

Developing Rights

Lesson plan 3: A future for the colony

Age group: 11 - 14

Aims:

To help pupils to understand that basic rights need to be safeguarded, but that where rights of different groups conflict, negotiation is required.

To provide further opportunities for practising negotiation skills.

What to do:

Preparation: **Lessons 1 and 2** will need to be completed. You will need the photocopies of the **Rights from Earth lists** (below) and the **Global Charter for Basic Rights** from Lesson 2 (below). Remind the group of the work done in the previous activities.

Explain to the class that there is one more task to carry out before the new colonists from Earth arrive on Planet X. They will need to draw up some guidelines to make sure that everyone on the planet has the basic rights to which they are entitled. For the new colonists on Planet X this is a valuable opportunity to make a fresh start, leaving behind any unfairness which was inherent in their 'earthly' backgrounds. Pupils should avoid making a list of prohibitions (don'ts) as these often seem to cause problems on Earth. Instead they should come up with positive steps that each colonist can take to ensure that no one is denied their rights.

Give out all the Rights from Earth lists from the previous activity and the Global Charter for Basic Rights. Alternatively the class may choose to work from their own list agreed in Lesson 1.

Now divide the class into small groups and assign each group one or two rights to focus on. Ask them to write one or two guidelines for protecting each right. They will need to consider the needs of all groups in drawing up their guidelines. For example, they may wish for a pollution-free environment, but perhaps several groups have identified the right to a car as being essential.

Ask the groups to report back to the class and together collect a final list of guidelines for Planet X. Display these alongside the lists of rights. How easy was it to agree on the guidelines? What were the problem areas? Is it possible to have rights for all, or do some people's rights conflict with those of others?

As a final round-up, the group may wish to give their new planet a suitable name.

Curriculum links:

England	Scotland	Wales
<p>English: - Group discussion and interaction - different contributions; different views into account; sift and summarise; help the group complete its task.</p> <p>Citizenship/PSHE: - Communicate confidently with peers and adults; participate; consider social and moral dilemmas how to empathise with people; recognise that goodwill is essential; to negotiate within relationships.</p>	<p>English: - Listening in groups; talking in groups; talking about experiences, feelings and opinions.</p> <p>Religious and Moral Education: - Relationships and moral values.</p> <p>PSD: - Social development.</p>	<p>English: - Group discussion and interaction - different contributions; different views into account; sift and summarise; help the group complete its task.</p> <p>PSE: - Listen attentively in different situations and respond appropriately; communicate confidently one's feelings and views; empathise with others' experiences and feelings; make reasoned judgements; make decisions and choices effectively; use a range of strategies to resolve conflict.</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.

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.’