

Local and Global Citizenship

teachers notes



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1 INTRODUCTION

What is Local and Global Citizenship?

Local and Global Citizenship is based on the following key themes which are addressed in local, national, European and global contexts:

- **Diversity and Inclusion**

Investigation of the concepts of diversity and inclusion provides opportunities for young people to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present.

- **Equality and Social Justice**

Investigation of the concepts of equality and social justice provides opportunities for young people to understand that society needs to safeguard individual and collective rights and ensure that everyone is treated equally and fairly.

- **Democracy and Active Participation**

Investigation of the concepts of democracy and active participation provides opportunities for young people to understand how to participate in, and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.

- **Human Rights and Social Responsibility**

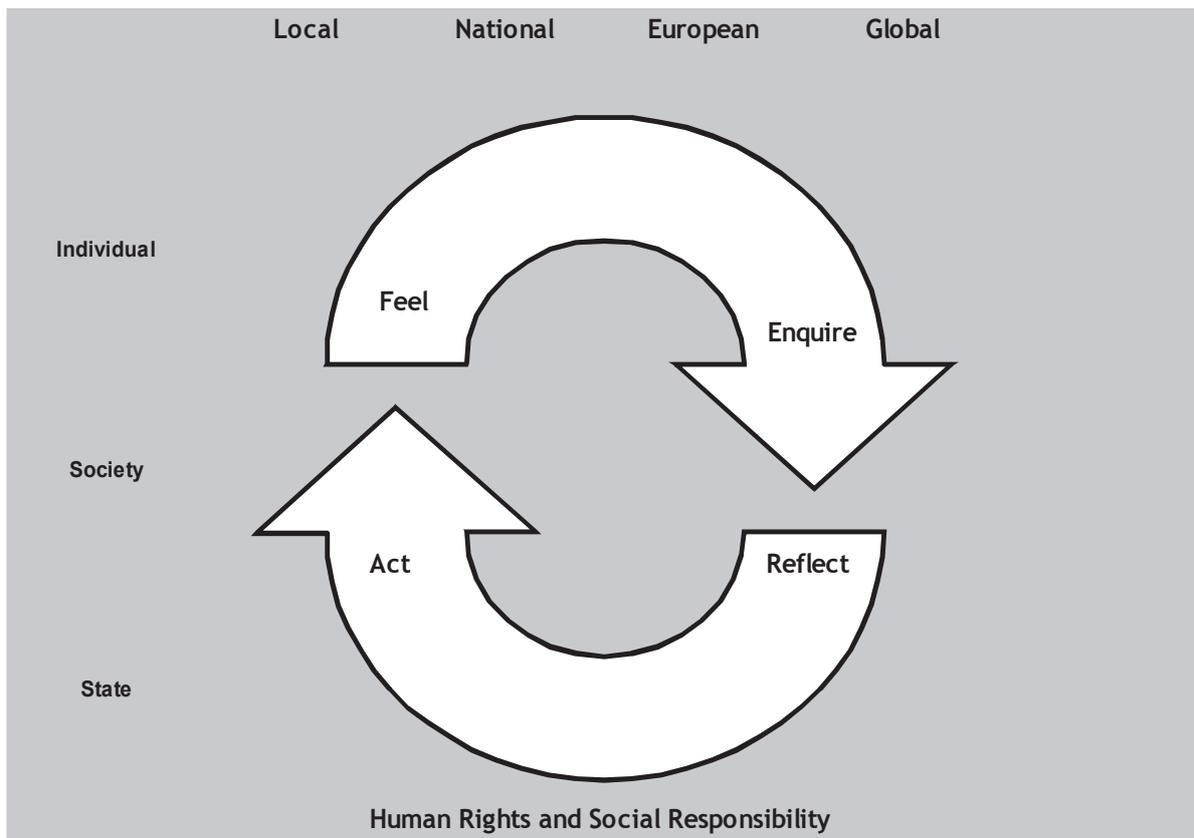
Underlying all of these concepts are the principles of human rights and of social responsibility. Young people will be provided with opportunities to understand that a globally accepted values-base exists, within the various human rights international instruments, which outline the rights of individuals and groups in democratic societies.

The key themes are not seen as separate, but as closely interrelated aspects of citizenship. They are contested concepts that are understood in varying, and often conflicting ways especially when related to specific issues. Often there will be no “correct” answers to questions that arise.

Pupils will have opportunities to investigate all the key themes through a number of issues, some of which will relate directly to the divisions in Northern Ireland, and should involve consideration of:

- issues of current social and political concern;
- issues relating to identity and cultural expression;
- relevant human rights principles and aspects of the law;
- the role of the media;
- the role of the individual, society and the state in responding to these issues.

Pupils should also be given opportunities to reflect on these issues and to think about possible actions.



CHARACTERISTICS OF TEACHING AND LEARNING APPROACHES TO LOCAL AND GLOBAL CITIZENSHIP

Active and Participatory

It is widely recognised that in developing the capacity of young people for active and participatory citizenship, active and participatory learning approaches are most effective. For example, pupils learn most about effective ways to engage in democratic processes by engaging in democratic processes in the safe forum of the classroom or school. The investigation of citizenship issues should be challenging and enjoyable. These approaches are much more likely to secure the engagement of young people than more traditional, didactic approaches.

For example, it will be important to work with pupils to develop an agreement about the ways in which the citizenship classroom will operate. This will involve negotiation between the teacher and the pupils but, depending on the scope of the agreement, it may also involve others: ancillary staff; senior management; parents and so on. It will be useful for the development process to include discussion of issues such as:

- why an agreement is useful;
- what the agreement should be about;
- the needs and wants of those directly or indirectly involved in the life of the classroom;

- what the teacher needs to be able to teach effectively;
- what the pupils need to learn effectively;
- how the teacher and pupils will interact;
- what happens if someone breaks the agreement.

The final agreement should be written and displayed. It may be in the form of a classroom charter. It should be referred to frequently and amended as required. Pupils should be encouraged to take responsibility for the effective implementation of the agreement. Where an agreement is imposed by the teacher rather than negotiated, an important learning opportunity is missed and pupils are less likely to develop a sense of ownership. The negotiation can be an important step in developing an open and trusting atmosphere in the classroom that will be important when sensitive and controversial issues are discussed.

Enquiry Based

The resource illustrates how the key themes can be related to a range of challenging current local and global issues. Routes of enquiry are signposted by key questions and these are explored in a variety of contexts and current issues. The enquiry approach demands flexibility and offers opportunities for young people to make choices about their own learning. It also creates many opportunities for class discussion and conclusions. It will be helpful for teachers and pupils to develop strategies for managing and recording the outcomes of class discussion so that the class and individuals can reflect on and evaluate their learning as an on-going process.

Rationale for 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 themes of Diversity and Inclusion and Human Rights and Social Responsibility. Further booklets will be produced for the remaining key themes. Whilst the 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 themes of **Diversity and Inclusion and Human Rights and Social Responsibility**. 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 e.g. 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 which are expressed as questions. These are outlined below.

Unit 1: Introduction to Local and Global Citizenship

- What is citizenship?
- What do I already know and think about these issues?
- How will we discuss these issues?

Unit 2: Diversity and Inclusion

Section 1

- How is my class/school diverse?
- How is my community diverse?

Section 2

- What are the challenges and opportunities of living in a diverse society?

Unit 3: Human Rights and Social Responsibility

- What is social responsibility?
- What are human rights?
- How can we live out the values of human rights?

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. Below is an overview of the three units which are explored in the booklet.

Concept Map for this Resource
Diversity and Inclusion Human Rights and Social Responsibility
<p>This concept map below outlines a conceptual pathway through the key themes of:</p> <ul style="list-style-type: none"> • Diversity and Inclusion and • Human Rights and Social Responsibility <p>The key concepts and their development are clearly linked to specific activities within the resource.</p>

Unit 1: Introduction to Local and Global Citizenship		
Key Concepts	Concept Development	Key Activities
<p>What is Citizenship?</p>	<p>Key themes Key principles</p>	<p>1.1 Ideal World</p>
<p>What do I already know and think about these themes?</p>	<p>Valuing others' experiences Valuing others' views</p>	<p>1.2 People Bingo</p>
<p>How will we discuss these issues?</p>		<p>1.3 Establishing ground rules 1.4 Establishing a Class Charter¹</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 2: Diversity and Inclusion Section 1: Diversity Around Me		
Key Concepts	Concept Development	Key Activities
How is my class/school diverse? How is my community diverse?	<p>Exploring difference</p> <p>Mapping the community</p>	2.1 The Same Only Different? 2.2 A Diverse School for Diverse Pupils? 2.3 Diversity Map*

Unit 2: Diversity and Inclusion Section 2: Exploring Ethnic Diversity		
Key Concepts	Concept Development	Key Activities
What is ethnic diversity ? What is racism ? How can we respond to racism?	<p>Indicators of ethnicity Ethnic diversity in global and local contexts</p> <p>Stereotypes Prejudice Language of racism</p> <p>Role of the individual, society and government</p>	2.4 “100 people in the world . . .” 2.5 Ethnic Diversity in Northern Ireland Card Build 2.6 Living in an Ethnic Group in Northern Ireland 2.7 Responding to Racism*

Unit 2: Diversity and Inclusion Section 3: Understanding Sectarianism		
Key Concepts	Concept Development	Key Activities
When do I feel safe/unsafe ?		2.8 Safe Streets?
↓		
How do we express identity in Northern Ireland?	Religious cultural and political identity	2.9 Symbols in Northern Ireland*
↘		
What is sectarianism ?	Sectarian speech	2.10 Acceptable to Express?
↘		
How can we respond to sectarianism?	Role of the individual, society and government	2.11 Responding to Sectarianism
↘		
How can we promote inclusion ?		2.12 The Solution Tree
↓		
What is my identity in a diverse Northern Ireland?		2.13 This is who I am!

Unit 3: Human Rights and Social Responsibility		
Key Concepts	Concept Development	Key Activities
What is social responsibility ?	Models of social responsibility Role of the individual, society and the government	3.1 Who? Me?*
What are human rights ?	Principles of the Universal Declaration of Human Rights	3.2 Wants and Needs 3.3 What Promises has my Country Made?
Do children have special rights ?	Principles of the United Nations Convention on the Rights of the Child	3.4 Special Promises to Children* 3.5 Who's Right?
How are human rights protected ? ²		3.6 Child Labour Role Play*
How can we live out these values ?		3.7 Return to the Ideal World

² This is a suitable point in the development of pupil ideas about human rights to introduce the proposed **Bill of Rights for Northern Ireland**. Pupils could explore the idea that sometimes countries recommit themselves to the promises they have already made, and *make new special promises* to their citizens. They could then examine some human rights issues in our local context. **The Northern Ireland Human Rights Commission** has developed a resource to assist pupils in examining these issues.

UNIT 1

INTRODUCTION TO LOCAL AND GLOBAL CITIZENSHIP

UNIT 1: INTRODUCTION TO LOCAL AND GLOBAL CITIZENSHIP

CONCEPT MAP

Key Concepts	Concept Development	Key Activities
What is Citizenship ?	Key themes Key principles	1.1 <i>Ideal world</i>
What do I already know and think about these issues?	Valuing others experiences Valuing others' views	1.2 <i>People Bingo</i>
How will we discuss these issues?		1.3 <i>Establishing Ground Rules</i> 1.4 <i>Establishing a Class Charter</i>

ACTIVITY 1.1 – IDEAL WORLD

Resources needed

- Pupil resource **1.1a** Ideal World Template
- Pupil resource **1.1b** Theme Cards

Introduction

Explain to pupils that this new subject hopes to help them understand the world around them and how they can participate in society. Inform the pupils that they will be expected to listen to each other's views and to explore what others think about some very *important* issues.

Before you begin the activity ask pupils to quietly think about what is really important to *them*. Ask them to also think about children all over the world, some of the conditions they have to live in, and what might be important to children elsewhere in the world.

Progression

- 1 Show pupils the "Ideal World" template and ask them to imagine what an ideal world for children would be like. Ask pupils to suggest a couple of ideas.
- 2 At this stage you can set the tone for the type of "suggestions" they make. For example, if a child says "Everyone should have a play station" ask them "Why . . . what if I don't want a Play Station?" etc to lead them to a more fundamental idea such as "All children should be able to play". Or if a pupil suggests "Ice cream everyday for lunch" encourage them to move towards the more fundamental need "Everyone should have enough food."

- 3 When you have established the "tone" ask pupils to individually list ten suggestions for an ideal world.
- 4 Pupils should then join up in pairs and develop an agreed list of ten.
- 5 Pairs should form fours and compile an agreed list. Each group should then record these suggestions onto their "Ideal World" template.
- 6 Ask each group to feedback its top three suggestions. As these are listed on the board you could begin to link their ideas into the key themes of Local and Global Citizenship:
 - **Diversity and Inclusion;**
 - **Equality and Social Justice;**
 - **Democracy and Active Participation;**
 - **Human Rights and Social Responsibility.**

For example, "having a say" and "being listened to" could be linked together and used to introduce the idea of democracy and active participation.

- 7 When the key themes have been introduced, distribute the theme cards. Pupils can glue these cards to the corner of their "Ideal World" template and link their own ideas to the themes by drawing lines between their ideas and the themes.

Conclusion

Ask pupils to feedback their understanding of each of the key themes. Record these class definitions for future reference.

ACTIVITY 1.2 – PEOPLE BINGO

Resources needed

- Pupil resource 1.2 People Bingo

Introduction

Remind pupils of their definitions of the key themes from the previous activity. Tell them that they will be exploring some of these ideas in a bit more detail in this activity.

Progression

- 1 Distribute a "People Bingo" sheet to each pupil and explain the rules of the exercise.
- 2 Pupils should then move around the room collecting signatures on their sheet. When it is completed they should return to their seats.

- 3 Ask pupils to look at each statement in pairs and to decide which of the key themes it best “fits in to”. They could colour code their People Bingo Sheet accordingly. Pupils can choose the most appropriate theme with which to code their statements. There are no right or wrong answers.
- 4 Use the statements on the sheet to develop a class discussion of some of the ideas. Start by discussing less contentious statements such as “Who has a friend who goes to another school?” as an example of diversity.
- 5 Move on to discussing more difficult statements such as “Who thinks girls can't play football?” This should lead to a more lively debate as pupils discuss opposing views.
- 6 Ask pupils to identify other statements that might lead to differences of opinion in the class.

Conclusion

Discuss with the pupils: “If we are going to be looking at these kinds of ideas in Local and Global Citizenship . . . would it be a good idea to have some ‘ground rules’ to help us discuss issues without offending each other?”

ACTIVITY 1.3 – ESTABLISHING GROUND RULES

Resources needed

- Pupil resource 1.3 Ground Rules

Introduction

Leading on from the discussion at the end of activity 1.2 ask pupils to think about what helps them feel comfortable/uncomfortable in a class discussion. Ask pupils to suggest a couple of “ground rules” which would help the class discuss difficult issues.

Progression

- 1 Place pupils into small groups. Ask each group to decide on four or five “ground rules” and to record them on a sheet of paper. (You may want to prompt their thinking using the following questions: What should we do if a discussion becomes very heated? How can we make sure that everyone is listened to? Can people say whatever they want or are there certain things that we shouldn't be allowed to say? etc.)
- 2 Each group should then pass its rules clockwise to the next group.
- 3 Give pupils a few minutes to discuss the previous group's rules. They should ✓ the rules they agree with, ✗ the rules they disagree with and amend the rules as they see fit.
- 4 Continue this rotation until each group receives its original set of rules, with comments from the rest of the class. Each group should then feedback: Which rules did everyone agree on? Which rules did the rest of the class not agree on? Why? Which rules divided opinion in the class? Why?

Conclusion

Use the feedback to draw up an agreed set of class “ground rules”. Record and display these. Let the pupils know that these rules can be reviewed if necessary.

The feedback should also lead the class into a discussion of what types of statements/opinions they should be free to make. This will form the basis of the next activity.

Alternatively, distribute the exemplar “ground rules” as a starting point in the “circular discussion”.

ACTIVITY 1.4 – ESTABLISHING A CLASS CHARTER

Resources needed

- Pupil resource **1.4a** Bottom Line Statements
- Pupil resource **1.4b** Scroll Template

Introduction

Remind pupils of the “ground rules”. Ask them “If someone came into the class and we were all keeping to the rules, what would that person think of our class?” This should lead to comments such as, “We’re a well-behaved class . . .” etc. This should allow an opportunity to talk about the role of rules in helping promote certain behaviours and in regulating others. Now pose the question, “How could that same person (apart from seeing the ground rules in action) get a better understanding of the opinions and beliefs of our class?” This should help pupils to begin to think about the deeper level of values as an introduction to the concept of a Class Charter.

Progression

- 1 If you have a school mission statement or motto, read this and then show pupils copies of “bottom line” statements from other documents (eg, school mission statement, historical declarations etc). Ask them individually to consider what their “bottom line” would be.
- 2 Place pupils into groups and ask each group to write a single statement to represent the “bottom line” for the class eg, “We think no one should be treated differently because they’re different to us . . .” Each group should record this on the scroll template.
- 3 Each group should present its statement to the rest of the class.

Conclusion

Use the feedback to produce an agreed expression of the class view. Record this on the scroll template as the beginning of the “Class Charter”. Tell pupils that they will be revisiting this charter throughout their Citizenship classes.

UNIT 2

DIVERSITY AND INCLUSION

UNIT 2: SECTION 1: DIVERSITY AROUND ME

CONCEPT MAP

Key Concepts	Concept Development	Key Activities
How is my class/school diverse?	Exploring difference	2.1 The Same Only Different? 2.2 A Diverse School for Diverse Pupils?
How is my community diverse?		
	Mapping the community	2.3 Diversity Map

ACTIVITY 2.1 – THE SAME ONLY DIFFERENT?

Introduction

Ask pupils to recall their previous discussions about the key themes, and their “ground rules” for dealing with diversity in the classroom. Explain that they will be exploring examples of diversity within their classroom, their school and the community at large over the next few lessons. They will be asked to think about how they feel about diversity and how they think their school and their community can deal with diversity.

Progression

- 1 If possible, pupils sit in a circle and get ready to change places with each other on hearing certain instructions about similarities. If space is limited the exercise can be adapted for pupils to respond by standing up at their desks and acknowledging each other after hearing the instructions.
- 2 Pupils are given instructions such as, “People with blue eyes, change places with someone who has the same colour of eyes”. The theme should be varied to cover a wide range of issues relating not only to appearance but also to interests, likes and dislikes, where pupils come from, groups or youth organisations they belong to, groups they belong to that promote cultural or religious identity etc until everyone in the class has moved/stood up. It is helpful if teachers begin by asking pupils to respond to simple, unthreatening instructions about obvious physical characteristics and gradually progress to instructions that will elicit less obvious information about individual interests and affiliations.
- 3 Ask pupils to discuss similarities and differences that have emerged from the exercise and ask whether they were surprised by and/or learned anything new from the exercise.
- 4 What different groups emerged during the exercise? Did pupils find themselves belonging to one or more groups? Did belonging to one group exclude pupils from belonging to others? What are the good things about belonging to groups? What are the bad things about belonging to groups?

Conclusion

Draw together the variety of groups and degrees of diversity within the class that the exercises have illustrated. Pose the questions, "What are the exciting things about diversity?" What are the difficult things about diversity?" Record and hold these ideas for future reference.

As a possible activity, pupils could make a creative representation of the diverse groups in their class.

ACTIVITY 2.2 – A DIVERSE SCHOOL FOR DIVERSE PUPILS?

Resources needed

- A simplified map of pupils' school

Introduction

Tell pupils that this will be another step in looking at diversity and how organisations and institutions respond to it. They will be finding evidence of the diversity within their school as a whole and the ways in which they think their school tries to provide for and reflect the diverse needs and interests of groups of pupils.

Progression

- 1 In groups ask pupils to brainstorm ideas about "signs of diversity" in their school and the messages that these might send to others. These should be visible signs that a stranger coming into the school could recognise eg, school entrance hall, school crest/motto; notice boards and displays; rooms for clubs and activities; different kinds of facilities etc. Ask pupils to agree on symbols to represent their signs of diversity.
- 2 Provide pupils with a simplified map of their school showing its main accommodation and facilities. Pupils can either walk around the school and using their symbols, physically map examples of the above, or carry it out in groups.

Conclusion

Ask pupils to show and talk about their own and each other's maps. Encourage them to think about what they found out from the exercise and what surprised/didn't surprise them. The following questions may help the discussion:

- Does there seem to be any groups in particular who are better or less well provided for than others?
- What are pupils' responses to this?
- How might this affect how these groups feel about the school, for instance whether or not they feel included?
- Is the diversity that they have explored in their *classroom* represented in their *school as a whole*?
- Are there ways in which their school could be more inclusive of the diverse groups within it?

ACTIVITY 2.3 – DIVERSITY MAPS

Resources needed

- Pupil resources
 - 2.3a Diversity Map template
 - 2.3b Exemplar Map
 - 2.3c Exemplar Map
 - 2.3d Exemplar Map

Introduction

Tell pupils that they will now be thinking about signs of diversity in the wider community. Just as a visitor coming into their school might get information about it from the school surroundings and general environment, help pupils to brainstorm ideas about what signs of diversity in the wider community might look like. Ideas here could include churches, restaurants, murals, sports grounds, street names, historic buildings etc. Keep these in view as prompts for the next activity.

Progression

- 1 Ask pupils to produce a map of their community area by using symbols to depict signs of religious, cultural and political diversity on the template provided.
- 2 Pupils share and talk about their maps with each other. They can focus on a particular feature in their map and talk about why it is significant for them – either from a positive or a negative point of view. Pupils should be encouraged to concentrate on explaining *their own associations and feelings* as opposed to describing the feature itself in positive or negative terms. Volunteers can be asked to share their responses with the class as a whole.
- 3 Show pupils the exemplar maps depicting diversity in other areas. Ask them to compare and contrast their own diversity maps with these. How diverse is Northern Ireland?
- 4 Ask pupils to think about the different kinds and different degrees of diversity in their communities. The prompts from the brainstorm might help here. To what extent do they think their community is diverse and in what ways? How could communities be more inclusive of the diverse groups within them?

Conclusion

Draw together the common reasons for having positive and negative associations with regard to particular signs of diversity in the community. Encourage pupils again to focus on how that particular feature makes them *feel* as opposed to describing the feature itself in positive or negative terms.

Use this as an opportunity to return to the ground rules and the Class Charter to see if any amendments or additions are needed regarding how the pupils feel they should deal with diversity and inclusion. For example, the initial class charter may become, "We think that no one should be treated differently, even if they come from a different area than our own."

Explain to pupils that Northern Ireland is only one part of a larger global community and that they will be looking at diversity on a wider scale in the next section. As a consolidating activity, ask each pupil to choose one symbol with which they strongly identify from their own maps. Ask each pupil to depict this symbol on to a class map.

UNIT 2: SECTION 2: EXPLORING ETHNIC DIVERSITY

CONCEPT MAP

Key Concepts	Concept Development	Key Activities
What is ethnic diversity ?	Indicators of ethnicity Ethnic diversity in global and local contexts	2.4 "100 people in the world . . ." 2.5 Ethnic Diversity in Northern Ireland Card Build
What is racism ?	Stereotypes Prejudice Language of racism	2.6 Living in an Ethnic Group in Northern Ireland
How can we respond to racism?	Role of the individual, society and government	2.7 Responding to Racism*

ACTIVITY 2.4 – “IF THERE WERE 100 PEOPLE IN THE WORLD”

NB: Before beginning these activities you may wish to read **Appendix 1** for some background information on Race Relations.

Resources needed

- Pupil resource 2.4 “If the world contained . . .” exercise
- Answers at back of Teachers' Notes

Introduction

Ask pupils to refer back to their diversity maps and remind them about the diversities that exist in their own community. Then ask them to think about the world they live in.

Progression

- 1 Ask pupils to brainstorm the kinds of diversity that exist in the world eg: language, colour/race, religion, culture, height, size, gender, age, ability, wealth etc.
- 2 Divide pupils up into groups of three or four and distribute question sheet “If there were 100 people in the world” to each group. Ask them to discuss each question and then respond as a group. Set down a fixed amount of time in which to do this exercise.

- 3 When pupils have finished answering the questions, get each of the groups to feedback with their answers. Ask groups to challenge each other's answers. Then provide them with the facts. See **Appendix 2**. Open up the discussion: What did they find interesting and/or surprising about the facts? Which group did they expect to be the largest? Why? Which group did they expect to be the smallest? Why? Etc.
- 4 Ask pupils to consider their diversity list generated in step 1. Ask them to pick out three kinds of diversity they have learned more about. Explain to pupils that the main markers of ethnicity are language, religion and racial groups.

Conclusion

Ask pupils to write their own definition of what they think ethnic diversity means.

ACTIVITY 2.5 – CARD BUILD

Resources needed

- **Pupil resources**
 - **2.5a** photos
 - **2.5b** name document
 - **2.5c** case narratives
- Answers at back of Teachers' Notes

Introduction

Lead on from the discussion at the end of previous activity. Explain that pupils have looked at aspects of diversity at a *global* level. In this activity they are going to look at the ethnic diversity that exists in Northern Ireland.

Progression

- 1 Place pupils into small groups. Give each group a copy of the photos and then hand out the name cards. Ask them to choose a name to match each photo.
- 2 Once this task has been completed bring the class back together. Each group should report back their choices and provide reasons for them.
- 3 Reveal the right answers and get pupils to adjust their matching. Are they surprised?
- 4 Next hand out the case study narratives and ask them to match them to their named photos. Ask the groups to feedback their answers to the class as a whole. Ask them how they made their choices. Did they rely on stereotypes? Tell them which case study narratives actually match which children.

Conclusion

Bring the class back to a discussion about what they found surprising and/or interesting about the case studies. Prompt with the following questions:

- What do they have in common with the children?
- What's different?
- Do you have to look different to be different?

Pupils will probably identify with the food mentioned so you can finish the discussion by drawing attention to the different foods that are identified in the case studies. Ask pupils if they know what each of the foods are and what their favourite foods from other cultures are.

Optional Activity

You may want to follow this up by asking pupils to explore the origins of eg, the food they like; the music they listen to etc. as a way of reinforcing Interdependence and the opportunities we have in our society because of ethnic diversity in Northern Ireland.

ACTIVITY 2.6 – LIVING IN AN ETHNIC GROUP IN NORTHERN IRELAND

Resources needed

- **Pupil resources**
 - 2.5 a, b and c
 - 2.6 Terms and definitions

Introduction

Remind the pupils about the case studies that they examined in the last lesson. Ask them to think about what it would feel like to be any of those young people. Go on to explain that in this lesson they will be exploring in a bit more detail some of the ways in which individuals and groups respond to diversity.

Progression

- 1 Place pupils into eight groups and give each group one photo and the accompanying narrative from the case studies and tell them that this is “their person”. In their groups ask them to make a list of the *exciting* and the *difficult* things that they think this person might experience and why.
- 2 Ask each group to feedback their discussion under the headings of *exciting* and *difficult* aspects of living in an ethnic group in Northern Ireland.

- 3 Retain the points made about the exciting aspects of diversity for later. Ask pupils to focus on the difficult aspects eg, name-calling; being left out; language difficulties. Ask pupils why they think the children might experience these difficulties. Use the discussion to lead to ideas of racism, prejudice, discrimination and how this is reflected in the way we talk about ethnic groups. Allow time for pupils to express their reactions and feelings about the points that are raised. Assure them that they will go on to examine how we can respond to these situations over the next few lessons.
- 4 At this stage key words will have emerged. There will possibly be a mixture of slang and factual terms. These words need to be discussed and clearly distinguished in terms of what the pupils think is acceptable/not acceptable to express. You can go back to the ground rules and Classroom Charter at this point to help them make decisions about this. Keep the list of slang terms that are teased out of this exercise for the next lesson where they will be revisited.
- 5 As a consolidation exercise, hand out the cards with terms and definitions. Half the class should get the terms and the other half should get the definitions. Then ask them to get up and find their partners and then sit down when they have finished. Check for understanding after a few minutes and then get them to provide the answers.

Conclusion

Remind pupils that there are exciting aspects about being a member of an ethnic minority in Northern Ireland. Show the pupils the list they generated at stage 2. Ask every pupil to choose one of these to complete a class round. The teacher can begin the round with the statement, "An exciting thing about being a member of an ethnic minority in Northern Ireland is . . ." and each pupil adds to the statement by repeating their chosen idea.

ACTIVITY 2.7 – RESPONDING TO RACISM

Resources needed

- **Pupil resources**
 - **2.7a** case study
 - **2.7b** case study
 - **2.7c** case study
 - **2.7d** Responding to Racism

Introduction

Explain to the pupils that in this activity they are going to explore ways of responding to racism.

Progression

- 1 Place pupils into small groups and give each group one of the case studies.
- 2 Ask them to read their case study and identify the different ways racism is highlighted by each of these people's stories. Tell them they have been asked by the Equality Commission to investigate how people respond to racism in Northern Ireland.
- 3 Ask each group to complete the feedback proforma provided. The following questions may be used as prompts to help people complete the last section.
 - *Individual:* What would you do if you were aware of a person being treated like this by others? (Remind pupils of the need to operate in the context of “feeling safe”.)
 - *Society:* What could society do to make this type of behaviour unacceptable or to prevent people from saying or doing such things? Do pupils know of any organisations in Northern Ireland that are trying to prevent racism?
 - *Government:* What should government do to combat this kind of racism?
- 4 Each group should feedback its report. Class recommendations can then be recorded on the board.

Conclusion

Draw their ideas together (eg, we could learn to *communicate* better with each other; we could *educate* people so that they understand each other better; we could *legislate* (make laws) to prevent people from acting in a racist manner). Take some time to reassure pupils that they are not solely responsible for tackling these issues and remind them again of the principle of responding in a “safe” way.

Optional Activity

As a follow up pupils may want to produce a report on the work they have been doing about ethnic minorities in Northern Ireland and send it to relevant statutory and voluntary bodies eg, The Equality Commission, The Northern Ireland Council for Ethnic Minorities (NICEM).

UNIT 2: SECTION 3: UNDERSTANDING SECTARIANISM

CONCEPT MAP

Key Concepts	Concept Development	Key Activities
When do I feel safe/unsafe ?		2.8 Safe Streets?
↓		
How do we express identity in Northern Ireland?	Religious cultural and political identity	2.9 Symbols in Northern Ireland*
↙ ↘		
What is sectarianism ?	Sectarian speech	2.10 Acceptable to Express?
↙ ↘		
How can we respond to sectarianism?	Role of the individual, society and government	2.11 Responding to Sectarianism
↙ ↘		
How can we promote inclusion ?		2.12 The Solution Tree
↓		
What is my identity in a diverse Northern Ireland?		2.13 This is who I am!

ACTIVITY 2.8 – SAFE STREETS?

NB: Before beginning these activities you may wish to read **Appendix 2** about sectarianism.

Resources needed

- **Pupil resources**
 - **2.3** b, c, and d exemplar diversity maps

Introduction

Ask pupils to return to their own diversity maps and any exemplars they used from previous activities. Remind them that this map illustrated the diversity in their own community. How safe do pupils feel inside their own community? How safe do pupils feel if they are in a community other than their own? Ask pupils to suggest possible reasons for their responses.

Progression

- 1 Place pupils into small groups and redistribute the exemplar diversity maps.
- 2 Ask pupils to discuss the following questions: How are the maps similar/different to their own maps? What do they strongly identify with? What do they not identify with?
- 3 Ask pupils to discuss which street(s) they would feel safe walking down and which street(s) they would not feel safe walking down? What are the reasons for their choices?
- 4 Each group should then feedback its response.

Conclusion

Draw together the common reasons for feeling safe or unsafe on these “streets”. This will obviously depend on the class profile but it will at least give an opportunity to highlight the fact that symbols/emblems of identity have a contribution to make in whether or not people feel that they “belong” (remind pupils of previous work from Activity 2.1).

ACTIVITY 2.9 – SYMBOLS IN NORTHERN IRELAND

Resources needed

- **Pupil resources**
 - **2.9a** Symbol Cards
 - Appendix 3, Symbols Glossary, if required

Introduction

Remind pupils of the conclusion to the previous lesson. Explain to pupils that in this activity they are going to explore some of the symbols/emblems of identity in Northern Ireland.

Progression

- 1 Place pupils into small groups and distribute a pack of the symbol cards (face down) to each pupil. Ask pupils to turn over one card from the top of the pack and place it in front of them.

-
- 1 Pupils should only reveal one card at a time. This will help them to develop their own framework of connections between symbols.
 - 2 Encourage pupils to keep their clusters fairly small (eg, no more than 6 or 7 times in a cluster). This will encourage more creative thinking.

- 2 They should then turn over a second card and compare it with the first. If they think that there is a connection between the cards then they should start to form a cluster. (eg, they might connect a flute to the Union flag OR connect the flute to a bodhran – it's up to them! There's no right or wrong answer – this exercise is about exploring how pupils *perceive* the symbols). If they perceive there is no connection then they should place the new card a distance away from the first. (eg, a crucifix and a rugby ball may be placed apart).
- 3 They should continue to turn over cards, adding more to their clusters or swapping cards into other clusters or breaking their clusters into sub-clusters (eg, religious symbols might be sub-divided etc).
- 4 When pupils have settled on their groupings, ask them to give each cluster a "name" (eg, "music").
- 5 Ask each group to show the rest of the class their clusters and to explain why they have clustered the cards in this way.
- 6 Use pupil feedback to introduce the idea of identity in Northern Ireland often being *religious* (eg, ashes, cross etc), *cultural* (eg, music, dance, language) and *political* (eg, national identity, political parties etc).

Conclusion

Ask pupils to identify which symbols/emblems of identity cause the most difficulty in Northern Ireland. The following questions may help the discussion.

- Which symbols annoy/antagonise "others"?
- For what reasons?
- How are they used?
- Is it always just about religion?
- Are religious, cultural and political issues "mixed up together"?

During the discussion, pupils will most likely mention the term "sectarianism". Use the discussion to define this term: eg, "Sectarianism is . . . and it happens when . . ."

Record their ideas for use in the following activity.

ACTIVITY 2.10 – ACCEPTABLE TO EXPRESS

Resources needed

- Pupil resource **2.10** Acceptable to Express?

Introduction

Remind pupils of their definition of sectarianism from the previous lesson. Explain that in this lesson they will be exploring some “statements” that people have made. Many of these statements may be seen to be “sectarian”. Their job is NOT to decide whether or not these statements are sectarian BUT to decide whether or not people should be allowed to say these things.

Progression

- 1 Distribute the “Acceptable to Express?” speech bubbles and ask the pupils to read through each of the statements. They should cut them out and sort them into two groups: ACCEPTABLE TO EXPRESS and NOT ACCEPTABLE TO EXPRESS. They should use blutac to place each bubble under the appropriate heading.
- 2 Pupils should then form pairs and compare how they have sorted their statements. They should rearrange their statements to reach an agreement. If they cannot agree on a statement then they should place it into a NOT SURE category – encourage them to reach agreement as far as possible.
- 3 Each pair should then join with another pair and amend their answers until the four reach agreement.
- 4 Continue this snowballing in groups of eight, then sixteen until the class reaches agreement. As groups get large, you may wish to use representatives from each group to draw up a whole class agreed “answer”.

Conclusion

Display the agreed class “answer”. Ask pupils to explain how they made their choices.

The following questions may help the discussion:

- Which of the statements do you find to be the most/least acceptable? Why?
- If you were a Catholic/Protestant which statements would offend you the most?
- How many statements contain facts and how many contain opinion?
- Should we be allowed to say what we think?

Draw these ideas together as factors which make sectarian speech unacceptable. For example pupils may say that it's OK to say things in your own home but you shouldn't be allowed to say them in public or it's OK if it's meant as a joke, but not OK if it's threatening violence etc. Use the discussion to elaborate some of the grey areas of each “factor”. (This could be followed up by a walking debate). Record these factors alongside their definition/causes of sectarianism which they may wish to amend.

ACTIVITY 2.11 – RESPONDING TO SECTARIANISM

Resources needed

- Pupil resource **2.10** Speech Bubbles

Introduction

Remind pupils of the statements which they agreed are NOT acceptable to express. Explain to the pupils that in this activity they are going to explore ways of responding to these issues.

Progression

- 1 Place pupils into small groups and give each group one of the statements identified as “Not acceptable to express . . .”
- 2 Ask each group to think of ways of responding to the statement using the following categories:
 - *Individual*: what would pupils do if someone made such a statement in front of them? (Remind pupils of the need for them to operate in the context of “feeling safe”.)
 - *Society*: what could society do to make this type of comment unacceptable or to prevent people from saying such things? Do they know of any organisations in Northern Ireland that are trying to prevent sectarianism?
 - *Government*: what should government do to combat this kind of sectarianism?
- 3 Each group should feedback its ideas which should be recorded on the board.

Conclusion

Draw their ideas together (eg, we could learn to *communicate* better with each other, we could *educate* people so that they understand each other better, we could *legislate* (make laws) to prevent people from making these kinds of statements). Take some time to reassure pupils that they are not solely responsible for tackling these issues and remind them again of the principle of responding in a “safe” way.

ACTIVITY 2.12 – THE SOLUTION TREE

Introduction

All of the ideas expressed so far in the sections “Exploring Ethnic Diversity” and “Understanding Sectarianism” can be summarised by the class on solution trees. Explain to pupils that they are going to draw together and compare and contrast what they have learned about the causes, effects and possible ways of dealing with racism and sectarianism.

Progression

- 1 Divide the class into two groups, one to concentrate on racism and the other to concentrate on sectarianism.
- 2 On two separate large pieces of paper draw an outline of a tree and ask pupils to place these in the centre of their groups. Write the word "sectarianism" on the trunk of one of the trees and the word "racism" on the centre of the other.
- 3 Ask pupils to list some of the causes of sectarianism/racism – write these on the roots of each tree. The effects of sectarianism/racism can be written on the branches and the solutions written on the fruits of each tree. (Pupils could also carry this out as an individual or small group activity).
- 4 When each group has finished give time for each group to examine the other's tree. Encourage pupils to look for similarities and differences in the ideas they have recorded.
- 5 Display each of the trees side by side and encourage any more comparisons/contrasts between the two.

Conclusion

Pupils should then return to their class charter and amend it or add to it based on what they have explored in these activities. For example, the statement "We think no one should be treated differently . . ." could be amended to include:

“. . . even if they have a different religion . . .”

“. . . or play different sports . . .”

“. . . or come from another country . . . etc.”

They may also want to add into their charter:

“We agree that individuals should . . .”

“We agree that society should . . .”

“We agree that governments should . . .”

ACTIVITY 2.13 – THIS IS WHO I AM

Resources needed

- **Pupil resource**
 - **2.13** “THIS IS WHO I AM!”

Introduction

Ask pupils to reflect on all the issues they have explored in this unit (diversity in their class/school/community and the challenges and opportunities arising from this). Allow pupils some time to look back on work they have produced in relation to Unit 2.

Progression

- 1 Give each pupil a copy of "THIS IS WHO I AM!".
- 2 Ask pupils to "fill up" the "gingerbread person" with some of the symbols, words, colours, ideas they have met in this unit etc which reflect how they see themselves and their identity/identities in Northern Ireland.
3. They could use the space outside the gingerbread person to display symbols, words, etc. which are part of the broader Northern Ireland identity with which they do not strongly identify. They can locate the symbols closer/further away in accordance with how they feel about them.

Conclusion

Ask pupils to display their work. The remainder of the class could try to guess who produced each drawing. Use this activity as a way of affirming each individual pupil's perception of their identity.

UNIT 3

HUMAN RIGHTS AND SOCIAL RESPONSIBILITY

UNIT 3: HUMAN RIGHTS AND SOCIAL RESPONSIBILITY

CONCEPT MAP

Key Concepts	Concept Development	Key Activities
What is social responsibility ?	Models of social responsibility Role of the individual, society and the government	3.1 Who? Me?*
What are human rights ?	Principles of the Universal Declaration of Human Rights	3.2 Wants and Needs 3.3 What Promises has my Country Made?
Do children have special rights ?	Principles of the United Nations Convention on the Rights of the Child	3.4 Special Promises to Children* 3.5 Who's Right?
How are human rights protected ? ²		3.6 Child Labour Role Play*
How can we live out these values ?		3.7 Return to the Ideal World

¹ This is a suitable point in the development of pupil ideas about human rights to introduce the proposed **Bill of Rights for Northern Ireland**. Pupils could explore the idea that sometimes countries recommit themselves to the promises they have already made, and *make new special promises* to their citizens. They could then examine some human rights issues in our local context. The **Northern Ireland Human Rights Commission** has developed a resource to assist pupils in examining these issues.

ACTIVITY 3.1 – WHO? ME?

Introduction

Remind pupils that they have explored possible ways of responding to the challenges of living in a diverse society by examining the role of the individual, society and the government. Tell pupils that in this activity they are going to examine various viewpoints on “social responsibility”.

Progression

- 1 Place pupils into groups of five. Assign different character roles (real/fictitious; dead/alive) to each pupil eg, Mother Teresa, an elderly person from their community, Homer Simpson, a local politician, a volunteer for a charity, a youth worker, a small child, George Bush etc. Make sure that the characters you select represent a wide range of views on social responsibility.
- 2 Explain to the pupils that you will be reading out a series of scenarios. Each person should think of one statement their character might make about the scenario and use it to act out their character’s response. The group should then discuss the responses and decide which was the most socially responsible.
- 3 Present pupils with a scenario and allow time for discussion eg, there’s no youth club in the area (possible responses: Homer Simpson might say “It’s got nothing to do with me!”, a youth worker might say “I’m going to the local council to see what they can do”, an older person might say “I think it’s a good idea – but what can I do?” etc). Other scenarios might be: your area is covered with sectarian graffiti, you see a report on the effect of war on children, an asylum seeker in your town has been badly beaten up, you’re at a football match and the supporters are singing racist chants etc. Choose scenarios that link into previous issues which the pupils have been exploring or issues relevant to your school/community.
- 4 When groups have been presented with a few scenarios, use the following questions to prompt a class discussion:
 - Does everyone have an agreed understanding of social responsibility?
 - Should some people take more responsibility for society than others?
 - If so, why?
 - Is our community socially responsible?
 - What happens if it is not?
- 5 Ask pupils to think of responses to the following statements that individuals might make: “I’m just one person . . . how can I make a difference?”; “Leave all that to the politicians, that’s what they’re paid to do!”, “I’d love to make a difference . . . but I don’t know where to begin”, “I didn’t cause the problems . . . why should I fix them?” etc.

Conclusion

Use pupil feedback from point five above to remind pupils that individuals, society and the government all have a role to play in making our world a better place.

ACTIVITY 3.2 – WANTS AND NEEDS

NB: Before beginning this series of lessons it may be useful to read **Appendix 4** which gives an overview of the origin of and issues surrounding international human rights protection.

Resources needed

- **Pupil resource**
 - **3.2** Wants and Needs Cards

Introduction

Remind pupils of the conclusion to the last lesson. Explain briefly to them that after the Second World War lots of countries from around the world got together and decided that they had a responsibility to make sure that all their citizens were well cared for and protected. They decided to draw up a list of all the things that they thought their citizens would need. Ask pupils to reflect on the question: If you were asked to come up with this list what would be in it?

Progression

- 1 Split the class into groups of four or five pupils. Distribute a set of “Wants and Needs” cards to each group. Tell pupils that these cards represent some of the things they might need or want to have in the list mentioned above. Some of the cards are blank. Pupils can write (or draw) other items onto these cards, if they wish.
- 2 Allow pupils time to examine all the cards and then announce that they are only allowed sixteen of these items. Which items are the most important to keep? Which will they remove? Pupils should return the discarded items to the teacher.
- 3 When pupils have reduced their list to sixteen, explain to them that they must limit it even further to eight items. Pupils should return the discarded cards to the teacher. Then ask pupils to reduce this list further to four items.
- 4 Ask each group to reveal which four items they kept and to explain the reasons for their choice. Which cards did they give up first? Why? Which cards did they discard second? Why? etc.

Conclusion

Ask pupils to think about which items were needs and which were wants. Would children in other countries have carried out this activity in the same way? Ask pupils to examine the items that are needs. Should these items be on a list of *basic entitlements* for all human beings? Explain that a *basic entitlement* for all human beings is called a *human right*. Ask the class to select a list of human rights from the items they have been examining. Record this for use in the next lesson.

ACTIVITY 3.3 – WHAT PROMISES HAS MY COUNTRY MADE?

Resources needed

- **Pupil resource**
 - **3.3** UDHR Summary

Introduction

Show pupils the list of items they identified as basic entitlements, ie human rights from the previous activity. Remind pupils that after the Second World War many countries in the world wrote down a list of the human rights they thought every individual should have. Tell them that this was called the Universal Declaration of Human Rights (UDHR).

Progression

- 1 Give each pupil a copy of the summary of the UDHR and ask them to fill their name into the space provided. Allow pupils some time to read through the statements.
- 2 Ask pupils to identify which of the statements match up with the human rights they had identified in the previous activity. Are there any other human rights in the UDHR that surprised the pupils? Are there any that they are particularly pleased to see? Are there any that are missing?
- 3 Explain to pupils that many countries in the world signed this Declaration as a way of showing their citizens that they had made these promises to them. Which of these promises would be easy for a country to keep? Which of these promises would be difficult for a country to keep? Why?

Conclusion

Ask pupils to select one of the human rights listed in the UDHR that they think is the most important promise for their country to keep. Ask them to produce a poster/illustration based on the statement. Use this to form the basis of a class display

ACTIVITY 3.4 – SPECIAL PROMISES TO CHILDREN

Resources needed

- **Pupil resource**
 - **3.4a** Children's Rights Cards
 - **3.4b** UNCRC Summary

Introduction

Ask pupils if they think there are any human rights that are especially important for children. Do they think the promises made by countries in the UDHR are enough to make sure all the children of the world are properly cared for and protected? Are there any extra rights that children might need? Explain to pupils that there is a list of special rights for children- the United Nations Convention on the Rights of the Child (UNCRC). This activity is going to explore this list in more detail.

Progression

- 1 Distribute one "Children's Rights Card" to each pupil containing a simplified statement from the UNCRC. Ensure that they know what their card means.
- 2 Ask pupils to stand up and move around the room comparing their cards. If two students feel that their two cards have something in common, they should form a cluster. Some pupils may need help with this so make suggestions eg, education, family, health etc.
- 3 They should continue to move around the room meeting other individuals or clusters and joining up as they see fit. They may also want to split clusters or reform new clusters. Some individuals may not find someone to cluster with. Stress that this is fine.
- 4 Ask each cluster to stick its cards to a piece of paper, give itself a name eg, "Health" or "Education" and to summarise the rights in the cluster into one simple statement.

If it is not convenient for pupils to move around the room, place them into groups of four or five. Each group of pupils can then be given a set of the cards which they can arrange into clusters on their desk.

- 5 Display the clusters. What are the main types of rights protected? (The rights contained in the UNCRC are usually summarised into the following categories: *survival* and *development* rights, *protection* rights and *participation* rights). Do some rights seem to be given more emphasis than others? Why? Are there other rights they think should be included?

Conclusion

Return to the idea of promises made by countries. Explain to the pupils that almost every country¹ in the world has signed the UNCRC to show that it has made these promises to children. Give each pupil a copy of the summary of the UNCRC and ask them to fill their name into the space provided. Tell pupils that this summary (and the summary of the UDHR) will be referred to again throughout all their Citizenship classes.

¹ Only two countries have not signed the UNCRC: Somalia and the USA.

ACTIVITY 3.5 – “WHO'S RIGHT?” WALKING DEBATE

Introduction

By this stage pupils will be relatively familiar with some of the basic human rights protected by the UDHR and the UNCRC. They may also have begun to recognise that some of these “promises made” by governments are more difficult to keep than others. Explain to pupils that in this activity they are going to explore human rights in a bit more detail.

Progression

- 1 Label one end of the room “Strongly Agree” and the other end of the room “Strongly Disagree”.
- 2 Explain to pupils that you are going to read out a series of statements. Pupils should move to the end of the room that best describes how they feel about the issue. They can also stand anywhere along the spectrum in between the two extremes.
- 3 Read each statement (see next page for basic examples) and allow time for pupils to consider their opinion. As pupils move ask individuals to explain why they are standing in that particular position. During the discussion of the issues pupils are free to change their position if statements are made that challenge their original position.
- 4 Continue reading the range of statements until you feel the issues are well explored. Pupils should then return to their seats.

Conclusion

Ask pupils to reflect on some of the issues raised. What did everyone agree on? What was the class divided on? (This may produce a range of issues to be examined in more detail in follow up lessons). It is also a useful to *de-brief* the activity by asking the pupils how they *felt* about the exercise. Did they feel their views were listened to? Did they change their minds at any stage? Why? What issues did they find difficult to deal with? etc.

This activity may also provide a useful opportunity to review the Class Charter.

EXAMPLE STATEMENTS FOR WALKING DEBATE

The examples below are suggestions only. There are also examples of follow up questions to aid discussion of each issue. Select from these as appropriate or use other statements from the UDHR or UNCRC

- **Everyone has a right to express their opinion**
Extend: When should children have their views heard? Should they be allowed to insult other people? Make racist/sectarian comments? etc. When should this right be limited?
- **Everyone has the right to own property**
Extend: Think about certain types of property (eg, guns, dangerous objects), or property people own because of criminal activity. Are there any examples of when it is OK to take property from someone in school or in society?

- **Everyone has the right to privacy**
Extend: What about pop stars? People who sell their story to the paper? What about locker searches in school?
- **Everyone has the right to peaceful protest**
Extend: Are there any situations where this may not be true – what if the protest is racist or sectarian?
- **Children have the right to freedom of thought, conscience and religion**
Extend: Should children be allowed to choose their own religion? What if they don't believe the same things as their parents? How should this type of conflict be handled?
- **Children have the right to be protected from harmful work**
Extend: What if the children want to do this work? What if they need to work to earn money for their family? What do we mean by "harmful work"? (This is examined in the next activity in more detail.)

ACTIVITY 3.6 – EXPLORING THE RIGHTS OF THE CHILD: CHILD LABOUR

Resources needed

- **Pupil resource**
 - **3.6 Role Play** (a) Instruction Card for Human Rights Investigator
(b) Child Labour Role Play 1
(c) Child Labour Role Play 2
(d) Child Labour Role Play 3
(e) Child Labour Role Play 4

Introduction

Remind pupils that almost all the countries of the world have signed the UNCRC. This means that they have made promises to protect and provide for children in their country. The United Nations can send people into these countries to check if the promises are being kept. In this activity the pupils are going to investigate if certain countries are keeping their promises to protect children from harmful work.

Progression

- 1 Place pupils into groups of five. Ask each group to draw up a list of examples of work that children might do e.g. paper round, helping out in a shop, milk rounds. If they are aware of examples from other countries, they should list these too.
- 2 Ask pupils to circle the jobs that they think might be harmful to children. Each group should briefly feedback its choices and reasons. Use the feedback to draw together some factors which may determine whether or not a job is harmful eg, dangerous equipment, heavy work, early/long hours etc.

- 3 Explain to pupils that they are going to be investigating some examples of children working in different parts of the world. Each of them will be asked to act out the role of one of the following: a child worker, a parent, the child's employer, a member of the government, a human rights investigator.
- 4 Distribute the role cards and instructions to each group and allow them sufficient time to play out the scenario.
- 5 Ask the human rights investigator from each group to present the report of their findings to the rest of the class. If you have time, the government representative from each scenario could respond to the recommendations in the report.

Conclusion

Use the findings to discuss some of the following questions:

- What type of work is harmful?
- What type of work should children be allowed to do?
- Should there be different rules for different countries?
- What could individuals do to support children who have to work?
- Is it always a good idea to boycott goods made through child labour?
- What can society do to help?
- Do the pupils know of any organisations that campaign for children's rights?
- What should governments do to make sure that they are keeping the promises they made when they signed the UNCRC?
- Are there any other human rights that the children are being denied eg, right to education, right to health care, right to play etc?
- What should governments be doing about these issues?

ACTIVITY 3.7 – RETURN TO AN IDEAL WORLD

Resources needed

- **Pupil resource**
 - 3.7 “Road to an Ideal World”

Introduction

Remind pupils that at the beginning of these lessons they had described their ideal world for children. During these lessons they have taken some time to examine the world around them and the challenges and opportunities that it presents to them. They have also explored ways of responding to these challenges 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 the ways in which individuals, society and governments have tried to make the world a better place. Ask each group to pick three words which best sum up the principles/values needed for an ideal world. To help pupils with this task, remind them of their Class Charter, the Universal Declaration of Human Rights and the Convention on the Rights of the Child. What words are common to these documents? Which words keep coming up again and again?
- 2 Ask each group to feedback its words and agree on three words as a class. Record these words on the board.
- 3 Explain to pupils that all major human rights statements are underpinned by three basic ideas: justice, equality and freedom. Write these on the board beside the pupils words. You may also wish to explain that they are also the values which underpin many major religions, philosophies, political ideologies etc. Make links between the pupils' words and these values.
- 4 Give the class an opportunity to return to their Class Charter and to amend it as they see fit. They may wish to incorporate the terms highlighted above. Ensure that each pupil is equipped with a copy of this finalised Class Charter for use in other Local and Global Citizenship classes².
- 5 Ask each group to think once again about their ideal world. Ask them to present their "vision" of an ideal world to the rest of the class (eg, as a poem, piece of drama, tableau, song, poster, speech etc.)

Conclusion

Allow pupils some time to reflect on what they have learnt through out these series of lessons. 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.

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

INFORMATION FOR TEACHERS

APPENDIX 1

RACE RELATIONS (NI) ORDER 1997

The Race Relations (NI) Order 1997 (RRO) follows closely the provisions of the 1976 Race Relations Act in Britain. It outlaws discrimination on grounds of colour, race, nationality or ethnic or national origin. The Irish Traveller community is specifically identified in the Order as a racial group against which racial discrimination is unlawful.

The Order makes it unlawful to discriminate either directly or indirectly through the victimisation of an individual using definitions similar to those found in the Fair Employment and Treatment (NI) Order 1998 (FETO). The Race Order adds a further ground by providing that segregation on racial grounds also constitutes discrimination. The Equality Commission is charged with implementing and monitoring race relations in Northern Ireland.

APPENDIX 2: SECTARIANISM

Sectarianism can be defined as a system of attitudes, beliefs and actions which exist at an individual, community and institutional level which involves negative expression towards another religious group. Within a Northern Ireland context sectarianism involves the addition of both cultural and political elements.

Sectarianism involves “bullying type” behaviours eg:

- excluding the other group eg threatening slogans.
- denial of the existence of the other group.
- “putting down” the other group.
- domination of other groups, involving denial of the other group’s rights and the abuse of power.
- intimidation and physical attack.

APPENDIX 3: SYMBOLS GLOSSARY

Alliance Party	This party was formed in 1970 by people who feel that nationalist and unionist parties do not reflect their political views. It does support the Belfast/Good Friday Agreement
Ashes	Members of the Catholic faith wear ashes on Ash Wednesday to represent the beginning of Lent.
Bagpipes	Traditional musical instrument commonly, but not exclusively, associated with Protestant pipe bands.
Bible	Sacred writings of the Christian religion. Different religious denominations within the Christian tradition favour particular versions.
Bodhrán	A traditional Irish musical instrument made from the skin of a goat; played with a flat-shaped wooden beater called a cipín.
Cladagh ring	Traditional Irish wedding/engagement ring featuring a heart and a crown. Women wore the heart facing inwards to show that they were committed to a husband/fiancée.
Cross	Universal symbol for Christianity and a specific reminder of the crucifixion and death of Christ. It is not generally the practice within Protestant denominations to represent the figure of Christ on the cross.
Crucifix	Within the Catholic tradition the figure of Christ is frequently depicted as a figure on the cross and often features on other religious artefacts, eg rosary beads (prayer beads).
Cú Chulainn	Literally means "The Hound of Cullen". In legend he was the protector of the House of Cullen which was situated between the provinces of Ulster and Connacht, known as the "Gap of the North".
Collarette	This ceremonial collar is worn by members of the Orange Order when taking part in parades. Collarettes are usually decorated with insignia and badges denoting the wearer's membership of a particular Orange Lodge.
Democratic Unionist Party	This party was formed in 1971. It wants to keep Northern Ireland as part of the United Kingdom. It does not support the Belfast/Good Friday Agreement.
Easter lily	Easter lilies were originally worn to commemorate those who died during Easter week in the 1916 uprising for independence.
Easter Rising mural	Easter Rising mural featured on gable end.

Fáinne	This is a flat ring symbol worn by individuals to identify themselves as Irish speakers. A silver ring indicates a beginning speaker, a gold ring signifies a fluent speaker.
Flute	This musical instrument is traditionally associated with Protestant flute bands.
Guides	In Northern Ireland there are Baden Powell Guides and Catholic Guides. Baden Powell Guides tend to be more commonly associated with Protestants.
Hurley stick	Hurling is a traditional Gaelic sport.
IFA	 Logo of the Irish Football Association, Northern Ireland.
IRA mural	Irish Republican Army mural featured on gable end.
Irish Dancer	Schools of Irish dancing exist within most towns and competitions take place on local, national and international levels. The success of River Dance is credited with broadening the appeal of Irish dancing.
King William	William III was a Dutch man who became the symbol of Ulster Protestantism. His victory over James I in 1690 at the Battle of the Boyne is commemorated on the 12th July by the Orange Order.
Lambeg drum	This large drum is traditionally associated with the Protestant tradition.
Pioneer pin	This is worn by some members of the Catholic religion to indicate that they abstain from drinking alcohol.
Policeman	The Royal Ulster Constabulary (RUC) was the organisation formerly responsible for policing in Northern Ireland. It has been replaced by The Police Service of Northern Ireland (PSNI).
Poppy	Poppies were originally worn to commemorate those who died in battle during World War One.
Red hand	The Red Hand comes from the coat of arms of the O'Neills and is the symbol of the province of Ulster. It is said that O'Neill cut off his hand and threw it onto the shore in a competition to become the King of Ulster.
Rugby	Sport named after the public school at Rugby, England, where it was first played. In Northern Ireland, it is more commonly, though not exclusively, played in non-Catholic schools.
Scouts	In Northern Ireland there are Baden Powell Scouts and Catholic Scouts. Baden Powell Scouts tend to be more commonly associated with Protestants.
SDLP	The Social Democratic and Labour Party was founded by, amongst others, John Hume. It supports the Belfast/Good Friday Agreement.

Shamrock	Shamrock comes from the Irish word for clover. According to legend St Patrick used the shamrock to explain the idea of the trinity.
Sinn Féin	This party was formed in 1905. It wants to end British rule in Ireland – it is an Irish Republican party. It does support the Belfast/Good Friday Agreement.
Soldier	British soldiers were first deployed in Northern Ireland in August 1969 in the first instance to curtail street rioting. They continued to be based here throughout “the troubles” as part of the security policy.
Somme Mural	The 36th Ulster Division and the 16th Irish Division both suffered many casualties in the battle of the Somme. Until recently, commemoration of World War 1 has been observed more commonly within Protestant communities and barely at all within the Republic of Ireland. As in this mural, Somme images are increasingly being depicted in loyalist murals.
St Bridget's Cross	St Bridget is the female patron saint of Ireland. She is said to have woven the cross out of reeds by her father's death bed.
Stormont	Stormont buildings now serve as the headquarters for the Northern Ireland Assembly.
St Patrick	St Patrick is the patron saint of Ireland, feast day March 17. It is a bank and public holiday in the Republic of Ireland, a bank holiday in Northern Ireland.
SU badge	Scripture Union is an international organisation that uses the bible as a basis for teaching and interacting with young people. They have clubs attached to schools, churches, summer schools etc. and are commonly associated with the Protestant tradition.
Tricolour	This is the official flag of the Irish Republic. It is said to represent the peace (white) between Nationalists (green) and Unionists (orange).
UDA mural	Ulster Defence Association mural featured on gable end.
Ulster Scots	This term acknowledges the close links and ancestry between people living in Ulster (particularly in the North Antrim area) and people in Scotland. Common events (the Plantation, emigration etc.) are seen to have influenced heritage and culture. The Ulster Scots tradition has become an important expression of identity within some areas of Ulster loyalism.
Ulster Unionist Party	This party was formed in 1905. It wants to keep Northern Ireland as part of the United Kingdom. It does support the Belfast/Good Friday Agreement.
Union flag	This flag represents the Act of Union in 1801 between Great Britain and Ireland. It is the official flag of Britain and Northern Ireland.

APPENDIX 4: AN OVERVIEW OF INTERNATIONAL HUMAN RIGHTS PROTECTION

“Quis custodiet custodians?” – Who guards the guardians?

What are the origins of human rights?

Notions of human rights are not peculiar to this century. Core values of the “rights” debate are evident in philosophical and religious movements throughout history. Indeed, the idea of “rights” and limitations on the powers of state entered into domestic political discourses as far back as the Magna Carta (1215) and the French and the American Bills of Rights (1789).

These ideas were formalised on the **international** stage in the aftermath of the atrocities of the 1930s and 1940s. In 1948 the **Universal Declaration of Human Rights** (UDHR) was adopted by the United Nations General Assembly. The declaration noted that “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”. It clearly articulated the basic **entitlements** of all human beings. The countries which signed this declaration made a commitment to their citizens and to each other that they would strive to protect these **human rights**.

What do we mean by International Human Rights Law?

The UDHR is not a legally binding instrument and focuses primarily on civil and political rights (sometimes referred to as “first generation rights”). Its principles were extended to include some social and economic rights (sometimes called “second generation rights”) and became **binding** through two covenants, which have become known as the international “Bill of Rights”:

- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)

In the following decades, specialised legal texts were developed to ensure that the rights laid down in the UDHR and the two legally binding covenants above would apply directly to particular groups within society, eg:

- Convention on Asylum (1951)
- Convention on the Elimination of Racial Discrimination (1969)
- Convention on the Elimination of Discrimination Against Woman (1981)
- Convention Against Torture (1984)
- Convention on the Rights of the Child (1989)

These treaties, and others, collectively constitute **international human rights law** which holds states accountable for their actions towards their citizens.

Who checks state compliance with these treaties?

The United Nations (UN) and other governments have a responsibility to ensure that a member state meets the obligations it has agreed to undertake. There are a variety of ways in which they can intervene to help. For example, the Convention on the Rights of the Child is monitored by the UN Committee on the Rights of the Child. They can send special rapporteurs into countries to investigate compliance with the Convention. The reports produced by the Committee can be used to put pressure on governments to change their laws etc.

What is the European Convention on Human Rights?

The European Convention on Human Rights (ECHR) is an international treaty open for signature by the member states of the Council of Europe¹ which came into force in 1953. Its principles were inspired by the UDHR. States who have ratified this treaty must make sure that their citizens enjoy the rights outlined within it. The European Court of Human Rights at Strasbourg is the “judicial organ” of the ECHR. This means that if individuals feel that their state has violated their rights they can take their case to this court. If the European Court uphold their complaint then the state will be called upon to change its laws in order to comply with the ECHR.

What is the Human Rights Act?

Taking a case to the European Court of Human Rights can be costly and time-consuming. The Court took the view that it would be better if the ECHR was part of each country’s own domestic law. This would mean that people could use its principles to argue their case in any court in their own country. On the 2nd October 2000 the ECHR became part of domestic law in the UK. It was called The Human Rights Act.

What is the difference between international human rights law and domestic law?

International Human Rights Law	Domestic (Civil and Criminal) Law
Protects individuals (or groups) from state abuse of an individual’s (or group’s) human rights.	Regulates behaviour in order to protect individuals (or groups).
Holds states “accountable” for their actions towards their citizens	Legislates for the duties and responsibilities of citizens, public bodies etc.
eg, Convention Against Torture	eg, Fair Employment and Treatment Order
Both are underpinned by the same core values of justice, freedom, equality. In an ideal world a country’s domestic law should reflect the principles enshrined in international human rights law.	
eg, Convention on the Rights of the Child is reflected in The Children Order	
eg, European Convention on Human Rights is part of law as The Human Rights Act	

¹ The Council of Europe concerns itself primarily with the promotion of human rights within its member states. It should not be confused with the European Parliament which concerns itself primarily with economic policies throughout the European Union.

What about responsibilities?

It would be wrong to suggest that the promotion of human rights creates a culture of "licence" where individuals are free to hurt and abuse others in pursuit of their own rights. Human rights automatically imply the need to respect the rights of all other human beings, regardless of creed, race, gender, etc. even when those rights conflict with our own. If we can assert our own rights then logically we must respect the right of others to make similar demands. However, we must be careful that in linking rights to responsibilities that we do not give the impression that someone must act responsibly in order to be able to avail of their rights. There are many individuals in society who may be deemed "irresponsible" but it would be a retrograde step to suggest that these individuals are not entitled to the same basic human rights protection as any other human being. Hence, it is better to view rights as being limited by other rights rather than to imply that human rights are contingent on individual responsibility. Also, since international human rights instruments hold *states* accountable for their actions towards their citizens, we must be careful that we do *not* give *individuals*, especially children, the impression that they are accountable for upholding international treaties. Rather we can encourage individuals to adopt the underpinning values in such international instruments as a template for their interaction with others.

Is there a difference between human rights and humanitarian law?

International humanitarian law is distinct from international human rights law (although again they are underpinned by the same values). Governments commit themselves to these "rules of war" through international treaties (eg, the Geneva Convention). Individuals can be held accountable for abuses and violations of human dignity under humanitarian law (eg, war crimes, crimes against humanity).

How can I get these complex ideas across to children?

It is not difficult to translate these ideas for children. The approach taken in this resource introduces children to the notion of human rights through the "human rights story". Human rights are described as basic entitlements that all human beings need to have and deserve to have. International treaties are described as "**promises made**" by a country to its citizens. The issue of compliance is discussed in the context of "keeping these promises".

ANSWERS TO ACTIVITIES

“IF THE WORLD CONTAINED 100 PEOPLE”

The world would include:

- 58 Asians
- 12 Africans
- 10 Europeans
- 8 Latin Americans
- 6 Russians and others from the former Soviet republics
- 5 North Americans
- 1 Person from the Pacific

There would be:

- 33 Christians (20 Catholics, 10 Protestants, 3 Orthodox)
- 18 Muslims
- 17 “Non religious”
- 6 Buddhists
- 5 Atheists
- 3 Hindus
- 18 Other religions

And they would speak (as their first language):

- 17 Mandarin
- 9 English
- 8 Hindu/Urdu
- 6 Spanish
- 6 Russian
- 4 Arabic
- 50 Other languages

Source: adapted from Colm Regan (ed.) *80:20 Development in An Unequal World*, 80:20 Educating and Acting for a Better World and TIDE, Bray and Birmingham, 2002, p.43

ACTIVITY 2.5 CARD BUILD MATCHING CHILDREN'S NAMES TO PHOTOS

- | | | | |
|---|---------|--------|--------|
| 1 | Ade | —————▶ | Card A |
| 2 | Natalie | —————▶ | Card C |
| 3 | Ian | —————▶ | Card H |
| 4 | Aisha | —————▶ | Card G |
| 5 | Ann | —————▶ | Card F |
| 6 | Charlie | —————▶ | Card E |
| 7 | Roshni | —————▶ | Card D |
| 8 | Sean | —————▶ | Card B |

GLOSSARY OF FOOD FOR ACTIVITY 2.5: UNIT 2 SECTION 2

Colcannon – traditional local food that is made from leftover potato and cabbage

Dreamin' bread – same as shortbread

Naan bread – traditional Indian bread made in a clay oven

Shawrma – similar to a kebab. Meat, salad and humus are put into a pitta bread pocket

Yam – a vegetable that is similar to a small sweet potato

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