



Activity

Helping you develop the **Global Dimension** across the **curriculum**

9 Rights and wrongs

Activity description

A class based exercise looking at the United Nations Declaration on the Rights of the Child, involving discussion of the universality of rights, comparing rights and needs, ranking of the United Nations (UN) rights, and developing own charter of rights of children.

Aims

To use Makutano Junction as a stimulus to enable children to think about rights in the context of their lives and those of others, and to critically analyse and prioritise rights and needs. To use this information to develop their own charter of rights, and present this to their peers creatively.

What you need?

- Makutano Junction, Series 2, Episode 10
- Rights cards, enough for children working in groups of 5 to have one per group
- Rights/needs sheet

Curriculum links

- Citizenship KS3 and KS4:
 - 1.1 Democracy and justice
 - 1.2 Rights and responsibilities
- English KS3 and KS4:
 - 1.1 Competence
 - 1.2 Creativity
 - 1.3 Cultural understanding
 - 1.4 Critical understanding
- English KS4
 - 1.1 Competence
 - 1.4 Critical understanding
- Geography KS3
 - 1.3 Scale
 - 1.4 Interdependence
 - 1.7 Cultural understanding and diversity

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the Curriculum Links table. For subjects outside the statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see www.globaldimension.org.uk

GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**. The following three are covered by this activity:



Citizenship – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.



Diversity – understanding and respecting differences and relating these to our common humanity.



Values and Perceptions – developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.

The other five key concepts which can be explored using other Makutano Junction activities are :

Social Justice

Sustainable Development

Interdependence

Conflict Resolution

Human Rights

Find out more: www.globaldimension.org.uk

What you do

1. Ask students what they think their rights are. Draw up a list.
2. Ask if they think every child all over the world should have the same rights as the ones they have said, and if so, whether they do.
3. Hand out the sheet on rights vs. needs, and ask them quickly in pairs to indicate if each one is a right or a need. Run through these as a class.
4. Watch episode of 10 Makutano Junction, asking children to think about evidence of rights being violated or upheld as they watch.
5. Discuss as a class or in small groups any incidences of rights being violated in Makutano Junction. Talk about whether that same right is violated in their context/ community/school
6. Introduce the UN declaration, explaining and discussing the similarities and differences between the children's list and the UN's.
7. In small groups, rank the UN rights in order of importance. Each group takes their top three, and describes them to the rest of the class, giving an example of a violation of each, and an example of action that can be taken to uphold that right.

Variations/additions

To take this one step further, each group develops their own charter explaining the most important rights and action, and develops a presentation – drama, rap, video, song, powerpoint – to present to their peers.

Preparation

Familiarise with MJ Series 2, Episode 10

Top Tips

- Encourage the children to see that rights are not only violated in poor countries.
- Encourage discussion about rights and responsibilities, and the need to balance individual rights.

Follow-up/research questions

- Take one of the rights and research it. This could be for example research into child soldiers, experiences of refugees, hunger.
- Make links with the Millennium Development Goals – see activity on MDGs.
- Explore other international treaties or protocols. For example, the Geneva Protocol, the Kyoto Protocol, MDGs etc. Look at which countries have signed up to them.

- Research into international bodies such as the UN. Have a debate as to how powerful they are, and what impact they can have. Who controls them/ influences them.
- Find out why the USA and Somalia are the two countries who have not signed the UN Declaration of Rights.

Useful resources

<http://www.unicef.org.uk/youthvoice/pdfs/uncrc.pdf>
United Nations Convention on the Rights of the Child (UNCRC)

www.una-uk.org
United Nations Association

www.amnesty.org.uk
Amnesty International

www.ohrc.org
UN High Commission of Human Rights



TAKE ACTION

Use the presentations and research to do a whole school activity on UN Day. Contact your local representative of the UNA for input if appropriate.

Join or set up an Amnesty International group at school.