

## Oxfam Education

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## Developing Rights Lesson plan 5: "It's not fair!"

Age group: 11 - 14

## Aims:

To raise pupils' awareness of their right to an equal, non-racist, and non-sexist education. To draw out similarities and differences in education between the UK and South Africa.

## What to do:

Preparation: for each pair of pupils, photocopy and cut up the **It's Not Fair! cards** (below). Put each set of statements in an envelope. Also give each pair six blank pieces of paper the same size as the statements. Each pair needs a photocopy of the **poem Ibali Ngesikolo** (below) and a large sheet of blank paper. You may also wish to photocopy the **Global Charter for Basic Rights** (below), and to read the **background information on South Africa** (below).

In pairs, ask pupils to brainstorm ideas about what is not fair in their school. Ask them to write five of their ideas on the small blank pieces of paper, leaving the sixth blank at this stage.

They then copy the diagram below on their large sheet of paper making sure that each column is large enough for plenty of statements. Pupils should then place their statements on the left hand column entitled 'Our School'.

Now introduce the Khayelitsha township in South Africa using the background information. Give out the envelopes containing the 'It's not fair!' statements and ask pupils to read them and place them on the right hand column entitled 'A school attended by children from Khayelitsha'.

Explain that some of the statements come from poems and pieces of writing by children in Khayelitsha. Now give each pair of pupils the poem. Explain that this was originally written in Xhosa and the title means 'Education is the key to success'.

Ask pupils to read the poem and try to find one more statement about what is not fair in school. This should be written on the sixth blank piece of paper and added to the diagram. Each pair should now look at all the statements on the large sheet of paper and move those that could be true of both schools to the middle column, 'Both Schools'. As a whole class, discuss some of the choices made by pupils and their reasons for them.

Finally ask pupils to look at the statements in the middle column and write down which rights are being denied in each case. You may also wish to refer pupils to the rights lists from previous activities or the Global Charter for Basic Rights. As a class, discuss whose responsibility it might be to make sure that everyone enjoys these rights.

## **Extension work:**

Use the poem Ibali Ngesikolo as a stimulus for children to write their own poems on education.

## **Curriculum links:**

England	Scotland	Wales
English: - Group discussion and interaction - different contributions; different views into account; sift, summarise and use the most important points Reading - extract meaning; analyse and discuss. Citizenship/PSHE: - Effects of stereotyping, prejudice, bullying and discrimination; how to empathise with people different from themselves; to communicate confidently with peers and adults; consider social and moral dilemmas.	English: - Listening in groups; talking in groups; talking about experiences, feelings and opinions; reading for information. Religious and Moral Education: - Relationships and moral values. PSD: - Social development.	English: - Group discussion and interaction - different contributions; different views into account; sift, summarise and use the most important points Reading - extract meaning; analyse and discuss. PSE: - Value cultural diversity and equal opportunity and respect the dignity of all; be moved by injustice, exploitation and denial of human rights; communicate confidently one's feelings and views

## Developing Rights Worksheet: It's not fair! Cards

Other children call us racist names. The teachers say 'send them to me'. But they don't go and the problem goes on. The teachers should give us more protection.	Parents should not discriminate between their children by saying that the boys should go to school and the girls should stay at home.
When we girls report to the teachers they don't take us seriously. Sometimes they call us silly names.	Older children wait in the toilets and take money from younger ones. If they are reported and punished they 'get' the younger ones.
In class, the teachers always ask the boys first. It's not fair because girls know the answers too.	There is overcrowding in black schools. Our class sizes are much bigger. Why do other groups have more facilities? We want the same chances in life.
Why can't children and teachers co- operate more? It's not fair that we don't get much of a say about what goes on in school.	

# Developing Rights Worksheet: Ibali Ngesikolo (Education is the key to success) from South Africa

## A poem by Thumeka and Bongiwe, Khayelitsha

If the child is not educated she or he gets into child labour and works hard while still young.

Many children are employed in taverns where alcohol is sold. They look after houses when the owners are not there. They are sent on errands to the shops by neighbours. People hit the child whenever they feel like it.

If a parent sends you to school they have high hopes for you.

After the child has finished education everyone in the house can rely on that child. People respect the child because they are educated. The child becomes a good example to others.

If there are problems at home the child faces them even more when at school. If the child is unhappy at home it is going to be even worse at school.

Teachers make fun of the child who does not understand things, older children look down on him or her.

A child who is late for school fears the teacher because they may be hit.

Then the child ends up not going to school at all.

Every child must have what they deserve at home or it will be difficult to learn at school.

## 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 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 km²	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.