       | London   |
| Languages:                                     | Amharic is the official language. Orminya, Tigrinya, Afar, Somali and others are also spoken. | Languages:                                     | English (official) also Welsh and Gaelic   |
| Religions:                                     | About 50% Christian, 50% Muslim.  | Religions:                                     | About 8.4 million active participants, of whom 71% are Christian of various denominations; significant minorities are Muslim, Sikh, Hindu and Jewish |
| Area:  | 1,104,300 km <sup>2</sup>   | Area:  | 245,000km <sup>2</sup>   |
| Population:                                    | 81 million  | Population:                                    | 60 million   |
| Life expectancy at birth:                      | 49 years  | Life expectancy at birth:                      | 79 years   |
| Adult literacy rate:                           | 42%   | Adult literacy rate:                           | 99%  |
| Population with access to safe water:          | 22%   | Population with access to safe water:          | 99%  |
| Public expenditure on education (as % of GNP): | 4.6%  | Public expenditure on education (as % of GNP): | 5.3%   |
| GDP per capita:                                | US\$756   | GDP per capita:                                | US\$32,690   |

## About Ethiopia

Ethiopia has been a crossroads of civilisations and peoples for thousands of years. The kingdom of Axum was wealthy and advanced at the time when the Romans ruled Britain. Ethiopia traded with Egypt and Asian countries.

The steep mountains and valleys kept Ethiopia isolated from its neighbours. It was never colonised. Although the Italians invaded in 1896, they were defeated at the battle of Adua, and retreated to the coast and the north, in what is today Eritrea. During the Second World War Ethiopia was occupied by the Italian fascist army under Mussolini. The Emperor Haile Selassie, of Ethiopia, went into exile in Britain. He returned in 1941 and ruled until 1974.

## **The path to war**

Ethiopia contains a large number of different peoples. There are 64 major ethnic groups, and more than 250 distinct languages are spoken. Ethiopia has been ruled by Amharic-speaking people for over 100 years. The neglect of other ethnic minorities is one of the root causes of war.

Over the last 30 years, Ethiopia has seen almost constant civil war. Rebel groups in different regions have fought against central control. The country has suffered from several serious droughts. Wars helped to turn the droughts into famine. In 1984--5 an estimated half-million Ethiopians died in famine. Eritrea won its independence from Ethiopia in 1991. The Tigrayan and Oromo peoples also wanted independence and overthrew the unpopular socialist government in 1991. Since then the country has been ruled by a moderate regime, and elections were held in 1994.

Today 17 per cent of Ethiopians live in urban areas, although towns are growing fast. The country is highly dependent on agriculture and over 40-50 per cent of Ethiopia's income comes from coffee.

A large proportion of Ethiopia's population is under 16 years of age. Spending on education has increased in recent years but under half of children go to primary school. One quarter of children go to secondary school.

## **Shaping the peace**

Now that peace has returned to Ethiopia, people have a chance to plan ahead and rebuild their lives. However, the economy is still very weak. If coffee prices fall, the government has less money to spend on vital health and education services. Cultivable land in Ethiopia is scarce. Only about 13 per cent of the land is suitable for growing crops, yet three-quarters of the population depend on agriculture for their living. The agricultural highlands area is overcrowded and there are problems with soil erosion.

The Ethiopian government is encouraging tourism as a way of earning money. The numbers of tourists are rising now that peace has returned, but there is strong competition with better-known destinations such as Kenya.