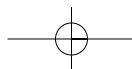
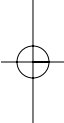
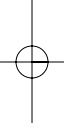
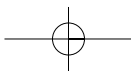
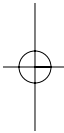
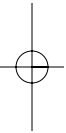
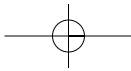


# **Unit 4**

# **You and the community**





**The Aim of Unit 4 is to broaden the scope of discussion about rights into the citizenship domain. This Unit builds on Units 1 and 2 in particular, helping young people to consider their own and others' behaviour and their relationship with their communities.**

*Article 3: All actions concerning children should have the best interests of the child as a primary consideration.*

*Article 12: The child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child.*

*Article 30: Children of minority groups have the right to enjoy their own culture, religion and language.*

## Introduction

The consultation process with members of the Citizenship Task Force in the early summer of 1998 revealed fundamental differences between those who see knowledge of human rights as essential to active citizenship, and those who preferred to shy away from too great an emphasis on teaching them in schools.

UNICEF believes that knowledge of the UN Convention on the Rights of the Child is essential for young people. This knowledge, and awareness of the corresponding responsibilities, provides a values framework for behaviour which has international acceptance. It is this framework for their behaviour that young people consciously, and unconsciously develop through studying their rights. Activity 4.2 in particular confronts them with examples of behaviour and opportunities to discuss its acceptability in society. It is essential that students have internalised earlier lessons, so they have a heightened sense of self worth and respect for others, based on a premise of respecting other's rights, before approaching this Unit.

As young people grow up they develop an increasing awareness of the wider authority shaping their lives: from school, to the basis of the school's funding, to local authority and government. These relationships are explored in this Unit.

By the end of this Unit young people should be aware of the forces which mould their lives, and should begin to conceive ways of becoming active citizens who can stand up for their rights, and the rights of others.

### Note to Activity 4.1

While the selection of words from each cultural group has been made in good faith, they may not stand up to detailed etymological study. This is not important in the context of the activity which is primarily to do with appreciating the rich international flavour of the English language.

This activity is taken in this instance from 'The Whole Child', pub. UNICEF. It originated in 'World Studies 8-13'.

# 4.1 Whose language?

*Article 2: All rights apply to all children, without discrimination, whatever their colour, race, sex, religion, language they speak, whether they are disabled, and whatever their family's politics.*

*Article 30: The right of members of a minority community or indigenous people, to enjoy their own culture, to practise their own religion and their own language.*

**Purpose:** To show how the 'English' language is in fact constituted of words from many different countries and cultures. This to be used as part of the discussion in part 3.

**Skills:** Group discussion and consensus leading to presentation.

**Materials:** Copies of the **Word families** (pages 79 & 80), one family per group.

**Time:** 20 minutes for making up the stories, 40 minutes for listening to the stories, 10 minutes for the closing discussion.

## Procedure

1. Students form a minimum of eight groups or work in pairs. Each group is then given one of the **Word families**. The group have to make up a short story or drama using at least 10 of their words.
2. Groups present their story or drama and the rest of the class has to try to guess what are the 'foreign' words and which country they come from.
3. When all the groups have presented they could discuss the following:
  - Did they realise how many English words do in fact have a foreign origin?
  - How does this make them feel about the Englishness of English?
  - Can they contribute other words which are becoming common parlance? (Those living in areas with a considerable Afro-Caribbean population may be able to contribute quite a number.)
  - Can they think of customs and practices which we think of as English but which also have a foreign origin?
  - What conclusions can they draw about being English and cultural identity?

## Word families

### The Trigg Family

#### SCANDINAVIAN

The Scandinavians (Norwegian and Danish) came to Britain in the 8th, 9th and 10th centuries. They settled in the north and east. Many Scandinavian place-names survive today: e.g. those ending in -by, -fell and -beck.

|         |        |
|---------|--------|
| snare   | wrong  |
| crooked | outlaw |
| hit     | fell   |
| husband | leg    |
| take    | their  |
| ugly    | sister |
| luck    | rich   |
| skill   | root   |
| wing    | ragged |

### The Dammers Family

#### DUTCH

The Dutch (from The Netherlands) have long traded with Britain. Many people from The Netherlands came to live and work in England. Among them were weavers, artists and people who drained the fenlands.

|        |           |
|--------|-----------|
| hobble | scone     |
| dock   | landscape |
| hope   | deck      |
| wagon  | knapsack  |
| splint | skipper   |
| luck   | rich      |
| groove | hiccup    |
| boss   | boom      |

### The Ifans Family

#### CELTIC

The Celts were amongst the earliest inhabitants of Britain but later settlers drove them into the western and northern margins of the country. The Celtic languages are Gaelic, Welsh, Erse, Manx and Cornish.

|           |            |
|-----------|------------|
| crag      | cairn      |
| shamrock  | coracle    |
| clan      | loch       |
| macintosh | whiskey    |
| down      | tweed      |
| jockey    | druid      |
| dirk      | leprechaun |
| glen      | bairn      |

### The Jaques Family

#### FRENCH

The French, or Normans, came to Britain in 1066 and Norman French as well as Latin became the language of the court, the law and the church for the next 300 years. English was the language of the common people.

|            |            |
|------------|------------|
| forest     | vase       |
| restaurant | nature     |
| garage     | artist     |
| ballet     | avalanche  |
| cafe       | blonde     |
| crayon     | prison     |
| justice    | procession |
| balloon    | gallop     |

## Word families

### The Theodore Family

#### GREEK

Greek civilisation was at its height in the 5th Century BC and made major contributions to European art, science and philosophy. The Greeks were conquered by the Romans and many Greek words came to Britain via Latin.

|           |           |
|-----------|-----------|
| crisis    | museum    |
| gymnasium | telephone |
| angel     | acrobat   |
| character | orchestra |
| atom      | theatre   |
| chorus    | periscope |
| cycle     | place     |
| bible     | church    |

### The Benedictus Family

#### LATIN

The Romans came to Italy via Gaul, conquering and occupying Britain from AD43 to AD418. Roman missionaries brought Christianity to Britain in the 6th Century. Latin became the language of education for over 1,000 years.

|         |          |
|---------|----------|
| victory | crown    |
| recipe  | January  |
| medium  | exit     |
| fungus  | educate  |
| genius  | giant    |
| sponge  | animal   |
| street  | lavatory |
| circus  | school   |

### The Giovanni Family

#### ITALIAN

The Italian influence on Britain was strongest during the Renaissance in the 16th Century. Many rich Britons visited Italy to enjoy the music, painting and architecture.

|           |          |
|-----------|----------|
| opera     | concert  |
| spaghetti | piano    |
| confetti  | umbrella |
| studio    | carnival |
| solo      | volcano  |
| pedestal  | traffic  |
| macaroni  | pizza    |
| balcony   | buffoon  |

### The Kallie Family

#### INDIAN

The Indian contributions (e.g. Hindi, Gujarati, Bengali, Punjabi, Tamil) to the English language were mainly made in the 19th Century when Britain controlled the Indian sub-continent as part of its colonial empire.

|           |           |
|-----------|-----------|
| curry     | chutney   |
| dungarees | bangle    |
| bungalow  | thug      |
| dinghy    | veranda   |
| yoga      | cheetah   |
| pyjamas   | jungle    |
| shampoo   | chapati   |
| gymkhana  | catamaran |

## 4.2 Developing citizenship - what's acceptable?

*Article 2: All rights apply to all children, without discrimination: whatever their colour, race, sex, religion; whatever language they speak; whether they are disabled; and whatever their family's politics.*

*Article 13: Everyone has the right to freedom of expression, as long as they respect the freedom and rights and reputations of others.*

*Article 29: The purpose of education is to develop: respect for the child's parents, his or her own cultural identity, language and values, and for the national values of the country in which the child is living. It is the preparation of the child for responsible life in a free society.*

**Purpose:** To share pupils' ideas, feelings and opinions about the way young people behave within their community, consider people's rights and prejudices, and from this work towards a moral code.

**NB:** Activity 4.3 in this unit looks at young people's legal rights which are age related. However, student discussion in this activity may show consensus for behaviour which may not be legally acceptable, this may be especially true in issues of sexuality.

**Skills:** This discussion activity allows pupils to both state their own opinion and consider opinions with which they disagree, and to be able to defend their viewpoint and argue and persuade in a calm, rational manner.

**Materials:** Depending upon how many groups there are you will need multiple copies of the **What's acceptable?** statements (pages 83 & 84) and large sheets of paper on which to stick the cards.

**Time:** One hour for group discussion and the drawing up of a moral framework for young people's behaviour. Twenty minutes for class sharing.

### Procedure

1. Arrange pupils in groups of up to eight. As class teacher you need to be particularly aware of group dynamics for this activity, and to decide who to place together in a group, and how small or large the group should be.

## 4.2

2. Pre-select a responsible pupil to facilitate each group larger than three. Give each facilitator a copy of the statements, ready cut, with a few blank cards, also a large piece of paper marked up in three columns:

| Acceptable behaviour | Not sure | Unacceptable behaviour |
|----------------------|----------|------------------------|
|                      |          |                        |

3. The facilitator keeps the cards in front of him/her, letting each member of the group draw one in turn.
4. As they draw a card the group member reads it out, then decides in which column to put the card, explaining to the others why they are making that decision.
5. The statement is then opened out to the group for discussion. If people disagree then they can try to persuade the person who placed the statement to change his/her mind. The facilitator needs to ensure that only one person speaks at once and to decide when enough discussion has taken place. The person who placed the statement can move it to another column if persuaded. The card can then be stuck in place.
6. Keep going round the group until all the cards are placed. The facilitator can also take turns.
7. When all the cards are placed, the group could decide on any additional statements they wish to contribute to the discussion.
8. The groups then move on to composing a short moral code of acceptable and unacceptable behaviour of young people. It may be a paragraph, or it may be one or two lists.
9. Finally ask groups to present their large sheets with statements on their resulting moral code of behaviour; are there any similarities between these and the UN Convention on the Rights of the Child?

### Follow-up Activity

Students take the cards from the Unacceptable Behaviour column and say what 'right' each one contravenes. Is it this which makes them unacceptable, or is it something else?

Derived from an activity in *Equalizer 1* - published by BREAD, available from UNICEF

## What's Acceptable?

To call people by racist names.

For young women to carry, and if necessary, use condoms.

To call disabled people names.

For young women, under the age of 16, to go on the pill without their parents'/carer's knowledge.

To call girls and women 'slags'.

For young people to do a share of the housework.

To help a neighbour.

To call boys and men 'poofers'.

To bad mouth an ex-friend.

To be courteous and polite to others.

To bully someone, either by physically attacking them or verbally abusing them.

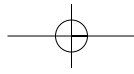
To 'grass' on somebody to a teacher or concerned adult.

To make rude remarks about anyone's physical appearance.

To steal from a friend or classmate.

For young men to carry, and if necessary, use condoms.

To shoplift from any shop or store.



## What's Acceptable?

To be drunk, or drugged, and abusive in a public place.

To be interested in your school work.

To judge someone by what they are wearing.

To do homework and study.

To joyride in a stolen car.

To be ambitious.

To work hard at school.

To be punished for lying or cheating.

To disobey a teacher.

To drop litter.

To be rude to a teacher.

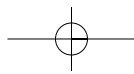
To smash public property like bus shelters, telephone kiosks etc.

To be rude to your parent/carer.

To encourage angry people to fight.

To praise someone who has done well.

To stand by your friend when everyone else is slagging him or her off.



## 4.3 You and the law

*Article 29: One of the purposes of education is to develop respect for the national values of the country in which the child is living. It is the preparation of the child for responsible life in a free society.*

**Purpose:** To raise awareness of the different age-related laws which young people will find affecting them as they grow to adulthood.

**Skills:** To discuss the existing legal provision and restrictions on young people, to consider alternatives and how laws can be changed.

**Materials:** Copies of **You and the law** (pages 86 & 87).

**Time:** One or two periods.

### Procedure

1. Give each pair a copy of **You and the law**. They discuss each law and make a note of the ones they did not know about. From this list they select two.
2. Pairs get together to form groups of four to share the two laws they have each identified as being previously unknown to them. They discuss these and how they feel about them.
3. The class then share the laws which were previously unknown to them and discuss their implications.
4. Class discusses how laws are made and changed. At the time of writing the proposal to lower the age of sex between consenting adults of the same sex to 16 has been defeated by the House of Lords. Pressure groups can often take a great deal of credit for getting laws changed or amended. You may like to invite a speaker from the Citizens Advice Bureau or someone from a pressure group which lobbies on a topic that your students are particularly interested in. Students could prepare questions to ask them, but also, as part of their English oral work, assess and evaluate the speaker's presentation skills, after they have left.

## You and the law

Many legal rights are age-related. The table below lists some of the rights you have in law when you reach a particular age. These rights are enshrined in English law and do not necessarily apply to young people in Scotland. Information is correct for 1998.

| Age   | You and the law  |
|---|--|
| 6 weeks old - <i>identity</i>                 | Your birth and name should be registered and your birth certificate issued.  |
| Under 10 years<br><i>Crime and punishment</i> | You are not normally considered old enough to be charged with a crime. If you are 'out of control' you can be brought before a youth court and taken into care.  |
| 10 years<br><i>Crime and punishment</i>       | You can be considered responsible for a crime if there is evidence to show that you knew what you were doing (e.g. previous convictions).  |
| 12 years - <i>responsibility</i>              | You can be sold a pet animal.  |
| Under 13 years<br><i>Work</i>                 | Under the age of 13 you should not be working except odd jobs for your family and neighbours. If you are taking part in a film or a play you must have a special licence from your Local Authority.  |
| Between 13 and 16 years<br><i>Work</i>        | You can have a part time job, but you are not allowed to work on any school day during school hours. On a school day you should not work for more than 2 hours between the hours of 7 am and 7 pm. 13 and 14 year olds can only work 5 hours on Saturdays.<br>You should not work more than 2 hours on a Sunday. |
| 14 years<br><i>Social</i>                     | You can go into the bar of a pub, but only for soft drinks.<br>Until you are 14 you are only allowed in a pub that sells food and soft drinks, if that pub has a children's licence, and you are accompanied by an adult. You must leave by 9.00 pm.   |
| 14 years<br><i>Crime and punishment</i>       | You are presumed to be fully responsible for your actions and can therefore be held responsible for a criminal act.  |
| 14 years<br><i>Transport</i>                  | Depending on the region where you live, you may be liable to pay full fare on public transport.<br>You can ride an electrically powered cycle.   |
| Under 16 years<br><i>Health care</i>          | Until you are 16 you can only give consent to medical treatment if the doctor thinks you understand what is happening - otherwise you need your parent's permission before you can be treated.   |
| 16 years<br><i>Health care</i>                | You can decide about your own health care.<br>You will be expected to pay for your own eye tests, unless you are in full time education.   |
| 16 years<br><i>Work</i>                       | You can work full time, but not in a bar - although you can work in a restaurant that serves drinks with meals.<br>If you are not in work or full time education you have a right to a place on a Youth Training Scheme.   |
| 16 years<br><i>Social</i>                     | You can order beer or cider to drink with a meal.<br>You can buy and smoke tobacco.<br>You can buy lottery tickets and scratch cards, and collect winnings.  |

## You and the law

| Age   | You and the law   |
|---|---|
| 16 years<br><i>Life changing</i>            | You can change your name with your parent's permission.<br>If you are a girl you are old enough to agree to sexual intercourse.<br>You can marry with your parent's consent.  |
| 16 years<br><i>Transport</i>                | You are liable to pay full fare on public transport.<br>You can ride a moped up to 50 ccs (also a small tractor or mowing machine or invalid car).  |
| 17 years<br><i>Transport</i>                | You can drive a car with up to 8 passengers, a motorcycle, a large tractor and a van or lorry up to 3.5 tonnes.   |
| 18 years - <i>Health care</i>               | You will have to pay for dental treatment, unless you are in full time education.   |
| 18 years - <i>Work</i>                      | You can work in a bar.  |
| 18 years<br><i>Social</i>                   | You can purchase solvents.<br>You can buy alcohol to drink in a bar.<br>You can be tattooed.<br>You can enter a casino, a bookies, or a bingo hall with the intention of gambling.  |
| 18 years<br><i>Life changing</i>            | If you are male you are old enough to agree to a homosexual relationship.<br>You can change your name.<br>You can leave home.<br>You can marry.<br>If you have been adopted you can see your birth certificate, and seek out more information about your birth parents. |
| 18 years<br><i>Financial responsibility</i> | You can be held liable for debt, so you can have a loan, a credit card or a cheque account without an adult guarantor.  |
| 18 years - <i>Transport</i>                 | You can drive a van or lorry up to 7.5 tonnes.  |
| 19 years - <i>Health care</i>               | You are liable to pay for prescriptions, dental care and eye tests.   |
| 21 years                                    | You can drive any vehicle. (Most car hire companies insist on a minimum age of 21 or 23.)   |
| 21 years                                    | You can adopt a child.  |

The powers that parents have to control their children are designed to exist for the benefit of the child, not the parent. Those who deal with children in a legal setting, such as social workers, doctors and lawyers, must take careful note of what a child says, particularly when the child is able to understand all the issues involved. Parental responsibility ends when the child reaches 18. *In law, parents begin with a right of control, but by the time the child is 18 they can do no more than advise.*

## 4.4 Government, community and family responsibilities

*Article 3: Whenever an adult has anything to do with a child it should be for her or his benefit.*

*Article 18 paragraph 2: “For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.”*

**Purpose:** To help young people understand how family, community (school, local authority and employers etc.) and state all play a part in helping to meet young people’s rights.

**Skill:** To discuss and hypothesise all relevant actions needed by a number of bodies to fulfil specific children’s rights.

**Materials:** The **Matrix Example** (page 90), one per student or one between two. The blank matrix (page 91), one per student or one between two. The **Responsibility Cards** (page 92).

**Time:** One or two lessons.

### Procedure

1. Explain that when governments (States Parties) ratify (i.e. agree to) the UN Convention on the Rights of the Child they take on a responsibility to ensure that its contents will be met, even if not immediately, and that they will work towards meeting all the standards it lays down. Although the first people children are aware of as their rights providers are their parents/carers, these adults need the support of services provided by the government e.g. schools, health centres, social services.

Also explain that families are part of a community which is very wide and includes their local authority and the business world/employers. Communities have responsibilities towards their children since they are often the ones to facilitate the government’s decrees and wishes. E.g. your school may be a local authority school, or it may be supported by local business.

Therefore, helping secure children’s rights is the responsibility of all members of society.

2. Give out copies of the **Government, community and family responsibilities** example which shows how the family, the community and government each play a role in the provision of pre-school child care. Although this right is not named as such in the Convention the text clearly talks about the facilities and services parents/carers need to assist them in child rearing. The current Labour Government's insistence on getting single parents to work makes it particularly relevant. Discuss the matrix and the differing responsibilities.
3. Make enough copies of the **Government, community and family responsibilities** blank matrix (page 91) so that students can have one each or one between two. Give each pair one of the **Responsibility Cards** to discuss and to then complete the matrix. You may want everyone to do the same card or you may wish to give different cards to different groups.
4. When pairs have completed their matrix they could meet with a pair which has dealt with the same **Responsibility Card** so they can compare their results.
5. The class could then share their findings through short presentations or visual displays.

This work may bring to light grievances held by your students against the local authority, a local business or the government. If this is the case they could discuss how to deal with this and take action by one of them making a phone call, writing a letter on their behalf etc. Tell them that if they want a reply they must ask some pertinent questions, just 'telling' someone how you feel about something is not sufficient and does not necessarily require a response.

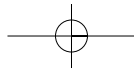
## Government, community and family responsibilities

*Article 18 paragraph 2: “For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.*

### Example: Pre-school child care

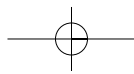
This matrix shows how the child’s need for stimulating pre-school child care, can be fulfilled and protected by different levels of society.

|  | family  | community<br>i.e. local authority,<br>employers etc.   | government   |
|--|---|--|--|
| <b>To fulfil every child’s right to stimulating pre-school child care, either in the home or at a registered centre.</b> | Parents/carers recognise that their child will benefit from stimulating pre-school child - care. If necessary they should enroll the child in a pre-school and ensure that a responsible family member conducts the child there and back every day. | Local bodies enable families to take up pre-school child care by providing it locally or in the workplace and allowing flexible working hours for parents/carers so children can attend. | Makes available funds for the provision of sufficient pre-school places, and sets up appropriate training and qualifications for staff, <b>and</b> monitors and evaluates the pre-schools regularly. |
| <b>To protect every child’s right to pre-school child care.</b>  | Parents/carers ensure their child attends regularly and put the child’s right to this before other personal wants.  | Ensures that every child in the community, especially those marginalised by poverty or culture and language, takes up a pre- school place.   | Accepts the responsibility for on-going costs of providing pre-school places and staff.  |



## Government, community and family responsibilities

|                                   | family | community | government |
|-----------------------------------|--------|-----------|------------|
| To fulfill every child's right to |        |           |            |
| To protect every child's right to |        |           |            |



## Government, community and family responsibilities

### Responsibility Card 1

*Article 2*

*All rights apply to all children without exception.*

The Government should ensure that children are protected against all forms of discrimination or punishment on the basis of the race, colour, language, religion, or political opinion held or practised by the child's parents or legal guardians.

### Responsibility Card 2

*Article 20*

*A child deprived of his or her family environment, for whatever reason, shall be entitled to special protection and assistance provided by the Government.*

The Government should provide alternative care for the child which pays due regard to the child's ethnic, religious, cultural and linguistic background and the desirability of continuity.

### Responsibility Card 3

*Article 22*

*The Government should ensure that a child who is a refugee shall, whether or not accompanied by his or her parents, receive appropriate protection and assistance.*

The Government should help to reunify the child with his or her parents. If no other family member can be found the child has the same rights as any other child deprived of his or her family.

### Responsibility Card 4

*Article 23*

*The Government recognises that a disabled child has a right to education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities.*

The Government should ensure that the disabled child enjoys a full and decent life in conditions which ensure dignity, promote self-reliance, and help the child achieve the fullest possible active participation in the community.

## 4.5 The ladder of participation

*Article 12: The child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child.*

**Purpose:** To help students realise what Article 12 of the Convention can mean in reality and encourage them to think about their participation in events, and possibly consider alternatives.

**Warning:** This activity encourages young people to think and talk about the things adults ask them to do and discuss whether or not they are being manipulated. Therefore, the topic may excite indignation and anger at the way they have been treated. Managing the discussion in an appropriate tone is essential.

**Skills:** This discussion activity will broaden students' vocabulary and encourage discussion of semantics.

**Vocabulary:** Assign, consult, decorative, directed, informed, manipulated, participate, initiate e.g. adult-initiated, child-initiated, tokenism.

Pupils could look up the words in a dictionary and then write a sentence which shows they understand what the words mean. If their sentences had to be about children and their relationship with adults this would provide a good warm-up to the activity.

**Materials:** Copies of the diagram **Ladder of participation** (page 95), either one between two or one for each student. Copies of the eight **Participation cards** (pages 96 & 97) for each group. They need to be cut along the dotted lines.

**Time:** 30 minutes for group discussion, with additional 30 minutes for class discussion.

### Procedure

1. Participants form groups of two, three or four. Give each group at least one copy of the ladder diagram, and a set of the 8 'participation' cards.

# 4.5

2. Groups need to discuss each of the 'participation' cards then 'place' it on the ladder. Participants need to discuss whether the children or young people described in the situation on the card have any understanding of the issues, why they are involved and what they are doing. The placing of each card on the ladder should depend on the degree of genuine participation and consultation.
3. In the class discussion to share their decisions, students could also relate their findings to Article 12 and a child's right to be consulted and to be able to express their views on issues that concern them.

## **Differentiation**

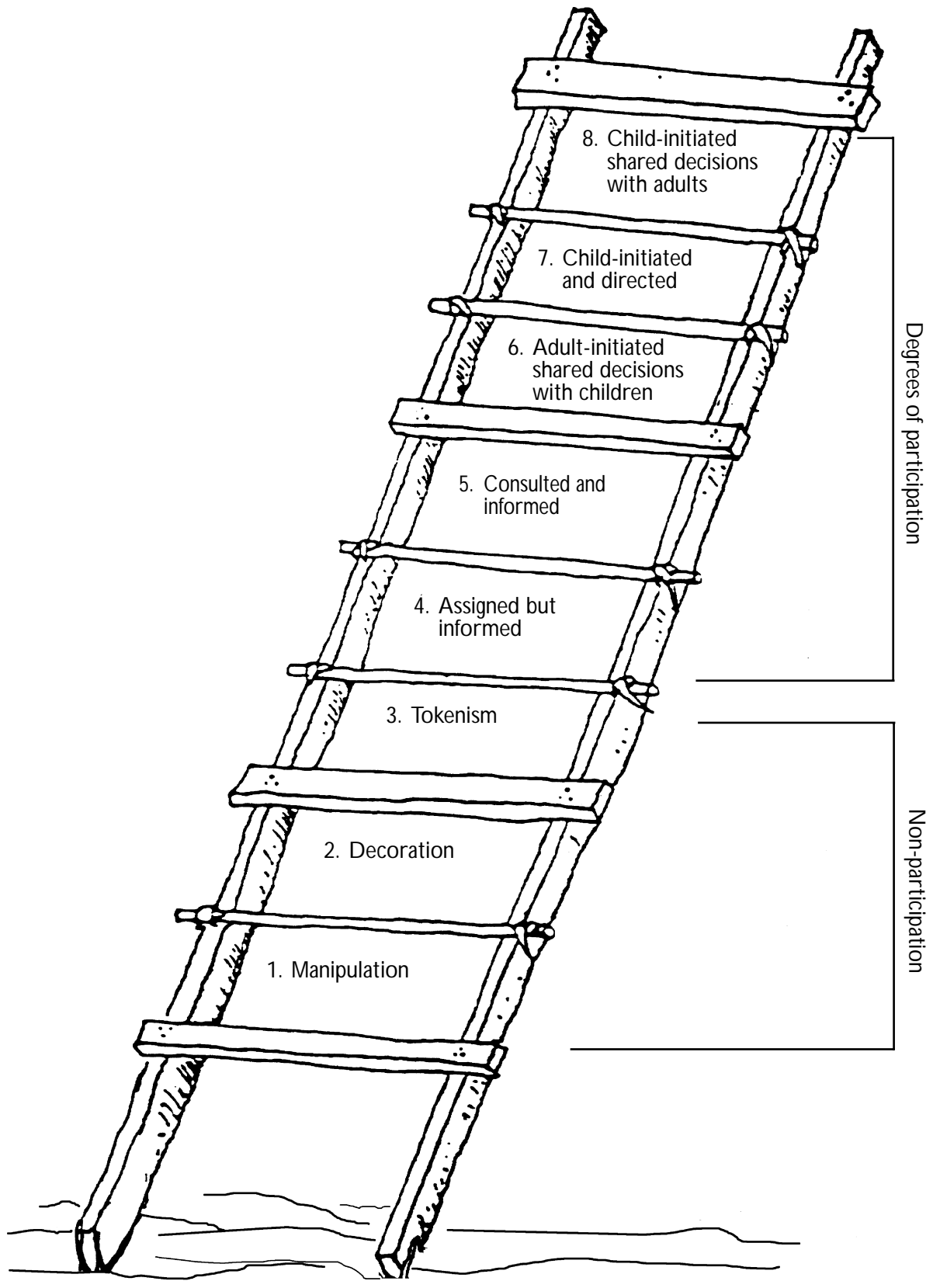
If the ladder concept is too difficult, leave out that diagram. Ask pupils to put the cards into two piles: one which they think shows a suitable amount of child participation and one which they think definitely doesn't and is an example of adults using children.

## **Follow-up**

Ask groups to make up their own simple descriptions - one word or a phrase - to describe each step on the ladder.

Students choose one 'step' around which to either describe an event from their experience, or do a piece of creative writing.

# The ladder of participation



## Participation cards

**A. Situation:** A school was asked to provide a young person to represent the school on a panel which was going to discuss changes to the local park.

*Action taken:* The Head teacher hurriedly chose a pupil who was always neatly dressed and well behaved, but who actually lived out of the area.



**B. Situation:** A TV company wanted advice and ideas for kids' television programmes.

*Action taken:* A Year 7 class spent a whole morning with people from the TV company. A few weeks later the TV company returned to show the class their ideas and to again ask their opinion.



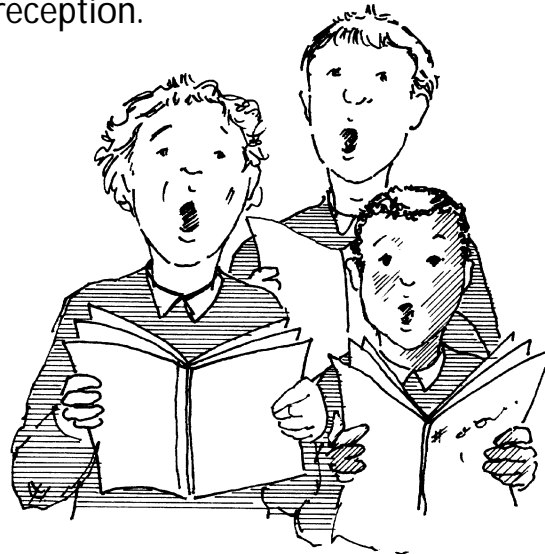
**C. Situation:** Parents from your town joined a demonstration in London which was asking for more nursery places for their pre-school children.

*Action taken:* They took their young children, and gave them placards to carry which had slogans like 'I want to go to school'.



**D. Situation:** The Mayor had to provide dinner and entertainment for 50 important people who were attending a conference in the town.

*Action taken:* The choir from a local school, which had won competitions, was asked to sing for them at the reception.



## Participation cards

**E. Situation:** A local council brought in planners to upgrade a housing estate.

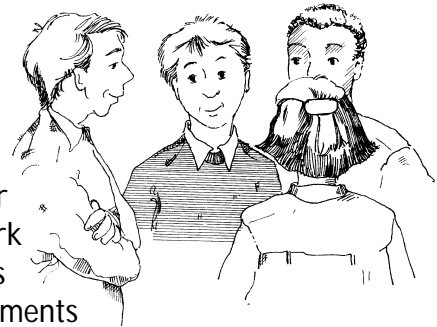
*Action taken:* Everyone on the estate was invited to a meeting to discuss how to make things better for everyone. They especially wanted to know what children of all ages wanted, and set up working groups of kids to work with the planners.



**F. Situation:** Some students in Year 8 heard about peer mediation\* as a way of dealing with conflicts in school. They wanted to set up a similar scheme in their school.

*Action taken:* First they told other students about the scheme. Then they took it to the school council where the teacher representatives agreed and helped Y8 students set up a scheme.

\*Peer mediation is the training of students to help other students work out solutions to their arguments and conflicts.



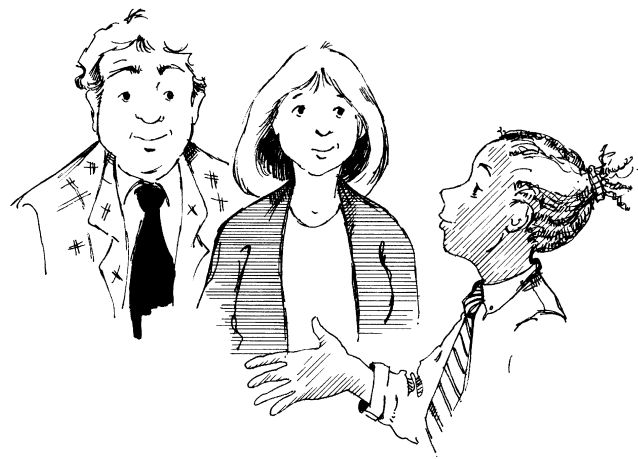
**G. Situation:** A school wanted to improve break and lunchtime facilities for its pupils.

*Action taken:* A school election was held and pupils were asked to nominate candidates for a committee which then found out what pupils wanted. They then organised the carrying out of the work by pupils and workers.



**H. Situation:** A school needed some of its pupils to take important visitors round the building and asked their Year 8 pupils to help.

*Action taken:* Year 8 pupils realised that the visitors could make an important difference to the school facilities. They were happy to show the visitors round.



## 4.6 Take a stand

*Article 2: All rights apply to all children, without discrimination: whatever their colour, race, sex, religion; whatever language they speak; whether they are disabled; and whatever their family's politics.*

*Article 30: The right of members of a minority community or indigenous people, to enjoy their own culture, to practise their own religion and their own language.*

*Article 33: Children should be protected from the use of drugs and from being involved in making or selling them.*

**Purpose:** To practise skills and build confidence so young people are prepared to defend children's rights, their own and the rights of others.

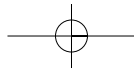
**Skills:** Role-play and discussion.

**Materials:** Copies of the **Take a stand** role play cards (pages 100-102).  
**NB:** Role play scenario 1 relates to *Article 2*, Role-play scenario 2 relates to *Article 30*, Role play scenario 3 relates to *Article 33*.

**Time:** One or two periods.

### Procedure

1. Students form groups of six. Each group will work on one of the role play scenarios. Within each group, three people receive the same Role A card to read, and three receive the same Role B card to read. As and Bs read over their cards separately, discussing the situation and what the character described might do and say.
2. Each set of three select one person from their group to play the role described. The chosen actor may request one or both of the remaining members of the group to play a supporting role, if necessary.
3. Each scenario is acted out, one at a time, for the entire class to see. After each role-play discuss with the whole class:
  - (For the person whose role was to deny a child's rights.) What was easy or difficult about your role?
  - (For the person whose role was to defend the child's rights.) What was easy or difficult about your role?

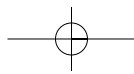
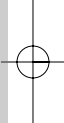
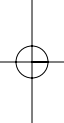


# 4 Living in a community

- What ways of defending rights seemed to work best?
- Were any strategies used that did not seem to work very well?
- Have you ever encountered situations like these in your own life?
- In real life, would it be possible to stand up for your rights as in the role-play?
- Was it easier to defend your own rights, or those of someone else?

You may like to discuss with your students the best ways of tackling inequality and social injustice.

From *It's Only Right* by Susan Fountain, Pub. UNICEF



## Take a stand: Role play Scenario 1: The Computer Class

### Scenario 1

**Role A:** You are the director of a youth group that has programmes for boys and girls. You have arranged to bring a group of young people to a six-session class on using computers at a local college.

Everyone in the youth group is very excited about the class, and wants to go. The college has only five computers available, so only five youth group members can go. You must decide who goes.

You feel that boys should be given first chance to go to this class. In your community, few teenage boys get jobs. The boys who come to your youth group need skills that will help them get jobs. This course would give them both skills and self-confidence.

You know that some girls are interested in learning about computers, too. But girls in your community are far more likely to get married while in their teens, have children and work in the home. Besides, some of the parents might feel that using computers is not the kind of work girls should do. Maybe in the future you could organise a computer class for girls.

### Scenario 1

**Role B:** You are a member of a youth group that has programmes for boys and girls. Five members of the group will have the chance to go to a computer class at a local college. Everyone is excited about the course. It is difficult for teenagers to find jobs in your city, and having a special skill would be a big help.

You have just found out that the director of the youth group is only going to let boys sign up for the class first. You think this is unfair. Both boys and girls need job skills to be able to support themselves and their families. While most of the people who work with computers in your community are men, more and more women are doing this type of work. Unless girls get the same training as boys, they will never have an equal chance of getting jobs that pay well.

Note: This role can be played by either a girl or a boy.

## Take a stand: Role play Scenario 2: Differences

### Scenario 2

**Role A:** You are a student at a secondary school. Recently, some students from another country have enrolled at your school. These students speak a different language from the language of your country. They have a different religion, and sometimes miss school because of their religious holidays.

You don't like these students. Their customs seem strange to you. You think that if they want to live in your country, they should try to be like everyone else here.

You especially don't like it when they sit together at lunch and speak their own language. You can't understand them and you think they might be talking about you.

You try to get some of your friends to make these students sit separately at lunch; you want them to join you in teasing these students about the way they speak, and telling them they should go back to where they came from.

### Scenario 2

**Role B:** You are a student at a secondary school. Recently, some students from another country have enrolled at your school. They speak a different language from the language of your country. They have a different religion, and sometimes miss school because of their religious holidays.

You would like to get to know these students, to learn about their country, and maybe even to learn a few words of their language. But one of your friends wants you to join in teasing them, interrupting them when they are eating lunch, and telling them to leave the country.

You want to get your friend to stop acting this way. You don't want to spoil the friendship, but you think that the teasing isn't fair. You think that it is interesting to have students from another country at your school, and you would like to find a way to become friends with them.

## Take a stand: Role play Scenario 3: Selling Drugs

### Scenario 3

**Role A:** You are a drug dealer. You are trying to persuade a teenager to sell drugs for you. You explain to this person that you will give them a certain amount of drugs to sell each day, and at the end of the day they are to bring you all the money. You will then give them a percentage of the profit. You will also give them drugs to use from time to time.

Let this person know that you have asked them because you feel they are honest and will not run away with the money. Remind them how difficult it is for young people to find jobs in this poor neighbourhood. The amount of money to be made selling drugs is far more than they could make by working at a low-paying job, even if one could be found. Get them to think about the things that they could buy with the extra money, or how they could help support the family with the money made from selling drugs.

Promise this person that you will protect them from the other drug dealers in the area, and from the police.

### Scenario 3

**Role B:** You are 14 years old. A drug dealer is trying to convince you to work for them selling drugs to other young people in your neighbourhood. You need the money, but you don't want to start using drugs or selling them. You have learned about how dangerous they are for your health. You also know of people who have been killed in arguments over drug deals.

You want to say no to this drug dealer, and get away from them as quickly as possible. But you are also afraid of what their reaction will be if you say no. You are afraid that they might get angry, threaten you, or hurt you in some way, either now or later.

You are also worried about what your friends will say or do if you refuse to sell drugs. Some of them already work for this drug dealer. Even if you can get out of this situation right now, you are afraid and might need protection in the future.