

# Just Living

A secondary school resource pack to help young people develop a rights-based approach to economic well-being





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# JUST LIVING – A RIGHTS-BASED APPROACH TO ECONOMIC WELL-BEING

### **ABOUT THIS RESOURCE**

This global citizenship resource is for KS3 and KS4 students and their teachers, and aims to bring a global perspective and a rights-based approach to the Economic Well-being and Financial Capability strand of PSHE. It is underpinned by Article 27 of the United Nations Convention on the Rights of the Child, 'The right to a standard of living that is good enough to meet a child's physical, social and mental needs'. It specifically aims to:

- give teachers access to a flexible resource that will provide information, ideas and activities that will help students think critically about economic issues from a rights-based, local and global perspective
- provide young people with activities that encourage debate about economic well-being and enable them to consider the viewpoints of young people from different parts of the world
- develop young people's understanding of what it means to be a global citizen and empower them to act for a just and sustainable world in which people's rights are recognised and respected
- raise awareness of the UN Convention on the Rights of the Child.

Just Living explores what a decent standard of living means for young people in the UK and in different parts of the world, including the views and thoughts of young people from Brazil. Case studies are included from Ghana, The Gambia, Brazil and Pakistan. The activities could form the basis of joint curriculum projects on rights and economic well-being for schools with linking partnerships. Just Living also relates to the eight key concepts of the global dimension as outlined in the DfES publication Developing a global dimension in the school curriculum.

### United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child underpins this resource as it does all of UNICEF's work. The Convention sets out the rights of every person under the age of 18 and how those rights should be met. It is an international statement of the civil, political, social and cultural rights of children. The UN General assembly adopted the Convention on 20 November 1989 and it was ratified by the United Kingdom in 1991.

The Convention is based on what every child needs and is entitled to for a happy, safe and fulfilled childhood, such as:

- the right to a childhood (including protection from harm)
- the right to be educated (including all girls and boys completing primary school)
- the right to be healthy (including having clean water, nutritious food and medical care)
- the right to be treated fairly (which includes changing laws and practices that discriminate against children)
- the right to be heard (which includes considering children's views).

To find out more, visit unicef.org.uk/crc

### Rights-respecting approach

Activities in this resource promote a rights-respecting approach as exemplified in UNICEF UK's Rights Respecting School Award (RRSA). The award provides a values framework for schools based on the Convention. *Just Living* supports key elements of the Award.

A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships, whether between pupils and teachers, or between pupils. The Award scheme is an effective way of inspiring and supporting schools who want to provide children, young people and the wider school community with a rights-respecting ethos. Developing active global citizens who understand the importance of achieving global justice is a key theme of the RRSA. Pupil participation is an essential part of the rights-respecting approach and is reflected in the activities in this resource.

For more information on the Rights Respecting School Award, visit unicef.org.uk/rrsa.

### About UNICEF

UNICEF is the world's leading organisation working for children and their rights. UNICEF has a presence in more than 190 countries working with communities, partners and governments to ensure that every child's right to a childhood, to be healthy, to be educated, to be treated fairly and to be heard is upheld. The Convention on the Rights of the Child underpins all of UNICEF's work.



### **Building Young Futures**

This resource has been developed as part of a Barclays/UNICEF global partnership called *Building Young Futures*. This three year, £5 million community investment partnership aims to empower thousands of young people across the world by providing them with the support and skills they need to achieve a brighter economic future for themselves and their communities. The partnership aims to help thousands of young people around the world to acquire the skills they need to move out of poverty, access their rights and achieve their potential through education, employment and entrepreneurship. For more information see barclays.com/buildingyoungfutures.

The Barclays/UNICEF partnership is an example of how companies are moving beyond traditional corporate social responsibility and beginning to develop new business models that help to generate social and economic development.

In the UK, through *Just Living* and a series of conferences, the project aims to help young people make ethical and sound financial decisions. It will also develop young people's awareness of economic well-being from a global citizenship perspective as it relates to the Convention on the Rights of the Child and support UNICEF UK's Rights Respecting Schools Award (RRSA) programme.

Overseas, it will help vulnerable young people improve their lives through access to education, employment and opportunities for entrepreneurship. It is an innovative partnership in that Barclays has also pledged to support the project via its employees who will volunteer and so transfer key skills to the project beneficiaries.

### Background

The impact of the recent global financial crisis has left many people across the world feeling vulnerable. It brought home the reality of our interconnected, globalised world where what happens in one part of the globe has a direct impact on what happens in another. In the UK and elsewhere, many people have lost their jobs, homes and savings, and have found their pensions to be worth much less. Struggling to achieve a decent standard of living, however, is a constant, daily challenge for millions of families across the world – a challenge that will continue to exist beyond this global economic crisis.

Earning enough money to achieve economic well-being (the fifth aim of Every Child Matters) is a reasonable enough goal for any young person when thinking about the kind of future they might imagine for themselves, but the reality is, for many, that goal is far in the distance.

Worldwide, millions of children live in poverty, their rights are being denied and the gap between the wealthy and the poor continues to grow. And poverty exists even in the wealthiest countries. In the UK, nearly 1 in 3 children live in poverty (Child Poverty Action Group 2012) and youth employment

has risen sharply during the recession. The number of young people not in education, employment or training (NEETS) also shows an overall rise. These global and national statistics are unacceptable and we know that new solutions have to be found

### How you might use this resource

Just Living is intended to be flexible. Although it was written specifically with PSHE and Citizenship in mind, it is also relevant to other areas of the curriculum including RE, Mathematics, English, Geography and Business (see Curriculum Links in Unit Overview).

Elements of the Barclays Money Skills 14–17 resource pack are incorporated in this resource to help improve the money management skills of young people across the country, helping them start to make ethically and financially responsible decisions about their futures. Through the Barclays Money Skills programme, time, expertise and money are being invested to help one million vulnerable people improve their money skills by helping them make independent and informed choices about money management. For more details see barclaysmoneyskills.co.uk.

Just Living is written as a series of flexible units of work which could be:

- used as part of a tutorial programme
- used for timetabled lessons
- adapted for use in workshops on 'off timetable' enrichment days
- used as peer education sessions.

The units are generally based on 50-minute sessions but some could be spread over more than one session if discussions are developed and links to relevant associated subjects are followed. Teachers should use their judgement and their knowledge of the students to judge the timing of sessions. Students are frequently asked to give their opinions and views, but it is important that they understand that feelings and reactions can change depending on what is happening around them.

There is flexibility in that teachers can pick and choose units, but Unit 1 is recommended as an important starting point. This unit explores what it means to be a global citizen and familiarises students with the Convention on the Rights of the Child, and as such it underpins the other units of work. Some units can stand alone and this is indicated on the Overview of units in the Appendix. Some units also have a PowerPoint (PP), and Unit 4 has six video clips, which are all available on the disk included with this handbook. Teachers are free to adapt the activities to suit the needs of their students.

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### **CURRICULUM LINKS**

Just Living is a resource pack that promotes a global citizenship, rights-based approach to economic well-being. It aims to enable students to learn about their own lives within a global context and so help develop a sense of community cohesion and global connectedness.

In England, it supports the overall secondary curriculum aim of young people becoming 'responsible citizens who make a positive contribution to society'; the cross-curricular dimensions of 'enterprise' and 'global dimension and sustainable development', and elements of many curriculum areas. It focuses particularly on learning outcomes in Citizenship and the Economic Well-being and Financial Capability strand of PSHE and is also relevant to Geography, English, Business and RE. Focusing on the issue of economic well-being shows the links that exist between subject areas. Specific curriculum links are highlighted in the Overview of units in the Appendix.

Just Living supports the secondary and senior Curriculum for Excellence in Scotland, particularly the values of wisdom, justice, compassion and integrity that underpin the curriculum. It supports the aim of enabling children and young people to be responsible citizens and effective contributors by developing the following: respect for others; a commitment to participating responsibly in political, economic, social and cultural life; knowledge and understanding of the world; making informed choices and decisions; making informed, ethical decisions about complex issues. It particularly supports experiences and outcomes in Social Studies, Health and Well-being, Religious and Moral Education and Modern Studies.

The Welsh Assembly Government (WAG) has stated that all work with children and young people in Wales should be based upon the United Nations Convention on the Rights of the Child (2004). In the WAG's Framework Partnership document, Children and Young People: Rights into Action, the seven core aims for children and young people are linked explicitly to Articles of the Convention. This resource supports the core aim of ensuring that children and young people are not disadvantaged by poverty. It also contributes to the themes that form the Personal Social and Education Framework such as active citizenship, health and emotional well-being, moral and spiritual development, preparing for lifelong learning, sustainable development and global citizenship. Activities will provoke discussion and help students prepare for the challenges, choices and responsibilities of work and adult life in an increasingly globalised world.

In Northern Ireland, the activities support the overall curriculum aim of 'empowering young people to make informed and responsible decisions', contributing to Learning for Life and Work and Financial Capability at Key Stage 3 and 4. All Areas of Learning are required to explore issues related to Economic Awareness and activities in this resource particularly relate to the personal development, home economics, local and global citizenship, and education for employability strands of Learning for Life and Work. Students will consider social and moral dilemmas about the use of money, including how the choices they make as consumers affect other people's economies and environments.

Just Living also develops the knowledge and understanding, values and attitudes and skills that underpin global citizenship. Through taking part in the activities students will have a better understanding of what it means to be a global citizen, have a greater understanding about social justice and realise that young people, given the opportunity, can be empowered to bring about positive change.



### **ASSESSMENT**

Assessment activities in *Just Living* focus on Citizenship and PSHE and aim to provide ongoing opportunities for students to reflect on their learning and on the way they have participated in the sessions. This can be used to inform the next steps in the teaching and learning process. There are also opportunities for students to participate in periodic summary assessment activities. These are included at the end of selected units and also appear in the Overview of units in the Appendix.

The Association for Teaching Citizenship (ACT) suggests the following types of evidence would be suitable for assessing Citizenship: mind-maps, diaries, display of a community action project, presentations, contributions to (or notes made during) a discussion or debate, photographs, films or video, web pages, entries on chat rooms and blogs, role play, campaigning letters, emails or press releases, 'silent debates', planning notes, exhibitions, performances, artwork and written work (visit teachingcitizenship.org.uk). There are more ideas in the Appendix. Teachers can use their judgement and their knowledge of their students to decide how frequently to use these activities. Teachers should also refer to the end of key stage statements for PSHE and attainment target levels for Citizenship.

A good starting point might be for students to consider the title, *Just Living* – a rights-based approach to economic well-being. In groups, they could discuss and record on a large sheet of paper the different possible interpretations of the title, what that title means to them and what kind of issues they think might be explored during the sessions. This would enable teachers to see where students are starting from and would ensure that the just/justice element of the title is clear.

This could be followed by students completing the *Just Living* baseline in the Appendix. The purpose of the baseline is for students to begin thinking about their views on global citizenship and economic well-being. It could also be filled out at different intervals after units have been completed so that students reflect on any changes in their attitudes and understanding, and teachers can learn about students' views before and after working on the units.

In the Appendix there are also examples of generic self- and peer-reflection tools. These activities should be used to enable students to be at the heart of their learning so they can recognise their achievements and identify areas in which they need to progress. It is important that students realise that many of the issues explored in *Just Living* are complex, that there are many 'grey' areas and that their views, attitudes and feelings may change. Keeping a learning log could be one way to help them reflect on what they have learnt, what skills they have attained, and how their attitudes develop and change.

### JUST LIVING AND THE GLOBAL DIMENSION

Just Living is a resource to help schools develop the global dimension in their school. The DfES publication *Developing the global dimension in the school curriculum*, 2005 shows how the global dimension can be integrated into both the curriculum and the wider life of schools. It describes how it can be understood through the eight key concepts outlined below. Activities in *Just Living* relate to seven of them: global citizenship, human rights, social justice, interdependence, sustainable development, values and perceptions and diversity.

### The Global Dimension's eight key concepts

- Global citizenship
  Gaining the knowledge, skills and understanding of
  concepts and institutions necessary to become informed,
  active, responsible citizens.
- Human rights
   Knowing about human rights, including the UN Convention on the Rights of the Child.
- Social justice
   Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
- Interdependence
   Understanding how people, places, economies and
   environments are all inextricably linked, and that choices
   and events have repercussions on a global scale.
- Sustainable development
   Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.
- Values and perceptions
   Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values.
- Diversity
   Understanding and respecting differences, and relating these to our common humanity.
- Conflict resolution
  Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.

Developing the global dimension in the school curriculum can be downloaded from **globaldimension.org.uk** 

# UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations Convention on the Rights of the Child is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of the Declaration of the Rights of the Child). For more information, see unicef.org.uk/crc

### Article 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

### Article 2 (without discrimination)

The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.

### Article 3 (best interests of the child)

The best interests of the child must be a top priority in all things that affect children.

### Article 4 (protection of rights)

Governments must do all they can to make sure every child can enjoy their rights.

### Article 5 (parental guidance)

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they learn to apply their rights properly.

### Article 6 (survival and development)

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

### Article 7 (registration, name, nationality, care)

Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

### Article 8 (preservation of identity)

Governments must respect and protect every child's right to an identity, and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.

### Article 9 (separation from parents)

Children must not be separated from their parents unless it is in the best interests of the child (for example, in cases of abuse or neglect). A child must be given the chance to express their views when decisions about parental responsibilities are being made. Every child has the right to stay in contact with both parents, unless this might harm them.

### Article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

### Article 11 (kidnapping and trafficking)

Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning. Article 12 (respect for the views of the child) Every child has the right to say what they think in all matters

affecting them, and to have their views taken seriously.

Article 13 (freedom of expression)

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they want
and to practise their religion, as long as they are not stopping
other people from enjoying their rights. Governments must
respect the rights of parents to give their children guidance

Article 15 (freedom of association)

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 (right to privacy)

about this right.

Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17 (access to information from mass media)
Every child has the right to reliable information from the mass
media. Television, radio, newspapers and other media should
provide information that children can understand. Governments
must help protect children from materials that could harm them.

Article 18 (parental responsibilities; state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

Article 19 (protection from all forms of violence)
Governments must do all they can to ensure that children
are protected from all forms of violence, abuse, neglect and
mistreatment by their parents or anyone else who looks after them.

Article 20 (children deprived of a family)

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 21 (adoption)

If a child is adopted, the first concern must be what is best for the child. The same protection and standards should apply whether the child is adopted in the country where they were born or in another country.

Article 22 (refugee children)

If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.



### UNITED KINGDOM

### Article 23 (children with disability)

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active role in the community. Governments must do all they can to provide support to children with disability.

### Article 24 (health and health services)

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

#### Article 25 (review of treatment in care)

If a child lives away from home (in care, hospital or custody, for example), they have the right to a regular check of their treatment and the way they are cared for.

### Article 26 (social security)

Governments must provide extra money for the children of families in need.

### Article 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Governments must help families who cannot afford to provide this.

### Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

### Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### Article 30 (children of minorities)

Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

### Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### Article 32 (child labour)

Governments must protect children from work that is dangerous or might harm their health or education.

### Article 33 (drug abuse)

Governments must protect children from the use of illegal drugs.

### Article 34 (sexual exploitation)

Governments must protect children from sexual abuse and exploitation.

### Article 35 (abduction)

Governments must ensure that children are not abducted or sold.

### Article 36 (other forms of exploitation)

Governments must protect children from all other forms of bad treatment.

### Article 37 (detention)

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

Article 38 (war and armed conflicts – see 'Optional protocols') Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

### Article 39 (rehabilitation of child victims)

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

### Article 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41 (respect for better national standards)

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

### Article 42 (knowledge of rights)

Governments must make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children get all their rights, including:

### Article 45

UNICEF can provide expert advice and assistance on children's rights.

### Optional protocols

In 2000, the UN General Assembly adopted two optional additions to strengthen the Convention. One protocol required governments to increase the minimum age for recruitment into the armed forces from 15 years and to ensure that members of their armed forces under the age of 18 do not take a direct part in armed conflict.

The other protocol provides detailed requirements for governments to end the sexual exploitation and abuse of children. It also protects children from being sold for non-sexual purposes – such as other forms of forced labour, illegal adoption and organ donation.

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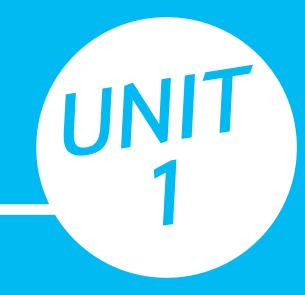
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# GLOBAL CITIZENS AND THE UN CONVENTION ON THE RIGHTS OF THE CHILD

### **OVERVIEW**

This unit is recommended as a starting point as it will encourage students to consider a rights approach to economic well-being. It explores what it means to be a global citizen and familiarises students with the UN Convention on the Rights of the Child. It also asks the fundamental question: What is money for?



# UNIT 1A: WHAT DOES BEING A GLOBAL CITIZEN MEAN TO YOU?

This unit explores the 'global' aspect of our everyday lives and encourages discussion about what it means to be a global citizen.

### Session time: 50 minutes

### **Learning questions**

What does being a global citizen mean to you? Are there certain **skills**, **attitudes**, **values** and **types of knowledge** that a global citizen has? If so what are they?

### **INTRODUCTORY ACTIVITY**

If you are intending to follow a series of units from Just Living, a good starting point would be for students to think about what the title means to them – what kind of issues do they think might be explored in the units? It's important that they pick up on the 'just' (as in justice and fairness) element of the title. If they suggest that 'giving money to poor countries' might be explored as a way of improving living standards, explain that thinking about what happens in the UK – and the decisions we make about the products we choose to spend our money on, the resources we use and the impact on the climate – is just as important. Students will probably be able to provide some examples that include fair trade and high street fashion retailers that have been highlighted for exploiting workers and denying them the opportunity to earn a decent standard of living. This would also lead them into thinking about what being a global citizen might mean in practical terms.

### **ACTIVITY: A-Z OF BEING A GLOBAL CITIZEN**

In pairs, students have one piece of paper and write the letters of the alphabet A-Z down one side of the page. The aim is to find as many words beginning with different letters of the alphabet to describe an attitude, skill, value, action or feeling that they think a global citizen might have. Use a timer and give them five minutes. RS 1 contains some of the combined suggestions made by students from a secondary school in Wiltshire. If students come up with more than one suggestion for a letter, ask them to choose what they consider to be the best one.

- When the time is up, ask each pair to choose the five words from their list that they think best describes a global citizen.
- Ask each pair to share their five words with another pair.
- Ask them to identify their 'best' word and place it in a separate statement that begins, 'a global citizen is someone who...' (for example, if the word was 'fairness' the statement might be, 'a global citizen is someone who believes in fairness'.

### **Key Citizenship and PSHE learning outcomes** Students will have:

- considered the interconnections between the UK and the wider world (1.3c)
- engaged with and reflected on different ideas and opinions when exploring topical issues (2.1a).

### Resources needed:

PP 1A; RS 1, A-Z of being a global citizen

- Gather the statements together on the board/flipchart and number them, and invite pairs to vote for the statement they think is most appropriate.
- Show the example definition of a global citizen on PP 1A (a global citizen is someone who 'believes in global justice and acts to make the world a fairer place in which rights are respected by all') and compare with their statements. Ask them to identify the key words in this definition (i.e. global justice, fairer, rights, respect). Can they give some practical, real-life examples of actions a global citizen might take? To what extent do they feel they are global citizens?
- You might like to widen the discussion to explore what being a responsible global citizen means for companies and organisations. For example, Barclays says, "When we consider sustainability and being a responsible global citizen, we mean more than making philanthropic donations to the communities in which we operate... we understand that being a responsible global citizen has important implications for our behaviour as an employer. It also includes how we manage Barclays' wider social and environmental impacts."

This is explored further in **Unit 3G**, Choosing the right bank, and **Unit 6A**, Enterprising global citizens.

### **HOMEWORK**

To encourage students to think about the interdependent nature of our lives as global citizens, ask them to prepare a presentation that shows their understanding of the meaning of Martin Luther King's quote: "By the time you've finished your breakfast you've relied on half the world."

# UNIT 1B: **RIGHTS THAT UNITE! THE UN CONVENTION ON THE RIGHTS OF THE CHILD**

This unit follows **Unit 1A**, *What does being a global citizen mean to you?* It introduces the idea that understanding and promoting the values of the UN Convention on the Rights of the Child is an important part of being a global citizen.

**Session time: 50 minutes** (longer if **Wants and Needs** game is played, see **unicef.org.uk/resources**)

### Learning questions

What is the United Nations Convention on the Rights of the Child and why is it important?

### **Key Citizenship and PSHE learning outcomes** Students will have:

- explored different kinds of rights and obligations 1.2a
- understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected 1.2b
- recognised that promoting the values of the Convention is an important part of being a global citizen and be familiar with key rights.

Resources needed: PP 1B; UN Convention on the Rights of the Child (leaflet available from unicef.org.uk/resources or RS 2); Key rights for photo quiz; RS 3a, Student photo sheet; RS 3b, Background notes to photos; Optional Wants and Needs cards (cut up) available from unicef.org.uk/resources.

### **ACTIVITY**

Remind students about the previous session, **Unit 1A**, in which they thought about what it means to be a global citizen. Ask them if they can remember some of the key words and phrases they came up with.

An important part of being a global citizen is being aware that every child has rights as set out in the United Nations Convention on the Rights of the Child. If students are not familiar with the concept of rights, you might like to play the 'Wants and Needs' game, available from unicef.org.uk/resources. If they are familiar with rights, ask students in pairs to write down examples of rights that they feel are essential for children (2–3 minutes) and gather feedback.

Next, give out RS 2 outlining some of the key articles (rights) of the Convention, or the full summary, downloadable from unicef.org.uk/resources. Give them time to scan the leaflet and ask them to identify three key rights they feel are especially important and explain why.

Use RS 3b to provide some background information to the Convention. UNICEF works for children and their rights and is the only organisation specifically named in the Convention as a source of expertise and advice. There are 42 Articles that relate to the well-being of young people. Article 42 says that all children should know about their rights.

### **TEAM QUIZ**

In groups, ask students to number 1–7 on a piece of paper and match the photos on PP 1B with the most appropriate key rights/articles on RS 2. RS 3b provides background information about the photos for the teacher. You could highlight Article 29 (slide 10) which expands on Article 28 – the right to an education – and embodies some of the values of global citizenship. Finally, in pairs, ask students to imagine they are telling someone in their family about the Convention – ask them to rehearse what they would say.

### ASSESSMENT FOCUS: CITIZENSHIP KEY PROCESS 1.2 – RIGHTS

Design a Rights poster suitable for primary school children that demonstrates an understanding of the Convention on the Rights of the Child and what it means to be a global citizen. Alternatively, students could make a one-minute video clip that could be uploaded onto the school website to demonstrate their understanding that being a global citizen involves knowing and respecting rights.

# UNIT 1C: THE BIG QUESTION – WHAT IS MONEY FOR?

This unit could be introduced now, or later as part of Unit 3. Having introduced rights as a key aspect of our lives in the previous unit, this activity encourages students to begin to look at economic well-being by thinking critically about jobs, money, credit, debt etc, and asking the basic question, What are they for? The aim is to start students thinking about money, the globalised world in which we live and how people can have a decent standard of living without compromising the well-being of other people and the planet.

### Session time: 50 minutes

### Learning questions

What is money for?

Can we sustain our current way of living, which for many is based on buying and consuming more and more goods? What impact does this have on people and the planet?

### **ACTIVITY: WHAT IS MONEY FOR?**

Divide the room into 'zones' corresponding to the number of Big Questions you are asking. Place a large sheet/s of paper in each 'zone'. On each of the pieces of paper write one of the following questions: What is money for? What are jobs for? What's economic growth for? What's credit for? What are rights for? (Modify these questions appropriately for your students – use only four zones, for example, if you choose to ask four questions).

Students should divide themselves between the zones in groups of equal size. Each student has a marker pen and is invited to think about the question and write comment/s on the paper relating to the question. After a few minutes, ask students to move to the next zone and repeat the exercise. Students can write a comment that responds to a remark made by a previous student in the form of a silent debate. Do this until students have had the opportunity to respond to each of the questions on the sheets.

Gather feedback from each group, sharing the comments. Use RS 4 for background information. Encourage students to explain what they mean, respond to comments and build on each other's ideas. You could encourage depth by providing a challenging counter argument. Can they see a link between what rights are for and money, jobs, credit and economic growth?

You can use **RS 4** to prompt discussion and ask them to consider that as well as the positive impact money, jobs, credit and economic growth can have, there are also potential problems, for example, have people become too greedy and too obsessed with money? Students can use RS 5 Big Question recording sheet and the large sheets of paper with their comments on to record their summing up of the key points of the session. This activity was triggered by an article in the *New Internationalist*, April 2009, entitled 'Naked Emperors', in which basic questions were asked about key aspects of our lives.

### **Key Citizenship and PSHE learning outcomes** Students will have:

- engaged with and reflected on different ideas, opinions and beliefs when exploring topical and controversial issues (Cit 2.1a)
- considered what it means to be a critical consumer of goods and services (PSHE EW and FC 1.2d)
- understood the uses of and functions of money (PSHE EW and FC 1.4b)
- identified how finance will play an important part in their lives (PSHE EW and FC 2.4d)
- considered the social and moral dilemmas about the uses of money (PSHE EW and FC 3j)
- made links between economic well-being and other subjects (PSHE EW and FC 4j).

**Resources needed: RS 4**, The Big Question prompt sheet; **RS 5**, Recording sheet

## ASSESSMENT FOCUS: PSHE 1.2 CAPABILITY (EXTENDED WORK)

To show that students understand what it means to be a critical consumer of goods and services, over the course of the following sessions they could gather information to help them answer the final Big Question:

In a globalised world how can we enjoy a decent standard of living without compromising the rights of others and the welfare of the planet?





# SURVIVING AND THRIVING: ARTICLE 27 – THE RIGHT TO A DECENT STANDARD OF LIVING

### **OVERVIEW**

This unit encourages students to think about what is meant by a decent standard of living. It refers to Article 27 of the UN Convention on the Rights of the Child and provides the viewpoints of a group of young people from São Paulo, Brazil, as a comparison.

# UNIT 2A: **LIFE AND MONEY MATTERS IN SÃO PAULO, BRAZIL**

**Unit 2A** helps students gain some background knowledge about life in São Paulo, Brazil, and encourages them to consider life in a city where wealth and poverty exist side-by-side. This unit gives students a context for the Survive and Thrive activity in **Unit 2B**.

### Session time: 50 minutes

### **Learning questions**

What is life like for some young people in São Paulo, Brazil? Do we make unfair assumptions about people's lives from what we see in photographs?

### **ACTIVITY: GETTING TO KNOW BRAZIL QUIZ**

This quiz will enable students to gain a little background information about Brazil that they will need for the activities in Unit 2B and 2C. Use RS 6 to enable you to give extra information to supplement the questions and answers on RS 7.

Give out RS 8 Student answer sheet to small groups of three or four students. Students decide on a name for their team, and who will act as scribe. Tell them they should collaborate to come up with the answers to the quiz. Go through the quiz, giving a maximum of two minutes for each answer. You can decide whether they mark their own or swap sheets. Two points for each full correct answer. Possible maximum of 20 points.

When the quiz has been marked, you could award a small prize to the winning team, and ask if they have learnt anything new or found anything surprising. You could let them read RS 6 to consolidate their learning if there is time. The website betterbytheyear.org put together by The Centre for Global Education in York also provides background material on Brazil and the Millennium Development Goals (MDGs). See Unit 5B for information and activities on the MDGs.

Next, show slides 2 and 3 on PP 2A of young people from São Paulo who have contributed their views and ideas to make up some of the activities in the following units. Show slides 5 and 6 that give different perspectives on São Paulo, and show how wealth and poverty exist side by side. When looking at slide 6, you might ask whether seeing wealth and poverty side by side in the same city is any worse than wealth and poverty existing in different places in different parts of the world. This photograph would be an interesting stimulus for a Philosophy 4 Children community of inquiry. See p4c.com/about/p4c for more information. You could ask students whether they would prefer to live in the popular community on the left or the luxury flats on the right, and to give the reasons why. Encourage discussion about our assumptions about people's quality of life when we see photos like these.

### Key Citizenship and PSHE learning outcomes

Students will have:

- engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical issues (Cit 2.1a)
- analysed and evaluated sources used, questioning different values, ideas and viewpoints (Cit 2.1c)
- considered social and moral dilemmas of money (PSHE EW and FC 3j).

They will have gained some general background knowledge about Brazil as an example of an emerging economy. They will understand that wealth and poverty often exist side-by-side, as in São Paulo.

Resources needed: RS 6, São Paulo, Brazil fact sheet; RS 7, Getting to Know Brazil quiz sheet; RS 8, Quiz student answer sheet; PP 2A

The photographer, Tuca Vieira, who took the two aerial photos of São Paulo is Brazilian and you can see more of his work at fototucavieira.com.br.

### Extension/homework

Use the internet to find an interesting newspaper article about Brazil and in particular, São Paulo. What was the issue that was being reported? Were young people's rights an issue in the article? If so which rights? You could use this as a starter or sharing activity to start the next lesson.

# UNIT 2B: **ARTICLE 27 – THE RIGHT TO A DECENT STANDARD OF LIVING**

This unit builds on **Unit 1B** which looked at the UN Convention on the Rights of the Child. It refers to **Article 27** and encourages students to think about what having a decent standard of living means – what people need to 'survive and thrive'. It also explores the viewpoints of a group a young people from São Paulo, Brazil as a comparison.

### Session time: 50 minutes

### Learning questions

What does having a decent standard of living mean?

## **Key Citizenship and PSHE learning outcomes** Students will have:

- explored different kinds of rights and obligations (Cit 1.2a)

### **ACTIVITY: SURVIVE AND THRIVE**

Use the information on RS 10 to provide a context for this unit. It provides background information about the young people from Brazil who contributed their ideas for the Survive and Thrive activity.

Play the Rights Globingo game on **RS 9** to recap on what students learnt in **Unit 1B** about the CRC. The aim of the game is for each student to complete their Globingo sheet as quickly as possible by asking a different student for each answer. The winner is the first person to shout 'Globingo' when all boxes have been completed.

Answers: 1. United Nations Convention on the Rights of the Child 2. 42 articles 3. Article 28 4. The right to a standard of living that meets their needs 5. USA and Somalia (as at June 2012) 6. 1989

Using PP 2B, show the 'jigsaw' text of Article 27 (the right to a decent standard of living) on slide 2. Ask students to use the words and phrases to form Article 27. Show them the completed version on slide 3. Ask for a few suggestions about what they think this might mean in practical terms – what do they need to survive and thrive, and achieve a decent standard of living, for example, a home?

Follow this with the 'Consequences' activity. Give each a pair of students a piece of paper and ask them to write down one of the 'survive and thrive' suggestions discussed as a class at the top of the paper (for example, a home). The paper is passed on to the next person who will add a new idea below. The paper continues to be folded and passed on an appropriate number of times until each sheet contains a list of ideas. Come together as a class, unfold the paper and compile a class list of 14 suggestions taken from the lists.

- understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected (Cit 1.2b)
- engaged with and reflected on different ideas (Cit 2.1a)
- communicated an argument, taking account of different viewpoints and drawing on what they have learnt through debate (Cit 2.2b)
- made links between economic well-being and other subjects (PSHE EW and FC 4j).

They will have shared ideas about what having a decent standard of living means and will have considered the viewpoints of young people from a different part of the world.

Resources needed: PP 2B; RS 9, Rights Globingo; RS 10, Teachers' fact sheet about Brazilian young people; RS 11, Students' fact sheet; RS 12, Survive and thrive

Show PP 2B slides 4 and 5. Give students RS 11 to provide them with background information about the lives of two groups of young people from São Paulo (first seen in Unit 2A) and tell them that those young people have also thought about what they need to survive and thrive and have a decent standard of living. Do students think that those young people would come up with a similar or different list to their own class list? What factors might be different and why?

Slide 6 reveals the factors that the Brazilian young people considered important when thinking about a decent standard of living (also on RS 12). As they appear, ask students to comment on the list using their knowledge of life in São Paulo. Were there things mentioned by the Brazilian young people that they hadn't considered? Why might this be? Students could discuss whether it is possible to rank the statements on RS 12 in order of importance.

### Extension/homework

Write a short speech for a debate either agreeing or disagreeing with the statement, 'Young people in the UK take their rights for granted.'

## ASSESSMENT FOCUS: CITIZENSHIP 1.2, RIGHTS AND RESPONSIBILITIES 2.1. CRITICAL THINKING

To demonstrate that students have explored Article 27 of the Convention on the Rights of the Child and engaged with different ideas and opinions they could design a leaflet or poster to be displayed in school that illustrates what Article 27 now means to them.

# UNIT 2C: MAKING ENDS MEET – WHAT PREVENTS YOUNG PEOPLE ACHIEVING ECONOMIC WELL-BEING?

Unit 2C is linked to 2A and 2B, but also stands alone. It explores what factors could prevent young people in the UK and elsewhere from achieving financial security and economic well-being, and uses case study material from Brazil to look at common challenges that face young people. It also looks at a project in Brazil, supported by the Barclays/UNICEF partnership called *Building Young Futures* that is empowering young people to be agents of change and achieve economic well-being.

### Session time: 50 minutes

### Learning questions

What are some of the challenges that young people face when trying to achieve economic well-being? Are the challenges the same or different depending on where you live?

What can young people learn from each other about how to achieve economic well-being?

### **ACTIVITY: WHY, WHY, WHY?**

(Source: adapted from Get Global!, ActionAid, 2003.)

Using PP 2C, students are to work in small groups. Ask them to imagine that they are in their late teens or early 20s and are really struggling to make ends meet. Use the 'Why why why' chain activity opposite (originally in Get Global getglobal.org.uk) to consider why they might have got into this situation.

Slide 2 on the PP has an example. On a large sheet of paper, begin with the issue of not being able to make ends meet, and think of possible reasons for this, for example, no job, spending unwisely, debt or not earning enough money. Look at each reason and then ask why this has happened. Ask students to consider whether it would be within their personal control to change the situation. If so, how could they change things for the better? It's important that they realise that having a job does not guarantee economic well-being. A job has to pay a fair wage.

The transition from childhood to adulthood can be a vulnerable and uncertain time for young people. A study by the Joseph Rowntree Foundation, *Youth Poverty in Europe: 2007*, identified key factors that influence youth poverty. It showed that the most important predictor of a young person being poor is whether they still live with a parent: those who have left home are at a much higher risk of poverty. Having children increases the risk of poverty whereas having a decently paid job and keeping it can protect against poverty. Unit 5A, What is Poverty?, also looks at poverty in the UK.

Next, show the trigger photos, newspaper headlines and quotes on slides 3, 4, 5 on the PP (or hand out RS 13) to help build up a picture of what life is like for some young people in São Paulo. Ask them to consider whether they think a group

### **Key Citizenship and PSHE learning outcomes** Students will have:

- engaged with and reflected on different ideas (Cit 2.1)
- undertaken enquiries into issues and problems using a range of sources (Cit 2.1b)
- communicated an argument, taking account of different viewpoints and drawing on what they have learnt through debate (Cit 2.2b)
- used case studies to explore work (Cit 4a)
- discussed contemporary issues in work (Cit 4h)
- assessed some needs and attitudes in relation to learning, work and enterprise (PSHE EW&FC 2.1c).

They will have considered some of the challenges and potential barriers that face young people as they try to achieve economic well-being. They will have thought about possible solutions and will have seen how some young people in São Paulo are using Article 12 to help other young people access their rights.

Resources needed: PP 2C; RS 13, Trigger sheet; RS 14, Barrier cards (cut up before the lesson); RS 15, Agents of change case study; large sheet of paper for each group

of young teenagers from a deprived area in São Paulo would give similar or different reasons for economic hardship.

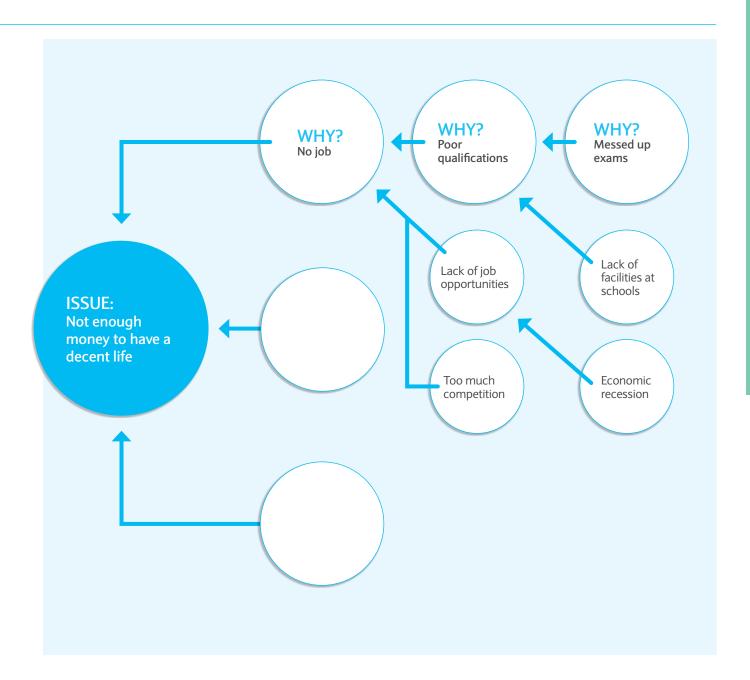
Give out sets of the 'Barrier' cards (RS 14) that describe the factors that a group of young people from São Paulo have said could prevent them from achieving economic well-being. Ask the students to sort them into two groups – barriers that they feel are common to themselves and young people from São Paulo, and barriers that are specific to São Paulo. Ask them to think about whether the barriers could be seen in terms of rights. For example, 'education facilities are poor' is a rights issue but what about 'lack of motivation'? Could feeling demotivated be linked to the poor facilities at school and the lack of job opportunities, or is being self-motivated central to individuals taking responsibility for their lives?

Next, sort them again into two groups – barriers that could be within someone's power to change and barriers that they feel are beyond their power to change. Share and discuss their reasoning.

### Further work

Give each student the **RS 15** 'Agents of change' case studies. Ask them to find out how the young people in the case studies have been 'Agents of change'. **What** have they done and **how** has this improved young people's rights and life chances? They could begin by completing a recording form similar to the one below.

Working in groups, ask students to think about how they could be 'Agents of change' in their local area. They would need to identify a rights issue (linked to economic well-being) in their community that they would like to take action on, decide what they wanted to achieve, what action they were going to take, and how they would know if they had been successful. They could use an Issue Tree to plan their action (source: Get Global getglobal.org.uk/p36 and 38).



Agents of change	What the issue was	What they did	How the action improved life/rights for young people
Ailton			
Adolescent Communicators			





# WORK, MONEY AND YOU

### **OVERVIEW**

Unit 3 explores students' attitudes towards work, money, spending and saving. It uses material gathered from young people in Brazil as a comparison and raises the question, 'Does money really make us happy?' The unit moves from the personal to a global perspective.

# UNIT 3A: MONEY, MONEY, MONEY – SPEED DEBATING

This unit uses an activity called 'speed debating' to get students thinking about their attitude towards money, and encourages them to share ideas and reflect on different opinions and topical issues relating to money.

Session time: 50 minutes

### Learning questions

What is my attitude towards money and its role in my life?

### **ACTIVITY: SPEED DEBATING**

Photocopy the statements on RS 16 so that you have enough statements for the number of pairs of students in the class. Give each student RS 17 Speed debating recording sheet.

You can arrange the classroom to suit your particular situation, but the best arrangement for this activity is for the tables to be in a circle or a horseshoe with an inner and outer circle of chairs and students sitting opposite each other.

Give each pair of students a statement from **RS 16** to debate for exactly two minutes. Use a timer so that you stick to the time and move things on efficiently. When the time is up, give them a short time to record the main points that explain why they agreed or disagreed with the statement.

Move the inner circle students round so they are sitting opposite a different student. Move the statement in the opposite direction so each pair has a different statement to debate. Repeat the above for as long as you feel the students are engaged or time allows. To encourage students to debate from a viewpoint that is not necessarily their own, you could introduce the instruction, 'For the next two-minute debate, students in the inner circle will agree with the statement and those in the outer circle will disagree.'

Alternatively, put the statements on separate slides on a PowerPoint presentation so that all students debate the same statement at the same time. This makes it easier to get feedback. Students can still move seats so that they talk with a different student for each new statement.

### Feedback

Select some of the statements and ask for feedback about the debates. For example, with card 9, 'It's not what you earn that's important, it's how you earn it', you could introduce the notion of how individuals can take responsibility for others' rights, for instance, a factory owner can make a profit and choose to respect or exploit the rights of his/her employees. Students can refer to their recording sheets to remind them of the discussions. Which were the statements that generated the most discussion?

### **Key Citizenship and PSHE learning outcomes** Students will have:

- engaged with and reflected on different ideas (Cit 2.1a)
- evaluated different viewpoints (Cit 2.1d (KS4)
- debated topical issues including those of concern to young people (Cit 4a, KS4)
- considered what it means to be a critical consumer of goods and services (PSHE EW and FC 1.2d)
- considered social and moral dilemmas about money (PSHE EW and FC 3j).

**Resources needed: RS 16**, Speed debating statements; **RS 17**, Recording sheet

### **ASSESSMENT FOCUS: PSHE 3 RANGE AND CONTENT**

To show that they understand some of the social and moral dilemmas of money, ask students to use the statement on card 7, 'When we make choices about what we spend our money on, we should consider whether those things harm other people and their rights, or harm the environment,' as a starting point to research a product they feel has denied people their rights or harmed the environment. Ask them to present their findings and offer their own opinion about what positive action could be taken. Is boycotting the product by not buying it a solution, or should campaigners work with companies to change working practices? See Labour Behind the Label's campaign for a 'living wage' on labourbehindthelabel.org for ideas.



# UNIT 3B: **CASH – HOW YOU EARN IT, HOW YOU SPEND IT!**

**Unit 3B** builds on **3A**. Having thought about their attitudes towards money, this unit explores how students get money, what they feel about part-time work, and how they spend the money they get. Consumer kids: How big business is grooming our children for profit<sup>1</sup> reveals that young people in the UK spend £12million every year. The decisions they make in their everyday lives can have a wider impact. As a comparison, they look at the views and thoughts of young people from São Paulo, Brazil, and consider the similarities and differences. It also introduces Buy Nothing Day to raise awareness of our increasing consumerist lifestyles. The complex issue of child labour (and Article 32) is also explored and the role some children play in different parts of the world by contributing financially to the family income (this links to Unit 5C which is about bonded labour).

**Session time: 50 minutes –** longer if links to child labour are followed up

**Learning questions** Are there responsibilities associated with earning and spending money?

**Refer back to RS 10/11** in **Unit 2A** for useful information to support this activity. It includes information about how the young people from Brazil said they earned and spent their money.

Arrange chairs in a circle. Tell the students that in this session they will be looking at the role of part-time work, analysing how they spend the money they get and then comparing their spending habits with a group of young people from Brazil.

### **STARTER**

Begin by asking students to discuss in pairs any part-time jobs they've had (or hope to have in the future), and how much money per hour they'd be willing to work for. (In October 2011, the national minimum wage for 16-to 17-year-olds was £3.68, and for 18 to 21-year-olds. £4.98.) Share experiences and opinions as a class. Are there some jobs they wouldn't be prepared to do? What do they think about the fact that some of the students from Brazil had two jobs, as well as going to school?

### **ACTIVITY: PART-TIME WORK AND ME**

Belief circles (Adapted from sda-uk.org/sa2.html) Arrange the class so students are sitting in a circle. Give each student a card on which to write their name clearly. Explain to the group that you are going to place a card on the floor in the centre of the circle, on which is written a statement about part-time work. You will ask them to think about the statement and place their name card as near to, or as far away from, the statement relative to how much they agree or disagree with the statement itself. Their cards can be placed anywhere between the front of their chairs and next to the statement card. Try to make sure that everyone thinks about the issue for themselves and does not just follow others in the class.

### **Key Citizenship and PSHE learning outcomes** Students will have:

- engaged with and reflected on different ideas (Cit 2.1a)
- justified their argument, giving reasons to try and persuade others to think again or support them (Cit 2.2c)
- evaluated different viewpoints, exploring connections between viewpoints and actions in different contexts from local to global (Cit 2.1d, KS4)
- assessed needs, interests, values and attitudes in relation to learning and work (PSHE EW and FC 2.1c)
- explored personal budgeting and money management (PSHE EW and FC 3g)

Resources needed: RS 18, Part-time work cards; RS 19, Agree/disagree ranking (Brazil); RS 20, Income and expenditure sheet; RS 10/11, Background information (from Unit 2); Unit 4 video, clip 1 (Caroline's working week), clip 2 (the right to a childhood) and clip 6 (earning and spending); YouTube videos

Read out the first statement, for instance, 'Doing part-time work makes me feel I am making an important contribution to my family' and put it in the centre. Allow 10–20 seconds thinking time, then ask students to put their cards down. Ask one student to explain why they have put their card in a particular position. It may help to choose an extreme view to provoke discussion. Ask others to explain their positions and debate for as long as appropriate.

Do the same thing with further statements until you are happy that the relevant issues have been raised. Ask students if they think a different set of young people in a different part of the world be likely to come up with the same or different opinions. You could show video clip 1 and 2 from Unit 4, in which Caroline, from Brazil, talks about how she has worked since the age of 12 and contributed to the family's income. You could then show them the order the Brazilian students came up with on RS 19. What are the main differences? Why might this be?

### Income and expenditure

Next, ask students to think about how much money they earn (and/or receive as pocket money) and how they spend that money by filling out the Income and expenditure resource sheet RS 20. Do they contribute in any way to helping with the family's bills? Do they think they should? This would link with video clip 6 in Unit 4, Earning and spending, in which Caroline talks about how carefully she budgets her money. Does seeing this change your students' opinions about their own spending and sense of responsibility within the family?

<sup>1</sup> Mayo, E. & Nairn, A. (2009) Consumer kids: How big business is grooming our children for profit. Constable & Robinson: London.

Thanks to Barclays Money Skills 14–17 for ideas taken from the *Budgeting* fact sheet.

For more information about personal money management, see barclaysmoneyskills.co.uk.



### Child labour

Students will have talked about part-time work in this unit and so it might be appropriate at this point to look at the complex issues around child labour. It's important to help students recognise that there are both positive and negative aspects relating to child labour. For example, in Dhaka, Bangladesh, UNICEF runs a centre where working children can relax, learn new skills, play and enjoy being a child. The BBC2 series *Tropic of Cancer* (episode 5) highlighted the complex nature of child labour through the story of 10-year-old Jahangir, who earns around 30p a day in a glass factory in Dhaka. His income is vital to his family; without it they would go hungry. When western campaigners force Bangladeshi clothing factories to stop employing children this may mean that many families go hungry and children have to take riskier jobs.

There is a choice of two videos that students can watch on YouTube – one a seven-minute extract from the BBC2 series (youtube.com/watch?v=dJiOSuG9gZ4) and the other in which presenter, Simon Reeve, explains the complex nature of the situation and what UNICEF is doing to help (youtube.com/watch?v=UnmhN\_RiU5o). The UNICEF publication End Child Labour (unicef.org.uk/endchildlabour) contains information from a Working Children's Survey carried out in 2004 and has both positive and negative quotes from young people (p44) that could provide an interesting starting point for discussion. Unit 5C also looks at child labour in Pakistan. The UNICEF UK website features individual stories about child labour. See unicef.org.uk.

### **STUDENT REFLECTION**

Try to assess any attitudinal change by asking students to reflect on this session. Ask them to write a few sentences under the following headings (or adapt this appropriately for your needs):

This is what I felt about part-time work and how I spend my money before the session.

This is what I feel about part-time work and how I spend my money now, after learning about other young people in Brazil.

On a scale of 0–5, with 0 meaning no change and 5 meaning a total rethink, ask them to score any change in their thinking, attitude or behaviour as a result of the session.



### UNIT 3C: TIGHTEN THAT BELT!

Unit 3B looked at students' personal earning and spending habits and 3C examines a family situation. It uses a case study of an imaginary family in the UK and looks at where spending cuts could be made if their financial circumstances made it necessary. It encourages students to consider what is really needed, what can be done without and what the consequences of making those cuts might be, particularly on child rights. It encourages them to consider themselves as responsible consumers.

### Session time: 50 minutes

### **Learning questions**

If my family had to cut down on spending, what do we really need and what could we do without? Would my basic rights be affected if we had to 'tighten our belts?'

### **ACTIVITY: TIGHTEN THAT BELT!**

During the global economic crisis, many people have had to find solutions to survive the credit crunch. Possible solutions could be to borrow money (but that would get you deeper in debt), raise more money by getting another/better paid job (but that's not easy during a recession) or cut expenditure by 'tightening your belt' and being more creative about where and how you buy goods. This activity looks at a family who decides to try and prioritise their spending and students are encouraged to think about where they could make cuts.

Give out the Credicrunch Family case study, RS 21. Working in groups of four or five, ask students to read the background information about the family and using the cut down cards RS 22, consider where the family could make cuts. What do they really need and what could they do without? Diamond-rank the cards (see right), placing the card where greatest cuts could be made at the top and areas where it would be difficult to make cuts nearer the bottom.



After 10 minutes' discussion, students decide on their final ranking. Allow the groups to rotate around the class so each group can see the order others groups have chosen. Then bring the groups together to discuss the reasoning behind their choices.

Next, in pairs and then as a class, discuss how they could contribute to helping the family financially if they had to (this builds on previous unit). This might mean finding ways to earn an income so they are not reliant on parents for spending money, or thinking about how to spend less, and what they personally could do without.

You could introduce the idea of **Buy Nothing Day** which is about reducing spending but also reducing our demand on the

### **Key Citizenship and PSHE learning outcomes** Students will have:

- explored different kinds of rights and obligations (Cit 1.2a)
- understood that individuals, organisations and governments have responsibilities to ensure that rights are supported and protected (Cit 1.2b)
- explored creative approaches to taking action on problems and issues (Cit 2.3a)
- taken into account a range of contexts including local and global (Cit 4h, KS4)
- identified how finance will play an important part in their lives (PSHE EW and FC 2.4d)
- thought about personal budgeting and money management (PSHE EW and FC 3g)

They will have considered how children's rights, especially in economically developing countries (often referred to as the majority world) can be affected by having to make choices about where to make cuts in the family budget.

Resources needed: RS 21, Tighten that belt!; RS 22, Cut down cards (cut before the lesson)

earth's resources (visit buynothingday.co.uk). Buy Nothing Day highlights the environmental and ethical consequences of consumerism. It is based on the idea that developed countries – only 20 per cent of the world's population – consume over 80 per cent of the earth's natural resources, causing a disproportionate level of environmental damage, and an unfair distribution of wealth. It encourages people to stop shopping and turn away from consumerism for a whole 24 hours. It also encourages consumers to stop and think before buying something new by asking themselves the following questions:

- Do I need it?
- How many do I already have?
- How much will I use it?
- How long will it last?
- Could I borrow it from a friend or family member?
- Will I be able to repair it? Am I willing to?
- Have I researched it to get the best quality for the best price?
- How will I dispose of it when I'm finished using it?
- Are the resources that went into it renewable or non-renewable?
- Is it made from recycled materials, and is it recyclable?

Are these questions that students would consider asking themselves when buying something new?

Remind them of **Unit 1** and the UN Convention on the Rights of the Child. Will any of their basic rights be affected by making those cuts? Think about families who are already surviving on a low income. Point out that for many families around the world, financial decisions are constantly made that will affect children's basic rights, such as who can go to school and who cannot, who can have access to medical care and who cannot.

### UNIT 3D: FOOD CHALLENGE

In the previous unit, students explored how families could cut down on their spending. Reducing the amount of money spent on food was one possible option. This unit encourages students to think about shopping on a budget and healthy eating options. It is adapted from the £5 Challenge activity in *Barclays Money Skills 14–17* resource pack (p29) which aims to improve the money management skills of young people across the country. The global and rights perspective is introduced when students consider the amount of money spent on food in the UK as a proportion of their total income, compared to a family in The Gambia and how this impacts on life opportunities and well-being.

**Session time: 50 minutes** (extra time if students visit shops)

### **Learning questions**

What proportion of a family's income is spent on food in the UK? Has this changed over time?

Does this vary in different countries?

How might people's rights and well-being be affected by the amount of money available to spend on food?

### **ACTIVITY: PLAN A FAMILY MEAL FOR £5**

The aim of this activity is for students to plan a meal for a family of four that costs £5 or less for the whole meal. The meal must be as balanced and healthy as possible. They could do this by visiting local shops to research prices, or by visiting websites for food price details. The issues around buying locally produced, organic and fair trade goods as opposed to 'value' brands could be explored.

Ask how easy it was to plan a meal on a budget like this. What factors did they have to take into consideration? For some families in the UK, living on a low income means that spending carefully when buying food is essential. Often, in order to be able to buy enough food so family members do not go hungry, compromises have to be made about where to shop and what to buy. Healthy choices, personal food preferences and ethical food considerations are often sacrificed (see Joseph Rowntree Foundation research, *Eating on a Low Income*, jrf.org.uk).

Show students **RS 23** that demonstrates how families spent their money in 2007, as compared to the pattern of spending in 1957. By looking at the percentage changes (for instance, in 1957 food accounted for the highest proportion of weekly expenditure, whereas 50 years later it was housing), ask them to draw some conclusions about how society in the UK has changed. Does it mean, for example, that because we now spend proportionately less on clothes that we are buying less, or that clothes are cheaper? And if they are cheaper, does that tell us anything about the clothing industry?

One key statistic is the percentage of income spent on food. In the UK in 2007, it was 15 per cent. In contrast, in the less economically developed 'food-deficit' country of The Gambia (wfp.org/countries/gambia), 60 per cent is spent on food. When such a large proportion of income is spent on food, families are very vulnerable when there is a global rise in food prices.

### **Key Citizenship and PSHE learning outcomes** Students will have:

- analysed and evaluated sources used, questioning different values, ideas and viewpoints (Cit 2.1c)
- justified their argument, giving reasons (Cit 2.2c)
- explored the UK's relations with the world as a global community (Cit 3k)
- taken in a range of contexts from local to global (Cit 4h, KS4)
- thought about becoming critical consumers of goods and services (PSHE EW and FC 1.2d)
- explored the economic environment (PSHE EW and FC 1.4a)
- considered personal budgeting and money management (PSHE EW and FC 3g).

They will learn how people's spending habits have changed in the UK over the past 50 years and will have considered what this tells us about the local and global world we live in today. They will also understand some of the causes and consequences of spending a high proportion of income on food, as in The Gambia.

Resources needed: RS 23, Food and income facts; RS 24, Make the link

Data available for 2010 shows that families in the UK on lower incomes spend about 16 per cent of income on food, whereas wealthier families spend less than this, thus leaving them more disposable income (see defra. gov.uk/statistics/files/defra-stats-foodfarm-foodfamilyfood-2010-120328.pdf).

### **ACTIVITY: MAKE THE LINK**

Ask students to work in groups and use the statements on RS 24 to explore some of the possible causes and consequences that spending 60 per cent on food could have on family well-being in The Gambia. One way to use the statements would be to arrange the statements on a large sheet of paper to form a pattern, sequence or flow chart showing the links and connections between them. The statement, 'In The Gambia, about 60 per cent of income is spent on food' could be a cause or an effect. Let the groups explain to each other the reasons behind the pattern they have chosen to illustrate the links. Follow this up by asking them to use the Convention on the Rights of the Child to identify which rights are likely to be most affected when such a large proportion of a family's income is spent on food.

with thanks to





### UNIT 3E: THE COST OF A BIG MAC

**Unit 3E** builds on **3A**, **3B**, **3C** and **3D** but can also stand alone. Having previously looked at attitudes towards work, money and spending, this unit uses the price of a Big Mac to compare work, money earned and the purchasing power of wages in different countries.

The Big Mac is the recognisable face of globalisation. It is an item sold globally and produced to the same standard everywhere. There is even an exchange rate based on it called the Big Mac Index (see economist.com/markets/bigmac/about.cfm). This unit looks at the inequality of the purchasing power of wages and the impact this can have on people's rights. It also provides opportunities to debate the social and environmental concerns many people have raised about multi-national food companies.

### Session time: 50 minutes

### **Learning questions**

Having a fair wage is an important part of having a decent standard of living. What impact does the unequal purchasing power of people's wages have on their quality of life and rights?

### **STARTER: FOOD FOR THOUGHT**

If you lived in New York and earned an average wage, you would only have to work for about 12 minutes to be able to afford a Big Mac. If you lived in Mexico City, you would have to work more than 10 times longer – over two hours – to afford the same burger.

This is an example of the inequality that exists in people's potential to earn a wage that can give them a decent standard of living. Two people earning an 'average' wage in two different countries have to work such different amounts of time to buy the same item.

This is not suggesting that being able to afford a burger is a sign of a decent standard of living, far from it, but how much you earn and how much you can buy with what you earn (its purchasing power) is an important issue. If someone has to work long hours to be able to afford to feed the family, what impact does this have on his/her quality of life? (Again, links could be made with labour behind the label's campaigns and fair trade issues).

### **Key Citizenship and PSHE learning outcomes** Students will have:

- weighed up what is fair and unfair in different situations (Cit 1.1a)
- considered the interconnections between the UK and the wider world (Cit 1.3c)
- undertaken enquiries into issues and problems using a range of information and sources (Cit 2.1b)
- debated topical and controversial issues (Cit 4a, KS4)
- made links between Citizenship and other subjects (Cit 4i, KS4)
- thought about becoming critical consumers of goods and services (PSHE EW and FC 1.2d)
- understood the economic and business environment (PSHE EW and FC 1.4a).

They will be introduced to globalisation in the form of a Big Mac and understand that some people in different parts of the world have to work much longer than others to earn the same wage. There is the opportunity to consider some of the positive and negative aspects of globalisation.

Resources needed: RS 25, The cost of a Big Mac

### **ACTIVITY: TIME TO BUY A BIG MAC?**

Ask students to look at the eight cities on RS 25 (possibly locate them on a map) and using the graph estimate how long a worker on an 'average' wage has to work in order to be able to buy a Big Mac in that country.

Answers: (roughly) Nairobi 158 mins, Chicago 12 mins, London 14 mins, Jakarta 136 mins, Mexico City 128 mins, São Paulo 40 mins, Paris 20 mins, Johannesburg 25 mins.

How fair do they think this is? Ask students to imagine two 'average' workers, one in Nairobi and one in Chicago. How different might their lives be because of the inequality in the purchasing power of their wages? How might their rights be affected?

Large multinational food companies have been the focus of campaigners over the years because of issues to do with many things including the rearing of beef on cleared rainforest land, the infringement of rights of indigenous peoples, the targeting of children in advertising, the creation of waste and the promotion of unhealthy eating patterns. Raising awareness of this and having a discussion about the positive and negative aspects of globalisation should be part of this activity.

The film, McLibel, could be used as a follow up and form part of students' research into the social and environmental concerns that many people have about multi-national food companies and their impact on people's rights. Do they feel that by buying a certain product they are buying into a certain way of life?

# UNIT 3F: WHO WANTS TO BE A MILLIONAIRE? MONEY AND HAPPINESS...

Young people sometimes see money as the key to happiness. This unit questions that view by looking at a model of development in Bhutan that challenges the 'wealth = happiness' idea. It also uses an article from the magazine *Money Week* as a stimulus for discussion. In the article, two millionaires share their belief that money doesn't make you happy – in fact it makes you unhappy!

### Session time: 50 minutes

### Learning questions

Does money bring happiness? What other things are important when thinking about well-being?

### **Key Citizenship and PSHE learning outcomes** Students will have:

- understood that individuals, organisations and governments have responsibilities to ensure that rights are supported and protected (Cit 1.2b)
- engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical and controversial issues (Cit 2.1a)
- analysed and evaluated sources used, questioning different values, ideas and viewpoints (Cit 2.1c)
- identified how finance will play an important part in their lives (PSHE EW and FC 2.4d)
- considered social and moral dilemmas about the use of money (PSHE EW and FC 3j).

They will have considered the importance of money and other factors that contribute to a person and a country's overall well-being.

Resources needed: RS 26, Millionaire case studies; RS 27, Bhutan: another way?; map of Bhutan (not included)

### STARTER ACTIVITY: DOES MONEY MAKE YOU HAPPY?

To begin with, ask students the question, *Who would like* to be a millionaire? Get a show of hands. Ask a selection of students why they said yes or no. Then ask those who said yes to say how they think they could get to be a millionaire. Record these suggestions.

Give groups of students a large piece of paper in the middle of which should be written: Money = happiness. Ask students to write their name on the piece of paper to indicate to what extent they agree or disagree with this statement. They should write their names close to the statement if they agree, or far from it near the edge of the paper if they disagree. In their group, they should explain to each other why they wrote their name where they did. Ask for class feedback and discuss the various opinions.

Next, working in pairs, give each person in the pair **one of the case studies** from **RS 26** about the two millionaires who felt money made them unhappy. Let them read the case study and then tell their partner about their millionaire and what happened to them. Back in groups, ask them to isolate the factors that made the two millionaires unhappy and write them on post-it notes. Ask for feedback as a class, with students bringing their post-it notes up to the front and placing them under the headings 'Millionaire A' and 'Millionaire B'. Does this tell us anything about money and well-being?

### **ACTIVITY: BHUTAN AND GROSS NATIONAL HAPPINESS**

GNP (Gross National Product) and the HDI (Human Development Index) are often used to measure a country's well-being. GNP measures the total output of goods and services of a country and the HDI combines measures of health, education and wealth. In the past, the well-being of children and young people has also been judged by how much money their families have. But a UNICEF report in 2007, Child Poverty in Perspective: An overview of child well-being in rich countries, revealed that there's a lot more to child well-being than money. The Czech Republic, for example scored better for overall child well-being and happiness than several much wealthier countries, including the UK (see unicef.org.uk/rc7).

Show students a map and photo of Bhutan and explain how this country is trying a different model of development, underpinned by GNH – Gross National Happiness. Working in groups, ask students to read RS 27 and ask them to think about their own four pillars of GNH to form a new model of development and well-being that includes rights.

### ASSESSMENT FOCUS: CITIZENSHIP 2.1 CRITICAL THINKING AND ENQUIRY, PSHE EW AND FC 2.4 FINANCIAL CAPABILITY

To demonstrate that they have reflected on different ideas about topical issues and considered the importance finance will play in their lives, students could respond to African-American civil rights activist and writer Maya Angelou, who is quoted as saying, "I've learned that making a 'living' is not the same thing as making a 'life'." Reflecting on activities in Unit 3, what do students think she meant and to what extent to they agree or disagree with her? Is achieving economic well-being about getting the balance right between 'making a living' and 'making a life'?

### UNIT 3G: CHOOSING THE RIGHT BANK

There are many banks on the high street keen to attract the custom of young people. But how do young people choose the right bank? They might look at the practical aspects of the bank – what it can offer in terms of interest rates, loans and overdrafts, free gifts and so on, but do they consider how money that is deposited in the bank is used? Do they consider the fact that banks, through their investments, lending practices and responsible banking strategies can impact both positively and negatively on the rights of individuals, communities and on the environment? So choosing the right bank that is appropriate to an individual's beliefs and values is important.

This activity introduces the idea of responsible banking and encourages students to think about what happens to their money when they hand it over the counter, and whether it could be helping or harming people and the planet. It also profiles Muhammad Yunus and the Grameen Bank, winners of the 2006 Nobel Peace Prize, for their innovative work in developing the use of micro-credit or small loans to people – especially women – often considered too poor to be able to access finance. Micro-credit is now seen as important in the struggle against poverty and is a key element of the Barclays/UNICEF Building Young Futures project.

**Session time: 50 minutes** (or longer if links are followed up and extension activities are undertaken).

### Learning questions

What factors should I consider when choosing my bank?

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### **STARTER ACTIVITY**

Begin by asking how many students have a bank account. How did they choose their bank? Keep a record of their responses. In groups and working on a large sheet of paper, ask them to discuss and write down three key things they feel banks do. Share ideas. Next, ask them to discuss what happens to the money that people deposit in banks.

### Background

We deposit our money with banks and that money can then be loaned out to other customers, both individuals and businesses, or used to buy shares in companies that could potentially help to shape the future. So it's worth students thinking about what kind of future they want for themselves and others when choosing a bank for themselves.

Many banks have policies that focus on the environmental and social impacts of their lending so they are better able to identify potential risks that may increase their financial or reputational risk. As a general rule, investments are undertaken to deliver the best possible return to the shareholder. However, some providers offer products that involve buying shares in a range of companies selected on positive grounds, for example, companies that have a good health and safety record, strong environmental performance (energy conservation, minimised pollution, focus on recycling

### **Key Citizenship and PSHE learning outcomes** Students will have:

- weighed up what is fair and unfair in different situations (Cit 1.1b)
- understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected (Cit 1.2b)
- analysed the impact of their actions on communities and the wider world, now and in the future (Cit 2.3c)
- debated, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people (Cit 4a, KS4)
- thought about being critical consumers of goods and services (PSHE EW and FC 1.2d)
- identified how finance will play an important part in their lives and aspirations (PSHE EW and FC 2.4d)
- discussed contemporary issues in work these could include equality of opportunity, health and safety, sustainable living and ethical investment. (PSHE EW and FC 4i, KS4).

They will understand what responsible banking means and will be more able to make an informed choice about which bank is right for them.

Resources needed: RS 28, Your choice investment cards; RS 29, Banks building futures; CRC leaflet

and so on), equal opportunities practices or strong emphasis on human rights. Some funds avoid companies that may be associated with controversial sectors, for example, those that refuse to recognise trade unions or those associated with the arms trade or environmental pollution. Students should be aware that they can choose between banks and the products available from the different providers to select a bank and a product that balances their desire for a responsible investment with a reasonable return.

For example, do students want their bank to have clear environmental standards and promote beneficial activities such as renewable energy or fair trade initiatives, or are they happy that their bank just provides low cost, good value products for the customer? What do they consider a responsible bank should 'look' like? Should a responsible bank include an approach that considers global justice and looks at the wider impact of business in terms of its effect on the environment and on communities?

### **ACTIVITY: MAKING YOUR CHOICE**

Using the Your choice cards on RS 28, and working in small groups, ask students to take each card in turn and think about how important the issue or activity on the card is to them. Which issue would they feel most and least happy supporting through their bank, and would this have an impact on the bank they choose? It's important that students think critically about the issue and realise that there are often many factors involved. For example, many people might want to avoid fossil fuel extraction because of its impact on climate change, but how would this affect economic development and the global economy? Try to reach a consensus as a group.

Students could do this as a diamond-ranking exercise in which they choose nine cards and arrange them in the shape of a diamond, with the issue they would be most keen to support at the top and the least at the bottom. They should consider the impact the activity or issue has on children's rights. You could rotate the groups so they can see how other groups have arranged them and discuss the reasons for their choices.

You could also introduce a scenario approach to the students (adapted from a Barclays activity), for example:

Major construction projects often have significant human rights impacts by displacing people from their homes, affecting people's livelihoods by destroying farmland or fisheries, or creating polluted environments that damage health.

Ask students to discuss whose responsibility it is to look at the human rights issues in such a situation. Is it the bank or financial institution providing funds? Is it the construction company? Is it the government of the country? Anyone else?

### **Ethical policies**

Some smaller banks, like the Co-operative Bank and Triodos, have strong ethical approaches that are often developed in consultation with customers or target a particular customer base. Larger global banks, serving a broader range of markets, may have a different approach as they are dealing with many different customers who may have conflicting ethical views, preferences and cultural values.

In 1992, the Co-operative Bank became the first UK high street bank to launch a customer-led Ethical Policy that sets out where it will and will not invest customers' money. Its ethical policy, which supports the Universal Declaration of Human Rights, can be found at co-operative.coop/ethicsinaction/ethicalpolicies, together with a 10-minute video explaining its policy.

Other banks like Barclays have policy statements on such issues as human rights and the environment. In the introduction to its 2009 Responsible Banking Review, former Barclays Group Chief Executive, John Varley, states, "The success of a bank must not come at the expense of society."

Students might be interested in the United Nations Environment Programme's human rights toolkit that businesses and banks use when considering the human rights and environmental impact of their decisions (see unepfi.org/humanrightstoolkit).

Ask students if they are now more likely to find out about banks and their products before making their choice.

#### Homework

See RS 29 that provides information about the Grameen Bank and Barclays' microfinance scheme in Ghana. Ask students to prepare a short presentation about how the Grameen Bank pioneered a different kind of banking and how it contributes to helping people access their rights and alleviate poverty. Or write a letter to their bank asking about their approach to responsible banking.

### Research

Students could try to find out if any banks refer to the UN Convention on the Rights of the Child, and write to those that don't. As well as asking individual banks directly about their responsible banking practices, students could carry out an internet search to track banking activities. Encourage students to consider various viewpoints that are critical and supportive of particular banks so that they can make an informed choice.





# CAROLINE'S STORY

### **UNIT 4: CAROLINE'S STORY**

Six video clips make up this unit that aims to provide students with an insight into the life of Caroline, a 17-year-old from São Paulo. By looking at her life and learning about her access to rights, how she manages financially, her attitudes towards work, school, money, responsibility and citizenship, students can explore their own values and attitudes.

Session time: variable depending on how clips are used.

### Learning questions

To what extent does Caroline enjoy Article 27 – the right to a standard of living that meets physical, social and mental needs?

What rights, responsibilities, attitudes and values do we share, and which are different?

What skills and attitudes does Caroline have to help her thrive in the working world?

### **Key Citizenship and PSHE learning outcomes** Students will have:

- considered the role of citizens (Cit 1.1d)
- explored different kinds of rights and obligations, and how these affect both individuals and communities (Cit 1.2a)
- understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected (Cit 1.2b)
- explored community cohesion and the different forces that bring about change (Cit 1.3d)

- engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems (Cit 2.1a)
- become more critical consumers of goods and services (PSHE EW and FC 1.2d)
- undertaken enquiries into issues and problems using a range of information and sources (Cit 2.1b)
- assessed needs, interests, skills, abilities and attitudes in relation to options in learning, work and enterprise (PSHE EW and FC 2.1c)
- identified the main qualities and skills needed to enter and thrive in the working world (PSHE EW and FC 2.3a)
- thought about personal budgeting, money management and moral dilemmas regarding money (PSHE EW and FC 3g, 3j)
- used case studies to explore work and enterprise (PSHE EW and FC 4a, KS4).

They will have learnt about the life of a teenage girl from a different part of the world. They will have learnt about her daily life, her responsibilities, her needs, how she manages her finances and the way she has taken control of her life despite difficult circumstances.

Resources needed: Six video clips; RS 30, video case study: Caroline's story; RS 31, video transcript; RS 32, Video activities (Clips 1, 2 and 6 also link to Unit 3B, Cash – How you earn it, how you spend it)

### **BACKGROUND**

Caroline goes to Mario Reys School on the outskirts of São Paulo. It is an area in which young people face the harsh realities of daily life, such as drug-related crime, violence, insecure family life, unemployment, poor health care facilities and poor leisure opportunities. In a survey of people's biggest concerns in São Paulo, education came seventh and security came first. The Principal of the school said that in the most deprived areas, the biggest challenge is to "keep young people alive" and to prevent them from being captured by the "capitalisation of drugs". When selling drugs can earn young people more money than they would get from a government employment scheme or from a regular job, then the temptation is clear and the challenge facing people like the Principal of Mario Reys School is huge.

Although young people see many positive aspects to living in São Paulo, many do not have their needs and rights met, and experience discrimination because of where they live. However, the school, rooted in the community, aims to offer its young people an alternative future based on citizenship, self esteem, respect and dignity. The school invests in making life better for teachers and students through the practical application of rights and equality. In the clips, Caroline talks about her childhood, her daily life, school, her responsibilities, her needs, work, how she earns and spends her money and her achievements.

The clips could be used to support other units, for example, Unit 3B, Cash – how you earn it, how you spend it, or as the basis for sessions in their own right. Below is a summary of the clips. RS 30 is a teacher and pupil fact sheet about Caroline. RS 31 is a transcript of the clips (the clips are subtitled). There are some suggested questions for discussion and drama activities. RS 32 provides some ideas for activities to go with clips 1 and 5. You could refer back to RS 6 (Unit 2) for background information about São Paulo, Brazil.

### **STARTER ACTIVITY**

Before playing the clips, you might like to 'introduce' Caroline to the students by giving them a copy of her photo. Ask them to think of questions they would like to ask her about her life, for instance, her childhood, home life, school, responsibilities, work, what she earns, how she spends her money, what she does in her spare time, her future and so on. This will help students to focus on the content of the clips to try and find out the answers to their questions. By looking at the transcript you can see what information Caroline gives about herself.

It would be useful for you to watch the clips first to decide the order in which you would like them to be seen, and where you might need to pause the clips to focus on certain issues. When all clips have been seen and issues discussed, students can see how many of their questions were answered.

### **ACTIVITY: VIDEO CLIPS AND QUESTIONS**

Clip 1: Caroline's working week (3 minutes) In this clip, Caroline talks about a typical week – what time she gets up, her morning job in the bank, going to school in the evening, the course she attends on Saturdays, what she does in her spare time and how she spends her weekends. It provides useful information for comparison and provides discussion material about responsibilities and how young people spend their time. RS 32 provides some suggestions for activities to go with this clip. A key question for students to be thinking about while they watch the clip might be, What skills and attitudes does Caroline have to enable her to thrive in the working and learning world?

This first clip does not reveal Caroline's difficult childhood, the challenging environment she is growing up in, or how she has taken control of her life to bring about positive change. You might like to show the clip, do some of the suggested activities and then provide students with background information about this area of São Paulo and the often life-threatening challenges that face young people growing up in the 'popular communities'. Is **Article 27** – the right to a standard of living that meets their physical, social and mental needs – a reality for them?

Clip 2: The right to a childhood (1 minute) In this short clip, Caroline describes how she felt she didn't have a childhood. From the age of 12, she worked and contributed towards paying the family's bills. Before watching this clip, students could consider their own childhood. What are the most memorable parts of their childhood? When did they first take on responsibilities within the family? What key changes take place between the ages of 12 and 15 in terms of increased responsibility and freedom? (Students could draw a timeline indicating when they began to take on responsibilities and were given freedom to do things.)

What rights do they think Caroline was denied, if any, as a child? This could stimulate a discussion about child labour, why children work, and **Article 32** (the right to be protected from work that is dangerous or might damage your health or education).

Clip 3: Basic needs (1 minute) In this clip, Caroline talks about both her physical needs and her need to have her own 'space' and be her own person. She describes how becoming involved in a community project that worked with children and adolescents from difficult family backgrounds gave her a purpose and helped make her the person she is today. Before watching this clip students could have a discussion about the value of being involved in your local community and how this can develop a sense of citizenship and community cohesion, and bring about change both for individuals and the community. Students could conduct a survey in the class/school to find out how many young people are involved in community projects and what projects exist that they could get involved in.

### Clip 4: Home life, school and change (2 minutes)

This clip provides more background information about Caroline's home life. She describes how she found it difficult to live with her mother and her new stepfather, and so lived with a series of family members until the school intervened and helped her set up home with her father. Together, they are bringing a positive change to their lives. Caroline was involved in the decision-making process together with her father and the school. She was able to have her opinions taken into account which is an important part of Article 12 – the right for children to 'say what they think in all matters affecting them and to have their views taken seriously'. Before watching the clip, students could discuss the importance of Article 12 both inside and outside school.

### Clip 5: Achievements and aspirations

In this short clip, Caroline talks about how she now feels equal to anyone else because, despite setbacks, she feels she has achieved things in her life and knows what she wants to achieve in the future. This could lead to interesting discussions about students' aspirations and what they hope to achieve in the future. RS 32 has a diagram showing the aspirations and opportunities of a small group of Caroline's classmates. Before looking at this clip you could ask the students to place themselves on an Aspiration/Opportunities diagram and compare the results with the Brazilian young people. Are their levels of aspirations and opportunities similar? They could also consider who they need to help them achieve their goals and how much their goals depend on having enough money.

### Clip 6: Earning and spending

This clip could be used as a stimulus to talk about **economic well-being** – how students earn their money and how they budget. Caroline talks about how she plans her spending very carefully, how she has no need for branded clothes, how she contributes to household bills and also gives money to a community project. Before watching this clip, students could do (or be reminded about) **Unit 3C**, **Cash** – how you earn it, how you spend it! in which students consider their own income and expenditure. Key questions might be: How do their earning and spending habits compare with Caroline's? Do they feel the need to buy 'branded clothes'? If so, why? Do they share the same sense of financial responsibility for their family? Are they surprised that Caroline supports the foundation 'Crespe' if she has any money left over? Is this an example of taking responsible action and being a good citizen? Would they consider doing the same type of thing?

The Urban Platform project that Caroline mentions is supported by the Barclays/UNICEF *Building Young Futures* partnership that aims to empower young people to improve their communities and help young people access their rights to have a brighter future.

### ASSESSMENT FOCUS: CITIZENSHIP: 1.1 DEMOCRACY AND IUSTICE. 1.2 RIGHTS AND RESPONSIBILITIES

To demonstrate an understanding of the role of citizens, students could use the video clips to help them explain in any form they like (essay, poster, PowerPoint, audio, etc.) the role that rights and a sense of citizenship have played in Caroline's journey to achieve economic well-being, and to be the person she is today. They should refer to key rights that have been particularly important.





# CHALLENGING POVERTY

### **OVERVIEW**

Unit 5 explores definitions of poverty and develops students' understanding of poverty. It puts forward the view that poverty is much more complex than simply having a low income, and includes being disadvantaged in terms of opportunities, experiences, care, living environment and spirituality. It highlights poverty in the UK, and uses case studies from The Gambia, Ghana and Pakistan to look at the contribution women make to overcoming poverty and the impact poverty can have on children's rights, for instance through child trafficking and child labour.

It also explores how, with the right enterprising skills, success is possible even in the most difficult circumstances. Students are encouraged to see the link between the Millennium Development Goals and rights, and understand that achieving both is a key factor in reducing poverty. Trade justice is explored as a means of reducing poverty. (This links with Unit 6 Enterprising global citizens, in which a fair trade business model is explored.)

### UNIT 5A: WHAT IS POVERTY?

**Unit 5A** explores definitions of poverty, explores what rights can be denied through poverty and encourages students to find out about fair trade and trade justice as key ways to challenge poverty.

**Session time: 50 minutes** plus extension activities that could form separate lessons.

### Learning questions

What is poverty?

What are some of the consequences of poverty? What rights might be denied through poverty? What are some of the routes out of poverty?

### **STARTER ACTIVITY**

Show **slide 2** on **PP 5A** and ask students to discuss in pairs and write down **questions** they would like to ask the child in the photo, and any **concerns** they might have about the child. (Alternatively, make copies and place the photo in the centre of a large piece of paper and ask them to write **questions** and **concerns** in different colours around the outside). Do the same for **slide 3**. Gather feedback. Were their questions and concerns the same or different for each child? Explain that in this session, they will be exploring aspects of poverty and they might like to begin by discussing the question, 'How poor is too poor?'

#### **ACTIVITY: AGREE/DISAGREE**

Arrange the room so students can easily move from one side of the room to another. Identify one side of the room to represent agreement with a statement and the opposite side to represent disagreement.

Ask students to stand in one line in the middle of the room. Using RS 34, ask pupils to move towards the appropriate side of the room depending on whether they agree or disagree with the statement, for example, if a student completely agrees she/he would stand against the wall, and if they partially agree, somewhere in between the wall and the middle of the room. Ask some students why they placed themselves where they did to encourage discussion. After discussion, ask students if they have been persuaded by other students' convincing views and if they would like to change where they are standing.

### **Key Citizenship and PSHE learning outcomes** Students will have:

- weighed up what is fair and unfair in different situations (Cit 1.1b)
- engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems (Cit 2.1a)
- identified how finance will play an important part in their lives and aspirations (PSHE EW and FC 2.4d). They will have a better understanding of poverty, its effects, and how poverty denies children their basic rights. They will see the connection between the Millennium Development Goals and rights. They will understand that overcoming poverty is a justice and rights issue.

Resources needed: RS 33, Poverty fact sheet; RS 34, Agree/disagree poverty statements; RS 35, Definitions of poverty; Barnardo's report Below the Breadline (see barnardos.org.uk/11324\_breadline\_summ.pdf), PP 5A

Show slide 4 on PP 5A. Explain that poverty exists in all countries of the world and even in the wealthiest countries. In the UK, for example, 30 per cent of children live in poverty (see the End Child Poverty website at endchildpoverty.org.uk). In the UK, "The divide between wealthy and poor is widening, meaning that there are more children living in poverty today than there were 30 years ago."

"Growing up in poverty means a shorter life expectancy, fewer job and education opportunities, and has a huge impact on mental and physical well-being. A girl growing up in Manchester can expect to live six years less than a girl growing up in Kensington and Chelsea, one of the richest boroughs in London,"

### What is poverty?

There are various definitions of poverty. In small groups ask students to discuss and note down what they think the following might mean: 'income poverty', 'absolute poverty', 'relative poverty' and 'the poverty line'. See RS 33, Poverty Facts and RS 35, Definitions of Poverty. Join two groups together to share ideas and come up with best definitions. Come together as a class and share/record ideas. What do they think a rights-based poverty line might look like?

Show definitions on slide 5, 6, 7 of PP 5A. Highlight the fact that poverty is a much more complex issue than just being on a low income. It's about being disadvantaged in terms of opportunities, experiences, care, living environment and spirituality. The Child Poverty Act 2010 means that government must act to eradicate child poverty by 2020.

Barnardo's 2009 report, *Below the Breadline: A year in the life of families in poverty*, provides useful case studies and statistics about the reality of poverty in the UK and would help students understand what poverty means day-to-day for children. See barnardos.org.uk/11324\_breadline\_summ-2.pdf. There is also a downloadable video to go with it at barnardos.org.uk/resources/research\_and\_publications/books\_and\_tools\_tackling\_exclusion\_and\_poverty/hope\_below\_the\_breadline\_wmv.htm. On the other hand, students could consider if there are any positive aspects to living in poverty. Often people living in incomepoor communities help and support each other during difficult times, creating a strong sense of a community spirit. Do wealthier communities have this same sense of common well-being?

Refer back to **Unit 1** and the **Key Rights sheet (RS2)** or a full-length version of the Convention, and ask students to write down which rights they think children might be denied (and why) if they live below the poverty line.

#### Extension

In 2005, Nelson Mandela launched the Make Poverty History campaign with a speech that included the following, "Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. And overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life." (See news.bbc.co.uk/1/hi/uk\_politics/4232603.stm for the full speech.) Fairer trade, reducing the debt owed by developing countries, and more and better aid were three ways he talked about that could help to reduce poverty.

### Questions to consider

In what way is poverty 'man-made'? How might it be 'eradicated by the actions of human beings'? What is the difference between 'charity' and 'justice'? Unfair trade rules and climate change might be two 'man-made' issues to explore.

### Fair trade as part of the solution

In the Department for International Development's document, *Eliminating World Poverty: Building our Common Future 2009* (p29), it says, '*No country has ever become rich except by trading with others*,' but unless trading rules are fair and not rigged in favour of richer countries, then poorer countries who trade their goods will not gain the benefits that are due to them. Trade justice and fair trade are essential for increasing global economic well-being and challenging poverty. Encourage students to find out more by looking at Oxfam's campaigns website, which has interactive diagrams to explain how the 'rigged rules' of trade keep poor countries trapped in poverty (see oxfam.org/en/campaigns/trade).

People and Planet is a campaigning organisation for young people which supports fair trade and trade justice. Direct students to their website at peopleandplanet.org/tradejustice to find out more, and also direct them to the Fairtrade Foundation website at fairtrade.org.uk/schools to find out how their school can become a Fairtrade School.

Students could invite their local MP to school and ask him/her if they support the target to eradicate child poverty in the UK by 2020. If not, why not, and what strategies does his/her party propose to end child poverty?

## ASSESSMENT FOCUS: CITIZENSHIP: 1.1 DEMOCRACY AND JUSTICE, PSHE EW AND FC: 2.4 FINANCIAL CAPABILITY

To demonstrate that they understand how unfair trading can impact on the economic well-being of people and communities, students could make a short PowerPoint presentation to show in assembly or to parents what they have learnt about the link between economic well-being, trade justice and fair trade.

To explore poverty in the UK further, see the award-winning film Seen and Heard, which has been produced by pupils from St Kentigern's School, Scotland, with the support of UNICEF UK. It can be found at unicef.org.uk/resources together with lesson ideas.

# UNIT 5B: MILLENNIUM DEVELOPMENT GOALS AND RIGHTS

When learning about economic well-being, understanding the Millennium Development Goals and the role governments and individuals can play in reducing global poverty is important for students as global citizens. It will help them understand how issues such as poverty, health, education, the environment, trade, migration, peace and climate change are all inextricably linked, and all impact on economic well-being and rights.

The eight Millennium Development Goals (MDGs) were agreed in 2000 at the Millennium Summit in New York. At that meeting, 189 countries agreed to work together towards global development that would bring about a more just, equal and safe world. This included eight international targets, or goals, for reducing poverty by 2015. This unit introduces the Goals, links them with the UN Convention on the Rights of the Child and suggests that reducing poverty for future generations involves working with and for children to help them access their rights. See un.org/millenniumgoals for more information on the goals.

The Convention and the Millennium Development Goals are closely linked. If students understand that Article 28 is about the right to an education, then Goal 2 – which is about every child going to school – makes sense.

### STARTER ACTIVITY: PERSONAL GOALS AND THE MDGS

Before students look in detail at the MDGs, ask them to think about and discuss their own personal goals for the next 10 years. They could draw a timeline with key events (for example, passing driving test, A-levels, university, job, leaving home etc.) and think about what help and support they need to achieve those goals. How important, for example, are money, health, education and equality (key elements of the MDGs) in achieving those goals? What happens if one element is missing?

Explain to the students what the MDGs are and how they came about. The UNICEF website has a lot of information about the goals and what UNICEF is doing to help meet them (see unicef.org/mdg)

To familiarise students with the goals, give each group of students a copy of **RS 36**, the MDGs summary sheet, and ask them to cut them out and arrange them according to how important they think they are. The discussion process is important, so ask two groups to come together and explain the reason for their arrangement. As a class, ask which goal they felt was most important and why. It's important to tell the students that the goals are actually of equal importance as they are all linked and none of them can be achieved without the others. For instance, Goal 8, a global partnership, is essential for helping to achieve Goals 1–7.

**Session time: 50 minutes** plus extension activities that could form separate lessons.

#### Learning questions

What are the Millennium Development Goals and what role do they play in reducing poverty, improving people's economic well-being and access to rights?

### **Key Citizenship and PSHE learning outcomes** Students will have:

- weighed up what is fair and unfair in different situations (1.1b)
- explored different kinds of rights and obligations, and how these affect both individuals and communities (1.2a)
- analysed the impact of their actions on communities and the wider world, now and in the future (2.3c)

They will become familiar with the MDGs, understand how they are linked with rights, and think about what action they can take to help ensure the targets are met and global poverty reduced.

**Resources needed: RS 36**, MDG summary; Convention on the Rights of the Child leaflet; website: unicef.org/mdg

### **ACTIVITY: LINKING GOALS WITH RIGHTS**

Next, give students a copy of the Convention leaflet and ask them to identify which Goals are linked to which rights. This could include: Goal 1 with Article 27, Goal 2 and 3 with Articles 28, 29 and 32, Goal 4 with Articles 23 and 24, Goals 5, 6 and 7 with Article 24, and finally it could be argued that Goal 8 links with all of the Articles as it's about sharing global responsibility for the world. In September 2010, the MDGs were 10 years old. Students could research what has been achieved and what is still left to achieve before 2015.

There are several campaigns that are linked to particular goals (and rights) that students could get involved with, for instance, the Send My Friend campaign linked to Goals 2 and 3 (education). Visit **sendmyfriend.org**. This campaign highlights the importance of education in reducing poverty and increasing economic well-being. UNICEF supports many education projects. To find out about Brazil and the MDGs, visit **betterbytheyear.org** – a website put together by the Centre for Global Education in York that provides background information about Brazil and its progress towards meeting the goals.

### Extension/homework

Prepare a PowerPoint or another form of presentation for Year 6 children that will help them understand children's rights and the MDGs. It should finish with encouraging the students to think about an action they could take to help meet the MDGs. The illustrations in UNICEF's Child Friendly MDGs might be useful (see unicef.org/mdg/files/childfriendlymdgs\_edited.pdf).



# UNIT 5C: CHALLENGING POVERTY THROUGH EDUCATION

**Unit 5C** brings together the issues of poverty, bonded labour, child labour, education, rights and the Millennium Development Goals. It shows how programmes such as the Barclays/UNICEF *Building Young Futures* partnership that aims to develop the skills of young people across the world by focusing on opportunities for education, employment, entrepreneurship and enterprise can empower young people to break the cycle of poverty.

Through the case study of Nusrat, the unit explores how poverty can be challenged by helping young people acquire the skills and opportunities they need to realise their potential and so have control over their futures. Access to decent work for fair pay is an essential part of breaking the poverty cycle, and getting an education is a key factor in acquiring a decent job. For many young people, however, going to school is a distant dream. There are an estimated 67 million children who do not attend primary school (57 per cent of whom are girls). In the case study, 14-year-old Nusrat, from a village near Lahore in Pakistan, says, "I used to watch the children of the house where I worked as they came back from school every morning, and wished I could study too."

It would be useful to have completed **Unit 3B**, in which students explore attitudes to work, and **5B**, rights and the Millennium Development Goals, before this unit.

Session time: 50 minutes.

## ACTIVITY: CASE STUDY – ESCAPING THE TRAP OF BONDED LABOUR THROUGH EDUCATION IN PAKISTAN

Using PP 5C show slides 2 and 3 of Nusrat working at the brick kiln. Ask the students to discuss in pairs what they think Nusrat is doing, how old she is and why she isn't at school. What questions would they like to ask her?

Using the information on RS 37, provide some background to help students understand the system of bonded labour. Ask them to think about the impact this work could have on Nusrat's future (for instance, health issues because of the dust and heat of the brick kiln, limited choices in later life because she hasn't been to school, continuing cycle of poverty).

In groups, students read **Part 1 of the case study** of Nusrat and her family. Answer any questions they might have. Each group has to discuss Nusrat's situation from a different perspective (Edward de Bono's 'thinking hat' idea) and write down key points on a large piece of sugar paper ready to feed back.

### **Learning questions**

What are some of the consequences of poverty? What rights might be denied when children are involved in child labour?

What are some of the key factors in escaping the poverty trap?

### **Key Citizenship and PSHE learning outcomes** Students will have:

- explored different kinds of rights and obligations and how these affect both individuals and communities (Cit 1.2a)
- evaluated different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global) (Cit 2.1d, KS4)
- debated, in groups and whole-class discussions, topical issues (Cit 4a, KS4)
- understood aspects of the economic and business environment (PSHE EW and FC 1.4a)
- used case studies to explore work and enterprise (PSHE EW and FC 4a)
- made links between economic well-being and other subjects (for example, geography) (PSHE EW and FC 4.j). Students will understand that empowering young people through education is an important route out of poverty and will see how support can be provided through appropriate projects, for instance, the Barclays/UNICEF partnership *Building Young Futures*.

Resources needed: RS 37, case study brick kiln workers (for teachers); RS 38, case study brick kiln workers (for students); PP 5C

**Group 1 (white hat)** – presents facts and information stated in the article

**Group 2 (red hat)** – expresses feelings, emotions and gut reactions about the people in the case study

**Group 3 (black hat)** – gives a critical/negative response to the case study – what are the problems facing Nusrat, what are the barriers to her well-being, what risks are identified?

**Group 4 (yellow hat)** – gives a positive responsive – what are the positive elements of the situation described in the case study? Are there any positive aspects to children working, for example, gaining skills, sense of responsibility, contributing the family well-being?

**Group 5 (green hat)** – presents the 'What if ...' approach. What possible solutions are there to Nustrat's situation? New ideas and thoughts are discussed. The teacher can represent the **blue hat** and act as facititator, bringing the thinking together.

Introduce Part 2 of case study (and PP 5C slides 4 and 5) that highlight the changes brought about by the Barclays/UNICEF's *Building Young Futures* partnership.

### **THINGS TO DISCUSS**

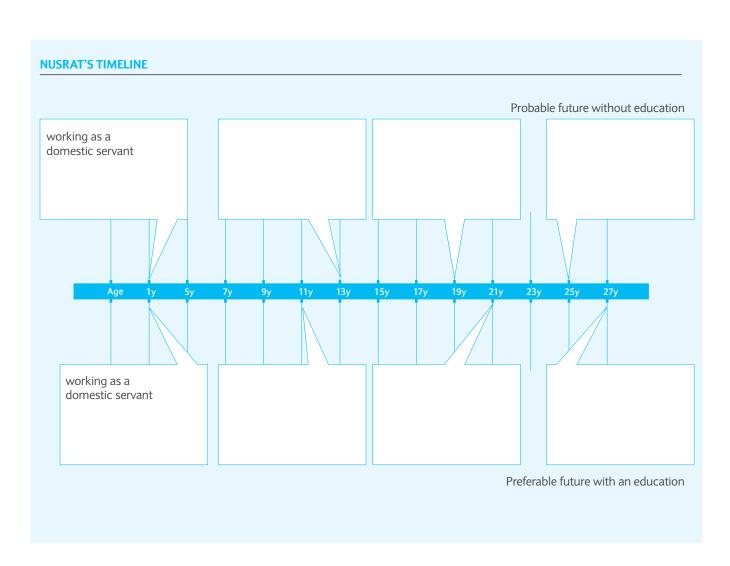
How might going to school change Nusrat's future well-being? How will it help her to escape the poverty trap?

What rights are more likely to be met? (see Appendix or download the Convention leaflet) unicef.org.uk/crc Which MDGs are more likely to be reached? See RS 36 or un.org/millenniumgoals for information on the Goals.

### PROBABLE AND PREFERABLE FUTURES

Draw a timeline that imagines Nusrat's **probable economic future** without the educational opportunities that the Barclays/ UNICEF partnership has given her and her **preferable future** now that she is able to go to **school**. Write in possible key events on both lines. Explain how different those two futures might be.





# UNIT 5D: **WOMEN AND ECONOMIC WELL-BEING**

Unit 5D explores the life of one particular woman in The Gambia, and her efforts to earn a decent living to support her family. As in all African countries, most Gambian women work extremely hard, do a disproportionate amount of agricultural work, and are almost solely responsible for domestic chores. Many have not had the opportunity to go to school. The Unit will help students understand some of the issues and enable them to apply that learning in a creative and practical way.

The Gambia fact sheet RS 39 can be used to provide extra information and a context for this activity

**Session time: 50 minutes** plus extra time for assessment activity

### Learning questions

In what ways do women contribute to the economic well-being of the family in developing countries? What are some of the factors that can help and hinder women in achieving a sustainable income and a decent standard of living?

### **ACTIVITY: SIBI AND HER GARDEN**

In pairs, give students a copy of **RS 40**, **Sibi's garden** case study to read. Ask them to highlight the factors they think have helped or hindered Sibi's ability to earn a decent income. Use different coloured highlighter pens to show the difference. Alternatively, the teacher could read out the case study and ask students to raise a red or green card, according to whether events hinder (red) or help (green) Sibi.

Next, give the students **RS 41** and ask them to compare what they have highlighted in the case study with the factors identified on the resource sheet. Students annotate the resource sheet with a tick for factors that could help Sibi and a cross for those that could hinder her. Students compare their results with another pair, noting any differences. Make students aware that some factors could arguably have a positive and a negative effect – for example, Sibi has a relatively large family, which may be negative for her short-term economic well-being, but having a larger family in her old age will give her more people to look after her.

A key learning point is that although Sibi initially received funding for seeds and gardening equipment, now that she has taken gardening classes and a business course, she is able to produce more crops from the seeds she has harvested and can use her business knowledge to increase her income in a more sustainable way. This in turn will help provide a better standard of living for all the family.

### **Key Citizenship and PSHE learning outcomes** Students will have:

- taken into account a range of contexts, such as international and global (Cit 4h)
- explored what it means to be enterprising (PSHE EW and FC1.2a)
- identified qualities and skills needed to thrive in the working world (PSHE EW and FC 2.3a)
- identified how finance will play an important part in their lives and aspirations (PSHE EW and FC 2.4d)
- used case studies to explore work and enterprise (PSHE EW and FC 4a).

They will have learnt about the vital (but often underestimated) role that women play in helping families to achieve a decent standard of living. They will have an understanding of some of the issues that affect families trying to achieve economic well-being.

Resources needed: RS 39, Gambia fact sheet; RS 40, Case study, Sibi; RS 41, Help or hindrance?; highlighter pen for each pair; red card and green card for each student (optional)

## ASSESSMENT FOCUS: PSHE EW AND FC: 2.3 ENTERPRISE, 2.4 FINANCIAL CAPABILITY

To demonstrate that students have understood in a global context how finance plays an important part in people's lives, and have understood some of the qualities and skills needed to enter the working world, they could plan a board game called Sibi's Garden that shows an understanding of the factors that help Sibi earn a steady income and those that hinder her achieving economic well-being. It will be a conventional board game with the normal devices of miss a turn, go forward three spaces and so on. The object of the game is for Sibi to have a steady income that will help her provide for her family. Ask students to choose factors from RS 41 that help and hinder (snakes and ladders idea) her economic well-being and 'weight' them with an instruction.

Further work could explore why many more families in the UK are growing their own food and the economic, social and environmental reasons/benefits behind this. What can we learn from countries like The Gambia and people like Sibi about the skills and attitudes needed to be self sufficient?

# UNIT 5E: **JAMES ANNAN – CHALLENGING THE CONSEQUENCES OF POVERTY**

Unit 5E is a case study of James Annan from Ghana. He is the founder of Challenging Heights and winner of the 2008 Frederick Douglass Freedom Award. Sold and trafficked as a child to work on Lake Volta, James set up the charity Challenging Heights to rescue other trafficked children and provide training programmes that empower them to know their rights, take control of their lives and work to achieve a decent standard of living. This unit links with Article 35 of the Convention: The government should make sure that children are not abducted or sold.

### Session time: 50 minutes

### Learning questions

What are some of the consequences of poverty? What rights are denied? How can entrepreneurial skills and positive attitudes help to combat poverty?

## **Key Citizenship and PSHE learning outcomes** Students will have:

- weighed up what is fair and unfair in different situations (Cit 1.1b)
- understood that individuals, organisations and governments have responsibilities to ensure that rights are protected (1.2b)

Child trafficking is a consequence of poverty, as was the case with James Annan. Under international law, child trafficking is a crime involving the movement of children for the purpose of their exploitation. This movement of children can be within a country or across borders. Child trafficking is still a major problem in Ghana, as was revealed in a recent online article (see world-countries.net/archives/18451) in which Daniel Kwaku Sam, the International Organisation for Migration's Countertrafficking Field Coordinator, said, "The child trafficking crisis we are witnessing in Ghana is fundamentally a result of stark and unacceptable levels of poverty."

Children who are trafficked are often vulnerable because they do not have family close by, do not have the money or means to return home, possibly cannot speak the local language, do not know the area and do not have access to basic services such as education and health care. Trafficking violates a child's right to a healthy childhood and a productive, rewarding, dignified life. This unit has links to two short videos; one is *More Precious than Gold*, UNICEF's very powerful and disturbing video about child exploitation and trafficking across borders, and the other is by an organisation called Free the Slaves, and is about trafficking within borders and one man's efforts to rescue trafficked children in Ghana.

Tell students they are going to watch a short but powerful video about child trafficking. Ask them to discuss in pairs what they think they know about this issue before watching the film, and record some of their comments. Watch More Precious than Gold unicef.org.uk/moreprecious; after the film, ask students for their immediate reactions. Did it engage them? How did it make them feel? Record some of their comments. Did it make them want to do something about this issue?

- considered the interconnections between the UK and the wider world (Cit 1.3c)
- debated, in groups and whole-class discussions, topical issues, including those of concern to young people (Cit 4a)
- explored what it means to be enterprising (PSHE EW and FC 1.2a)
- analysed the impact of their actions on communities and the wider world now and in the future (PSHE EW and FC 2.3c)
- used case studies to explore work and enterprise (PSHE EW and FC4a).

They will have a better understanding of poverty, its effects and how children can be denied their basic rights through poverty. They will also gain an insight into how one man's attitudes, values and skills enabled him to turn the experience of his traumatic childhood as a trafficked child into a positive force.

Resources needed: RS 42, Ghana Information sheet; RS 43, James Annan; case study video (web link) by Free the Slaves (see video.google.com/videoplay?docid=-7198505044354988051#); UNICEF video More Precious than Gold (see unicef.org.uk/moreprecious); Challenging heights website (see challengingheights.org)

Next, show the three-minute video made by Free the Slaves (see freetheslaves.net/Page.aspx?pid=449) that tells James Annan's story, and ask students to think about what rights are being denied the children they see in the video. Ask them to think of a keyword or words that come into their head after seeing the video. Form a question around it (for example, if the words were 'lost childhood', the question might be, 'What can be done to help children who are denied a childhood?'). Let them write their question on a large sheet of paper on each desk and then let them rotate to see each other's questions. Give them time to discuss their thoughts about the questions they have raised.

Follow this up by giving the students **RS 43**, James Annan's case study, which reveals the details of his inspirational story. Ask students, in pairs, to isolate the personal skills and attributes that have enabled James to achieve all that he has achieved. Make a list on the board. Are these skills and attributes essential for any entrepreneur?

### Extension/homework

Visit the Challenging Heights website to find out more about James' work to rescue children trafficked for the fishing and cocoa industry in Ghana (see challengingheights.org). Find out about a campaign that anyone could join to help stop child trafficking around the world.





# ENTREPRENEURSHIP AND ECONOMIC WELL-BEING

### **OVERVIEW**

Unit 6 explores the value of entrepreneurship in contributing to economic well-being. It promotes an ethical approach to entrepreneurship and business.

# UNIT 6A: ENTERPRISING GLOBAL CITIZENS

This unit uses an ethical, rights-based perspective to learning about enterprise and economic well-being. It promotes the idea that enterprising global citizens are resourceful, creative thinkers who respond responsibly to change and consider people's rights and the well-being of the planet rather than just working to achieve the highest return.

The session does not include the whole product planning process, but provides ideas about issues to consider when planning an ethical business product or service. Safia Minney, founder of the ethical fashion company People Tree, and Nomada Djaba (known as Cedi), director of Cedi Beads Industry in Ghana are the focus of two different case studies.

Reference could be made back to **Unit 5A**, What is Poverty?, which looked at fair trade and trade justice and to **Unit 5E** in which students identified the skills and attitudes necessary for an entrepreneur.

### Session time: two 50-minute sessions

### Learning questions

What does it mean to be an ethical entrepreneur and why is it important to adopt an ethical approach when planning a business?

What impact does an ethical approach have on people's rights?

### **ACTIVITY: START AN ETHICAL BUSINESS**

In difficult economic times and with the challenge of climate change facing us all, there is an even greater need for entrepreneurs with new business ideas that have the well-being of people and the planet at the heart of their decision-making.

Ask students to imagine they are starting their own business. The aim is to run their business in an ethical way so that they make a profit but not at the expense of their workers or the planet. They could also consider producing and selling a product or a service that has a positive impact on children's rights.

Working in groups and using a large sheet of paper, ask students to identify key factors they think they would have to consider if their business is going to be ethical. They could ask questions about their business using the enquiry framework of the Development Compass Rose, adapted with permission from Tide–global learning, (see tidec.org and RS 44).

The Compass Rose helps students generate questions and encourages them to see the task from four inter-related perspectives: the natural environment, economic, social, and political. RS 44 is an example you can adapt.

### **Key Citizenship and PSHE learning outcomes** Students will have:

- weighed up what is fair and unfair in different situations (Cit 1.1b)
- explored different kinds of rights and obligations and how these affect both individuals and communities (Cit 1.2a)
- engaged with and reflected on different ideas and values when exploring topical and controversial issues and problems (Cit 2.1a)
- planned and taken action on citizenship issues to try to bring about change (Cit 2.3b)
- analysed the impact of their actions on communities and the wider world now and in the future (Cit 2.3c)
- explored what it means to be enterprising (PSHE EW and FC1.2a)
- thought about being critical consumers of goods and services (PSHE EW and FC 1.2d)
- understood the key attitudes for enterprise and commitment to making a difference (PSHE EW and FC 2.3g, KS4)
- used case studies to explore work and enterprise (PSHE EW and FC 4a).

Resources needed: RS 44, Ethical business questions; RS 45, Case study, entrepreneurs; RS 46, Cedi case study text; RS 47, Ethical approach sheet; access to internet; PP 6, Cedi; RS 42, Ghana fact sheet (optional)

An ethical approach might include some or all of the following:

- A commitment to respecting people's rights in terms of providing a fair wage, reasonable working hours and working conditions, and not using child labour.
- A commitment to minimising the impact the goods or service has on the environment in terms of waste, energy use, use of chemicals and carbon footprint.
- A commitment to playing a positive role in the communities in which they trade.
- A commitment to animal welfare that includes an opposition to testing products on animals and the application of high animal-welfare standards.

When they have thought about questions they would need to think about for their own business, introduce them to two very different entrepreneurs – Safia Minney, founder of People Tree, and Nomada Djaba (known locally as Cedi), Director of a traditional bead-making business in Ghana.

Working in pairs, give students a copy of page 1 of RS 45, which contains information about Safia Minney and People Tree. With a highlighter pen, ask them to identify three key factors that they feel make People Tree an ethical business. Come together as a class and share comments. Next, watch the short video *What makes People Tree special?* on YouTube (see youtube.com/watch?v=7N7WB4Bb4kg&feature=chann el\_page) and ask students to write down one quote from Safia Minney that they think would be worth remembering for their own ethical business.



What skills, values and attitudes do students think Safia Minney has that make her a successful ethical entrepreneur? Students could also watch the *Behind the Scenes* video of the Emma Watson collection for People Tree (see youtube.com/watch?v=88-wUtaPhwo&feature=channel) and find out why Emma wanted to get involved. Do students think that fashion is a good platform from which to raise awareness about ethical trading and social justice, or do young people just want affordable, disposable fashion? *Naked Fashion* (2001) by Safia Minney encourages a sustainable fashion revolution.

A very different case study is the Ghanaian bead-making business set up by Nomada Djaba, known locally as Cedi (see PP 6 Cedi, and RS 46 for the text to go with it. Refer back to RS 42 Ghana information sheet to provide a context for Cedi's case study). This case study is interesting as Cedi is working from his home village in Ghana, training and employing local people, using recycled materials and selling his product locally and internationally. There may be elements of his approach that students would find useful when planning their business.

When students begin to plan their own product or service they could use **RS 47** Ethical approach sheet as a checklist. They could also evaluate each other's ideas using the sheet, and consider what happens to the profit and who gets a share.

Students could write a promotional piece for a magazine that describes their product and its ethical foundations or make a presentation to a board of 'experts' to try and sell their ethical product idea.

### Extension/homework

Introduce students to the the Ethical Trading Initiative (ETI), an alliance of companies, trade unions and voluntary organisations that work in partnership to improve the working lives of people across the globe making or growing consumer goods. Ethical trade means that retailers, brands and their suppliers take responsibility for improving the working conditions of the people who make the products they sell.

Companies with a commitment to ethical trade adopt a code of labour practice that they expect all their suppliers to work towards. The codes address issues such as wages, working hours, health and safety, and the right to join free trade unions. Ask students to find out which companies have joined the ETI by visiting the ETI website at ethicaltrade.org/about-eti/our-members.

Students could also find out about **TRAID** (Textile Recycling and International Development), a charity that raises funds to fight global poverty through its clothes recycling and environmental activities in the UK (see **traid.org.uk**). This could inspire students to host their own ethical fashion show using reused and recycled clothes.

# ASSESSMENT FOCUS: CITIZENSHIP 2.3 TAKING INFORMED AND RESPONSIBLE ACTION, PSHE EW AND FC 4. CURRICULUM OPPORTUNITIES.

To what extent did students' planned product or service demonstrate an understanding of ethical enterprise and an understanding of the impact that actions can have on communities and the wider world? Did the product or service have a positive impact on children's rights?



# APPENDIX

### **OVERVIEW**

Ideas for further study and assessment, overview of units, websites and further reference.

### **APPENDIX**

### **IDEAS FOR FURTHER STUDY**

### **MIGRATION AND ECONOMIC WELL-BEING**

International migration has grown exponentially in recent decades. Globalisation and economic development have benefited from migration trends while at the same time fuelling them. Today, over 192 million migrants live outside their country of birth.

Migration can be triggered by many factors including a desire for greater economic well-being, better job opportunities or a better quality of life, and it can change the economic environment of both the country of origin and the host country. People express both positive and negative views about migration. While some express concern over the stress it places on social services, others claim the benefits to the host economy outweigh the disadvantages. Clearly, it has a different impact on different people. Students could investigate the reasons why people migrate, and the effect it has on the people who migrate, the economic well-being of the families left behind, and on the host country.

### **CLIMATE CHANGE AND ECONOMIC WELL-BEING**

Climate change threatens people's well-being worldwide by increasing the scarcity of water, food and fertile land, and harming health and the environment. It will potentially make the Millennium Development Goals less achievable, slowing efforts to eradicate poverty, improve health and protect the environment.

Today's evidence suggests that developing countries – which are mostly located in warmer regions and whose major source of income is agriculture – will be worst hit by changes in rainfall patterns, greater weather extremes and increasing droughts and floods. The impact on families' economic well-being is obvious as crops and animals are lost. Students could research the impact of climate change on economic well-being and find out whether students in their school feel that wealthier countries – responsible for the bulk of past emissions that contribute to climate change – should give stronger support to reducing the impact of climate change on the planet.

#### ASSESSMENT IDEAS

- Invite groups in advance to lead the plenary session, summing up the key points of the lesson. In a supportive environment, encourage the rest of the class to offer constructive additional points.
- At the end of a lesson give pairs of students a few minutes to decide what the key points were and gather feedback from the whole class.
- Students could keep a learning diary that is periodically filled in with key prompts such as:
- what we did
- what I have found out/learned
- what I have done well this week
- what I need to focus on/develop next
- how my views/attitudes have changed.
- Adapt RS 48 Student baseline so it can be completed at different stages.
- Encourage students to think about changes in their thinking, attitudes, knowledge and behaviour after a lesson, or series of lessons, by completing RS 49 'I think that ...' sheet
- Let students evaluate the way they have participated in a lesson or group activity by using RS 49 Participation sheet adapted from Get Global (see actionaid.org.uk/ schoolsandyouth/getglobal/pdfs/assessmentwork sheets.pdf).
- Ask students to write just one comment about the session. It can be about what they felt they learnt, what they didn't understand, how they took part, how interesting or not the lesson was, what they would like to find out next and so on. Keep it open-ended, as this can be quite revealing.
- If the content of sessions is linked, invite students to begin the new lesson by recapping on what was learnt in the previous lesson. They could do this by creating their own starter activity.
- Invite students to design their own assessment sheet/activity that they feel would be useful in developing their own learning.

#### **RS 48: BASELINE**

The RS 48 baseline can be completed by students before starting work on the units so that they begin thinking about their views on global citizenship and financial well-being. It could also be filled out at different intervals after units have been completed. Teachers can then use the charts to assess students' views before and after working on the units. Teachers might want to change some of the statements to reflect the particular areas of learning they want to evaluate. Some of the statements relate to the units and this is indicated on the chart.

Teachers might want to introduce the baseline chart to students with a preamble like this:

"This term we will be doing some activities that explore global citizenship, rights and what people need to enjoy a decent standard of living. The activities will involve group work, discussions, decision making and learning about the views of young people from different parts of the world.

(Note: if your school has a partnership link with a school in another country, it might be interesting for both schools to do some of the activities to compare views and ideas.)

Before we start the programme of work, I would like you to complete this chart so that you can begin to think about your views on global citizenship and economic well-being. Fill it out as honestly as you can. Say what you feel, rather than what you think you ought to say. You will also be asked to complete it after doing the activities to see if there has been any change in your views."

### RS 48: TEACHERS' NOTES TO GO WITH STUDENT BASELINE

You might find that the results are not always what you expect.

For example, in response to A 1. I understand clearly what it means to be a global citizen, a student might agree with this statement at the beginning, but as he/she learns more, they may realise that being a global citizen is more complex than they originally thought. This could mean that when they revisit this statement, they disagree as they become more informed. In terms of assessment, this could show a growing critical awareness.

### B5. Having a job means you will be able to have a decent standard of living

It is important that during the course of the lessons, students realise that having a job doesn't necessarily lead to a decent standard of living. Having a job that pays a fair wage, has decent working hours, decent working conditions and respects your rights is also important when trying to achieve economic wellbeing.

## B7. My aim is to earn lots of money to be able to buy new things

It's important that students understand the consequence of a consumer-led world in which resources are constantly being used up to feed people's appetite for the latest mobile phone, laptop or iPod. There are consequences that include diminished resources, waste, energy use and use of cheap labour.

**B12.** I think poverty is about not having enough money Poverty is about much more than just not having enough money. It is about a lack of opportunity, choice and power to change one's circumstances. Students should also be aware of the emotional, cultural and spiritual poverty that can exist in societies that do not suffer from income poverty.

# UNIT 1 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 1	Global Citizenship and the UN Convention on the Rights of the Child. This unit is recommended as a starting point as it will encourage students to consider a rights approach to economic well-being					
UNIT 1A PP 1A RS 1	What does being a global citizen mean to you?  A-Z of Global Citizenship This unit explores the global aspect of our everyday lives and encourages discussion about what it means to be a global citizen.	Yes	Citizenship	- considered the interconnections between the UK and the wider world (Cit 1.3c) - engaged with and reflected on different ideas and opinions when exploring topical issues (Cit 2.1a)		
			English	- explored others' ideas and developed their own (Eng 1.4c) - listened and responded constructively (Eng 2.1e) - made different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions (Eng 2.1g) - presented information and ideas logically and persuasively (Eng 2.3c, KS4)		
			RE	- evaluated own and others' values in order to make informed choices (RE 1.6b)		
			Geography	- explored the connections and interactions between people and places (Geog 1.2a, 1.4a)		
			Curriculum for Excellence (Scotland), Religious and moral education	- developed an increasing awareness of their own beliefs (C for E, RME 4-08a).		

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 1B PP 1B RS 2, 3a, 3b	Rights that unite! United Nations Convention on the Rights of the Child (CRC)	Develops 1A	Curriculum for Excellence (Scotland), Health and well-being, Social studies	- explored different kinds of rights and obligations (Cit 1.2a) - understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected (Cit 1.2b) - explored the rights to which young people are entitled and be able to exercise these rights appropriately and accept the responsibilities that go with them. (C for E, HWB 3 -09a) - shown respect for the rights of others (C for E, SOC 4 -19b) - examined the role and actions of international organisations.	Assessment focus: Citizenship 1.2 Rights and Responsibilities  Design a Rights poster suitable for primary school children that demonstrates students' understanding of the CRC and what it means to be a global citizen.  Alternatively, students could make a one-minute video clip that could be uploaded onto the school website that demonstrates their understanding that being a global citizen involves knowing about rights and respecting the rights of others.	All, especially Articles 12,13, 24, 27, 28, 29, 32, 38 and 42
UNIT 1C RS 4, 5	The Big Questions What are they for? This unit asks students to consider basic questions about key things in our lives – money, jobs, credit, rights and economic growth.	Yes	PSHE, EW and FC	- engaged with and reflected on different ideas, opinions and beliefs when exploring topical and controversial issues (Cit 2.1a)  - considered what it means to be a critical consumer of goods and services (PSHE, EW and FC 1.2d) - understood the uses of and functions of money (PSHE, EW and FC 1.4b) - identified how finance will play an important part in their lives (PSHE, EW and FC 2.4d) - considered the social and moral dilemmas about the uses of money (PSHE, EW and FC 3j) - made links between economic well-being and other subjects (PSHE, EW and FC 4j).	Assessment focus: PSHE 1.2 Capability (extended work):  To show that students understand what it means to be a critical consumer of goods and services, over the course of the following sessions they could gather information to help them answer the final Big Question: In a globalised world, how can we enjoy a decent standard of living without compromising the rights of others and the welfare of the planet?	

# UNIT 2 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 2	Surviving and thriving: Article 27 – the right to a decent standard of living This unit encourages students to consider what having a decent standard of living means. It refers to Article 27 of the CRC and includes the viewpoints of young people from São Paulo, Brazil as a comparison.					
UNIT 2A PP 2A RS 6, 7, 8	Life and money matters in São Paulo, Brazil Quiz to help gain background information. Photographs highlighting the inequality that exists in the city.	Yes	Citizenship	- engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical issues (Cit 2.1a) - analysed and evaluated sources used, questioning different values, ideas and viewpoints (Cit 2.1c)		Article 24, 27
			PSHE, EW and FC	- considered social and moral dilemmas of money (PSHE, EW and FC 3j)		
			Geography	- appreciated how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues (Geog 1.7b) - arranged investigations, focusing on places, themes or issues (Geog 3b) - considered the location of places and environments (Geog 3c) - considered different parts of the world in their wider settings and contexts including regions or countries in different stages of development (Geog 3e)		
			Curriculum for Excellence (Scotland), Social studies	- understood why a group might experience inequality (C for E, SOC 3 16a)		

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 2B PP 2B RS 9, 10, 11, 12	Article 27- The right to a decent standard of living Survive and thrive activity.	Builds on Unit 2A	PSHE, EW and FC Geography	<ul> <li>explored different kinds of rights and obligations (Cit 1.2a)</li> <li>understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected (Cit 1.2b)</li> <li>engaged with and reflected on different ideas (Cit 2.1a)</li> <li>communicated an argument, taking account of different viewpoints and drawing on what they have learnt through debate (Cit 2.2b)</li> <li>made links between economic wellbeing and other subjects (PSHE, EW and FC 4j)</li> <li>appreciated how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues (Geog 1.7b)</li> <li>explored real and relevant contemporary contexts (Geog 4b)</li> </ul>	Assessment focus: Citizenship 1.2 Rights and Responsibilities, 2.1. Critical Thinking To demonstrate that students have explored Article 27 of the CRC and engaged with different ideas and opinions, they could design a leaflet or poster to be displayed in school that illustrates what Article 27 now means to them.	Article 27
			RE	- explored some of the ultimate questions that confront humanity (RE 1.5a).		
UNIT 2C PP 2c RS 13, 14, 15	Making ends meet: Exploring what prevents young people from achieving economic well-being.	Yes	PSHE, FC and EW Geography	<ul> <li>engaged with and reflected on different ideas, opinions and values (Cit 2.1a)</li> <li>researched and undertaken enquiries into issues and problems using a range of sources (Cit 2.1b)</li> <li>communicated an argument, taking account of different viewpoints and drawing on what they have learnt through debate (Cit 2.2b)</li> <li>used case studies to explore work (Cit 4a)</li> <li>discussed contemporary issues in work (Cit 4h)</li> <li>assessed some needs and attitudes in relation to learning, work and enterprise (PSHE, EW and FC 2.1c)</li> <li>appreciated the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies (Geog 1.7a)</li> <li>appreciated how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developed their own values and attitudes about such issues (Geog 1.7b).</li> </ul>	Assessment focus: PSHE 1.2 Capability (extended work):  To show that students understand what it means to be a critical consumer of goods and services, over the course of the following sessions they could gather information to help them answer the final Big Question: In a globalised world how can we enjoy a decent standard of living without compromising the rights of others and the welfare of the planet?	Article 12

# UNIT 3 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 3	Work, money and YOU This unit explores both a personal and global perspective. Students' evaluate their own attitudes towards money, work, spending and saving, and use case study material from young people in São Paulo as a comparison to help develop their ideas. The unit also refers to personal money management activities in Barclays' Money Skills 14–17 pack.					
UNIT 3A RS 16, 17	Money, money, money: speed debating Exploring attitudes and opinions about money	Yes	Citizenship  PSHE, EW and FC	- engaged with and reflected on different ideas (Cit 2.1a) - evaluated different viewpoints (Cit 2.1d, KS4) - debated topical issues including those of concern to young people (Cit 4a, KS4)  - considered what it means to be a critical consumer of goods and services (PSHE, EW and FC 1.2d) - considered social and moral dilemmas about money (PSHE, EW and FC 3j).	Assessment Focus PSHE 3 Range and Content To show that they understand some of the social and moral dilemmas of money, ask students to use the statement 'When we make choices about what we spend our money on, we should consider whether those things harm other people and their rights, or harm the environment' as a starting point to research a product that they feel has denied people their rights or harmed the environment. Ask them to present their findings and offer their own opinion about what positive action could be taken. Is boycotting the product a solution, or should campaigners work with companies to change working practices?	Article 27

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 3B RS 18, 19, 20	Cash – how you earn it, how you spend it! Exploring attitudes about part-time work. Looking at personal income and expenditure.	Yes, but better to come after previous units	Citizenship	- engaged with and reflected on different ideas about work and spending, and engaged with and reflected on different ideas (Cit 2.1a) - justified their argument, giving reasons to try and persuade others to think again or support them (Cit 2.2c) - evaluated different viewpoints, exploring connections between viewpoints and actions in different contexts from local to global (Cit 2.1d, KS4)	Student reflection on attitudinal change. See end of unit 3B.	Article 24, 28 and 32
			PSHE, EW and FC	- assessed needs, interests, values and attitudes in relation to learning and work (PSHE, EW and FC 2.1c) - explored personal budgeting and money management (PSHE, EW and FC 3g) - used case studies to explore work and enterprise issues (PSHE, EW and FC 4a)		
			Curriculum for Excellence (Scotland)	- understood the necessity for budgeting and determined ways to manage finance (C for E, SOC 3–21a).		
UNIT 3C RS 21, 22	Tighten that belt! Looking at where spending cuts within a family could be made. Encourages students to consider what is really needed, what can be done without and what the consequences of making those cuts might be on children's rights.	Yes, but builds on 3B	Citizenship	- explored different kinds of rights and obligations (Cit 1.2a)  - understood that individuals, organisations and governments have responsibilities to ensure that rights are supported and protected (Cit 1.2b)  - explored creative approaches to taking action on problems and issues (Cit 2.3a)  - taken into account a range of contexts including local and global (Cit 4h, KS4)		Article 27
			PSHE, EW and FC.	- identified how finance will play an important part in their lives (PSHE, EW and FC 2.4d) - thought about personal budgeting and money management (PSHE, EW and FC 3g).		

# UNIT 3 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 3D RS 23, 24	Food challenge Adapted from an activity in Barclays' Money Skills pack, this unit encourages students to think about the right to nutritious food, how much is spent on food, and the impact on well-being if a high proportion of income is spent on food. The Gambia is used as a case study.	Yes but builds on 3C	PSHE, EW and FC	<ul> <li>- analysed and evaluated sources used, questioning different values, ideas and viewpoints (Cit 2.1c)</li> <li>- justified their argument, giving reasons. (Cit 2.2c)</li> <li>- explored the UK's relations with the world as a global community (Cit 3k)</li> <li>- taken in a range of contexts from local to global (Cit 4h, KS4)</li> <li>- thought about becoming critical consumers of goods and services (PSHE, EW and FC 1.2d)</li> <li>- explored the economic environment (PSHE, EW and FC 1.4a)</li> <li>- considered personal budgeting and money management (PSHE, EW and FC 3g)</li> <li>- a range of investigations, focusing on places, themes or issues (Geog 3b)</li> <li>- explored real and relevant contemporary contexts (Geog 4b)</li> <li>- made links between geography and other subjects, including citizenship and global dimension (Geog 4i)</li> </ul>		Article 27
UNIT 3E RS 25	The Cost of a Big Mac A stand alone session exploring globalisation (in the form of a Big Mac), and the inequality of the purchasing power of wages in different countries	Yes	PSHE, EW and FC Geography	<ul> <li>- weighed up what is fair and unfair in different situations (Cit 1.1a)</li> <li>- considered the interconnections between the UK and the wider world (Cit 1.3c)</li> <li>- undertaken enquiries into issues and problems using a range of information and sources (Cit 2.1b)</li> <li>- debated topical and controversial issues (Cit 4a, KS4)</li> <li>- made links between Citizenship and other subjects (Cit 4j, KS4)</li> <li>- thought about becoming critical consumers of goods and services (PSHE, EW and FC 1.2d)</li> <li>- understood the economic and business environment (PSHE, EW and FC 1.4a)</li> <li>- considered the interconnections between the UK and the wider world and interactions between places created by flows of information and goods (Geog 1.2a)</li> <li>- explored real and relevant contemporary contexts (Geog 4b)</li> <li>- assessed the significance of information from different sources (Eng 1.4b)</li> </ul>		Article 27

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 3F RS 26, 27	Who wants to be a millionaire? Young people often see money as being the key to happiness. This unit questions that view.	Yes	PSHE, EW and FC	<ul> <li>understood that individuals, organisations and governments have responsibilities to ensure that rights are supported and protected (Cit 1.2b)</li> <li>engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical and controversial issues (Cit 2.1a)</li> <li>analysed and evaluated sources used, questioning different values, ideas and viewpoints (Cit 2.1c)</li> <li>identified how finance will play an important part in their lives (PSHE, EW and FC 2.4d)</li> <li>considered social and moral dilemmas about the use of money (PSHE, EW and FC 3)</li> </ul>	Assessment Focus: Citizenship 2.1 Critical thinking and Enquiry, PSHE EW and FC 2.4 Financial Capability To demonstrate that they have reflected on different ideas about topical issues and considered the importance finance will play in their lives, students should respond to African-American civil rights activist and writer, Maya Angelou, who is quoted as saying, "I've learned that making a "living" is not the same thing as making a "life." Reflecting on activities in Unit 3, what do students think she meant and to what extent to they agree or disagree with her? Is achieving economic well-being about getting the balance right between 'making a living' and 'making a life'?	
UNIT 3G RS 28, 29	Choosing the right bank? Exploring how we choose the right bank and finding out about responsible banking and different banking philosophies	Yes	PSHE, EW and FC	<ul> <li>weighed up what is fair and unfair in different situations (Cit 1.1b)</li> <li>understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected (Cit 1.2b)</li> <li>analysed the impact of their actions on communities and the wider world now and in the future. (Cit 2.3c)</li> <li>debated, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people (Cit 4a, KS4)</li> <li>thought about being critical consumers of goods and services (PSHE, EW and FC 1.2d)</li> <li>identified how finance will play an important part in their lives and aspirations (PSHE, EW and FC 2.4d)</li> <li>discussed contemporary issues in work 'Contemporary issues: These could include equality of opportunity, health and safety, sustainable living and ethical investment.' (PSHE EW and FC 4i, KS4)</li> <li>understood interactions between places and the networks created by flows of information, people and goods (Geog 1.2a)</li> </ul>		Article 27

## UNIT 4 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 4	Caroline's story This unit consists of six 2–3 minute video clips and activities that explore rights and responsibilities, childhood, work, money, spending and budgeting from the perspective of a 17–year-old girl from São Paulo, Brazil. The clips are best seen in order as they gradually build up a picture of her life.	Yes, but better after Units 1 and 2		Students will have.		include.
RS 30, 31, 32	Clip 1: Caroline's Working Week Clip 2: The Right to be a Child Clip 3: Basic Needs Clip 4: Home, School and Change Clip 5: Achievements and Aspirations Clip 6: Earning and Spending		PSHE, EW and FC  Curriculum for Excellence (Scotland), Social Studies	<ul> <li>considered the role of citizens (Cit 1.1d)</li> <li>explored different kinds of rights and obligations and how these affect both individuals and communities (Cit 1.2a)</li> <li>understood that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected (Cit 1.2b)</li> <li>explored community cohesion and the different forces that bring about change (Cit 1.3d)</li> <li>engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems (Cit 2.1a)</li> <li>undertaken enquiries into issues and problems using a range of information and sources (Cit 2.1b)</li> <li>become more critical consumers of goods and services (PSHE, EW and FC 1.2d)</li> <li>assessed needs, interests, skills, abilities and attitudes in relation to options in learning, work and enterprise (PSHE, EW and FC 2.1c)</li> <li>identified the main qualities and skills needed to enter and thrive in the working world (PSHE, EW and FC 2.3a)</li> <li>thought about personal budgeting, money management and moral dilemmas about money (PSHE, EW and FC 3g, 3j)</li> <li>used case studies to explore work and enterprise (PSHE, EW and FC 4a, KS4)</li> <li>understood how some economic factors can influence individuals and communities (C for E, SOC 4 -20a)</li> </ul>	Assessment Focus Citizenship 1.1 Democracy and Justice, 1.2 Rights and Responsibilities To demonstrate an understanding of the role of citizens and an understanding of rights, students could use the six video clips to explain in any form they like (essay, poster, PowerPoint, audio, etc) the role that rights, responsibilities and a sense of citizenship have played in Caroline's journey to achieve economic well-being and to be the person she is today. Refer to key rights that been particularly important.	Article 12, 27, 32, 31
			Health and well-being	- considered that by contributing views, time and talents, individuals can bring about positive change in schools and wider community (C for E, HWB 3 -13a, 4 – 13a).		

## UNIT 5 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 5	Challenging poverty This unit explores definitions of poverty. It highlights poverty in the UK, Gambia, Ghana and Pakistan. It looks at the consequences of poverty and the MDGs as targets.					
UNIT 5A PP 5A RS 33, 34, 35	What is poverty? Developing students' understanding of poverty and exploring definitions of absolute poverty, relative poverty, income poverty and the poverty line. The link is made between access to rights and poverty.		PSHE, EW and FC Curriculum for Excellence (Scotland), Social Studies	<ul> <li>weighed up what is fair and unfair in different situations (Cit 1.1b)</li> <li>engaged with and reflected on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems (Cit 2.1a)</li> <li>identified how finance will play an important part in their lives and aspirations (PSHE, EW and FC 2.4d)</li> <li>compared the social and economic differences between more and less economically developed countries (C for E, SOC 3 – 11a)</li> <li>researched the globalisation of trade and be able to explain the interdependence of different parts of the world and assess the impact for providers and consumers (C for E, SOC 4 -11a).</li> </ul>	Assessment Focus: Citizenship 1.1 Democracy and justice, PSHE EW and FC 2.4 Financial capability To demonstrate that they understand how unfair trading can impact on the economic well- being of people and communities, students could make a short PowerPoint presentation to show in assembly or to parents what they have learnt about the link between economic well-being, trade justice and fair trade.	Articles 6, 26, 27
UNIT 5B	Millennium Development Goals Looking at how the MDGs aim to reduce global poverty and how the goals are connected to the UN Convention on the Rights of the Child. Exploring what campaigns they can become involved with to help work towards achievement of the Goals.		Citizenship  Geography  RE  Curriculum for Excellence (Scotland), Social Studies	- weighed up what is fair and unfair in different situations (Cit 1.1b)  - explored different kinds of rights and obligations and how these affect both individuals and communities 1 (Cit 2a)  - analysed the impact of their actions on communities and the wider world now and in the future (Cit 2.3c)  - explored a variety of scales, from personal to global (Geog 3a)  - used real and relevant contemporary contexts (Geog 4b)  - made links between geography and citizenship and the global dimension (Geog 4i)  - evaluated their own and others' values in order to make informed and imaginative choices (RE 1.6b)  - analysed the importance of the contribution of individuals or groups in bringing about change in a significant political event (C for E, SOC 4 -19a)  - examined the role and actions of selected international organisations (C for E, SOC 4 -19b).		Articles 6, 24, 27, 28

# UNIT 5 **OVERVIEW**

	Unit description	Stand	Curriculum	Learning outcomes	Assessment opportunities	Links to rights
		4.00		Students will have:		include:
5C poverty through education PP 5C Exploring how poverty can be challenged by helping young people acquire the skills and opportunities to realise their potential through education and training. Includes a case study	education Exploring how poverty can be challenged by helping young people acquire the skills and opportunities		Citizenship	- explored different kinds of rights and obligations and how these affect both individuals and communities (Cit 1.2a) - evaluated different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global) (Cit 2.1d, KS4) - debated, in groups and whole-class discussions, topical issues (Cit 4a, KS4)		Articles 24, 27, 28, 31, 32
	potential through education and training. Includes a case study highlighting bonded		PSHE, EW and FC	- understood aspects of the economic and business environment (PSHE, EW and FC 1.4a) - used case studies to explore work and enterprise (PSHE, EW and FC 4a) - made links between economic wellbeing and other subjects (for example, geography) (PSHE, EW and FC 4.j)		
			Geography	- appreciated the differences and similarities between people to inform their understanding of societies and economies (Geog 1.7a) - discussed contemporary issues in work and understood specific business environments (bonded labour) (Geog 4b) - evaluated different viewpoints		
			Curriculum for Excellence (Scotland), Social Studies	- identified aspects of a social issues to investigate and gathered information to assess its impact (C for E, SOC 4 -16b).		
UNIT 5D	Women and economic well-being		Citizenship	- taken into account a range of contexts, such as international and global (Cit 4h)	Assessment Focus: PSHE EW and FC 2.3 Enterprise, 2.4 Financial capability	Articles 27, 28
RS 39, 40, 41 the of v dire the beir This case Gar info	Studies show that the empowerment of women has a direct impact on the economic wellbeing of children. This unit contains a case study from The Gambia, providing information about one woman's efforts to provide a decent		PSHE, EW and FC	- explored what it means to be enterprising (PSHE. EW and FC1.2a)  - identified the main qualities and skills needed to enter and thrive in the working world (PSHE, EW and FC 2.3a)  - identified how finance will play an important part in their lives and aspirations (PSHE, EW and FC 2.4d)  - used case studies, simulations, scenarios, role play and drama to explore work and enterprise (PSHE, EW and FC 4a)	To demonstrate that students have understood in a global context how finance plays an important part in lives and have understood some of the qualities and skills needed to enter the working world, they could plan a board game called Sibi's Garden that shows an understanding of the factors that help Sibi earn a steady income, and factors that hinder her from achieving economic well-being.	
	living for her family.		Geography	<ul> <li>looked at countries in different stages of development and using real contemporary contexts (Geog 3e)</li> <li>taken into account a range of contexts including global (Geog 4b).</li> </ul>		

# UNIT 5 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 5E RS 42, 43	James Annan: challenging the consequences of poverty A case study from Ghana, including information on child trafficking		Citizenship	- weighed up what is fair and unfair in different situations (Cit 1.1b) - understood that individuals, organisations and governments have responsibilities to ensure that rights are protected (1.2b) - considered the interconnections between the UK and the wider world (Cit 1.3c) - debated, in groups and whole-class discussions, topical issues, including those of concern to young people (Cit 4a)		Articles 24, 27, 28, 35, 36
			PSHE, EW and FC	- explored what it means to be enterprising (PSHE, EW and FC 1.2a) - analysed the impact of their actions on communities and the wider world now and in the future (PSHE, EW and FC 2.3c) - used case studies to explore work and enterprise (PSHE, EW and FC4a)		
			Geography	- understood interactions between places and the networks created by flows of information, people and goods (Geog 1.2a) - explored real and relevant contemporary contexts (Geog 4b) - made links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension (Geog 4i)		
			Curriculum for Excellence (Scotland), Social Studies	- examined how some economic factors can influence individuals and communities (C for E, SOC 4 -20a)		
			Health and Well-being	- considered that by contributing views, time and talents individuals can bring about positive change in schools and wider community (C for E, HWB 3 -13a, 4- 13a).		

# UNIT 6 **OVERVIEW**

	Unit description	Stand alone	Curriculum links	Learning outcomes  Students will have:	Assessment opportunities	Links to rights include:
UNIT 6	Entrepreneurship and economic well-being This unit explores the value of entrepreneurship in contributing to economic well-being. It promotes an ethical approach to entrepreneurship. It looks at the skills and attitudes needed to be a successful ethical, entrepreneur.					
UNIT 6A PP 6 RS 44,45, 46,47	Enterprising global citizens This unit promotes the idea that enterprising global citizens consider people's rights and the well-being of the planet rather than just working to achieve the highest return. It includes as case studies Safia Minney, founder of People Tree, and Nomada Djabaas, Director of Cedi Bead Industries in Ghana.		PSHE, EW and FC  Geography  Curriculum for Excellence (Scotland), Social Studies	<ul> <li>weighed up what is fair and unfair in different situations (Cit 1.1b)</li> <li>explored different kinds of rights and obligations and how these affect both individuals and communities (Cit 1.2a)</li> <li>engaged with and reflected on different ideas and values when exploring topical and controversial issues and problems (Cit 2.1a)</li> <li>planned and taken action on citizenship issues to try and bring about change (Cit 2.3b)</li> <li>analysed the impact of their actions on communities and the wider world now and in the future (Cit 2.3c)</li> <li>explored what it means to be enterprising (PSHE, EW and FC1.2a)</li> <li>thought about being critical consumers of goods and services (PSHE, EW and FC 1.2d)</li> <li>understood the key attitudes for enterprise a commitment to making a difference (PSHE, EW and FC 2.3g, KS4)</li> <li>used cased studies to explore work and enterprise (PSHE, EW and FC 4a)</li> <li>looked at countries in different stages of development and using real contemporary contexts (Geog 3e, 4b)</li> <li>explored ethical issues relating to business practice (C for E, SOC 3 – 20a)</li> </ul>	Assessment Focus: Citizenship 2.3 Taking informed and responsible action, PSHE EW and FC 4.  Curriculum opportunities. To what extent did students' planned product or service demonstrate an understanding of ethical enterprise and an understanding of the impact that actions can have on communities and the wider world?	Article 27

# WEBSITES AND FURTHER RESOURCES

#### **WEBSITES**

Barclays/UNICEF partnerships website barclays.com/buildingyoungfutures

Barclays Money Skills barclaysmoneyskills.co.uk

RISC risc.org.uk

TIDE tidec.org

UNICEF UK unicef.org.uk

UNICEF's educational resources unicef.org.uk/resources

UNICEF UK's Rights Respecting Schools Award unicef.org.uk/rrsa

Global dimension website giving information about teaching and learning resources that explore global themes globaldimension.org.uk

### **OTHER RESOURCES**

### Barclays Money Skills 14-17

A resource pack that aims to improve the money management skills of young people across the country. barclaysmoneyskills.co.uk

### Consumer Kids: How big business is grooming our children for profit

Written by E. Mayo and A. Nairn, this book explores the impact of marketing, consumerism and materialism on the lives and well-being of children.

ISBN: 1845298802

### Developing the global dimension in the school curriculum ${\sf DFES}\ 2005$

A free booklet that explains the eight key concepts of the global dimension, and gives examples how it can be built into the curriculum across the key stages. dea.org.uk

#### Get Globall

A skills-based approach to active global citizenship. This toolkit provides activities for identifying, investigating and acting upon global issues. getglobal.org.uk

### **Naked Fashion**

Written by S. Mafia, founder of Fair Trade organisation People Tree Ltd, this book brings together consumers, entrepreneurs and creative professionals to change the face of fashion with a more ethical and sustainable approach.

ISBN: 1780260415

### **UNICEF UK RESOURCES**

### A Better Life for Everyone

Summarising the 42 articles of the UN Convention on the Rights of the Child, this useful A5 leaflet unfolds to mke an A3 poster. *Available to order at unicef.org.uk/resources* 

### Children's Rights poster set

This set of 20 full-colour A2 posters is a great starting point for class work and displays. The posters use UNICEF photographs to bring to life individual articles from the UN Convention on the Rights of the Child.

Available to order at unicef.org.uk/resources

### Day for Change

Each year, UNICEF produces a Day for Change pack to help students learn about children's rights, and raise money for children around the world.

Register at dayforchange.org.uk

## Report Card 7. Child poverty in perspective: An overview of child well-being in rich countries

A comprehensive assessment of the lives and well-being of children and adolescents in the economically advanced nations. *Available to download at* 

unicef.org/media/files/ChildPovertyReport.pdf

## Report Card 10. Measuring child poverty: New league tables of child poverty in the world's rich countries

This report offers the most current picture of child poverty across the world's wealthiest nations.

Available to download at unicef-irc.org/publications/series/16

### **Thinking Rights**

Encouraging young people to think about the nature of human rights and some of the dilemmas that may arise, this resource is particularly useful for secondary schools working towards the RRSA. *Available to download at unicef.org.uk/resources* 

### Wants and Needs cards

Contains 10 packs of 20 illustrated cards depicting aspects of life that pupils discuss and decide whether they are 'a want' or 'a need'. Also included is a teachers' sheet with activities and a summary of the UN Convention on the Rights of the Child. *Available to order at unicef.org.uk/resources* 



# **RESOURCE SHEETS**

### **OVERVIEW**

Fifty resource sheets to complement the corresponding units. These are also available alongside the video clips on the resource disk.

# LIST OF RESOURCE SHEETS (RS) AND POWERPOINTS (PP)

RS	UNIT	PP	
	1A	1A	A-Z of being a global citizen - attitudes, skills, knowledge, actions
	1B	1B	Key rights of the UN Convention on the Rights of the Child
Ba			Rights quiz photos
Bb			For teachers: photo quiz information
	1C		The Big Question prompt sheet
)			The Big Question recording sheet
,	2A	2A	Brazil background information
•			Getting to know Brazil quiz – Q&A sheet
			Getting to know Brazil quiz – Student answer sheet
<u>'</u>	2B	2B	Rights Globingo
0	20	20	Fact sheet: young people from Brazil
1			Student fact sheet: young people from Brazil
2			Survive and thrive cards
	20	20	
3	2C	2C	Triggers for discussion: São Paulo
4			Barrier cards
5	2.4		Agents of change
6	3A		Speed debating statements: money, money
7			Speed debating recording sheet
8	3B		Part-time work cards
9			Agree/disagree ranking (Brazil)
.0			Income and expenditure
.1	3C		Tighten that belt!
2			UK case study: cut down cards
.3	3D		How much do we spend on food
.4			Make the link
.5	3E		The cost of a Big Mac
6	3F		Millionaire case studies
.7			Bhutan: another way?
18	3G		Your choice cards
9			Banks building futures
0	4		Caroline's story: background information
1			Transcript for video clips
2			Video clip 1: a day in the working life
3	5A	5	Poverty factsheet
14			Agree/disagree statements
5			Definitions of poverty
36	5B		For teachers: Millennium Development Goals
7	5C	5C	For teachers: brick kiln workers
88	JC	J.C	For students: brick kiln workers
9	5D		Gambia fact sheet
·0	JU		Case study: Sibi's garden
1			
	FF		Help or hindrance?
2	5E		Ghana information sheet
3			Case study: James Annan
4	6	6	Planning an ethical business
15			Case study: entrepreneurs
16			Case study: text for Cedi Bead industry
47			Ethical approach sheet
48	Appendix		Student baseline
49			I think that

# A-Z OF BEING A GLOBAL CITIZEN – ATTITUDES, SKILLS, KNOWLEDGE, ACTIONS



- A Awareness, adaptable, appreciative
- **B** Belief (in fairness)
- C Campaigning, cooperative, caring, communicator, community minded
- D Democratic, determined, dedication, desire to change
- **E** Environmental awareness, equality, empathy, experience, education, enthusiasm
- **F** Friendly, forgiveness
- **G** Generous, global community, giving
- H Honest, hopeful, helpful, hospitable
- I Inquisitive, innovative, idealistic, interdependent, intelligent
- **J** Justice
- **K** Kind, knowing
- L Love, listener, loyal, leader
- M Moral, motivated, mediator
- Non-judgemental, non-violent
- O Open minded, organised, optimistic
- P Positive attitude, polite, peaceful, participation
- **Q** Questioning
- R Respectful, responsible, rights
- S Supportive, sensitive, skilful
- T Trustworthy, team member
- U Understanding, unity, universal values
- **V** Volunteer
- **W** Willing, work for change
- Y Youthful attitude
- **Z** Zealous

(Sample ideas from students in Wiltshire)

# KEY RIGHTS FROM THE UN CONVENTION ON THE RIGHTS OF THE CHILD



Article 12 Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

Article 17 Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 19 Governments must do all that they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 24 Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in school must respect children's dignity. Wealthy countries must help poorer countries achieve this.

Article 29 Education must develop every child's personality to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 30 Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 Every child has the right to relax, play and join in a wide range of activities.

**Article 32** Governments must protect children from work that is dangerous or might harm their health or their education.

Article 35 Governments must ensure that children are not abducted or sold.

Article 38 Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under 15 to take part in war or join the armed forces.

**Article 42** Governments must make the Convention known to children and adults.

### **RIGHTS QUIZ PHOTOS**









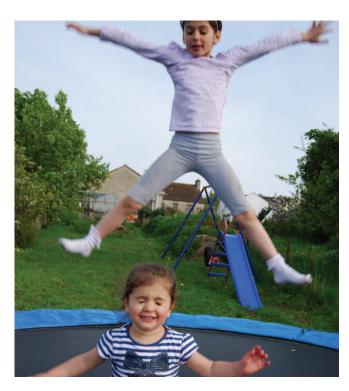


3

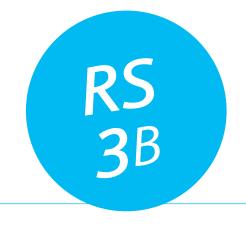
ARTICLE 27 – EVERY CHILD HAS THE RIGHT TO A DECENT STANDARD OF LIVING







# FOR TEACHERS: INFORMATION ABOUT THE CONVENTION AND RIGHTS QUIZ PHOTOS



In November 1989, the world made a set of promises to all children when it adopted the Convention. The Convention states that every child in the world has the same rights:

- The right to a childhood (including protection from harm)
- The right to be **educated** (including all girls and boys completing primary school)
- the right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- The right to be heard (which includes considering children's views)

There are 42 rights relating to children.

Key points of the UN Convention on the Rights of the Child:

- Children's rights are universal they apply to all children, without exception or discrimination
- Children's rights are FACTS (as stated in the Convention) not opinions
- Children are born with rights, they are not given them
- Children's needs might be relative to where they live, but rights are universal

Only two countries have not yet ratified the Convention – the USA, and Somalia (which has announced its intention to ratify).

### Photo 1: Article 24 - Every child has the right to clean water

Democratic Republic of Congo: In this photo, a small child fills a jerry can with clean water at one of several outdoor taps in a camp for displaced people near Goma, in the Democratic Republic of Congo. UNICEF has been working with Mercy Corps to distribute water via trucks to tens of thousands of displaced people. They are also installing water pipes, constructing latrines and promoting other hygiene interventions to prevent the outbreak and spread of disease.

### Photo 2: Article 28 - Every child has the right to an education

The Gambia: This is Mariama. She is eight years old and goes to Gunjur Lower Basic School in Gunjur, in The Gambia. An estimated 72 million children in the world do not have the opportunity to go to school. Goal two of the Millennium Development Goals is that by 2015 all children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Education is fundamental to economic well-being.

Photo 3: Article 12 - Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Article 17. Every child has the right to reliable information

Ghana: In this photo, a 17-year-old girl is leading a peer education session on HIV and AIDS prevention at her school. This is part of a project that is supported by UNICEF and has been adopted in Ghana as a national strategy for HIV prevention. The girl in the photo is also an active member of her school council.

# Photo 4: Article 38 - Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to join the armed forces

Sudan: In this photo an eight-year-old boy, Gabriel, participates in a demobilisation ceremony in a transit camp near the town of Rumbek, southern Sudan, after being evacuated by UNICEF from a combat zone in a nearby province. A former child soldier with the rebel SPLA group, Gabriel has no memories of his life in an army camp. The ceremony consists of children discarding their uniforms and weapons to begin their civilian lives.

### Photo 5: Article 32 - Governments must protect children from work that is dangerous or might harm their health or their education

Pakistan: In this photo, a boy collects mud to make bricks at a factory to the north of Lahore, capital of Punjab Province. While it is illegal to employ children under 14, many children must work to support their families. The Barclays/UNICEF *Building Young Futures* project is helping to provide access to education for working children.

# Photo 6: Article 24 - Every child has the right to clean water, nutritious food and a clean environment. Article 27 - Every child has the right to a standard of living that is good enough to meet their social, physical and mental needs

Brazil: This photo shows 15-year-old Raquel in her home in a deprived shanty town, or 'popular community', on the outskirts of São Paulo, Brazil. Her home is built out of a mixture of plywood, plastic, tin sheeting and the remnants of what was once a wardrobe. It is without a mains water supply and electricity is available only via dangerous and illegal tapping of the illuminated billboard nearby. She wants to be a teacher. The Barclays/UNICEF project *Building Young Futures* is supporting social projects to help young people such as Raquel access their rights.

### Photo 7: Article 31 - Every child has the right to relax and play

**UK:** This photo shows eight-year-old Laila and her three-year-old sister Ayesha, enjoying the sunshine and playing in their garden at home at the weekend.

# THE BIG QUESTION PROMPT SHEET



### LIVING IN A GLOBALISED WORLD

In our interconnected world, the ability to have a decent standard of living does not just depend on an individual person's ability to earn, spend and save money wisely. The ripple effect of the **financial crisis** that began in 2007 with the housing market and banks in the USA meant that in other parts of the world, including the UK, the livelihoods of families were affected. Many people lost their jobs, their life savings and their homes because of a chain of events that started on the opposite side of the world.

In the developing world, families have long been economically affected by decisions taken by people in other parts of the world. **Unfair global trading systems** and the effects of **climate change** have a direct impact on the ability of children to enjoy Article 27 of the UN Convention on the Rights of the Child – the right to a standard of living that meets their physical, social and mental needs.

This activity asks the simple but big question about money, jobs and economic growth and provides an opportunity to widen the discussion to a global context.

#### THE BIG QUESTIONS

### What's money for?

Money is for the payment of goods or services. As long as people agree that it is 'money', it can be anything – shells, beads, metal and even paper. Money also enables us to access our rights, for example Article 27 - the right to a decent standard of living.

#### What problems can it cause?

- Companies, banks and organisations can become too powerful.
- People want too much money to buy and consume too many things.
- Money becomes too important.
- Money is unevenly distributed.

#### **INVESTIGATE**

- Local Exchange Trading System (LETS) a system in which goods and services are exchanged without money changing hands (see lets-linkup.com).
- Freecycle a grassroots movement of people who are giving (and getting) things for free in their own towns (see uk.freecycle.org).
- The environmental consequences of over-production and over-consumption.

#### What are jobs for?

- To earn money for what you need in life.
- A job may also bring personal satisfaction and be a way of contributing to society and earning respect.

### What problems can they cause?

- Inequality some people earn vast amounts from their jobs while others earn too little to live on.
- Exploitation of vulnerable people.
- Problems with the work/life balance that might cause family relationships to suffer.
- Anxiety during times of recession and unemployment.

#### **INVESTIGATE**

What should the minimum and maximum wages be to reduce the pay gap and save jobs? Find out about organisations that campaign to ensure workers receive fair wages and fair working conditions, for example Labour Behind the Label (see labourbehindthelabel.org).

#### What are credit and debt?

Credit is a loan given, for example, by a bank or a credit company to allow you to buy what you want straight away and pay for it later. Usually, credit is a kind of debt. The money is 'credited' to you, but it's not really your money and you have to pay it back, usually with an extra cost or 'interest'.

#### What problems can credit and debt cause?

Buying things on credit was once frowned upon, but has now become a way of life. People often get credit to buy things they can't really afford and then the bank or credit company makes money when they get into debt. Our global economic system is based on debt and works if credit is available. But when credit dries up, there is a global financial crisis

#### **INVESTIGATE**

The UK government borrowed record amounts of money to prop up the banks during the financial crisis. The former Chancellor, Alistair Darling, said in April 2010 on BBC Radio 4's *Today programme*, 'We must, must get our borrowing down.' Do individuals also borrow too much? Are loans always necessary? Should people save up for what they want or perhaps decide the thing they were going to buy isn't really necessary after all?

### What's the purpose of economic growth?

Economic growth increases a country's ability to produce the goods and services (such as education, health, roads etc.) necessary for people to enjoy a good quality of life. Economic growth is often measured in terms of GDP (Gross Domestic Product) – the total value of goods and services produced in the economy.

#### What problems can economic growth cause?

As well as positive impacts such as more jobs, better services (for example, health and education) and more choice and opportunity for people, economic growth can also have negative side effects. These can include greater inequality between the rich and the poor, depletion of the world's resources through increased production, increased pollution and diseases caused by excessive consumption, such as obesity.

**INVESTIGATE** this quote from Aditya Chakrabortty, published in the *Guardian*, 22 March 2009:

"And there is mounting evidence that, beyond a certain point, greater prosperity does not make us feel any better. Over the past 50 years, Western standards of living have soared, yet survey after survey shows that Britons and Americans are no happier now than they were half a century ago."

Economist Richard Layard says: "This focus on growth fails to take account of what the social and psychological evidence tells us..." Our well-being depends on three things, he says: family relationships, satisfaction at work and strong communities. "Many policies to drive up income harm precisely those things from which we derive our quality of life."

# THE BIG QUESTION RECORDING SHEET



	KEY COMMENTS	POTENTIAL PROBLEMS	WEBSITES TO INVESTIGATE
WHAT'S MONEY FOR?			
WHAT ARE JOBS FOR?			
WHAT IS CREDIT FOR?			
WHAT IS ECONOMIC GROWTH FOR?			

### SÃO PAULO, BRAZIL: BACKGROUND INFORMATION TO SUPPORT ACTIVITIES



Brazil is the fifth largest country in the world, covering nearly half of South America. It has the world's sixth largest economy. It is part of the 'Bric' group of countries described as key emerging economies which also includes Russia, India and China. In 2011, there were more than 155,400 dollar millionaires in Brazil.

Brazil has experienced rapid urban growth in recent years and in 2009, 86 per cent of the population lived in urban areas. Although there have been great social and economic advances in the country over the past 20 years, there are huge disparities between the rich and poor. It is estimated that over 54 million people live in poverty, including a third of all children. A third of Brazil's young people do not finish secondary school. Many of Brazil's social problems, such as poverty, violence, crime and inequality, are concentrated in urban areas. Health care provision is often insufficient in poorer communities, with violence and drugs posing huge problems.

#### **SÃO PAULO**

São Paulo is the biggest city in South America and the third biggest city in the world, with 11 million inhabitants. It has the largest population of urban young people in Brazil and the highest unemployment rate. It is a huge, modern global business centre – the economic and financial hub of Brazil – with skyscrapers and shopping malls catering for the rich and rapidly growing middle class. It has a vibrant cosmopolitan culture. Traffic is a huge problem in the city and some businesses use helicopters to fly employees from meeting to meeting to avoid the clogged up streets in the city. There are about 30,000 millionaires in São Paulo.

However, alongside the wealth and growing economy there is also extreme deprivation. It's estimated that a third of people live in shanty towns (favelas) known as 'popular communities'



by the residents. These communities which grew rapidly during the 1970s and 1980s are defined as informal, crowded settlements established on land usually not owned by the people who have built their homes there. Often they are built on steep land that no one else wants, and the infrastructure is poor, with low-quality public services (for example water, sanitation, electricity). The communities suffer a negative image with unemployment, school attendance, violence and drugs being major problems. People who live there often experience discrimination from people outside the communities, such as potential employers. Barclays and UNICEF are working with young people in São Paulo as part of the Building Young Futures project, which aims to empower young people by providing the support and skills they need to access the basic rights they are often denied, and achieve a brighter economic future. The views of young people living in the popular communities were gathered to feed into the activities in this resource.

### **ISSUES**

- Lack of access to basic services such as water and sanitation, health care for many young people in urban areas
- High pregnancy rates among teenagers
- Low rate of young people in urban areas completing primary education (40 per cent)
- Low educational attainment of many young people
- Rising numbers of unemployed young people
- Violence and high rate of teenage deaths (murder rate in Brazil is 27 per 100,000 per year compared to 1 per 100,000 in the UK)
- Drugs and other crime

### GETTING TO KNOW BRAZIL: QUIZ QUESTION AND ANSWER SHEET



Use fact sheet RS 6 to supplement your explanation of some of the answers to these questions:

- 1. Look at the map of South America and indicate with a cross which country is Brazil.
- **2.** What's the name of the huge rainforest and river in Brazil? *Amazon*
- **3.** What's the capital city of Brazil? Rio De Janeiro or Brasilia? *Brasilia*
- **4.** There are many different languages spoken by indigenous peoples living in the remote areas of Brazil, but what is the official language? *Portuguese*
- **5.** Which city in Brazil is hosting the 2016 Olympics and Paralympics? *Rio De Janeiro*
- **6.** Brazil is the world's leading producer and exporter of which two drinks? **Coffee and orange juice**
- 7. Which Brazilian football player was the first one to achieve massive international acclaim? *Pele (full name, Edison Arantes do Nascimento)*
- **8.** Brazil is part of a group of four countries with rapidly developing economies called the 'Bric' group. Brazil and Russia are two of the countries; what are the other two?

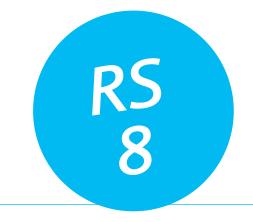
  India and China
- 9. São Paulo is Brazil's largest city with 11 million inhabitants. There is a big gap between the very wealthy and the very poor. How many millionaires do you think there are in São Paulo? *About 30,000 in 2008*



10. About a third of the people living in São Paulo live in areas of extreme deprivation – in crowded settlements with poor water and electricity supplies and poor education and health services. Unemployment is high and there are huge problems with drugs and violence. What is the common name for urban areas like these? Students are likely to say 'slums' or possibly 'favelas'. In São Paulo, residents prefer to call these settlements 'popular communities' because of the negative image of the term 'slum'.

Students score two points for each correct answer. If it's a two-part question, for example 6 and 8, they get one point if part of the answer is correct. Award a point for question 9 if they give a reasonable estimate.

# GETTING TO KNOW BRAZIL: STUDENT ANSWER SHEET



GROUP NAME:



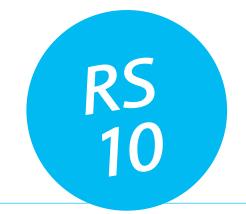
### **RIGHTS GLOBINGO**



### Find someone who knows...

1. what CRC stands for?	2. how many articles (rights) refer to children and young people?	3. which article is about the right to an education?
Name	Name	Name
Stands for?	How many?	Article?
4. what Article 27 refers to?	5. which two countries have not ratified the Convention (2012)?	6. in which year the UN adopted the Convention?
Name	Name	Name
The right to?	1.	Year?
	2.	

# TEACHER'S FACT SHEET: BRAZIL



Teacher's fact sheet on the young people from Brazil who contributed their thoughts and opinions about economic well-being

The information about young people's attitudes towards economic well-being in Brazil was gathered from two groups of teenagers aged 14-18 living on the outskirts of São Paulo city. One group came from a community centre in **Itaquaqucetuba**, north-east of São Paulo, and the other from Mario Reys School in **Itaquera**, east of São Paulo city.

Itaquaqucetuba is a disadvantaged area that has grown up around a huge landfill site and is an example of a 'popular community' or favela. It has a population of about 160,000 people with 47 per cent living in temporary homes. The landfill attracted many people because of the work opportunities associated with it, such as sorting and selling rubbish and recycling. There is a limited infrastructure – some roads, corner shops and a haphazard electricity supply. Some homes are made of bricks, although others are less substantial, being made of corrugated iron or odd pieces of timber and with earth floors and no mains services.

Children are not officially allowed to be involved in the sorting and recycling of rubbish at the landfill site, but when the rubbish trucks arrive, children scrabble to get to them first, jumping the fence, often to get the food rejected from the supermarkets. Some of the local shopkeepers secretly pay children for things

they have collected from the tip and then sell them on. Solenga, who runs the centre, is constantly checking on the children, making sure they are in school and not working. She also works with mothers, educating them about the need for children to be in school. The centre provides a safe space for children and young people in an area where the impact of poverty, drugs and violence is very real.

The young people from Itaquaqueetuba who contributed their views were part of the Urban Platform Project. This is an ambitious programme supported by the Barclays/UNICEF Building Young Futures partnership. It aims to empower young people to have a real voice and bring about changes that will improve young people's life chances. They are called 'Adolescent Communicators' and are committed to working to improve their communities and help them access their rights. They receive a grant from the Government to spend time listening to the needs of young people in their communities and then work with business, community and social organisations and the Government to get those needs met. The idea is that young people have a say in the services and support they are given, rather than adults making decisions about what they think young people need.







The second group of young people were from Mario Reys School in Itaquera. Itaquera also has areas of deprivation and suffers from drug- and alcohol-related violence, unemployment and poor services. As well as formal lessons, the school offers planned activities in the evening and a safe space away from the dangers of the streets. The young people said that although there were positive things about living in their neighbourhood (they were close to school and the shops, there were good transport links and people were 'hospitable'), there were also many problems caused by drug trafficking, alcohol abuse, violence and other criminal activities. They also described how they were often discriminated against by people from outside the area because of where they lived. They described the health service to be poor and said there was a lack of support from the government.

### **PART-TIME WORK**

Unemployment stands at 40 per cent for young people in São Paulo (*Department of Labour*). However, all the young people in the group did part-time jobs either before or after school (or both). Some had two jobs, one person had three. Their jobs included:

- washing cars
- delivering pizzas
- · working in an ice-cream parlour
- electrical work for a construction business
- selling mattresses
- working as a cashier in a supermarket
- setting up electrical equipment for events in the evenings and at weekends
- · playing in a band
- working as an apprentice at the government labour office
- working as a computer assistant
- · being a monitor at school
- babysitting
- working in a parent's shop.

#### **SPENDING**

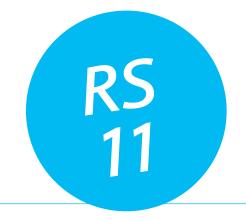
Seven out of the eight said they gave about half of their earnings to the family to help out with bills. The rest they spent on clothes, shoes, going out at night, paying debts, savings, running a car and musical instruments. They all said they were not financially independent of their family.

#### **BEING A CITIZEN**

Citizenship is seen to be an integral part of a young person's education in Brazil and includes informing young people about their rights, and what it means to be a citizen. This can be as basic as advising them about the importance of having official documents such as a birth certificate and how to get one as some children will not have been registered at birth. Some, who live in popular communities are also unlikely to have an address. It can also be about working in your local community – as Caroline does in **Unit** 4 – or as the Adolescent Communicators do.

The group of young people from Mario Reys school were asked *What makes a good citizen?* Their responses were very much centred around 'respect' – "respect the place you live in and its diversity", "respect the people and the environment around you", "respect who you are and what you have, no matter where you come from", and "respect the other" (*gender, colour, race and opinions etc.*).

### STUDENT FACT SHEET



This information comes from two groups of young people, aged 14 to 18, who live on the outskirts of São Paulo in Brazil.

Group one comes from neigbourhoods near Itaquaqueetuba, a large favela or 'popular community' of about 160,000 people which has grown up around a large landfill site.

Some of the homes in Itaquaqueetuba are made of bricks, but many are less substantial and made from recycled materials, with earthen floors and few mains services such as electricity and piped water.

Although children are not officially allowed to be involved in the sorting and recycling of rubbish on the tip, when the rubbish trucks arrive, children jump the fence, often to get the food rejected from supermarkets. Some of the local shopkeepers secretly pay children for the things they have collected, and then sell them on. This encourages children to scavenge on the tip rather than go to school.

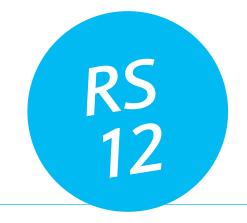
Within the community is a centre providing a safe space for children and young people. The centre offers courses and sports activities, and is an important haven in an area where drugs, violence and the consequences of poverty are a real part of everyday life. Many of the teenagers in group one were part of the Barclays/UNICEF supported project called Building Young Futures, which is trying to improve the quality of life in neighbourhoods such as Itaquaqucetuba. They have a role as 'Adolescent Communicators' – listening to the needs of the young people in their communities and then working with business, government and community groups to help young people access their rights and have their needs met.

Group two is from Mario Reys School in another part of greater São Paulo, called Itaquera. This is also an area that has problems with drug- and alcohol-related violence and crime. Unemployment among young people is high and health care services are poor. Although the young people interviewed felt there were positive things about living in this neighbourhood (such as good transport links, living close to the shops and a friendly community) they also felt they were often discriminated against because of where they lived.

About 40 per cent of young people in São Paulo are unemployed but all the young people we talked to have part-time jobs – often more than one. Most of them give half of what they earn to their families and spend the rest on going out, clothes, musical instruments, paying debts, saving and running a car.

Citizenship plays a big part in education in Brazil and includes informing young people about their rights and responsibilities. This can be as basic as informing them about the importance of having official documents such as a birth certificate, as many of the children from the popular communities won't have been registered at birth. It can also be about the importance of being part of your community. 'Respect' is very important for all of the young people – respect for the community, environment, opinions of others and for 'who you are'.

# SURVIVE AND THRIVE CARDS



Having a decent standard of living means ... (ideas suggested by young people from São Paulo, Brazil)

(ideas suggested by young people from São Paulo, Brazil)		
Having enough food	Being treated fairly and equally	
Having good health care	Security	
Feeling happy	Having good friends	
Having a home	Being treated with dignity	
Having a good education and the opportunity to learn	Having a supportive family	
Having my rights respected	Having job opportunities	
Having leisure opportunities	Having an income that fulfils my needs	

# TRIGGERS FOR DISCUSSION FROM SÃO PAULO, BRAZIL





"If São Paulo were a play, the main character would be called 'inequality'."

UNICEF worker in Brazil

"Brazilian riot police have occupied a shanty town in São Paulo, following a night of violence."
3 February 2009

"In the areas of deprivation and neglect, the biggest fight is to keep young people alive. But it is possible to make life better for young people by offering an alternative way of living based on citizenship, self esteem, respect and dignity."

Principal of Mario Reys School, São Paulo, Brazil

"Teenage deaths still haunt Brazil."

guardian.co.uk/commentisfree/2009/aug/ 002/brazil-death-rate-young-people 2 August 2009

A recent study showed that "5,000 people aged between 12 and 18 are killed in Brazil's cities and towns each year...The report paints a depressing picture of the level of violent deaths among young people in Brazil... Among the main reasons for these killings were problems linked to drugs." news.bbc.co.uk/2/hi/8162568.stm 22 July 2009

"I have seen so many young people die before they reach the age of 20, captured by the capitalisation of drugs."

Principal of Mario Reys School, São Paulo, Brazil

### BARRIER CARDS



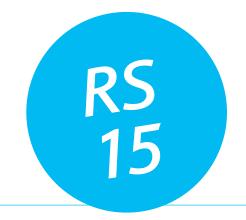
Difficult family conditions	Poor facilities at school
Poor health care facilities	Lack of motivation
Lack of support from the government and society	Being impulsive with money and spending unwisely
Lack of power and influence	Being discriminated against because of where you live
Lack of job opportunities	Difficult financial situation within the family
Violence and crime	Drugs and drug trafficking
Friends who are a bad influence	Lack of work experience
Living in a deprived or	Not having a decent standard

of living

JUST LIVING

dangerous area

# AGENTS OF CHANGE



### **CASE STUDY 1**

Ailton is 22 years old and was born in Diademe, an industrial area in greater São Paulo. Diademe has many areas of deprivation and in the past had one of the highest murder rates in Brazil. Much of the crime is related to alcohol and drugs.

At 16, Ailton started working for a project called 'Young Agents' in his community, helping bring about positive change. Research carried out in Brazil has shown that violent crime and alcohol were closely linked, so Ailton introduced the idea of drug- and alcohol-free parties in his area to make his community more peaceful.

Being a 'Young Agent' and working to improve his community enabled him to see the world in a new way. He learnt about what it means to be a citizen, and now he is a role model for young people in his community. He says it's really gratifying to have a sense of responsibility and feel that he has earned respect from people around him.

After leaving school, he got a job as a logistics assistant, where he attended a web design course and is now helping to develop technical courses for young people. He also attended an entrepreneurship course and then set up his own marketing consultancy business called Communication Intelligence. Now he is studying Marketing Services at university while working. His advice to young people is to "look for free courses and try to make connections with places of work".

### **CASE STUDY 2**

### Adolescent Communicators and the Urban Platform Project

This group of young people from São Paulo are 'Adolescent Communicators' and are part of the **Urban Platform Project**. They are aged between 16 and 18 and are from the 'popular communities' of São Paulo. They all are committed to working to improve life for people in their communities and to help young people access their rights.

The Urban Platform Project is supported by the Barclays/UNICEF partnership, *Building Young Futures*, which aims to empower thousands of young people across the world by providing them with the support and skills they need to achieve a brighter economic future for themselves and their communities. In São Paulo and Rio, young people are working with community and social organisations, private companies and government departments so that a sustainable, joined-up programme of support is available to those young people who need it most.

The Adolescent Communicators are helping to do this by spending time listening to the needs of young people in their communities and then working to get those needs met. The idea is that young people have a say in the services and support they are given, rather than adults making decisions about what they think young people need. They receive a grant (like an apprenticeship) from the government and receive training in media and communication skills. They also research who can meet the needs of young people to build up a databank of available training, apprenticeships, internships and jobs. In this way, young people can be matched with appropriate support. The Adolescent Communicators have given a presentation to the Mayor of São Paulo about the needs of young people, so are acting as a bridge between young people, their communities and the government, with the intention of creating more opportunities and bringing about a better standard of living for young people.

# SPEED DEBATING STATEMENTS: MONEY, MONEY, MONEY



### Card 1

However much you earn or have as pocket money, you should always save some of it.

### Card 2

Young people should help out at home financially when they start to earn some money from a part-time job.

### Card 3

Money brings happiness.

### Card 4

Credit cards are a bad idea. You shouldn't buy something if you haven't got the money to pay for it.

### Card 5

Money will be really important in helping me to achieve my aspirations and goals in life.

### Card 6

If you want to go to university, you should have to pay for it.

### Card 7

When we make choices about what we spend our money on, we should consider whether those things harm other people or the environment.

### Card 8

There will always be rich and poor people in the world. There's nothing we can do about that. That's just the way it is.

### Card 9

It's not what you earn that's important but how you earn it!

### Card 10

People are too obsessed with spending and buying more and more things. We should think about whether we really need all the things we buy.

# SPEED DEBATING RECORD: MONEY, MONEY, MONEY, MONEY



	Agree because	Disagree because
Card 1 However much you earn or have as pocket money, you should always save some of it.		
Card 2 Young people should help out at home financially when they start to earn some money from a part-time job.		
Card 3 Money brings happiness.		
Card 4 Credit cards are a bad idea. You shouldn't buy something if you haven't got the money to pay for it.		
Card 5 Money will be really important in helping me to achieve my aspirations and goals in life.		
Card 6 If you want to go to university, you should have to pay for it.		
Card 7 When we make choices about what we spend our money on, we should consider whether those things harm other people or the environment.		
Card 8 There will always be rich and poor people in the world. There's nothing we can do about that. That's just the way it is.		
Card 9 It's not what you earn that's important but how you earn it!		
Card 10 People are too obsessed with spending and buying more and more things. We should think about whether we really need all the things we buy.		

### DOING PART-TIME WORK...



allows me to be more
independent

...makes me appreciate the value of money

...gives me more freedom to buy and do want I want

...makes me feel I am making a valuable contribution to the family

...can distract me from my school work

...helps me learn important new skills

...gives me a sense of responsibility

...is not worth it unless I get more than the minimum wage

...is my choice

...will help me get a proper job when I leave school

# AGREE/DISAGREE RANKING (BRAZIL)



This is the order the students from São Paulo agreed on:

### **AGREE**

Having a part-time job...

- ...makes me appreciate the value of money
- ...makes me feel I am making a valuable contribution to the family
- ...helps me learn important new skills
- ...gives me a sense of responsibility
- ...will help me get a proper job when I leave school
- ...allows me to be more independent
- ...gives me more freedom to buy and do want I want
- ...is my choice
- ...can distract me from my school work
- ...is not worth it unless I get more than the minimum wage

DISAGREE

### INCOME AND EXPENDITURE

(Adapted from *Barclays Money Skills* 14–17 fact sheet 1)



Thinking about what you spend your money on, keeping track of the money you have coming in and the money you are likely to spend is a useful way of making sure you don't overspend or spend too much all in one go. You can use this sheet adapted from *Barclays Money Skills 14–17* resource pack to help you budget. You can do a budget for a week or a month. Add in extra rows as necessary. Work out your total income and total expenditure to find out what you have left or to find out if you are overspending.

### **MONEY COMING IN**

Pocket money	
Part-time job	
TOTAL INCOME	

### **MONEY GOING OUT**

Regular expenditure e.g.	Mobile phone	
	Sweets	
	Sport	
Occasional expenditure e.g.	Gifts	
TOTAL EXPENDITURE		

#### **MONEY LEFT =**

TOTAL INCOME - TOTAL SPENDING = MONEY LEFT

With thanks to *Barclays Money Skills 14*—17, a resource pack that aims to improve the money management skills of young people across the country. For more information about the *Barclays Money Skills* pack, see barclaysmoneyskills.co.uk.



### **TIGHTEN THAT BELT!**



Mr and Mrs Credicrunch have just been looking at their family budget. They have decided they have been spending too much money and need to cut down.

They have made a list of everything they spend their money on and are going to decide what they can cut down. Can you help them by sorting out their spending into the things they need to spend money on and the things they just want to spend money on? Then make decisions about where savings could be made.

### Here is some information to help you:

Mr and Mrs Credicrunch have been married for 10 years and have two children, Marie, age three and Rory, age eight.

They own their own house which is quite old and needs a lot of work. Both work full time – Mr Credicrunch is an electrican and Mrs Credicrunch is a teacher. They have one car that Mrs Credicrunch usually drives to work. Mr Credicrunch uses a company van. In the summer months Mrs Credicrunch likes to cycle whenever possible.

They both work very hard and think that they deserve the odd treat – a meal out or a visit to the local pub. Mrs Credicrunch is a member of the local gym and Mr Credicrunch plays golf. They also think it is important to take the children on holiday every year. Education is important to them – Rory does lots of afterschool activities such as piano lessons which are a bit expensive but he enjoys them. Marie is with the childminder most days, which is also expensive.

They have household bills to pay and also try and save a little for holidays, emergencies (such as car repair bills) and for the future.

### TIGHTEN THAT BELT: CUT DOWN CARDS



Food and drink, including eating out

Clothes, cosmetics, hairdressers, etc.

Education, including supporting children at university, school trips

Transport, including petrol, bus, plane and train fares

Childcare expenses including nursery and childminder

Holidays and savings

Hobbies and recreation including sport, cinema, music, computer games, etc.

Household items (such as new TV, washing machine) and house decorating and maintenance

Household bills, including electricity, council tax, etc.

# HOW MUCH DO WE SPEND ON FOOD?

### **FACTS AND FIGURES**

Over the past 50 years, the UK Government's Office of National Statistics has been gathering information about how families spend their money. One of the biggest changes has been the percentage of family income spent on food.

In 1957, food and non-alcoholic drinks made up 33 per cent of the household budget and that has now halved to 15 per cent. Here are some other statistics:

	1957	2007
Food (including meals out and takeaways)	33%	15%
Housing	9%	19%
Fuel and power	6%	3%
Clothing	10%	5%
Tobacco	6%	1%
Alcohol	3%	3%
Motoring and travel	8%	16%
Other	25%	38%

Source: statistics.gov.uk

What do these statistics tell us about how society has changed?

For information on updated statistics, see ons.gov.uk

### MAKE THE LINK!



### FOOD, INCOME AND WELL-BEING IN THE GAMBIA

Cut out the statements on RS 24 and starting with the statement, 'In The Gambia, about 60 per cent of a family's income is spent on food' arrange the others so that some of the causes and effects of this statement are made clear. Arrange them on a large sheet of paper to form a pattern, sequence or flow chart that shows the possible links and connections between them.

You can draw arrows between statements that are linked.

Information mainly from World Food Programme – wfp.org/countries/gambia; Food and Agriculture Organization –

fao.org/countryprofiles/index.asp?lang=en&IS03=GMB; and UNICEF – unicef.org/infobycountry/gambia.html.

Many thanks to Nuha S. Barrow who collected first-hand information from families in Gunjur in The Gambia and found that this was how their income was spent:

Food and drink 62%

**Transport 20%** 

School 2%

**Medicines 1%** 

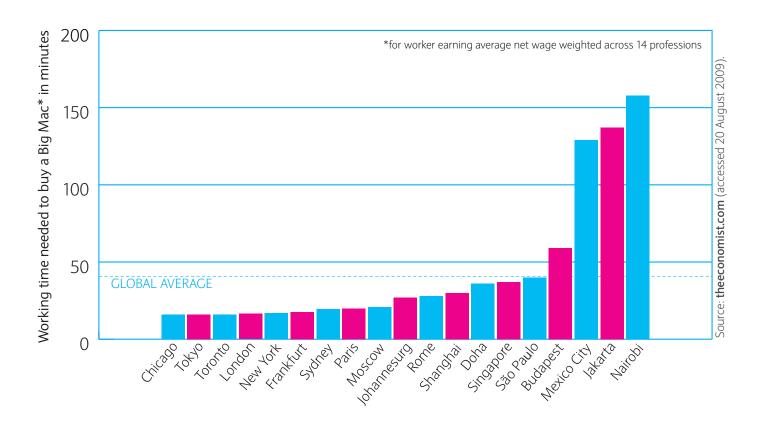
Other (entertainment, clothes, etc.) 15%

See table overleaf.

In The Gambia, around 60% of a family's income is spent on food	The price of rice, which is the staple food in The Gambia, has increased
The Gambia does not grow enough food to meet the country's needs	Many Gambians, especially in rural areas, live below the poverty line of less than US\$1.25 a day
Unemployment, especially among young people, is high	Wages for some are often low, especially in rural areas, and are not sufficient to provide a decent standard of living
The effects of climate change mean that rainfall is more erratic and more extreme	Rice has to be imported and this can be expensive
Fuel prices have increased	Many children are malnourished, which makes them more prone to illnesses such as malaria
Some of the poorest children in rural areas receive a free nutritious meal at school	Much of the land in The Gambia has poor soil or is not suitable for growing crops
Some families can't afford to buy mosquito nets	The government is planning to increase the amount of land that is irrigated
Growing rice needs plenty of water	The cost of bus fares to school are too high for some families
Medicines can be expensive	Many families have little money left over for other essentials after buying food
Many rural families have no means of storing food so they buy small amounts daily, which can be more expensive	

# THE COST OF A BIG MAC





CITY, COUNTRY	Approximate working time to earn enough to buy a Big Mac
Nairobi, Kenya	
Chicago, USA	
London, UK	
Jakarta, Indonesia	
Mexico City, Mexico	
São Paulo, Brazil	
Paris, France	
Johannesburg, South Africa	

If you have a partnership link with a school in another country, you could find out how long it would take someone there to earn enough to be able to buy a Big Mac.

# MILLIONAIRE CASE STUDIES



### **MILLIONAIRE A**

Millionaire gives away fortune that made him miserable

A 47-year-old Austrian entrepreneur who made £3million from an interior design business is giving away every penny of his fortune after realising that his wealth was making him unhappy. He is quoted in the Daily Telegraph as saying, "My idea is to have nothing left. Absolutely nothing! Money is counterproductive – it prevents happiness.

"For a long time I believed that more wealth and luxury automatically meant more happiness," he said. "I come from a very poor family where the rules were to work more to achieve more material things, and I applied this for many years."

But over time he felt the emptiness of his luxurious, consumer lifestyle and changed the direction of his life. While on trips to Africa and Latin America he said he felt there was "a connection between our wealth and their poverty". As a result, he intends to give his money to charities he has set up in Central and Latin America that give small loans to people to help them move out of poverty.

Source: *The Daily Telegraph*, 8 February, 2010 telegraph.co.uk/news/worldnews/europe/austria/7190750/Millionaire-gives-away-fortune-that-made-him-miserable.html

### **MILLIONAIRE B**

Back on the dole after squandering millions

A former refuse collector from Norfolk who lost his job and then won £9.7million on the lottery ended up with nothing after spending all his money on family, friends, drugs, jewellery and cars.

His black Mercedes had 'King of the Chavs' written on its side. By 2008, he was down to his last £500,000 and eventually he ended up on the dole. Quoted in *The Daily Mail*, he said, "The party has ended. I haven't got two pennies to rub together and that's the way I like it. I find it easier to live off £42 dole than a million... I'm just glad it's over. There were vultures everywhere after my cash. I started to see what people were really like."

Source: *The Daily Mail*, 8 February 2010 dailymail.co.uk/news/article-1249209/Lotto-lout-Michael-Carroll-dole-squandering-millions. html#ixzz0gSYNESoO

### BHUTAN: ANOTHER WAY?





GNP (Gross National Product) and the HDI (Human Development Index) are often used to measure a country's well-being. GNP measures the total output of goods and services of a country and the HDI combines measures of health, education and wealth (see hdr.undp.org/en/statistics/indices).

In the past, the well-being of children and young people has also been judged by how much money their families had. But a UNICEF report in 2007, *Child Poverty in Perspective: An overview of child well-being in rich countries*, revealed that there's a lot more to child well-being than money. The Czech Republic, for example scored better for overall child well-being and happiness than several much wealthier countries, including the UK (see unicef.org.uk/rc7).

The country of Bhutan is trying another model of development. Worried that economic prosperity, consumerism and globalisation were bringing about a loss of cultural identity and spirituality, and harming the environment, it has been using a new standard called 'GNH' – or Gross National Happiness – to underpin its approach to change and development.

The model has four pillars, and each is considered when decisions are made about development projects for the country to make sure its well-being is maintained. For example, does the project promote:

- sustainable social, economic and equitable development (including health, education, housing, roads, trade, employment)?
- care of the environment?
- preservation and promotion of the country's culture (including its religion, language, literature, art, architecture, traditional etiquette, national dress)?
- good governance of the country?

GNH acknowledges the importance of economic growth, but also recognises that there is more to measuring development beyond this one indicator. Whilst it is not easy to capture and maintain moral values in development, Bhutan has benefited from this balanced and careful approach. The national philosophy has been the unifying force behind the country's five year planning cycle, (see developmentprogress.org/sites/default/files/bhutan\_report\_-\_master.pdf).

### YOUR CHOICE



Look at the cards and decide which of these issues or activities you feel strongly about, and which you would feel most and least happy to be supporting. Think carefully about the issues and decide whether they would be factors that could affect your decision about which bank to choose.

There is one card left blank for you to add an issue/activity of your own.

The extraction of coal, oil and gas that could potentially contribute to climate change and environmental problems	Developing renewable energy projects
The arms trade	Unsustainable harvesting of the earth's resources, for example timber and fish
Access to banking services for all people, however rich or poor they are	The tobacco industry
The testing of products on animals	Fair trade
Education for all children	Good health care for everyone
Child labour	

## BANKS BUILDING FUTURES



### **HOW CAN BANKS HELP REDUCE POVERTY?**

### The Grameen Bank of Bangladesh

The Grameen (village) Bank was formed in 1983 in Bangladesh with the aim of helping poor families help themselves to overcome poverty. It pioneered a revolutionary banking system based on the idea that access to credit is a right for all people. It provided small loans to poor people and especially women – loans that would be used to generate income for family need. Bringing financial services to the poor, to help them fight poverty, is a system that has now been adopted by other banks.

#### How it started

In 1974, Professor Muhammad Yunus, an economist, took a group of students on a field trip to a village in Bangladesh. They interviewed a woman who made bamboo stools and learnt that she had to borrow money from a local money lender to buy the raw bamboo for each stool she made. After repaying the loan and the high interest rates back, she was left with a tiny profit. Yunus realised that if she had been able to borrow at a more reasonable rate she would have been able to generate more income for her family and have a better standard of living.

So, from his own pocket Yunus lent a small amount of money to 42 basket-weavers. He found that it was possible, with this small amount, to help them survive and also help them develop a sense of enterprise. He carried on giving out 'micro-loans', and in 1983 founded the Grameen Bank on a sense of trust and solidarity.

### How did it change banking?

Rural women traditionally found it hard to borrow money, but over 90 per cent of Grameen Bank's borrowers are women. The Grameen Bank is also owned mainly by poor women from rural areas.

Instead of lending money to those who already have money, the Grameen Bank lends small amounts to those who have nothing. It believes that the potential of a person is more important than the material wealth or possessions that a person has.

The Grameen Bank works on the idea that poverty is not created by the poor, it is created by the institutions and policies that surround them. So it devised new ways of challenging poverty through the giving of micro-credit or small loans to people. Poor women became empowered.

The Grameen Bank believes that giving people the opportunity to be creative is the answer to poverty. To find out more visit grameen-info.org.

"Grameen believes that... the unleashing of energy and creativity in each human being is the answer to poverty."

In Bangladesh today, there are 1,084 branches, with 12,500 staff serving 2.1 million borrowers in 37,000 villages.

Over 90 per cent of the borrowers are women and over 98 per cent of the loans are paid back.

#### **BARCLAYS IN GHANA**

Linking traditional banking with modern finance Many people in Ghana, especially in rural areas, do not have the opportunity to use the services that banks offer, such as loans or savings accounts. Some of the reasons for this are that many small traders, especially women, do not read or write, or have the necessary financial skills or money to access these services. Instead, many people deal with informal community banking services such as the traditional Susu collectors. Susu collectors gather savings from people on a daily or weekly basis, store the money for a short time and at the end of the month they return the savings less one day's collection which they keep as their fee. Although this worked guite well, there were some issues around the security of the money, the lack of flexibility and trying to meet different customer needs. So, Barclays Ghana started an initiative to connect modern finance with Susu collection.

This is an extract from the Barclays group website:

"Since 2005, Barclays has worked with Susu money collectors in Ghana, helping to support their businesses and make banking services accessible to people in rural communities.

More than 4,000 Susu collectors operate across Ghana, collecting a fixed amount of money from their clients daily, keeping it safe and returning it at the end of each month, minus one day's contribution. Collectors usually have between 400 and 2,000 clients and in 2008 the Susu industry was valued at approximately £75million.

We provide deposit accounts to the collectors, and loans they can in turn lend to their clients. The number of collectors on our programme increased from 100 in two regions in the first year to more than 500 across the country by 2007, and continues to grow.

Around 70 per cent of the Susu collectors have attended Barclays training sessions."

Source: group.barclays.com/Citizenship/Supporting-our-communities/Increasing-access-to-financial-services/ Effective-partnerships

Barclays' aim is to help more people in the informal sector in Ghana. The customers' savings are secure, more products are available to them and women become more empowered through the training and support provided by Barclays.

See the related article by Robert Osei at growinginclusivemarkets.org/index. php?option=com\_content&view=article&id=141&Itemid=285 (search Ghana articles).

# CAROLINE'S STORY: BACKGROUND INFORMATION FOR TEACHERS AND STUDENTS







This film is about Caroline, 17, who lives in Itaquera, east of São Paulo in Brazil. She goes to Mario Reys School, which, along with its Principal Abigail Malavas, has been described as 'unique.'

Caroline lives in an area where many young people face huge challenges in their everyday lives such as drugs, violence, insecure family backgrounds, criminal activity, unemployment, discrimination, inequality, poor health care and few leisure opportunities. The Principal of Caroline's school says she has seen many young people die before they reach the age of 20, captured by the "capitalisation of drugs". She says that in the areas of deprivation and neglect, "the biggest fight is to keep young people alive". An article in the Guardian reports on a survey carried out in Brazil stating that violence will lead to the death of more than 33,000 12- to 18-year-olds between 2006 and 2013 ('Teenage deaths still haunt Brazil', guardian.co.uk).

The Principal, however, has a strong belief that she can make life better for the vulnerable young people who go to her school. Alongside the formal curriculum, the school invests in making life better for teachers and students through the practical application of rights and equality. The school offers an alternative way of living based on citizenship, self esteem, respect and dignity.

For many young people, the school is the only 'space' where they can come and socialise in a safe, caring environment. Abigail described the school as being like a 'village square' where young people can safely gather to talk, learn, play sport and take part in musical and other leisure activities. It is open at night so parents from the community know their children are in a safe environment away from the dangers of the streets.

The school is much more than a place where young people come to learn facts and figures, it's a place where they learn confidence and self esteem and realise that they have a future. Caroline's story reflects one young person's journey, supported by her school, to achieve a decent standard of living and a brighter future that meets her needs.

The Urban Platform Project that Caroline mentions at the end of the film is a project supported by the Barclays/UNICEF Building Young Futures partnership. It aims to empower young people by providing them with the support and skills they need to improve their communities and access their rights to enable them to achieve a brighter economic future.

## TRANSCRIPT FOR VIDEO CLIPS



#### Clip 1: Caroline's working week

I'm Caroline. I'm 17 and I live in the western area of Itaquera, São Paulo. I study at Mario Reys School. It's a very good school.

Well, I'm going to tell you my story. It's not an extraordinary story... it's about me.

Interviewer: Tell us about your typical day.
Let's say it is fast, in fact everyone at school sees me running around. I only run! It's a very busy life, I like it, I love it! I don't stop for a minute. From Monday to Saturday I work (in a bank.) My duties at work depend on the customer. I deal with the public and I really like a lot what I do. I love working with the public – that's my ideal work.

Well, I get up at 4:40am and I leave the house at 5:40am. I get to work at 8am. I leave work at 1pm but sometimes I need to stay longer depending on the workload. If I stay longer it's easier the following day. If they need me to work on Sunday I make myself available.

I work at home – actually my father is a lovely person, he does everything for me. He washes my clothes and I dedicate myself more to my school and my course.

Saturday, I attend my course from 8am to 12.30. I start work at 3pm leaving at 8pm. I get home about 10–10.30pm and then I go to sleep. On Sunday, I do my housework, school work and course work for the exams, if they're close. And that's it. Sometimes I go for a bite somewhere, but I never go out for the night.

Well, it's busy, all day long. I go to work by bus – it's crazy and very crowded. I talk a lot to people – I like talking. I walk a lot. It's like that. In my spare time I also like playing volleyball and football. I love sports. I also love dancing.

Interviewer: What's your school timetable? I come to school (in the evening) from 7–11pm. I get home, have dinner, sleep and wake up at 4.30am.

#### Clip 2: The right to a childhood

My story starts when I leant how to live, when I began to see the world in a different way, to see the reality and this is from the age of 10. I didn't have a childhood. In fact, I can say my childhood was very restricted. My parents separated when I was young and I had to take on responsibilities very early.

My mother always saw me as an adult. She never saw me as a child and even less as a teenager. From the age of 10 I had the responsibility of looking after my brother and sister. I'm the middle child. I've a brother who is 19 and a sister who is 14 years old. My mother was very strict. I never experienced being a child. From the age of 12 I started working. I worked for a neighbouring family. First as a nanny and then a cleaner. I always worked and helped towards paying the house bills.

#### Clip 3: Basic needs

When I was 15, I started seeing the world differently. I felt my mother demanded too much from me but she gave me little. So what did I start doing? I started conquering my space to be independent and she started seeing the difference in me.

At home, many of our needs weren't met, even though I was working and so was she. We had too many expenses and not enough money. So... food, well, I like to eat a lot! Food that was left over from school I took home.

I took part in a project that provided opportunities and space for children and adolescents whose mothers can't provide children with the right living conditions. The project gives children the space to have some free time, take part in cultural activities and learn. It's great! In fact, the project had the biggest influence on making me who am today.

#### Clip 4: Home life, school and change

And so it was, battle after battle... Then I moved away from here to another neighbourhood and my mother got married again. I didn't get on well with her husband. They had several arguments. I couldn't adapt to the new rules and new routine of home life, so I went to live with my father, with my grandmother, with my uncle and my aunt, I even lived with a neighbour for a short period.

During all that time I always studied, I always tried to attend courses. In fact, I do a great course at the school, in the Centre Paulo Sousa. It's a very good technical course.

Well, I also work, thanks to God. I've now left my mother's house and I'm living with my father. I am much happier than before.

My school is a part of all this. The school helped me develop as a citizen, because today I'm a citizen. How? The school not only taught me knowledge but also cared for me in a way – I have to say the truth – I wasn't expecting. For example, when I came to live with my father, we didn't have the conditions to live properly and I wanted to stay in a hostel. So I asked the school for advice about a good hostel – I wasn't working then. The school talked with my father and as a result we agreed to live together. My father managed to get a more stable situation – he's a builder. He's self-employed and he started to build a house and we started living together. I managed to get a job. I didn't stop doing my courses and I carried on attending school and my life is changing every day.

#### Clip 5: Achievements

I've a lot to be proud of and want to thank all those people who believed in me and my ideals and didn't give up on me. I also want to thank my mother without whom I would not have gone through what I have. I wouldn't have achieved what I've achieved... my space.

Today, I can say I am equal to anyone else.

Financially I can't say that, but in terms of what I know and what I do, I can say that I am equal. I've lived, I've learnt and I'm putting things into practice to make me who I am today, who I am going to be and to help me achieve what I want to achieve.

#### Clip 6: Earning and spending

Interviewer: How much do you earn?
Yes, I'm a trainee, so my salary is the normal basic rate of 350 reais (about £127 monthly). But I earn according to my performance and effort. So if I work more, I have more profit, if I work less, I have less profit. Well, I started two months ago as a trainee. I must say I earned a bit more than the basic rate, I'm happy about that. I'm happy with having enough to support myself.

Interviewer: And how do you spend it? Ah. Spending my money. I'm very good at planning. I plan everything I'm going to do from the bus pass to a lunch I may have on the street. My spendings are calculated like this – what is needed in my house, what I need, what is necessary. But I don't need to buy branded clothes, I'm not into spending money, I'm even stingy. It's true. My money is spent according to what we need in the house, especially food. We're also furnishing the house so we're saving up. My father is paying for building the house and I contribute towards buying furniture. And when there's money left, I buy myself clothes and I also help a foundation, Crespe, I give them 50 reais when I can afford it. First, I pay for all the expenses and then, if there's money left, I give it to Crespe. This is a project that helps children and adolescents.

It helps children from the community. They prepare parties, buy clothes and help with festivities at New Year and Christmas. They make sure money is available for the basic needs of those children and adolescents. Oh, here the school has the Platform project and I'm going to get involved as I've recently got to know about it. But I participate in the Crespe project where we live, the project is very good. We give what we can.



#### **QUESTIONS FOR DISCUSSION**

Should young people contribute financially to the family when they start earning (for example, contribute 'rent' or money for food)?

At what age should young people look for a part-time job?

At what point should parents no longer financially support their children?

Who should pay a student's mobile phone bill?

Caroline was involved in a community project to help other young people – how important is it to get involved in your local community?

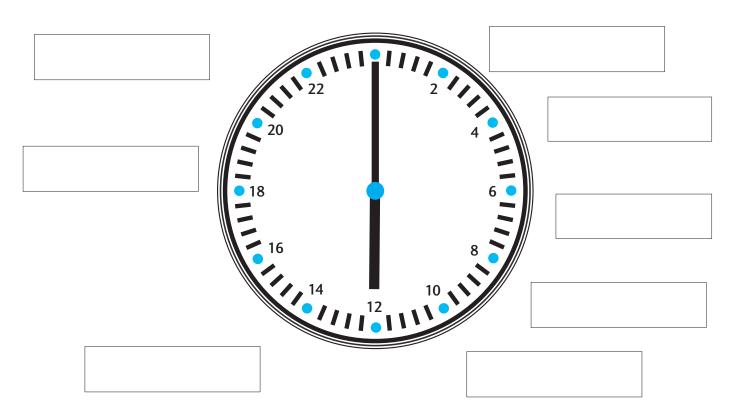
What do you consider to be reasonable responsibilities for a 17-year-old?

#### Suggested drama activities

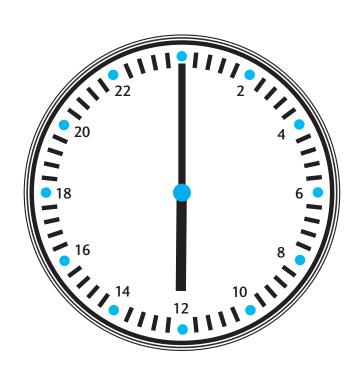
- To enable students to further explore the issues raised in the clips, they could participate in some hot seating sessions in small groups in which one person takes on the role of Caroline and the others ask questions about aspects of her life they would like to know more about. They could also work in pairs, one taking on the role of Caroline, the other him/herself. They take it in turns to ask questions about work, money, responsibilities, earning and spending to explore their own attitudes and views.
- In clip 3, Caroline talks about being 15 and having too many demands on her and having needs that weren't met. Imagine a scene in which Caroline is talking with her mother about how she feels. Using the Forum theatre technique pioneered by Brazilian, Augusto Boal, students work in pairs to develop a small scene. Select pairs to perform the scene once and then again. During the replay, any member of the audience is allowed to shout 'Stop!', step forward and take the place of one of the characters, showing how they would change the situation to enable a different outcome. Alternatively, members of the audience could tell the actors what to do differently to change the outcome. A facilitator is necessary to communicate between the players and the audience.

## CLIP 1: A DAY IN THE WORKING LIFE OF...





### YOUR DAY...



Value day.						
Your day						
Discuss in pairs how similar or different your day is to Caroline's.						
Similar	Different					
What does Caroline's typical week tell you about	her life?					
Why do you think Caroline 'never' goes out for the night?						
The production of the control of the						

Do you and Caroline share any similar attitudes to life?

Similar	Different				

To use with clip 5

#### **ASPIRATIONS AND OPPORTUNITIES**

A group of students aged between 16 and 18 from São Paulo, Brazil were asked to place themselves on this diagram to show their levels of aspirations for the future and the opportunities they felt were available to them. Can you draw any conclusions from this small sample?



## POVERTY: FACT SHEET



#### **POVERTY WORLDWIDE**

Poverty is one of the most important global issues in the world today. Currently, about a quarter of the population lives on less than US1.25 a day – that's under £1. What's more, half of the world's children live in poverty, and because of poverty, 24,000 children die each day.

Poverty is the main underlying cause of millions of preventable child deaths each year. It leaves children hungry and thirsty, without shelter or security, and makes them more likely to get sick. It forces children into dangerous work, and leaves them vulnerable to abuse, exploitation and HIV/AIDS. It takes away a child's chance of receiving health care, education, and a better future. Poverty also makes violence and civil wars more likely to happen, which in turn makes poverty worse.

#### CHILD POVERTY IN THE UK

In 1998/9, the government promised to halve child income poverty by 2010 and to end it by 2020, but in the March 2010 budget the government conceded that it will not meet the 2010 target. It has pledged extra money for families with young children through tax credits but a spokesman from the Child Poverty Action Group said, "The investment in child tax credits from 2012 of £4 a week for families with infants is welcome but is essentially a tiptoe rather than the purposeful stride needed to end child poverty by 2020."

Source: guardian.co.uk/society/2010/mar/25/budget-2010-pubic-services

The Child Poverty Act obtained Royal Assent on 25 March 2010 and enshrines in law the government's commitment to eradicate child poverty by 2020. This legislation ensures sustained action must be taken to tackle child poverty by this and future governments.

"Even before the recession, millions of children across Britain were living below the poverty line. Now rising unemployment and cuts in working hours are pushing many thousands more families and their children towards poverty and debt," (see endchildpoverty.org.uk).

UNICEF UK is a member of the **End Child Poverty coalition**, a collection of organisations supporting the campaign against child poverty.

#### **HERE ARE SOME FACTS:**

Currently almost 1 in 3 children in the UK live in poverty, despite it being the fifth richest country in the world. The divide between wealthy and poor is widening, meaning that there are more children living in poverty today than there were 30 years ago. In the late 1970s, for example, the proportion of children living in poverty was just 1 in 10.

#### The effects of child poverty

Growing up in poverty means a shorter life expectancy, fewer job and education opportunities, and has a huge impact on mental and physical well-being. A girl growing up in Manchester can expect to live six years less than a girl growing up Kensington and Chelsea, one of the richest boroughs in London. For information about poverty in the UK, see cpag.org.uk/povertyfacts/index.htm#headline.

- 3.8 million children were living in poverty in the UK (after housing costs) in 2009/10
- The UK has one of the worst rates of child poverty in the industrialised world
- The majority (58 per cent) of poor children live in a household where at least one adult works
- 40 per cent of poor children live in a household headed by a lone parent
- The majority of poor children (57 per cent) live in a household headed by a couple
- 38 per cent of children in poverty are from families with three or more children

Source: endchildpoverty.org.uk

#### **DEFINITIONS OF POVERTY**

**Poverty** is often described just in terms of low income, but it also refers to a situation in which people are severely disadvantaged socially, lack opportunities and lack access to their rights. Sometimes this is referred to as 'social exclusion' (see poverty.org.uk/summary).

Poverty that relates just to income is described as **income poverty** and has two main categories:

Absolute poverty is a level of poverty below which no-one anywhere in the world should ever fall. Absolute poverty is the same in all countries. An income-related example would be living on less than US\$1–US\$2 a day.

and

Relative poverty depends on the society in which an individual lives and differs between countries and over time. In the UK this has been defined as having "resources that are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary living patterns, customs and activities." by Professor Peter Townsend, the leading authority of the last 50 years on UK poverty (see poverty.org.uk/summary/social%20exclusion.shtml).

#### THE POVERTY LINE

In 2008, the World Bank announced a new international poverty line of US\$1.25 per day. Just over a **quarter** of the world's population live below this line (*State of the World's Children, Statistical Tables, Special Addition: UNICEF 2009*).

In the UK, the poverty line is usually defined as 60 per cent of the median UK income after housing costs have been paid. Below this amount, a household is described as living in income poverty. The poverty line varies according to

the different types of households. For example, using 2009/10 figures, for a single person with no dependent children the threshold was £124 disposable income a week after paying taxes and housing costs. For a couple with two children, it was £348, according to The Child Poverty Action Group (see cpag.org.uk).

A Rights-Based Poverty Line (RBPL) has been developed by David Woodward and is country specific, aiming to be set at a level where people can actually have a standard of living and access to basic services (for example health, education, water and sanitation) that is morally acceptable. See 'How poor is poor?', *New Internationalist*, July/August 2010, or see the full report at neweconomics.org/sites/neweconomics.org/files/How\_poor\_is\_poor\_0.pdf.

Barnados (see barnardos.org.uk/childpoverty.htm) describes the reality of poverty in the UK like this:

£13 a day – the reality of living in poverty

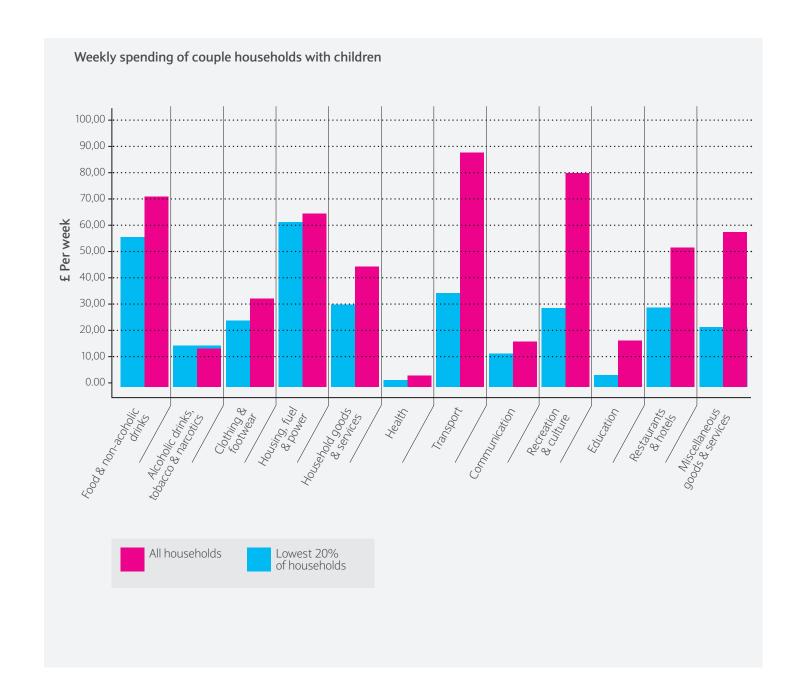
Many families living on a low income have only about £13 per day per person. This needs to cover all of their day-to-day expenditure, including necessities such as food and transport. It also needs to cover occasional items such as new shoes and clothes, school trips and activities for children, and replacing broken household items such as washing machines and kitchen equipment. In addition to this, it must pay for all household bills such as electricity, gas and water, telephone bills, and TV licences.

Also from the Barnardos website is the following information about how families on a low income in the UK spend their weekly income. What conclusions can students draw from this graph?



#### Average weekly spend

This graph shows you how much an average family spends each week on different items, compared to a family living in the bottom 20 per cent of the income distribution.



Source: barnardos.org.uk/childpoverty.htm with information from the Office of National Statistics, 2007, Family Spending. Table 3.6E



If you are poor you are more likely not to be eating enough or healthily, and the chance of getting **sick** increases

If adults are **sick** they cannot work and earn money, and if children are **sick** they can't go to school and be **educated** 

If children do not get a good **education** they are less likely to move out of poverty themselves and the cycle of poverty continues

## AGREE/DISAGREE STATEMENTS

- Poverty doesn't exist in the UK.
- If you have a television you can't be living in poverty.
- If you can't afford a holiday each year you must be affected by poverty.
- Poverty is about living on less than a dollar a day.
- Living in poverty means you cannot afford your basic needs.
- Poverty means different things in different countries.
- Poverty isn't just about money; it's about other things too.
- Poverty isn't natural, it's man made.
- I can do something to reduce the number of children living in poverty.
- There are fewer people in the world living in poverty now than there were 25 years ago.
- People who live in poverty have fewer choices and opportunities in life.

## DEFINITIONS OF POVERTY



What to you think the following might mean?

Absolute poverty?

Income poverty?

Relative poverty?

The poverty line?

## FOR TEACHERS: MILLENNIUM DEVELOPMENT GOALS



#### Goal 1. Eradicate extreme poverty and hunger

- Halve the proportion of people whose income is less than US\$1 a day
- Achieve full and productive employment and decent work for all, including women and young people
- Halve the proportion of people who suffer from hunger

#### Goal 2. Achieve universal primary education

 Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

### Goal 3. Promote gender equality and empower women

 Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

#### Goal 4. Reduce child mortality

• Reduce by two thirds under-five mortality

#### Goal 5. Improve maternal health

- Reduce by three quarters the maternal mortality ratio
- Achieve universal access to reproductive health

### Goal 6. Combat HIV/AIDS, malaria and other diseases

- Have halted by 2015 and begun to reverse the spread of HIV/AIDS
- Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it
- Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

#### Goal 7. Ensure environmental sustainability

- Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources
- Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss
- Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation
- By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers

### Goal 8. Develop a global partnership for development

- Address the special needs of least developed countries, landlocked countries and smallisland developing states
- Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
- Deal comprehensively with developing countries' debt
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- In cooperation with the private sector, make available benefits of new technologies, especially information and communications

Source: un.org/millenniumgoals/poverty.shtml

#### Summary for students to cut up and arrange

Reduce poverty and hunger Educate every child Fight diseases such as malaria Improve health care for women during pregnancy and HIV/AIDS and childbirth Provide equal opportunities for Improve and protect the environment (including better women and girls access to clean water, better housing, care of the earth's Reduce the number of Work together to share children who die before their responsibility for reducing poverty (through fairer trade, 5th birthday

better aid and reducing debt)

### TEACHER'S INFORMATION: CASE STUDY, BRICK KILN WORKERS, PAKISTAN



### CHALLENGING POVERTY THROUGH EDUCATION AND TRAINING: BARCLAYS/UNICEF BUILDING YOUNG FUTURES PARTNERSHIP IN PAKISTAN

The Barclays/UNICEF Building Young Futures partnership aims to develop the skills of young people across the world by focusing on opportunities for education, employment, entrepreneurship and enterprise. Individual projects help disadvantaged children get a decent schooling and increase the number of young people finding employment or starting their own business.

#### **BACKGROUND INFORMATION FOR TEACHERS**

Many families in Pakistan are unable to provide adequate care and protection for their children. Some end up living on the streets, being forced to work in hazardous and exploitative conditions or being abandoned, trafficked, sent to institutions or left at risk of conflict with the law. The problem of child labour is multifaceted and its roots are deep – defying quick-fix solutions.

Poverty forces many children into the labour market before they have completed or even commenced their schooling, meaning that they face a future of limited employment opportunities and financial exclusion. To a large extent the problem can be traced to poverty. With many people in Pakistan living on less than US\$1 a day, many households have to rely on their children as a source of income. Consequently more than 3 million children under the age of 14 in Pakistan are working, and primary school enrolment rates are the lowest in South Asia at just 68 per cent. Cultural traditions in some communities also mean that girls' education is often considered unimportant, unnecessary and undesirable. Without significant investment to advance entrepreneurial skills and to provide formal education, there are limited prospects of breaking the cycle of poverty, abuse and exploitation, which characterises the lives of thousands of children in Pakistan.

#### **LOCAL CONTEXT**

Pakistan's constitution states that no child under the age of 14 years will work in mines or any other form of hazardous employment. Despite this, the problem of child labour persists. Many children work in conditions of bondage, due to debts owned or inherited from parents and grandparents. The International Labour Organisation (ILO) estimates that there are approximately 1.7 million people in debt bondage in Pakistan and approximately half of all these labourers are children.

Some of the worst and most hazardous forms of child labour are found in the brick kilns of the North Western Frontier Province. Children in brick kiln families work on tasks ranging from moulding bricks to transporting clay, stacking and firing bricks in the kiln. They are exposed to high temperatures at the kiln as well as high levels of dust in the air. They generally perform hard manual labour for upwards of five hours per day. Some are paid as little as 30 Rs (35 pence) per 1,000 bricks they produce.

In Pakistan, Barclays and UNICEF are working with families involved in bonded or exploitative forms of child labour to help protect children and help them access their rights. The project provides a basic literacy programme primarily targeted at children under the age of 14, and an accelerated learning programme for older youths. Links with the formal education system will enable children to transfer to regular schools upon completion of the programme. Training and money management skills are also provided for young people, as is access to small loans.

### STUDENTS' INFORMATION: CASE STUDY, BRICK KILN WORKERS, PAKISTAN



### CHALLENGING POVERTY THROUGH EDUCATION AND TRAINING: BARCLAYS/UNICEF BUILDING YOUNG FUTURES PARTNERSHIP IN PAKISTAN

#### PART 1

Situated near the border with India, the city of Lahore has been described as a 'bustling metropolis' and the cultural and artistic centre of Pakistan (see lonelyplanet.com/pakistan/punjab/lahore).

In villages outside the city, many families work in brick factories and are part of a system called bonded labour. A person becomes a bonded labourer when their labour is demanded to repay a loan. The value of their work is often greater than the original sum of money borrowed (see antislavery.org/english/slavery\_today/bonded\_labour.aspx).

Often families inherit debts from their parents and grandparents and become trapped into working for very little or no pay, often for seven days a week.

#### **Nusrat's Story**

The sun is fierce and the air is filled with dust. In the searing heat, entire families crouch over rows of bricks left to bake-dry in the sun before being fired in a brick kiln that belches smoke overhead. Mohammad Kabir and his family are among them.

Mr Kabir's daughter Nusrat is 14 years old. She dreams of being a doctor. Until last year she worked as a domestic servant in a nearby home. "I used to watch the children of the house where I worked as they came back from school every morning, and wished I could study too," she says. "I asked my mistress once to teach me to read, and in return I would work for free. She said no."

Nusrat's family are kiln workers, working six days a week making bricks. They have debts of Rs 100,000 (US\$1,220) which they owe to the kiln owner.

They are paid Rs 300 (US\$4) for every 1,000 bricks they collectively produce. They make about Rs 6,000 (US\$73) a month working 14 hours a day. On payday, a third is deducted to help pay off their debts.

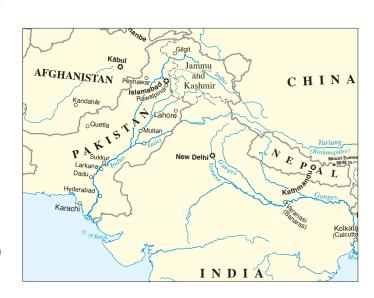
The money left must sustain the family of six. During the rainy season when there is no work the family has to borrow more money, adding to the debt.

Nusrat and her family, like most kiln workers, are trapped in a cycle of poverty because of the system of debt bondage which means families have to pay off debts inherited from their parents and grandparents. Because of this, children often have to take part in hazardous and exploitative work to help make ends meet, missing the chance to go to school.

Source: Adapted from a Barclays report by Fatima Raja

How can Nusrat and her family escape this poverty trap?

How can Nusrat achieve her dream of going to school and becoming a doctor?



#### PART 2

Life has now changed for the better for Nusrat. For the past year she has been attending lessons at a school that has opened near the brick kiln where her family works. This is thanks to a partnership project between Barclays and UNICEF called *Building Young Futures*. The project is helping to provide education to working children such as Nusrat who have not had the opportunity to go to school.

Education centres such as these, wherever possible, also provide training so that young people have more options and can choose alternative careers. After only a year at the school, Nusrat's teachers were stunned at her progress, and believe she will soon be ready to attend mainstream school. From not being able to read and write at all, Nusrat was selected to deliver a presentation at an event in the provincial capital, Lahore.

Now, Nusrat wakes before daybreak to help her mother make breakfast for the family. Any leftovers will later serve as lunch. She goes to school to learn and seize her only opportunity to play – all her hours outside school are involved in work

"I'm bad at badminton, but I really love playing," she says. Afterwards, she joins her parents at the kiln for a few hours to supplement the family income, and then spends the evening revising her schoolwork. She also spends some evenings trying to teach her parents to read and write. "I feel bad that I can read while they miss out, so I make them trace the letters. But it's difficult!"

Nusrat's father said, "I've been a labourer all my life, so it is a joy to have educated children."

Nusrat is the first in the family to attend school and her father is determined that she will continue her schooling and leave the kiln so that she can have a better future.

"With my education, I can get a job outside the brick kilns," Nusrat says determinedly. "I would like to be a doctor and treat poor people for free. My mother's entire life has been spent in the kilns, and squatting in the mud has made her joints burn with agony. I would like to take her far away, to a place where she never has to see a brick again."

Source: Adapted from a Barclays report by Fatima Raja for UNICEF's Real Lives: Through non formal education, child labourers hope to escape the trap of debt bondage

## THE GAMBIA: FACT SHEET



#### **BACKGROUND INFORMATION TO THIS UNIT**

The Gambia is a small West African country (about the size of Yorkshire), surrounded by Senegal to the north, east and south, and with 60 miles of Atlantic coast on its west side. Its population of 1.5 million is growing rapidly, and with a birth rate of between four and five children per childbearing woman, it is one of the most densely populated countries in Africa. Its people are very diverse, with five main ethnic groups and languages. Gambian society is tightly knit with extended families living together in compounds. Ninety per cent of Gambians are Muslim.

Gambia is also one of the poorest countries in the world, with 34 per cent of its population living on less than a US\$1 a day and a rising rate of poverty. Tourism is important, but the tourist season is short. Three quarters of the population is rural and every year poor farmers face the so-called hungry gap, a two- to four-month period in the rainy season between July and September when household food supplies are low. This is the period when women have the most work to do in the fields and it has been estimated that women in The Gambia are energy deficient for almost half the year – a situation that has serious implications for the health and nutritional status of many mothers and children.

The position of women is generally worse than that of men for social reasons. Women do not own or control land, they often do not have access to credit for entrepreneurial activities, nor are they generally involved in decision making; yet, as in all African countries, they do a disproportionate amount of agricultural work and are almost solely responsible for domestic chores. This is reinforced in families where daughters are expected to draw water, help with cooking etc., whereas boys are encouraged to play and study. It has long been recognised that raising the status of women can be the



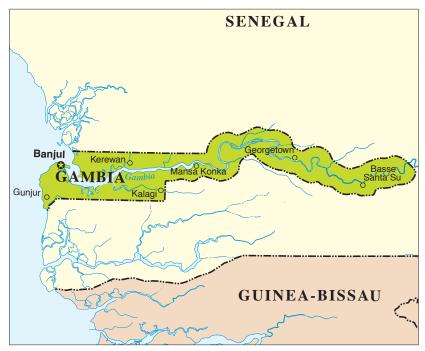
key to development, but as always the issues are complex. Microfinance schemes enabling women to set up small businesses have had varying degrees of success. Women are the chief vegetable producers but are often up against big businesses in serving the tourist market, and often have little surplus to sell after feeding their families.

#### **ISSUES**

- High birth rate of 4–5 per cent
- High under-five mortality rate 109 per 1,000 live births in 2007
- Lack of access to basic services such as water and sanitation, health care
- Low rate of literacy amongst 15 to 24-yearold females (41 per cent)
- Low rate of literacy amongst all females (32 per cent in 2002)
- High numbers of unemployed young people, especially male
- Coastal erosion and negative impact of climate change

## CASE STUDY: SIBI'S GARDEN







Sibi is 42 and lives with her five children in Gunjur, a fishing village in The Gambia, West Africa. The Gambia is a popular winter tourist destination for people from the UK. However, poverty in The Gambia is increasing, with many people living on less than a dollar a day.

Sibi is completely responsible for looking after her family as her husband is dead. She often finds it hard to make ends meet. She didn't go to school when she was younger, but now works part-time in a vegetable garden project run by and for women in Gunjur. Sibi is very keen to talk about what the work means to her and her family, and her ability to earn an income.

In the past, Sibi had to buy her own seeds, fertiliser, garden tools and watering cans because the garden had no financial support. Added to that, the garden had not been fenced which was a major problem because animals could easily eat the crops. In fact, Sibi described how one year a herd of cows had destroyed her crops and she had cried for three days at the loss, and what this would mean for her income.

Sibi finds it difficult to make enough money to live on from her crops. In one year, she could spend 500 Dalasi (about £12.50) on seeds and equipment and only make between 1,800 and 3,000 Dalasi (about £45-£75). This is not enough to support her family. Sometimes she borrows money from relatives. Although they don't charge her interest, sometimes it is difficult to meet the payback deadlines.

However, the women's garden has received funding from a British charity which has enabled them to fence the garden and keep the cattle out. The charity also provided seeds and equipment to the women who work in the garden. Sibi has improved her ability to manage her finances by taking a numeracy and business course. She has also attended gardening skills classes, meaning she now knows how to manage her garden better and save seeds for the next planting season.

The women who have formed a co-operative are also now guaranteed a market for their fruit and vegetables – which are bought by an organisation called Gambia is Good – and sold to tourist hotels

and restaurants. The prices are fair and guaranteed, and the women are working together to produce their vegetables and fruit. Now, Sibi only needs to spend about 200 Dalasi (£50) a year, and last year she earned a much better income of 11,000 Dalasi (£275). A new well is also planned for the garden so a new area can be cultivated.

With the money she earned last year, Sibi started building a house. She also bought two bags of rice for the family at 650 Dalasi (£16.25) each, which lasted her for three months. Sibi's income from the garden, although improved, is still not enough to support her family and so she also sells fish in the village, bought direct from fishermen at the beach. She also makes soap from palm oil to sell in the village.

For Sibi, education is hugely important. Although she didn't have the opportunity to go to school herself, she is very proud of the fact that all of her children go to school. Primary education is free in the Gambia, but families still have to find the money for uniforms, books, pens and transport. The adult literacy and numeracy classes Sibi attended made a big difference because she says she can no longer be cheated on weights and measures by unscrupulous traders.

Although funding for the garden runs out in a year's time, Sibi is hopeful that in future she will still make a good income as she has seeds to plant, and a market for her crops. She believes her children will have a better life and better opportunities than she had, and believes they will look after her when she is unable to work.

In 2012, £1 = 48.3 Dalasi

Source: finance.yahoo.com/currency-converter

## HELP OR HINDRANCE?



Sibi has completed a course in basic numeracy and business management	The Gambia is a popular winter tourist destination and there is a high demand from hotels for quality fruit and vegetables
Sibi has five children	Sibi didn't have the opportunity to go to school
Sibi has a plot of land in more than one garden	Sibi owns her own house
Sibi is a widow	All of Sibi's children go to school
Sibi has more than one job. She also buys fish direct from the fishermen on the beach and sells it in the market	In the past, Sibi's crops have been destroyed by cattle because they weren't protected by a fence
Sibi is now part of a woman's co-operative producing and selling vegetables	Sibi has been able to attend gardening classes to improve her gardening skills
At the moment, Sibi is being helped by a charity to buy seeds and gardening equipment	When Sibi borrows money from her family she does not have to pay interest on the loan
The women in Sibi's co-operative can now sell their vegetables to hotels as long as the quality is good	Primary education is free in the Gambia but families have to pay for uniforms, books, pens, transport etc.
Sibi's income from the vegetable garden is not enough to meet her family's needs	The funding from the charity to support the garden will end in about a year's time
Sibi and the other women now get a guaranteed price for their vegetables as long as the quality is good	All Sibi's land in the garden is now fenced
Sibi will be able to save seeds from her crops to grow more vegetables next planting season	

## GHANA INFORMATION SHEET



With more than two decades of progressive, peaceful and democratic political stability, as well as a robust and growing economy, Ghana has emerged as a leader in sub-Saharan Africa. Yet, despite Ghana's relative prosperity, poverty remains pervasive in the country's three northern regions, which now account for half of Ghana's population living under the poverty line. This situation was exacerbated by a recent energy crisis and a humanitarian emergency caused by severe rains and overflowing rivers.

#### ISSUES FACING CHILDREN IN GHANA

- One third of rural populations lack access to safe drinking water, and only 11 per cent have adequate sanitation. Guinea worm, a parasitic infection largely caused by drinking unsafe water, continues to plague Ghana – a country with more cases of Guinea worm than any other in 2004.
- While the HIV prevalence rate seems to be stabilising in Ghana, there are regional variations and only 30 per cent of AIDS cases are reported.
- Many HIV-positive children are not receiving crucial anti-retroviral therapy (ART).
- Many births and deaths are not registered due to severe capacity constraints.

#### **ACTIVITIES AND RESULTS FOR CHILDREN**

- Data suggests that Ghana has already achieved gender parity at the primary and junior secondary levels. In partnership with key government and non-government actors, UNICEF has worked successfully towards improving the level of girls' education in 15 districts where parity levels were low.
- Seventy-eight per cent of the population is now using an improved source of drinking water and 60.7 per cent have access to improved sanitation. This shows an improvement on previous years.
- An integrated maternal and child health campaign included distribution of 1.5 million



long-lasting insecticide-treated nets to children 0–11 months of age, administration of vitamin A to children under five years and to lactating women, de-worming of year-old children (nationwide) and administration of 3 million supplemental doses of polio vaccine to children under five.

- UNICEF, in collaboration with Catholic Relief Services, initiated a project in 2007 that aims to provide Ready-to-Use Therapeutic Food (RUTF) – a highly nutritious peanut-based paste – to 2,000 severely malnourished children aged 6–36 months.
- UNICEF intensified its support for Guinea worm eradication during 2007 with an eight per cent reduction in indigenous Guinea worm cases by the year's end.

Source: adapted from UNICEF Ghana: At a Glance, unicef.org/infobycountry/ghana.html

#### **CHILD TRAFFICKING**

Every year, over a million children are trafficked into modern-day slavery. They are transported across borders and sold like commodities or trafficked within countries for exploitation. It is a crime that violates the basic rights of children. Every year in Ghana hundreds of children are sold into forced labour by parents desperate to raise money for the upkeep of the family. According to the UNODC (United Nations Office on Drugs and Crime) child labour and child trafficking are deeply ingrained in the fishing industry in Ghana.

## CASE STUDY: JAMES ANNAN



"I believe young people in the UK can do a lot to help trafficked children. They can form antitrafficking campaigning groups, they can carry out research, teach others about the problem, volunteer and raise funds... If young people don't know about the situation, the problem will remain remote for them and children will continue to be exploited." James Annan, Ghana, founder of the charity Challenging Heights and winner of the 2008 Frederick Douglass Freedom Award (visit challengingheights.org).

James Annan's life story is inspirational. Trafficked into child labour at the age of six, he overcame incredible obstacles in his life to be educated, find work and set up an awardwinning organisation that rescues trafficked children. In 2008, in recognition of his work, he won the 2008 Frederick Douglass Freedom Award, which was presented to him by Archbishop Desmond Tutu.

James grew up in rural Ghana in a family so poor that, at the age of six, he was sold by his parents to fishermen working on Lake Volta in Ghana. He was the youngest of 12 children and although his mother was uneducated, it was her ambition that one of her children should be educated. However, as was common among poor families, there was not enough money coming into the family to feed all of the children and James was sold to fishermen who were recruiting cheap labour to work on Lake Volta. His parents thought they were doing the best for him, but the reality was very different.

He was taken from his village and lived and worked in many of Ghana's fishing villages. Food and shelter were scant, hours were long and abuse was constant. Seven years later, he escaped back home to his parents. At 13, he could not read and write, but befriended teachers in a school so he could use their school books to learn to read. He worked to feed himself



and pay for school. Eventually, he broke still unsurpassed records on standardised tests at school, graduated from university and obtained a job at Barclays in 2002. He rapidly gained promotion and won two international awards.

James did not limit his goals to self-improvement, but has devoted himself to ending modern-day slavery and rescuing children who are trafficked today. While working at Barclays, he set up Challenging Heights, an organisation to help vulnerable children. He donated 60 per cent of his salary to finance work that helped rescue child labourers – particularly those in the fishing and cocoa industries. Challenging Heights runs programmes to help prevent young people getting into this situation. It provides training for young people in economic issues, informs them about their rights and empowers them to take control of their lives and achieve a decent standard of living.

Another important programme is one that aims to teach women how to reject child traffickers by achieving alternative sources of income. It targets illiterate women and provides literacy and numeracy lessons as a way of helping them acquire basic skills, knowledge, and the confidence to manage their families. Through the programme they also learn about market opportunities, business and income management.

James says that so many times during his childhood and adolescence he could have given up because of poverty, hunger, abuse, the loss of his family and discrimination as a trafficked child. However, he says, "I was determined to prove that I could do well. I could be physically weak and yet so strong in spirit. I soared to the challenge."

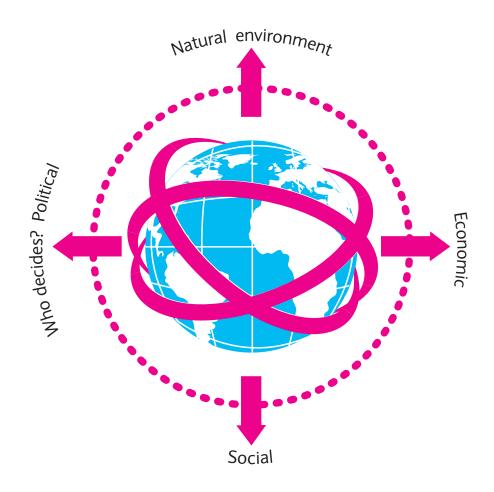
In April 2007 he left Barclays to devote all his time to mobilising resources to promote the work of Challenging Heights. James said, "I want to change things. If telling my story will help, then I am happy."

In 2008, the World Association of NGOs (non-governmental organisations) gave the charity the Global Education Award of the year. In the same year James won The Frederick Douglass Freedom Award – an award given to one individual who has survived a form of slavery and is now using his or her life in freedom to help others. He was presented with this award by Archbishop Desmond Tutu. Find out more at challengingheights.org.

# QUESTIONS TO CONSIDER WHEN PLANNING AN ETHICAL BUSINESS



#### **USING THE DEVELOPMENT COMPASS ROSE**



#### Natural environment

These would include questions about whether the business harmed the environment in any way, for example by using dangerous chemicals, or by using up too many precious resources, or using too much energy. Is the business aiming to be as environmentally sustainable as possible, for example by using recycled or reused materials and renewable sources of energy? How will the business deal with waste?

#### Economic

These would include questions about money, fair pay and what happens to the profit. It might include which bank the business chooses.

#### Who decides? Political

These would include questions about power and who makes the decisions about what happens in the business. How do workers have a say? Who benefits and who loses as a result of the decisions?

#### Social

These would include questions about people and equality, for example about gender, race, disability and age. It might include such things as working hours, working conditions and holidays, and whether the business plans to support community projects.

This is adapted with permission from Tide global learning (see tidec.org)

### ENTREPRENEURS: SAFIA MINNEY, FOUNDER OF PEOPLE TREE



People Tree was founded by Safia Minney and is often described as one of the world's leading ethical fair trade fashion brands. At its heart is a desire to promote social and environmental justice through the production of high-quality fashion goods that both protect the environment and enable people to access their right to a decent livelihood and achieve economic well-being.

People Tree started in Japan and expanded to the UK in 2001. Safia brought Fair Trade fashion into Britain's high street and works to convince some of the world's highest profile designers to collaborate on fair trade ranges.

In an interview on Youtube, What Makes People Tree Special? (see youtube.com/watch?v=7N7W B4Bb4kg&feature=channel\_page), Safia Minney explains how People Tree uses fashion as a tool to empower disadvantaged people such as cotton farmers and craftspeople in the developing world. Profits made are used to support community projects and Safia sees People Tree as being a 'catalyst' within the fashion industry for change and responsibility in terms of good working practices and environmental protection. There are now more than 3,000 farmers and artisans benefiting from People Tree's fair trade initiatives.

"We don't need mass production, we need production by the masses to put food on the table!"

Safia Minney

"The future is only ethical business, otherwise we don't have a future, do we?" Safia Minney

#### People Tree's mission

- To support producer partners' efforts towards economic independence and control over their environment, and to challenge the power structures that undermine their rights to a livelihood.
- To protect the environment and use natural resources sustainably throughout our trading, and to promote environmentally responsible lifestyles and environmental initiatives to create new models promoting sustainability.
- To supply customers with good quality products, with friendly and efficient service, and build awareness to empower consumers and producers to participate in fair trade and environmentally sustainable solutions.
- To provide a supportive environment to all stakeholders and promote dialogue and understanding between them.
- To set an example to business and the government of a fair trade model of business based on partnership, people-centred values and sustainability.

Students may also be interested in Safia Minney's book *Naked Fashion* (2011), which brings together consumers, entrepreneurs and creative fashion professionals to change the face of fashion, encouraging a new sustainable fashion revolution.

Meet the People Tree producers at peopletreemagazine.co.uk/insider/meet-the-producer/thanapara-swallows-bangladesh

### People Tree

Sustainable and Fair Trade Fashion

### CASE STUDY: CEDI BEAD INDUSTRY



#### Slide 1

Nomada Djaba, known locally as Cedi, is the chief bead-maker in Odumase-Krobo village, Ghana, West Africa. His work is an example of entrepreneurship and innovation mixed with tradition. He is the director and owner of Cedi Bead Industry, a family business that he has been involved with since childhood when he worked with his grandfather.

#### Slides 2 and 3

His beads are made by hand using an age-old glass making method – although today the basic material comes from recycled glass, mainly recycled bottles. Glass bead-making in Ghana, specifically in the region where the Dipo-Krobo people live, is a very important skill. Beads have both an historical and contemporary importance – people need the beads for ceremonies today and they were an important part of the trading process, including the slave trade, in the past.

#### Slide 4

Transparent and opaque beads are made from colourful recycled bottles. Chipped and broken antique beads are also melted and reused.

#### Slide 5

Glass is crushed to a fine powder, sieved and then placed in coloured layers in the bead mould.

#### Slide 6

The stalk from a cassava plant is used to make the hole in the centre of the bead.

#### Slide 7

The moulds are placed in a wood-burning kiln made of earth from termite mounds. Recycled car axles are used as supports. The filled moulds are heated for about 30 minutes until the glass melts. The cassava stalk forms a perfect hole.

#### Slides 8 and 9

After cooling in the mould for around an hour, the beads are removed, then washed together in water to clean and polish the surfaces.

#### Slide 10

The beads are then transformed into bracelets and necklaces by Cedi's family members and local employees who demonstrate the process to visitors who come from all over the world. The 'factory' provides important employment for local people as well as training opportunities and skills workshops.

#### Slide 11

The beads are sold locally in the market and are worn on special occasions and during important traditional ceremonies. They are also sold internationally at bead fairs around the world.

#### Slide 12

Cedi also imports glass and has invested in new equipment to make new, modern designs. He works with craftspeople from different parts of the world to introduce new ideas into this traditional industry.

#### Slide 13

Beads have a long history in Ghana. They used to be used as currency and exchanged for slaves, drink and textiles. Although no longer used as currency, beads are still very important. According to local traders young people in Ghana are rediscovering beads and, through this, they are learning about their history and their past.

## ETHICAL APPROACH SHEET



	My business idea	
A commitment to respecting and advocating <b>people's rights</b> (for example in terms of providing reasonable working hours and working conditions, a fair wage and opportunities to take part in decision making).		
A commitment to minimising the impact the goods or service has on the environment in terms of waste, energy use and carbon footprint.		
A commitment to playing a positive role in the community in which you trade.		
A commitment to animal welfare that includes an opposition to testing products on animals and the application of high animal welfare standards.		
You should also consider the profit – what happens to it and who gets a share?		

## STUDENT BASELINE – SELF REFLECTION



Use this chart to help you think about and monitor your own skills, strengths, views and attitudes in terms of global citizenship and economic well-being. Decide how far you agree or disagree with the statements, tick the appropriate box and add any relevant comments in the 'comments/examples' column. Return to the chart after completing different units and note any changes in your attitude or knowledge. In Part C you can note down anything related to the statements that you would like to learn more about or develop.

	1	2	3	4	5	6	See UNIT	Comments or examples
PART A GLOBAL CITIZENSHIP								
1. I understand clearly what it means to be a global citizen							1A	
2. I find it easy to discuss issues and express my opinion							most	
3. I listen well and value the opinions of others							most	
4. I find it easy to make decisions								
5. I find I learn a lot by listening to the views of others							most	
6. Sometimes I change my view or attitude having listened to other people								
7. I am interested in the wider world around me and would like to learn more							2, 3B, 3D, 3E, 3F, 4, 5, 6	
8. I feel confident when talking about global issues							most	
9. I think it's important that we learn about the views and opinions of people in different parts of the world							2B	
10. I think that what happens in other parts of the world is important							4, 5D, 5E, 6A	
11. I think it is important that we learn about how our individual actions affect other people around the world							3G, 6A	
12. I know about the UN Convention on the rights of the Child							1B	
13. I think that everyone has rights that should be respected							1B, most	
14. I feel I make the most of my rights and don't take them for granted							2B	
15. I know about the Millennium Development Goals							5B	
16. I think it's important that individuals and governments do what they can to take action to make the world a fairer and safer place							5B	
17. I would like to know more about how I can be an active global citizen							1A	

	1	2	3	4	5	6	See UNIT	Comments or examples
PART B PSHE – ECONOMIC WELL-BEING								
1. I think that having a part-time job is an important way of learning about money and about responsibility							3B	
2. I can budget, save and manage my own money sensibly							3B, 3C, 3D	
3. Planning for my future economic well-being is important to me								
4. I think that everyone has the right to a decent standard of living							1B, 2B, 2C	
5. Having a job means that you will be able to have a decent standard of living							3E, 4, 5C, 5D	
6. Work is about more than just money – it gives people purpose and dignity							3B	
7 My aim is to earn lots of money to be able to buy new things							1C, 3F	
8. My goal is to balance making a living with the kind of life I want							3F	
9. I think that money brings happiness							3F	
10. I think it is unfair that the gap between rich and poor in the world is growing							5A, 5B	
11. I think poverty exists in every country of the world							5A	
12. I think poverty is about not having enough money							5A	
13. I think poverty has many different causes							5B	
14. I think that education is essential in reducing poverty							5B, 5C, 5E	
15. I think young people in different parts of the world all face challenges when trying to achieve economic well-being – some might be the same, some different							2C, 3B	
16. I think that the financial decisions I make can affect other people in the world							3G	
17. I think that when making financial decisions, it's important to consider the impact those decisions might have on other people and the planet							3A	

PART C. AREAS OF KNOWLEDGE OR SKILLS I WOULD LIKE TO DEVELOP ARE:

### I THINK THAT...



... the work in this unit has caused me to change my thinking, my attitudes, my knowledge and behaviour in the following way (place yourself on the line):

Change	in my thi	nking						
0	1	2	3	4	5			
No change				Compl	lete change			
Change	in my att	itude						
0	1	2	3	4	5			
No change				Compl	ete change			
Change	in my kno	owledge						
0	1	2	3	4	5			
No change				Compl	ete change			
Change	in my bel	haviour in t	the future					
0	1	2	3	4	5			
No change				Compl	ete change			
an ac a lead a liste a follo a qui not ir	etive partion der ener ower et learner et rested	cipant		k two that b	oest describ	e you):		

### **PARTICIPATION CHART**



Lesson:								
Date:								
Place a dot on the chart to show how you think you participated and then you could:								
<ul> <li>invite a friend in your group/class to place another dot to show how they thought you participated – constructively discuss the reasons for your choices</li> <li>invite your teacher to place a dot to show how he/she thought you participated – discuss the reasons for your choices.</li> </ul>								
A participant is someone who wants to be in the group experience.  A passenger is someone who enjoys being in the group about being in the prisoner is someone who is unhappy about being in the prisoner is someone who is unhappy about being in the prisoner is someone who is unhappy about being in the prisoner is someone who is unhappy about being in the prisoner is someone who is unhappy about being in the prisoner is someone who is unhappy about being in the prisoner is someone who wants to be in the group experience.	bup but takes a back seat. The group and lets people know it.							
PARTICIPANT	PASSENGER							
PIRATE	PRISONER							

Adapted from Get Global (see actionaid.org.uk/schoolsandyouth/getglobal/pdfs/assessmentworksheets.pdf)





