

Local and Global Citizenship

teachers' notes units 4, 5 and 6



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Introduction to Equality and Social Justice

About this Resource

This resource is intended to support teachers and their schools in addressing the curriculum proposals for Local and Global Citizenship at Key Stage 3. It deals with the key theme **Equality and Social Justice** and follows on from the previous resource that dealt with **Diversity and Inclusion** and an introduction to **Human Rights and Social Responsibility**.

Since Human Rights and Social Responsibility is a core theme throughout Key Stage 3, these concepts are also highlighted throughout the Equality and Social Justice activities. A further booklet will be produced for the remaining key theme **Democracy and Active Participation**. Whilst this resource has not been specifically written for Local and Global Citizenship at Key Stage 4, it may also serve as a useful introduction to these same themes at Key Stage 4.

The resource is designed to reflect the **minimum entitlement** for investigations into the key theme **Equality and Social Justice**. It is **not** intended to be seen as a definitive resource for Local and Global Citizenship. Schools are encouraged to supplement the resource as best suits the needs and interests of their own pupils with eg relevant resources from external agencies; current issues from the media; their own schemes of work etc.

How the Resource is organised

The resource is structured into three units. Each unit addresses key concepts. These are outlined below.

Unit 4: Understanding Exclusion

- What is exclusion?
- Why do others feel excluded?

Unit 5: Towards Equality

- Who may be excluded by society?
- How are people excluded by society?
- How can we promote Equality?

Unit 6: Exploring Social Justice

- How do inequalities exist locally and globally?
- What is Poverty?
- How can we promote Social Justice?

Each unit is also summarised in the form of a **Concept Map** at the start of each unit. The concept maps give a quick overview of how the key concepts are explored and developed through related activities. Overleaf is an overview of the three units which are explored in the booklet.

Concept Map for this Resource

Equality and Social Justice

This concept map below outlines a conceptual pathway through the key theme of

- Equality and Social Justice

and builds on the key theme of:

- Human Rights and Social Responsibility

The key concepts and their development are clearly linked to specific activities within the resource.

Unit 4: Understanding Exclusion

<i>Key Concepts</i>	<i>Concept Development</i>	<i>Key Activities</i>
<p>Review of year 8 and introduction to year 9</p> <p>↓</p> <p>What is exclusion?</p>	<p>Feelings of exclusion Exclusion in school due to group identity and/or material circumstances</p>	<p><i>Re-establish ground rules</i> <i>Review Class Charter</i>¹ 4.1 Ideal World</p> <p>4.2 Feeling Excluded 4.3 Excluding Others *</p>

¹ The ground rules and Class Charter should be *living* documents. Pupils should be given regular opportunities to return to these documents and to amend or add to them, as they see fit. Appropriate points for re-examining the ground rules and charter are indicated in the concept map by the following symbol *

Unit 5: Towards Equality

Key Concepts	Concept Development	Key Activities
Who may be excluded by society?	Exclusion on the basis of group identity ("Section 75" groups)	5.1 Giant Steps?
How are people excluded by society?	Stereotype Prejudice Discrimination	5.2 They Say...I Say... 5.3 Challenging Discrimination
How can we promote equality?	Role of Individual Society Government	5.4 Actions for Equality * <i>Digging Deeper</i>
Is there a "right" to equality?	Promises made by governments in the UDHR, UNCRC Promises kept by our government in equality law ²	5.5 Promising Equality? * 5.6 Equality- the Ups and Downs!
What other inequalities exist in our society?	Exclusion on the basis of material circumstances	5.7 Journey to Equality

² This is a suitable point in the development of pupil ideas about Human Rights to explore the proposed **Bill of Rights for Northern Ireland**. In particular, they could examine the role of Human Rights in promoting equality of opportunity for specific groups within Northern Ireland eg gender, disability, the rights of children etc. **The Northern Ireland Human Rights Commission** has developed a resource to assist pupils in examining these issues.

Unit 6: Exploring Social Justice

Key Concepts	Concept Development	Key Activities
What are global inequalities ?	Exclusion on the basis of material circumstances	6.1 "If there were £100 in the world..."
What is poverty ?		Absolute poverty Relative poverty Access to health care, shelter, education and employment as indicators of poverty
How can we promote global social justice ?	Role of Individual Society Government	6.4 Actions for Social Justice* <i>Digging Deeper</i>
What is relative poverty ?	Indicators of poverty in Northern Ireland	6.5 Poverty on Our Doorstep? 6.6 Poverty: Rights and Wrongs? <i>Digging Deeper</i>
How can we promote social justice in Northern Ireland ?		Role of Individual Society Government ³
How would the values of equality and social justice create an ideal world ?		6.9 Return to the Ideal World*

³ This is a suitable point in the development of pupil ideas about Human Rights to explore the proposed **Bill of Rights for Northern Ireland**. In particular, they could examine the specific provisions for socio-economic rights in the Bill of Rights. The **Northern Ireland Human Rights Commission** has developed a resource to assist pupils in examining these issues

UNIT 4: UNDERSTANDING EXCLUSION

CONCEPT MAP

<i>Key Concepts</i>	<i>Concept Development</i>	<i>Key Activities</i>
<p>Review of year 8 and introduction to year 9</p> <p>↓</p> <p>What is exclusion?</p>	<p>Feelings of exclusion Exclusion in school due to group identity and/or material circumstances</p>	<p><i>Re-establish ground rules</i> <i>Review Class Charter</i>¹ 4.1 Ideal World</p> <p>4.2 Feeling Excluded 4.3 Excluding Others *</p>

ESTABLISHING THE CLASSROOM CLIMATE

Before starting the theme **Equality and Social Justice** remind the pupils of the way they worked as a class group last year in Local and Global Citizenship *eg listening to each other, respecting other opinions etc.* Give the pupils an opportunity to revisit the “ground rules” and Class Charter (see **Unit 1 Activity 1.3 and 1.4**) that were established last year and if necessary adjust and agree changes. If there are new pupils in the class this will be an especially important activity. Both of these documents should be displayed in the classroom and revisited throughout this year.

¹ The ground rules and Class Charter should be *living* documents. Pupils should be given regular opportunities to return to these documents and to amend or add to them, as they see fit. Appropriate points for re-examining the ground rules and charter are indicated in the concept map by the following symbol *

ACTIVITY 4.1 - IDEAL WORLD

Resources needed

- Pupil resource
 - 1.1a Ideal World Template (see Unit 1)

Introduction

See again Activity 1.1 and remind pupils of their response to this last year.

Progression

- 1 Use these responses to help pupils make connections between their ideas and the concepts of equality and social justice. In small groups or pairs ask pupils to prioritise/agree on 3-5 words that relate to equality and social justice. Pupils should also be encouraged to express their ideas using pictures, drawings etc.
- 2 Display these on a "graffiti board" in the classroom and add to it as necessary.

Conclusion

Explain to pupils that this introductory activity was to remind them of the diverse nature of the society in which we live. As a result there is a need to safeguard both individual and collective rights and ensure that everyone is treated equally and fairly. These concepts will be further explored in three units:

Unit 4 Understanding Exclusion

Unit 5 Towards Equality

Unit 6 Exploring Social Justice

ACTIVITY 4.2 - A TIME WHEN I FELT EXCLUDED

Resources needed

- Pupil resource
 - 4.2 Exclusion Template

Introduction

Remind pupils of the activities from last year that involved exploring and responding to diversity in our society. Ask pupils to recall examples of how individuals, society and government can try to promote **inclusion** in society. Explain to pupils that now they are going to concentrate on how people may not always feel included and that people in society may feel **excluded** for a number of reasons.

Progression

- 1 Explain to pupils that in this activity they will be asked to think about a time when they have felt left out or excluded. You can stimulate their ideas by making general suggestions such as "...it might have been something to do with eg a team; a particular group of people; not being able to join in on something " etc.

Teachers need to be mindful of the sensitivities of individual pupils in their class and steer the activity at an appropriate depth. They do not have to tell anyone else the details of their experience. They will have a chance to compare information about the general kinds of situations that can contribute towards people feeling excluded.

- 2 Ask pupils to think of words to describe these feelings. They can record these words for their own private information.
- 3 Place pupils into groups of three and ask them to develop an agreed list of situations when people feel excluded. Ask pupils to talk about the feelings that might be associated with these situations and to record their findings on the Exclusion Template.

Conclusion

Ask each group to feedback three examples of being excluded and the feelings associated with them. Use the feedback to identify and explain appropriate words relating to exclusion (see completed Exclusion Template in "**Answers to Activities**" at back of booklet for ideas). These will be useful in discussion throughout the rest of this unit.

Extension Exercise

Ask pupils to complete their Exclusion Template by joining the points of the star with labelled lines to indicate actions or attitudes that might lessen exclusion.

ACTIVITY 4.3 – WHY DO OTHERS FEEL EXCLUDED?

Resources needed

- Pupil resource
 - 4.3a Exclusion Fact Files
 - 4.3b 'Feeling left out' Character Proforma

Introduction

Remind pupils of some of the words associated with feeling excluded from the previous activity. Explain to pupils that in this activity they will be exploring a variety of situations where other young people may feel left out (excluded).

Progression

Divide class into groups of four or five. Distribute a different Fact File and Character Proforma to each group, as appropriate, and ask them to read the information carefully.

Ask pupils to discuss and record on the proforma the **reason** why their character may feel left out and any **feelings** they might have in their particular situation.

Task each group with creating a storyboard for their character. Encourage them to focus on the feelings associated with being left out in their scenario and to suggest ways in which the situation could be changed to help the young person feel less excluded.

Ask pupils to present their storyboard to the rest of the class as, for example, a role-play, comic strip, puppet show, news story, interview scenario, power point presentation etc.

Conclusion

Explain that some individuals may be left out/excluded because they belong to a particular **group**, eg Yamila, whilst others may be excluded because of their material **circumstances**, eg Sonia.

UNIT 5: TOWARDS EQUALITY

CONCEPT MAP

Key Concepts	Concept Development	Key Activities
Who may be excluded by society?	Exclusion on the basis of group identity ("Section 75" groups)	5.1 Giant Steps?
How are people excluded by society?	Stereotype Prejudice Discrimination	5.2 They Say...I Say... 5.3 Challenging Discrimination
How can we promote equality?	Role of Individual Society Government	5.4 Actions for Equality * <i>Digging Deeper</i>
Is there a "right" to equality?	Promises made by governments in the UDHR, UNCRC Promises kept by our government in equality law ¹	5.5 Promising Equality? * 5.6 Equality- the Ups and Downs!
What other inequalities exist in our society?	Exclusion on the basis of material circumstances	5.7 Journey to Equality

NB Before beginning these activities it may be useful to read the information provided for teachers in **Appendix 5** "Understanding Equality".

¹ This is a suitable point in the development of pupil ideas about Human Rights to explore the proposed **Bill of Rights for Northern Ireland**. In particular, they could examine the role of Human Rights in promoting equality of opportunity for specific groups within Northern Ireland eg gender, disability, the rights of children etc. **The Northern Ireland Human Rights Commission** has developed a resource to assist pupils in examining these issues.

ACTIVITY 5.1 – GIANT STEPS?

Resources needed

- Pupil resources
 - 5.1a Equality Role Cards
 - 5.1b Equality Passport
 - 5.1c Giant Steps Worksheet (if needed)

Introduction

Remind pupils of the previous lessons and some of the reasons why people might feel left out/excluded in school. Explain to them that in the next series of lessons they are going to explore the experiences of people who may be left out/excluded because of **groups** that they belong to in society.

Progression

- 1 Distribute role cards and ask pupils to read the information about their character. Pupils should not reveal their character to the rest of the class. (You may wish to give more complex identities to more able pupils).
- 2 Ask the pupils to line up along the back of the classroom, facing the front. Explain to pupils that you will be reading out a series of statements (see below). If they think that their character could agree with the statement then they should take one step forward. If not they should remain where they are.

If your classroom is not suitable for carrying out this activity then move the class to the assembly hall or playground. Alternatively use the "Giant Steps" worksheet to record each character's response to the statements.

- 3 Continue reading the series of statements until you feel pupils have fully explored the issues.
- 4 Ask pupils to reveal their character and use the following questions to generate a class discussion:
 - a. Which characters moved forward the most? Why?
 - b. Which characters moved forward the least? Why?

In your debriefing of this activity it may be apparent that pupils have made decisions based on stereotypical perceptions of the groups they are representing. It is therefore important to question individual pupils about the choices they made for their character. It may also be useful to compare how pupils representing the same character responded to their role card.

- 5 End the class discussion by generating a list of **groups** of people who may be excluded by society.

Conclusion

Explain to the pupils that in this activity they explored situations in which certain **groups** of people may have been left out/excluded/treated differently. Explain that in this unit they will be exploring ways in which we can make our society a more equal place for everybody.

Tell the pupils that throughout this unit they will remain in the role of their allocated character. They will gather statements that will help their character on their journey to a more equal world. These will be recorded on their "Equality Passport" which they should bring with them to each class.

At this point distribute a passport to each pupil and ask them to complete the back page using the information provided on their role card. Pupils should cut out the passport picture and paste it onto their passport.

Statements for "Giant Steps"

- 1 I've a great social life..I go out all the time
- 2 I can travel into town on public transport without any help
- 3 When I'm in town I can easily go in and out of a large range of shops
- 4 I play loads of active sports
- 5 I make friends with a wide range of people really easily
- 6 I can live in whatever kind of house I want to
- 7 I can go to the local library and make good use of it
- 8 I can use toilets in public buildings
- 9 I can be a teacher or a youth worker
- 10 I can go in and out of any pub or club I want to
- 11 I have as good a chance as anybody of getting a good job or promotion
- 12 I or my children can go to whatever school they want to
- 13 I would never get stopped by the police on the street for no good reason
- 14 My background is well respected by people in the community
- 15 I can get lots of support from the government and other organisations if I need help

ACTIVITY 5.2 – THEY SAY...I SAY...

Resources needed

- Pupil resource
 - 5.2 Speech Bubbles

Introduction

Remind pupils of the conclusion from the last activity and ask them to introduce themselves, in role, to the rest of the class. Ask the pupils to think what their character might say about some of the experiences highlighted in the last activity.

Progression

- 1 Use blu-tack to display the speech bubbles on the classroom wall.
- 2 Ask pupils to carefully consider the speech bubbles and to select something that they think their character might say. The speech bubbles may be appropriate for more than one character eg a pupil representing a Traveller or someone with a disability may select the speech bubble "I don't like it when people stare at me..." so you may wish to duplicate the speech bubbles displayed.
- 3 Ask pupils to take their speech bubble from the wall and return to their seat.¹
- 4 Give pupils a few minutes to produce a statement, in role, based on their speech bubble outlining:
 - a. Their experiences/feelings about being left out/excluded/treated differently.
 - b. What they would rather experience.
- 5 Ask the class to form two concentric circles in the middle of the room so that each pupil is facing another.
- 6 Tell pupils to introduce themselves, in role, and share their reflections from step four.
- 7 After a couple of minutes instruct the two circles to rotate in opposite directions so that new pairs of pupils are formed.
- 8 Repeat steps 6 and 7 until pupils have had the opportunity to share their ideas with a wide range of characters.

¹ Some pupils may find it difficult to choose an example eg "26 year old woman". In this case they should think about why they **may not** face discrimination.

Conclusion

Challenge the pupils to list *three* words/phrases to describe, in general terms, the experiences of all the characters (eg made fun of, badly treated, no opportunities), and *three* words/phrases to describe what they would rather have experienced (eg respected, treated the same, given the same chances). Use these words to develop working definitions of *inequality* and *equality*. You may wish to use the terms *stereotype*, *prejudice*, *racism*, *sectarianism* and *discrimination* to review appropriate Year 8 terminology.

ACTIVITY 5.3 –CHALLENGING DISCRIMINATION

Resources needed

- Pupil resource
 - 5.3a Key Terms Card Match
 - 5.3b Attitude and Action Cards

Introduction

Use the card match to review the key terms stereotype, prejudice, racism, sectarianism and discrimination and to introduce other terms such as ageism and sexism.

Progression

- 1 Place the "Attitude" card at one end of the wall and the 'Action' card at the other end.
- 2 Hold up the *stereotype* card and ask the pupils whether this is an attitude that people have or an action that people do or something in between. After discussion place the card on the spectrum.
- 3 Repeat this with the remainder of the terms².
- 4 Invite the pupils to place their speech bubbles from the previous activity onto the spectrum and give reasons for their choices.

Conclusion

Select a few of the speech bubbles and ask pupils to suggest ways of challenging this attitude or action. For example:

- for the speech bubble "I don't like being stared at...". pupils may suggest that individuals shouldn't stare at people who are different;
- for bubble "I can't get served in a bar even though I'm over 18"... pupils may suggest that there should be a law to ensure that everybody gets the same access to goods and services etc.



This allows you to remind pupils of the role of the **individual**, **society**³ and the **government** in responding to these issues.

² It may be useful to encourage pupils to set the terms along the spectrum as follows. Stereotype and prejudice under 'Attitude'; racism, sectarianism (perhaps even sexism, ageism etc) in the middle of the spectrum and discrimination under 'Action'. This may help pupils to view 'isms' as specific types of prejudicial attitudes which result in discriminatory action.

³ Society refers to organisations, groups of individuals etc. such as schools, churches, youth groups, NGOs, media, political parties, sporting organisations, businesses etc.

ACTIVITY 5.4 – ACTIONS FOR EQUALITY

Introduction

Remind pupils that they are still in their character role. (You may wish to refer pupils back to their “Equality Passport” and the information they have gathered about their character to refresh their memory.) Explain to the pupils that in this activity they will be making connections with some of the other characters represented in the class.

Progression

- 1 Invite pupils, in role, to take their passport and move around the room comparing their character's details with other pupils.
- 2 If they think there is some connection between their character and that of another pupil they should link-up with them eg 72 year old woman and 59 year old man could link up because they are older people.
- 3 Allow pupils to continue to compare their passport details with other pupils and begin to form small clusters.
- 4 Pupils may find that having joined one cluster they encounter another cluster that they could also join. At this stage allow them to change groups if they wish (eg a young person with a disability could either join a young person's or a disability group.)
- 5 Once cluster groups have been finalised ask the pupils to sit down in these clusters.
- 6 Explain to the pupils that there are organisations in society which help people who are discriminated against. These are sometimes called NGOs (non-governmental organisation). Ask the pupils to use their cluster to form an NGO which will try to raise awareness of some of the problems faced by their group. Each cluster should give its NGO a name.
- 7 On a sheet of paper ask each group to brainstorm ways in which equality for their group may be promoted by:
 - a. Individuals
 - b. Society
 - c. Government

Ask each group to introduce itself to the rest of the class and explain why they formed a cluster and present their findings

Conclusion

Use the feedback to draw out general approaches that could be taken by **individuals**, **society** and **government** to prevent discrimination.

Digging Deeper

The above activities have only "scratched the surface" of equality issues. It would be advisable to spend time examining one or more issues in greater detail.

During the previous activity you may discover that pupils are particularly interested in exploring an equality issue in greater depth. There are many suitable resource packs/websites etc. which would facilitate a more detailed exploration of the experiences of specific groups of individuals in our society eg

- Disability
- Gender
- Age

This may also provide an opportunity to revisit some of the challenges of diversity from year eight citizenship lessons eg

- Racism
- Sectarianism

by exploring ethnicity and religious/political identity in the context of equality.

The following template may be helpful in structuring a series of lessons on a particular issue:

- Challenging stereotypes and prejudice
- Identifying inequalities
- Tackling discrimination
- Promoting equality (role of the individual, society and the government)

Each specific issue could also include an exploration of:

- Media portrayal of the specific equality issue
- Relevant laws aimed at preventing discrimination
- NGOs which campaign on the specific equality issue

This can also provide an opportunity to encourage pupils to engage in some form of **action** around the specific issue (eg the pupils could organise a visit from an NGO, find out about and participate in campaigns relating to the specific issue, raise awareness in their school/local community through assemblies/posters etc.)

Appendix 6 outlines international days, years, decades etc. This may be useful in selecting topical issues for further exploration or in planning for action around these issues.

ACTIVITY 5.5 –PROMISING EQUALITY?

Resources needed

- Pupil resource
 - 3.3 UDHR Summary (see Unit 3)
 - 3.4b UNCRC Summary (see Unit 3)

Introduction

Remind pupils of the conclusion to the previous activity: the role of NGOs in promoting equality through challenging the attitudes/actions of individuals, society and government. Explain to pupils that most *governments* have made *promises* to protect certain groups of individuals who may experience inequality. Explain that these promises have been made by signing international agreements. Remind pupils of the activities they carried out in Year 8 which examined the Universal Declaration on Human Rights (UDHR) and the United Nations Convention on the Rights of the Child (UNCRC)

Progression

- 1 Distribute a copy of the UDHR and UNCRC to each pupil. Ask pupils, in role, to read through these documents and to pick out any statements which they think may be relevant to their character.
- 2 Ask pupils to transfer these statements onto their Equality Passport, under the heading of "Human Rights: *Promises made to me by my government...*"
- 3 Each pupil should then reveal their choice of statements and explain how these human rights would help protect their character from discrimination. Again, in your debriefing of this activity it may be useful to compare how pupils representing the same character selected statements.

*Some pupils may be able to find a wider range of relevant statements for their "character" from the UDHR and UNCRC than others. This may provide a useful opportunity to mention other international human rights conventions which are relevant to the promotion of equality (see **Appendix 5**)*

Conclusion

Explain to pupils that their Equality Passport now contains a list of certain human rights which *should* help their character on the "journey to equality". However, are the promises *made* by governments being *kept*?

ACTIVITY 5.6 EQUALITY – THE UPS AND DOWNS!

Resources needed

- Pupil Resource
 - 5.6 “Snakes and Ladders Board” - Game Instructions.

You will also need to supply dice and counters

Introduction

Review previous lesson and explain that this activity will help pupils to understand some of the ways in which governments try to keep the promises they have made: to treat people equally and to give people the same opportunities in life.

Progression

- 1 Place pupils into small groups of three or four and distribute a copy of the “Snakes and Ladders” game and instructions to each group. Each group will also need a die, and a counter for each pupil.
- 2 Allow pupils around fifteen to twenty minutes to play the game.
- 3 Ask each group to generate a list of examples from the game of the government “Keeping Promises”. Take feedback from each group and record their findings on the board/ flipchart.
- 4 Ask each pupil to select examples from this list which are relevant to their character and to add these to the next page in their “Equality Passport” under the heading of “Equality Law: *promises kept by my government and my country...*”.
- 5 Ask each group to reflect on the snakes and ladders game and to suggest a few examples of “promises which could be better kept”. Take feedback from each group and record findings on the board/flipchart. Use the following questions to discuss this list:
 - a. What could the government do to better keep these promises?
 - b. Would this be difficult or easy for government to do?
 - c. Why might it be difficult for governments to keep all of the promises it made?
 - d. Is “making laws” the only way/ best way to make sure the human rights of groups of people are protected?
 - e. What could individuals and society do to promote a “culture of human rights and equality”?

Conclusion

Explain to pupils that their Equality Passport should now contain some examples of human rights (from international documents) and some of the laws in Northern Ireland that might help their character on their "journey to equality".

ACTIVITY 5.7 – JOURNEY TO EQUALITY?

Resources needed

- Pupil resources
 - 5.7a Word Bank
 - 5.7b Suitcase template

Introduction

Refer pupils back to their Equality Passport to remind themselves of the information they have gathered about their character. Explain to pupils that in role they are about to start an imaginary journey towards "equality". They already have their passport which promises them human rights and protection from discrimination. But is there anything that could slow their character down on the journey towards equality? Explain to the pupils that they will be given more details about the circumstances of their character before they start this journey.

Progression

- 1 Ask pupils, in role, to take their passport and select a card from the word bank and add it to their passport. These words will relate to various **circumstances** which may contribute to inequality, eg unemployed, homeless, can't read or write etc.⁴
- 2 Ask pupils to refer back to their passport and to begin to think in more detail about the circumstances into which their character has been placed.
- 3 Encourage pupils to compare their passport details with other pupils and to briefly discuss each other's **circumstances**. Ask pupils to consider how these circumstances might stop their character from completing their journey to "equality" (eg How would these circumstances stop them from being able to participate fully in society? How would the circumstances stop them from having the same opportunities as other people?)
- 4 Distribute a suitcase template to each pupil.
- 5 Ask the pupils in groups to generate a list of things that they feel they would **need** to bring with them in their "suitcase" on this journey to help them really reach full equality (eg a decent standard of living and adequate money etc.)
- 6 Pupils record these ideas by writing or drawing the above on their "suitcase".

⁴ Pupils may have to change their selection if it is not fully appropriate for their character eg if a young person chooses the word "unemployed" they should reselect an adjective eg "can't read and write" etc.

Conclusion

Ask each group to report back to the rest of the class what they have packed in their suitcase. Remind pupils that the last series of lessons have explored ways of making sure that people from different **groups** in society have the same opportunities in life. Explain that in the next series of lessons they will explore how the **circumstances** people find themselves in can make them feel left out/excluded too. Explain that finding ways to help people overcome these circumstances is sometimes called “**social justice**”.

UNIT 6: EXPLORING SOCIAL JUSTICE

CONCEPT MAP

Key Concepts	Concept Development	Key Activities
What are global inequalities ?	Exclusion on the basis of material circumstances	6.1 "If there were £100 in the world..."
What is poverty ?		6.2 Picturing Poverty 6.3 Investigating Poverty
How can we promote global social justice ?	Absolute poverty Relative poverty Access to health care, shelter, education and employment as indicators of poverty	6.4 Actions for Social Justice* <i>Digging Deeper</i>
What is relative poverty ?	Role of Individual Society Government	
How can we promote social justice in Northern Ireland ?	Indicators of poverty in Northern Ireland	6.5 Poverty on Our Doorstep? 6.6 Poverty: Rights and Wrongs? <i>Digging Deeper</i>
How would the values of equality and social justice create an ideal world ?	Role of Individual Society Government ¹	6.7 Who Can do What? 6.8 Achieving Social Justice* 6.9 Return to the Ideal World*

NB Before beginning these activities you may wish to read **Appendix 7** for some background information on Social Justice

¹ This is a suitable point in the development of pupil ideas about Human Rights to explore the proposed **Bill of Rights for Northern Ireland**. In particular, they could examine the specific provisions for socio-economic rights in the Bill of Rights. The Northern Ireland Human Rights Commission has developed a resource to assist pupils in examining these issues

ACTIVITY 6.1 – “IF THERE WERE £100 IN THE WORLD...”

Resources needed

- Pupil resources
 - 6.1 “If the world had £100 to share ...” question sheet
 - 2.4 “If the world contained 100 people...” (See Unit 2)

Introduction

Remind pupils of the previous lesson and explain that in this unit they will be exploring how the **circumstances** that people find themselves in can make them feel left out or excluded from society. Pose the following question: “Do you think every person in the world has the same opportunities in life?”

Progression

- 1 Divide pupils into groups of three or four and distribute the question sheet “*If the world had £100 to share*” to each group. Ask pupils to discuss each question and then respond as a group. Set a fixed amount of time for the exercise to be completed.
- 2 When pupils have finished answering the questions ask each group to feed back their answers to the class. Allow the groups to challenge each other’s answers if they don’t agree.
- 3 Provide the class with the answers (see Answers to Activities)
- 4 Use the following questions to generate discussion:
 - Which of the answers surprised them?
 - Which part of the world did they *expect* to have the largest amount of the £100?
 - Which part of the world did they *expect* to have the smallest amount?
 - Why do they think this is the case?
- 5 Remind the pupils of the answers to the “If the world contained *100 people*” quiz from Year 8 and ask them to compare the size of each group to the amount of world’s wealth they have. (As an extension pupils could calculate the amount of money per person in each area of the world)
- 6 Use the following questions in discussion
 - What surprises you?
 - Do you think this is fair?
 - Why do you think this is the case?

Conclusion

Draw together the facts from the worksheets to emphasise the point that there are *global inequalities*. Explain to pupils that not all wealth is equally distributed between all the parts of the world and that some countries are considered “poorer” than others. But what do we really mean by “poverty”? Explain to the pupils that they will be exploring this in the next few lessons.

ACTIVITY 6.2 – PICTURING POVERTY

Resources needed

- Pupil resource
- 6.2 Set of photos

Introduction

Remind pupils of the previous lesson and explain that in this lesson they will be examining some photos showing the **circumstances** in which people live in different parts of the world.

Progression

- 1 Give each pupil a photo.
- 2 Place the words "wealth" and "poverty" at each end of a wall/floor/playground to produce a spectrum:

WEALTH.....POVERTY

- 3 Ask pupils to place their photo where they think it belongs somewhere along this spectrum and to explain/ discuss why they placed the photos where they did
- 4 Use this discussion to begin to draw out the main indicators of poverty. For example:
 - Compare the "shanty town" with the hut and cottage along the spectrum to draw out that access to housing or **shelter** is an indicator of poverty level
 - Compare the various photos relating to health to draw out that access to good **health care** is an indicator of poverty level
 - Compare the schools to draw out that access to **education** is an indicator of poverty level
 - Compare the people seeking work to draw out that access to employment is an indicator of poverty level
- 5 Use the facts and figures provided in **Appendix 8** to challenge some of the preconceptions that the pupils may have. Ask the pupils if this might change their positioning of the photos. Adjust the photos accordingly.
- 6 Ask the pupils to decide where to place a dividing line, somewhere along the spectrum, which shows that the people to the right of the line are living in poverty. There should be some disagreement about where this line is positioned. This should be encouraged! Explain to the pupils that it is difficult to draw a "poverty line".
- 7 Use the discussion to explain that there is a difference between **absolute** and **relative** poverty (see **Appendix 7**). Ask pupils to give examples of each from the photos they have been examining.

Conclusion

Conclude the lesson by making the following points:

- Poverty is not just about food/money
- There are other factors that make poverty *visible* eg shelter, health care, education and employment
- **Social Justice** is about addressing these issues and making sure that people can live in decent and fair circumstances

ACTIVITY 6.3 – INVESTIGATING POVERTY

Resources needed

- Pupil resource
 - 6.3 Country Role cards
 - 6.3b United Nations Investigator
 - 3.3 UDHR summary (see Unit 3)
 - 3.4b UNCRC summary (see Unit 3)

Introduction

Remind pupils of the previous lesson, in particular the main indicators of poverty (shelter, health care, education and employment). Ask the pupils “Do people have the **right** to these things?”

Progression

- 1 Give each pupil a copy of UDHR and UNCRC and ask them to cut out any human rights statements which refer to any of the four indicators of poverty, or to the circumstances in which people **should** be able to live.
- 2 Ask pupils to explain their choices and add the statements to their **passport**.
- 3 Point out that the United Nations (UN) has a role in protecting and promoting these human rights across the world. Sometimes this means that UN investigators go into countries to find out about and report on the circumstances in which people are living. Explain to the pupils that in this activity they will be simulating the work of the UN.
- 4 Divide pupils into groups of 6. Explain that each group will be representing a different country. Allocate roles by distributing the following role cards:
 - UN Investigator
 - Minister for Health
 - Minister for Education
 - Minister for Employment
 - Minister for Culture
 - Minister for Housing

- 5 Ask pupils to spend some time reading their role card. Explain to them that the UN Investigator will ask them questions and that they should answer in role using their briefing notes to help them.
- 6 Allow enough time for the role play to ensure that the UN Investigator has gathered enough information.
- 7 Ask the UN Investigator from each group to report back to the class on their findings using the proforma on their role card.

Conclusion

Use the findings to reinforce the four main indicators of poverty and that every person in the world should have access to shelter, health care, education and employment as a **basic human right**.

It is also important to bring out the *cultural richness* that exists in many countries which are considered "poor". Explain to pupils that *people* are not poor, even though they may live in poverty.

Extension

Pupils may wish to spend some time on a more in-depth research project on their allocated country. This could result in a class/school display presentation

ACTIVITY 6.4 – ACTIONS FOR SOCIAL JUSTICE

Introduction

Remind pupils of the previous lesson and ask them to consider what we could do as global citizens to improve the circumstances people live in and to promote social justice in our world.

Progression

- 1 Ask pupils to work in the same groups as the previous lesson, representing the same country.
- 2 Ask each group to brainstorm/ research ways in which poverty in their allocated country could be challenged and social justice promoted. Use the following questions to generate ideas:
 - What can we do as **individuals** here in Northern Ireland to promote social justice in this country?
 - What can our **society** do, including NGOs and other helpers?
 - What can our **government**, the government of the country and governments working together eg the UN do?

Conclusion

Each group could present its ideas through a poster, leaflet, campaign, research, presentation, drama, video, assembly etc.

Digging Deeper

The above activities have only “scratched the surface” of global social justice issues. It would be advisable to spend time examining one or more of the issues in detail.

During the previous activities you may discover that pupils are particularly interested in exploring a global social justice issue in greater depth. There are many suitable websites/ resource packs etc. which would facilitate a more detailed exploration.

The following questions could be researched:

- How can we have “education for all” in developing countries?
- Is “child labour” always “child exploitation”?
- Why are there refugees in our world?
- What is the impact of conflict on poverty?
- What are the causes and consequences of AIDS/HIV in developing countries?
- How do international bodies such as the United Nations and associated bodies eg UNICEF work for social justice?
- How do international humanitarian/development NGO's work for social justice? eg
 - Oxfam
 - Trocaire
 - Concern
 - Save the Children
 - Christian Aid
 - Action Aid
 - International Committee of the Red Cross etc.

These issues could also provide an opportunity for pupils to engage in some form of **action** or to take part in various **campaigns/competitions** etc.

NOTE: This work should be covered in the context of **Human Rights and Social Responsibility**. You should also ensure that you are not dealing with issues which are covered more appropriately elsewhere in the curriculum eg food/famine, clean water, fair trade, sustainable development etc. This will necessitate some cross curricular planning.

ACTIVITY 6.5 – POVERTY ON OUR DOORSTEP?

Resources needed

- Pupil resource
 - 6.5a Poverty Fact Cards
 - 6.5b Northern Ireland Map Template

Introduction

Remind pupils of the UN role play in which they participated and ask them to consider the question “How would Northern Ireland measure up if the UN came in to investigate the conditions people lived in here?”

Progression

- 1 Distribute one statement from the **Poverty Fact Cards** to each pupil. Each card states a fact describing access to health care, education, employment and shelter in Northern Ireland.
- 2 Ask each pupil to read their card carefully and to make sure they understand it.
- 3 Explain to the pupils that they are going to **teach** their fact to as many people in the class as possible. They should try to think of examples to help them explain their fact clearly.
- 4 Ask pupils to move around the room teaching their fact to others. Pupils may begin to make connections between their fact and someone else's. Encourage this and any resulting discussion.
- 5 Allow time for each pupil to have learnt several new facts. When pupils have returned to their seats ask them to recall the facts that they heard. Record these on the board. Make connections between the facts to draw out the main indicators of poverty stated in step 1.
- 6 Use the following questions to encourage class discussion:
 - Was there anything that surprised them?
 - Did they learn anything new?
 - How would they rate Northern Ireland in terms of access to shelter, health care, education and employment?

Conclusion

Give each pupil the Northern Ireland map template. Ask them to select some of the facts that they have heard in this activity and to record them on the appropriate section of the map (ie under shelter, health care, education and employment). They can record general facts in the middle.

ACTIVITY 6.6 – POVERTY: RIGHTS AND WRONGS?

Resources needed

- Pupil resource
 - 6.5b Northern Ireland Map Template

Introduction

Use the maps which the pupils completed in the previous lesson to remind them of access to shelter, health care, education and employment in Northern Ireland. Remind pupils of the term “relative poverty” from **Activity 6.2**. Explain that in this activity they will be exploring the idea of relative poverty in Northern Ireland in more detail. They will also be asked to consider if everyone in Northern Ireland has the absolute/full right to work, shelter, health care and education.

Progression

- 1 Label one end of the room “Strongly Agree” and the other end of the room “Strongly Disagree”.
- 2 Read out the first statement for this walking debate (see below) and ask pupils to respond by standing anywhere along the spectrum that reflects their opinion.
- 3 Give pupils the opportunity to say why they have chosen their position and to listen to the opinions of others. Allow pupils to change their position in light of responses given by others.
- 4 Continue the walking debate using the other main statements as appropriate. You may wish to use the subsidiary questions to stimulate further discussion.

Conclusion

Give pupils another copy of the Northern Ireland map template and ask them to record their opinions on people’s right to shelter, health care, education and employment in Northern Ireland under the appropriate headings.

EXAMPLE STATEMENTS FOR WALKING DEBATE

- 1 **There's no poverty in Northern Ireland**
Encourage pupils to use facts learnt in previous lesson to explain their views
- 2 **There's only poverty in the cities in Northern Ireland**
Encourage pupils to use facts learnt in previous lesson to explain their views
- 3 **Everyone has the right to work**
Is everyone fit to work? Do people have a right not to work? What do we mean by "work"? Does voluntary work count? Should people who have criminal records be allowed to work? etc
- 4 **Everyone has the right to shelter**
What do we mean by shelter? Should everyone have their own house? Should people be housed by the government if they've had a fall out with their family? What about people who feel they have been intimidated out of their homes? What about asylum seekers? What about young offenders? etc
- 5 **Everyone has a right to education**
What's a good standard of education? What about pupils who cause disruption, do they have a right to education? What about pupils who are school refusers? Do young offenders have access to a good education? Do single teenage mums have access to education? Should everyone be able to have sex education? Religious education? Should people have a right to education in their own language? Do people in Northern Ireland have a right to choose the type of school they want for their children? etc
- 6 **Everyone has the right to health care**
What if you deliberately don't look after yourself or cause yourself harm? Should a younger person get treatment over an older person if hospital resources are limited? Should young offenders involved in car crime get good health care? Should smokers/drug takers? etc
- 7 **The conflict in Northern Ireland has made some areas poorer than others**
Encourage pupils to use facts learnt in previous lesson to explain their views
- 8 **The government spends too much money on other things instead of health/ education/ employment/ shelter**
Encourage pupils to use facts learnt in previous lesson to explain their views

Digging Deeper

The above activities have only "scratched the surface" of social justice issues in Northern Ireland. It would be advisable to spend time examining one or more of the issues in detail and to focus on how we can respond to these issues.

During the previous activities you may discover that pupils are particularly interested in exploring a local social justice issue in greater depth. There are many suitable websites/ resource packs etc. which would facilitate a more detailed exploration.

The following issues could be explored:

- What are the causes and consequences of homelessness in Northern Ireland?
- What happens when asylum seekers come to Northern Ireland?
- What are the causes and consequences of poverty amongst travellers?
- What should the Bill of Rights for Northern Ireland say about social justice issues?
- How does poverty affect children in Northern Ireland?

These issues could also provide an opportunity for pupils to engage in some form of **action** or to take part in various **campaigns/competitions** etc.

NOTE: This work should be covered in the context of **Human Rights and Social Responsibility**.

ACTIVITY 6.7 – WHO CAN DO WHAT?

Introduction

Remind pupils of the previous lesson and ask them to consider what we could do to improve the circumstances people live in and to promote social justice in Northern Ireland.

Progression

Place pupils into groups of five and ask each group to brainstorm/research ways in which poverty in Northern Ireland could be challenged and social justice promoted. Use the following questions to generate ideas:

- What can we do as **individuals** here in Northern Ireland to promote social justice?
- What can our **society** do, including NGO's and other helpers?
- What can our **government** do?

Conclusion

Each group could present its ideas as a news report.

ACTIVITY 6.8 ACHIEVING EQUALITY AND SOCIAL JUSTICE

Resources needed

- Pupil Resource
 - 5.7b Suitcase Template
 - 6.8b Indicator Cards

Introduction

Remind pupils that at the end of Unit 5 they were packing a suitcase to take on their journey to equality. Now it's time to go...

Progression

- 1 Distribute the suitcase template and ask pupils to paste their **passport** onto the correct place. Explain that the passport contains their **rights** to equality and social justice and that these rights **cannot** be taken away from them.
- 2 Remind pupils that it is not always easy to ensure that everyone has absolute/full access to all of these rights. Sometimes human rights have to be **limited** because governments may not be able to keep all of the human rights promises that they have made. Perhaps they cannot afford to give everyone full access to all of these rights. Sometimes governments try to do the very best that they can within the money/resources that they have available to them.
- 3 Ask the pupils to think about the following questions:
 - Is it really possible to have 100% employment?
 - Can the government afford free education up to university level for everyone?
 - Can everyone have totally free health care?
 - Can the government afford to give everyone their own house?
- 4 Distribute the four indicator cards and explain to pupils that they have to fit these into their suitcase along with their passport for their journey to equality. However they won't **fit** in the way they are- they are too big. They will need to be cut. Remind the pupils that their passport cannot be "cut" since they cannot lose their basic human rights.
- 5 Ask pupils to consider which cards they would cut. In other words which human rights they may need to limit eg they could cut a bit of education to represent only giving free education up to the age of 16 or 18 etc; they could cut a bit of employment to represent the idea that it is impossible to have full employment etc.
- 6 Pupils should cut the cards to fit into the suitcase and explain the reasons for their choices. (Time permitting you could ask the pupils to discuss whether they would have packed their suitcase differently if they were living in another country).

Conclusion

Explain that in the real world there is a financial limit on achieving these human rights for everyone and that governments have a very important job to do in balancing the budget to help make sure that there is social justice in their country.

ACTIVITY 6.9 RETURN TO THE IDEAL WORLD

Resources Needed

- Pupil Resource
 - 3.7 Return to the Ideal World (see Unit 3)

Introduction

Remind pupils that at the beginning of this year's activities they had revisited their ideas for an ideal world for children. During these activities they have taken some time to examine the world around them and the reasons why people may be excluded from society. They have also explored ways of promoting equality and social justice so that the real world might become more like the ideal world they described.

Progression

- 1 Place pupils into groups and ask them to think about how individuals, society and governments can try to make the world a better place, using the information they have gathered during these last three units.
- 2 Ask each group to feedback its ideas and record these on the board.
- 3 Give the class an opportunity to return to their class charter and to amend it as they see fit. Ensure that each pupil is equipped with a copy of this class charter for use in other Local and Global Citizenship classes².
- 4 Ask each group to think once again about their ideal world. Ask them to present their "vision" of an ideal world, where there is equality and social justice for all, to the rest of the class (eg as a poem, piece of drama, tableau, song, poster, speech etc.)

Conclusion

Allow pupils some time to individually reflect on what they have learnt through out these series of activities. Pose the question: What steps need to be taken to reach this ideal world? Give each pupil a copy of the "Road to an Ideal World" template and ask them to take some time to complete it individually as a conclusion these units on **Equality and Social Justice**.

² This may provide an opportunity for each class to combine their individual Class Charters into a Year Group Charter or even a School Charter.

APPENDICES



APPENDIX 5: UNDERSTANDING EQUALITY

Equality Law in Northern Ireland

The main pieces of equality legislation in Northern Ireland are:

- Equal Pay Act (Northern Ireland) 1970 (amended 1984)
- Sex Discrimination (Northern Ireland) Order 1976 (amended 1988)
- Race Relations (Northern Ireland) Order 1997
- Fair Employment and Treatment (Northern Ireland) Order 1998
- Disability Discrimination Act 1995
- Equality (Disability etc) (Northern Ireland) Order 2000
- Northern Ireland Act 1998 (Sections 73–75)

As can be seen these pieces of legislation are designed to protect individuals from **discrimination** on the basis of their gender, ethnicity, religious or political opinion, or disability.

Equality law focuses primarily on **preventing discrimination** in employment and in access to goods, services and facilities. In the legislation, discrimination tends to be described as “**less favourable treatment**” of the protected group compared to the treatment of other groups. This definition is used because it is sometimes necessary to treat people **differently** in order to ensure equality of opportunity.

Section 75 of the Northern Ireland Act seeks to go beyond traditional anti-discrimination legislation by placing a statutory duty on public authorities to promote equality of opportunity and good relations in the carrying out of their functions (e.g. in all of their policies and practices). It is anticipatory in that it tries to avoid rather than retrospectively punish inequality of treatment. Particular reference is made to the promotion of **equality of treatment** between:

- Different religious belief, political opinion, racial group, age (young and old), marital status or sexual orientation;
- Men and women generally;
- Persons with disability and persons without;
- Persons with dependants and persons without

and the **promotion of good relations** between persons of different religious belief, political opinion or racial group.

In this resource, Unit 5 examines the issue of equality in the context of the protection of individuals from discrimination on the basis their group identity and the promotion of equality of opportunity for all “section 75” groups.

Human Rights and Equality

All major international human rights instruments (such as the Universal Declaration of Human Rights and the European Convention on Human Rights- and as such the Human Rights Act) include a “non-discrimination” clause. These clauses refer to the groups who can avail of the rights contained within the human rights instruments without discrimination.

Specific instruments have been designed to protect minority groups or groups in need of particular protection eg

- United Nations Convention on the Elimination of Discrimination Against Women (CEDAW)
- United Nations Convention on the Elimination of Racial Discrimination (CERD)
- United Nations Convention on the Rights of the Child (UNCRC)

For other declarations, resolutions etc see www.un.org

As such there is international recognition of the need to protect certain groups from discrimination and to promote equality of opportunity.

The **Bill of Rights for Northern Ireland** will contain specific provisions on equality.

APPENDIX 6: World Calendar Dates

<p>January</p> <p>1st New Year's Day World day of Peace</p> <p>5th Birthday of Guru Gobind Singh (Sikh)</p> <p>6th Epiphany (Christian)</p> <p>27th Holocaust Memorial Day World Leprosy Day</p>	<p>February</p> <p>Chinese New Year – 3 days</p> <p>11th World Day of the Sick</p> <p>Eid Al-Addha (Islamic)</p> <p>15th Parinirvana (Buddhism)</p> <p>21st International Mother Language Day</p>	<p>March</p> <p>1st St David's Day (Christian)</p> <p>4th Al-Hijra (Islamic)</p> <p>8th International Women's Day for Peace & Disarmament</p> <p>10th Commonwealth Day</p> <p>17th St Patrick's Day (Christian)</p> <p>18th Purim (Jewish) Holi (Hindu)</p> <p>21st International Day for the Elimination of Racial Discrimination</p> <p>27th World Theatre Day</p>
<p>April</p> <p>7th World Health Day</p> <p>14th National Day of the Dead Baisakhi (Sikh)</p> <p>22nd Earth Day</p> <p>23rd St George's Day (Christian)</p> <p>28th International Workers' Memorial Day Global Youth Service Day</p>	<p>May</p> <p>3rd World Press Freedom Day</p> <p>8th International Red Cross Day</p> <p>15th International Day of Families</p> <p>16th Wesack (Buddhism)</p> <p>25th Africa Day Week of Solidarity with the Peoples of Non-Self Governed Territories</p>	<p>June</p> <p>4th International Day of Innocent Children Victims of Aggressions</p> <p>6th Shavuot (Jewish)</p> <p>16th Death of Guru Arjan Dev (Sikh)</p> <p>20th World Refugee Day</p> <p>26th International Day Against Drug Abuse & Trafficking</p>
<p>July</p> <p>11th World Population Day</p> <p>13th Dharma Day (Buddhism)</p>	<p>August</p> <p>7th National Play Day</p> <p>9th International Day of Indigenous People</p> <p>12th International Youth Day</p> <p>23rd International Day for the Remembrance of the Slave Trade and its Abolition</p>	<p>September</p> <p>1st United Nations General Assembly</p> <p>4th International Day of Peace</p> <p>7th Rosh Hashanah (Jewish)</p> <p>8th International Literacy Day</p> <p>21st International Day of Peace Succot (Jewish)</p>
<p>October</p> <p>1st International Day of Older Persons</p> <p>7th World Habitat Day (UN)</p> <p>10th World Mental Health Day</p> <p>11th National School Milk Day</p> <p>15th World Rural Women's Day</p> <p>17th International Day for the Eradication of Poverty</p> <p>18th World Food Day</p> <p>24th United Nations Day World Development information Day</p>	<p>November</p> <p>1st All Saints' Day (Christian)</p> <p>4th Diwali (Hindu)</p> <p>5th Bonfire Night</p> <p>6th 1st of Ramadan (Islamic)</p> <p>11th Remembrance Day</p> <p>11th Birthday of Guru Nanek Dev (Sikh founder)</p> <p>16th International Day for Tolerance</p> <p>18-26 Week for International Solidarity</p> <p>20th Universal Children's Day</p> <p>24th Martyrdom of Guru Tegh Bahadur Ji (Sikh)</p> <p>25th International Day Against Violence Against Women</p> <p>29th International Day of Solidarity with the Palestinian People</p> <p>30th St Andrews' Day (Christian) Chanukah (Jewish)</p>	<p>December</p> <p>1st World Aids Day</p> <p>2nd International day for the Abolition of Slavery</p> <p>3rd International Day for Disabled People</p> <p>5th Eid Al-Fitr (Islamic) International Volunteer Day</p> <p>10th Human Rights Day</p> <p>25th Christmas Day (Christian)</p> <p>26th Boxing Day</p> <p>31st New Year's Eve</p>

Decades

2001–2010	International Decade for a Culture of Peace and Non-Violence for the Children of the World
1997–2008	First United Nations Decade for the Eradication of poverty
1995–2004	International Decade for Human Rights Education International decade for the World's Indigenous people
1993–2003	Third Decade to combat Racism and Racial Discrimination
1993–2002	Second Industrial Development Decade for Africa

APPENDIX 7: SOCIAL JUSTICE

“**Social justice**” refers to finding mechanisms to deal with **social exclusion**. Many people in local and global societies are unable to develop to their full potential or access the same opportunities as others due to their **material circumstances** eg poor employment, poor standards of health care, low level of educational achievement etc. In short, social justice is an attempt to redress the causes and consequences of **poverty**.

Poverty is often defined in terms of absolute and relative poverty

Absolute poverty traditionally refers to conditions where individuals lack the basic requirements to sustain a physically healthy existence-sufficient food and shelter.

Quite often these “subsistence definitions” of poverty are formulated against a specific level of income eg people living on less than a “dollar a day” are living in poverty. This can be misleading since, for example, some parts of the world are more expensive to live in than others.

Relative poverty refers to a standard of income compared to the average income of a particular country or geographical location. Therefore, someone in Northern Ireland may be living in conditions of relative poverty, if not in absolute poverty.

In this resource, Unit 6 examines the issue of social justice in the context of absolute and relative poverty. Rather than trying to unpick the cyclical nature of the causes and consequences of poverty it focuses on four main indicators of poverty: access to health care, shelter, employment and education in both global and local contexts.

It is important to note that in discussions around the issue of poverty, people themselves should be not be labelled as “poor” or “the poor”. People may live in poor material conditions – but may have “richness” in their family life and culture.

Human Rights and Social Justice

The Universal Declaration of Human Rights makes specific reference to human rights which are necessary to allow individuals to survive and develop. This category of human rights is often referred to as “socio-economic rights”, eg the right to health care, the right to shelter, the right to work, the right to education etc. The Convention on the Rights of the Child also makes reference to socio-economic rights in relation to the right of young people to survival and development.

The European Convention on Human Rights (and as such the Human Rights Act) makes no reference to socio-economic rights (with the exception of the right to education). This illustrates the point that states are often reluctant to guarantee socio-economic rights on the basis of their limited resources.

Specific international instruments have been designed to promote and protect socio-economic rights eg UN Covenant on the Economic, Social and Cultural Rights. (For other declarations, resolutions etc see www.un.org)

The **Bill of Rights for Northern Ireland** will contain specific provisions on social and economic rights.

APPENDIX 8: CAPTIONS FOR PHOTOGRAPHS

- 1 **Location:** USA Deland, Florida
Caption: Black students and teacher in a middle school.
- 2 **Location:** UGANDA Kampala
Caption: Namirembe Nursery School is run by the church. Of the 112 children between the ages of 3 and 6, about a quarter are AIDS orphans.
- 3 **Location:** MALI Tintihigrene
Caption: Child in the classroom of Tintihigrene school. There is only one teacher for a school of 65 children.
- 4 **Location:** KENYA Nairobi
Caption: Overview of Kibera slum. With 528,000 residents Kibera is the largest of Nairobi's "informal settlements". Its nine "villages" – Line Saba, Soweto, Makina, Kianda, Gatwekera, Mashimoni, Silanga, Lindi and Kambi Muuru/Kisumu Ndogo – are squeezed between the city centre and the wealthy suburbs of Karen, Lang'ata and Lavington, reserved in colonial times for European settlement
- 5 **Location:** SOUTH AFRICA Johannesburg
Caption: An old woman living amongst the rubbish in the centre of Africa's most powerful financial district.
- 6 **Location:** INDONESIA Surabaya
Caption: Women frantically working in the P.T. Sampoerna cigarette factory.
- 7 **Location:** UNITED KINGDOM Manchester, England
Caption: Abandoned terrace housing in Salford.
- 8 **Location:** Afrikaners SOUTH AFRICA Pretoria
Caption: A woman holds a sign up to passing drivers: – May I clean your car please? I have two kids. Your donation will be used to pay my rent. Thank you.+
- 9 **Location:** MOZAMBIQUE Manica Province
Caption: Basic health care facilities are scarce. An improvised health post in a bombed house in Chivure, Guro District.
- 10 **Location:** MEXICO Mexico City
Caption: Unemployed men advertising their skills as plumbers and electricians in the Zocalo, the city's main square.
- 11 **Location:** CHINA Beijing
Caption: Elderly man on outing in wheelchair with relatives. Due in part to the one child policy, China's urban population is aging rapidly, and health care is no longer free
- 12 **Location:** INDIA Rajasthan
Caption: Illiterate primary health care worker next to her medicine chest with pictorial instructions.

- 13** Location: BRAZIL
Caption: Pupils in the classroom.
- 14** Location: UNITED KINGDOM England
Caption: An unemployed ex-coal miner in the job centre in The Forge community centre, Norton Grange, Stockton-on-Tees.
- 15** Location: UNITED KINGDOM Leeds, England
Caption: Pupils in the classroom at Allerton Grange school.
- 16** Location: INDONESIA West Papua (Irian Jaya)
Caption: Sunrise in the Wollou Valley. The women stir up their fires inside the huts.
- 17** Location: NORWAY Oslo
Caption: Sara works as a midwife in one of the major hospitals in Oslo, Aker sykehus. She originates from Somalia.
- 18** Location: USA Maine
Caption: Brenda is a waitress at the fuel stop in Farmington and she is renowned for her strength. To her loyal patrons she is +Miss Toyota+, a moniker she has had since a sceptical customer challenged her to lift a car with her bare hands. She went right outside and lifted his Toyota. With nothing left to prove, she is giving up waitressing. Tomorrow she starts work as a prison guard.
- 19** Location: Co. Tyrone Northern Ireland
Caption: Derelict mansion.
- 20** Location: UK City Suburb
Caption: Family home.
- 21** Location: Multi-Media Department Belfast Northern Ireland
Caption: Computer operator at work.

APPENDIX 9: WRITERS

Written, edited and compiled by

Anne-Marie Poynor
Bernie Kells
Bernie Boyle
John McCusker
June Neill
Lesley McEvoy
Patricia Blackman
Roisin McLaughlin

Western Education and Library Board
CCEA
University of Ulster at Coleraine
Belfast Education and Library Board
Western Education and Library Board
South Eastern Education and Library Board
Southern Education and Library Board
One World Centre Belfast

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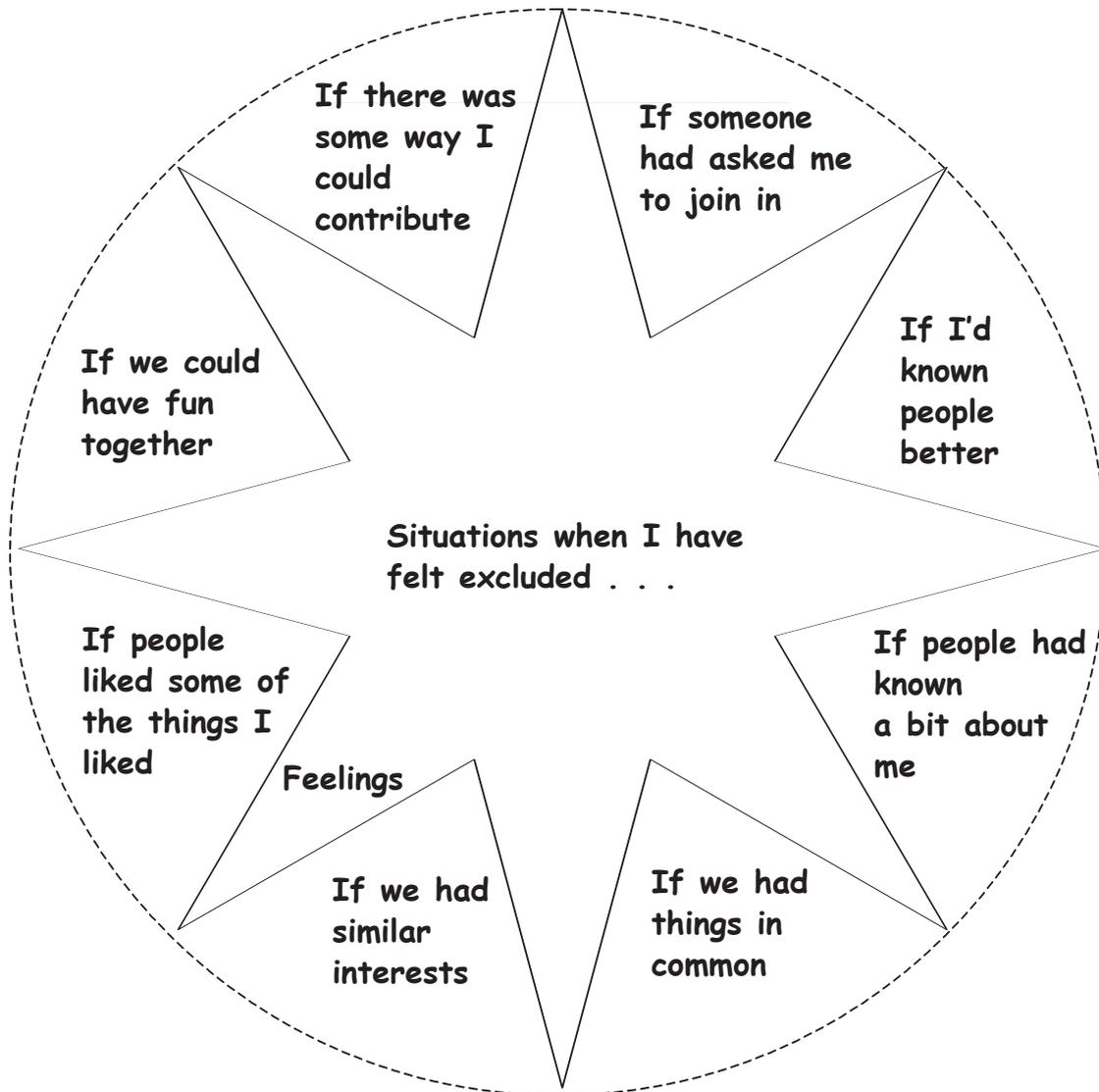
Art Work:

Gillian Cooke
Lesley McEvoy
Anne- Marie Poynor
Richard Adams
Jim Smyth

ANSWERS



RESOURCE 4.2: COMPLETED EXCLUSION TEMPLATE



IF THE WORLD HAD £100 TO SHARE

- 1 How much would Asia-Pacific get to share amongst its people?
£ 26.45
- 2 How much would Eastern Europe get to share amongst its people?
£ 6.00
- 3 How much would Western Europe get to share amongst its people?
£ 21.00
- 4 How much would Latin America and the Caribbean get to share amongst its people?
£ 8.15
- 5 How much would North America get to share amongst its people?
£ 23.60
- 6 How much would Africa get to share amongst its people?
£ 2.76

