



# Diversity - Year 8



## Theme Assembly

**THEME:** Diversity

### ASSEMBLY TITLE

Teachernet Assembly - Racism

### INTENDED OUTCOMES

This assembly for KS3 and KS4 deals with the theme of racism by a short adaptation of the “blue eyes, brown eyes” experiment in 1968 following the assassination of Martin Luther King. The adaptation uses coloured cards, randomly distributed, rather than physical attributes. The assembly aims to challenge students:

- to think about the effects of racism and prejudice in their own school community
- to think about the effects of racism and prejudice in a broader context

### RESOURCES

- Videos
- A Class Divided - the reunion of the children involved in the blue eyes-brown eyes experiment (PBS Video)
- [www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view](http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view)
- Websites
  - Commission for Racial Equality [www.cre.gov.uk](http://www.cre.gov.uk)
  - Institute of Race Relations [www.irr.org.uk](http://www.irr.org.uk)
- Music - Snow patrol - Chasing Cars or Michael Jackson - Man in the Mirror

### ASSEMBLY PRESENTATION/DESCRIPTION

#### Introduction

Today you are going to learn something new about your community, about the people around you and, most importantly about yourself.

#### Main Presentation

When students enter the assembly room, hand some of them red cards and some of them green cards. They do not have to be equally split; they can be handed out quite arbitrarily but make sure that each pupil feels as if they have been specially selected for either a red or a green card.

The presenter of the assembly starts in role. Outline the new “school policy”: green cards are better than red cards and entitled to certain privileges.

- **Green cards** may be first in the lunch queue
- **Green cards** may enter classrooms first and sit where they choose
- **Red cards** must stand aside for them
- All cards must be displayed for identity purposes
- Red and green cards must not mix

(This list can be amended or added to according to the school’s context.)

Give the students time to respond to this. Let them ask questions. Through your answers, reiterate that the staff have done a lot of research to reach these conclusions and that none of this can be altered. The decision has been made. Emphasise that any dissent will be dealt with extremely seriously and that any green cards who try to stick up for their red card friends will lose their green card status and will be severely punished.

Now ask the students to think about the following questions:

- How do you feel about what is happening to you?
- What does it feel like to be in your group?
- Are any of your friends in the other group? How does that make you feel?
- If you felt angry and wanted to protest, but the teachers refused to listen to your objections, how would that make you feel?

Ask students to imagine that this is the way it is going to be for the rest of their lives. Give them time to think about this.

The presenter now comes out of role and explains that this was just a little taste of an exercise that was carried out in the late 1960s which has become world famous. At this point show clip from the film ‘A class divided’ to demonstrate the impact of being on the receiving end of discrimination and how this affected the 8 year olds in the experiment.

**Teacher's notes:**

The day after Martin Luther King Jr was killed, a teacher decided to change her lesson plan. Jane Elliot wanted to explain to her students how Martin Luther King came to be assassinated; to show that racism and prejudice can occur when people (even best friends) are assigned to an "out group". She divided her all white third-grade students into two groups: one blue-eyed and one brown-eyed. She told the blue-eyed students they were smarter, nicer, cleaner and deserved more privileges than the others. What she discovered was amazing. Blue-eyed students were not only better behaved, but also more likely to learn. One dyslexic boy learnt how to read for the first time. One smart brown-eyed girl who could multiply very well started to make mistakes less than two hours after she was told she was inferior. Friendships were torn apart. Most of the children who were "better", behaved arrogantly and aggressively towards the others who became withdrawn, ashamed and angry.

Explain to students that it is not just eight year-olds who have reacted in this way. Jane Elliot conducted her experiment on the Oprah Winfrey show in 1992 with adults. As the discussion moved towards racism, the audience said that they knew what was happening was wrong but that they were afraid to stand up for what they knew was right. Isn't that what a lot of us do every day? How many of us have been witness to racist jokes or comments and said nothing?

Define racism and pose a further question. Racism is the belief that some "races" are superior to others. This is mostly based on the false idea that different physical characteristics (like the colour of someone's skin) or ethnic background make some people better than others. As unbelievable as it may seem, many people think that people with similar skin colour have similar characteristics — can students think of instances where people may have thought this?

Remind students that racism is not just a black/white issue. Ask them to think about Nazi Germany, Rwanda and Bosnia - and ask them to look around them in their own communities.

**Summary**

Today we have looked at a simple experiment which highlights how discrimination makes us feel. Although racism in the whole of our society is a complex issue, perhaps today's assembly has enabled us to think about the effects of racism, what it is, and to make links with our own lives and behaviour both in school and beyond.

Any form of discrimination is based on issues of similarities and difference.

**REFLECTION**

Play an appropriate piece of music eg. Michel Jackson - Man in the mirror and display lyrics.

Ask students to quietly reflect

Then at the end of the song show a slide that says: Change starts inside the individual - look at yourself in the mirror.....

**NOTES**

This assembly is a popular but powerful resource that uses the common differences in appearance between students to highlight the consequences of prejudice. The text should be read thoroughly by the teacher prior to delivering the assembly, and consideration given to its suitability for the age and emotional maturity of the students listening.

**Additional notes**

For the purposes of this assembly it is strongly recommended that teachers do not use physical characteristics of students to identify them, but that the students are given a token (such as the cards suggested). The beginning of the assembly will be enhanced if all staff present help to hand out the cards. This assembly can be adapted to for any size of group. If the assembly is for a large number of students it will take longer to hand out the cards. In smaller groups, more time could be spent on the question/answer section.

**Extension/shortening tip****To shorten**

- Cut the practical activity and focus on the experiment.

**To extend**

- Give more weight to practical activity - separate students out according to the card colour, give the green cards chairs to sit on, and so on
- Consider including Martin Niemöller's untitled poem, First they came for the communists... (1945)

A group of diverse people, including men and women of various ethnicities, are dancing in a park. They have their arms raised in the air, and the scene is captured in a low-angle shot, making them appear to be reaching towards the sky. The background shows trees and a building, suggesting an outdoor urban setting. The entire image has a warm, orange-toned overlay.

# Diversity

**Thought for the week**

Nobody made a greater mistake than he who did nothing because he could do only a little.

Edmund Burke (1729 - 1797)



# Diversity

## Thought for the week

If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.

Archbishop Desmond Tutu



# Diversity

Thought for the week

Be the change  
you want to see  
in the world.

Ghandi

A group of diverse people are dancing in a park. The image is taken from a low angle, looking up at the dancers. The scene is overlaid with a semi-transparent orange filter. In the top left corner, there are some chains hanging down. The background shows trees and a building in the distance.

# Diversity

**Thought for the week**

To avoid criticism, don't do anything, say anything or be anything.

Anon

A group of diverse people are dancing in a park. In the foreground, a woman in a white hoodie and pants is dancing with her arms raised. Behind her, a man in a white t-shirt and dark pants is also dancing with his arms raised. In the background, other people are visible, including a woman in a white top and black skirt. The scene is set in a park with trees and a building in the distance. The entire image has a warm, orange-tinted overlay.

# Diversity

## Thought for the week

If you think  
you're too small  
to be effective  
you've obviously  
never been  
in bed with a  
mosquito.

Anon





# Diversity

**Thought for the week**

First they ignore  
you. Then they  
laugh at you.  
Then they  
fight you.  
Then you win.

Ghandi

**Diversity Year 8**  
**Resources to source prior to teaching theme**

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
1	Film clip	Wrong Trainers	<a href="http://news.bbc.co.uk/cbbcnews/hi/specials/2006/the_wrong_trainers/default.stm">http://news.bbc.co.uk/cbbcnews/hi/specials/2006/the_wrong_trainers/default.stm</a>
2		State of the worlds children	UNICEF <a href="http://www.unicef.org/sowc09/report/report.php">http://www.unicef.org/sowc09/report/report.php</a> .
3 & 4	A campaign guide	Trade Justice, Turning Words into Action	Available from <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a> Tel 020 7620 4444

## Kaleidoscope - Related Aspects - Diversity Year 8 - Spring Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P 1.1.a Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>P1.1.b Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.</p> <p>P1.3.c Developing the confidence to try new ideas and face challenges safely, individually and in groups.</p> <p>P1.4.b Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.</p>	<p>E 1.1.b Developing a sense of personal identity for career progression.</p> <p>E 1.1.c Understanding the qualities, attitudes and skills needed for employability.</p> <p>E 1.2.c Understanding how to make creative and realistic plans for transition.</p> <p>E 1.3.c Taking risks and learning from mistakes.</p> <p>E1.4a Understanding the economic and business environment</p>	<p><b>Be Healthy</b> Mentally and emotionally healthy.</p> <p><b>Make a Positive Contribution</b> Develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Engage in decision making and support the community and environment</p>		<p>Self-awareness Managing feelings Motivation Empathy Social Skills</p>	<p>1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values etc.).</p> <p>2. I can identify my strengths and feel positive about them.</p> <p>3. I can identify my current limitations and try to overcome them.</p> <p>4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.</p> <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.</p> <p>6. I can reflect on my actions and identify lessons to be learned from them.</p> <p>7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset, fearful or angry for reasons others may find difficult to understand.</p>	<p>I can reflect upon my beliefs in the light of new information.</p> <p>I have a sophisticated understanding of my strengths and limitations.</p> <p>I know when I have done something I can feel proud of and can recognise even small achievements.</p> <p>I can accept praise from others when it's given.</p> <p>I can recognise the expectations of others about me and can compare them with my own expectation of myself.</p> <p>I can reflect upon and evaluate my actions so that I do something differently next time.</p> <p>I can identify things that have happened to me in the past that make me prone to being upset, fearful or angry for reasons others may find it difficult to understand.</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 15 - Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.5a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation</p> <p>P1.5b Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives</p> <p>P2.1.b reflect on personal strengths, achievements and areas for development</p> <p>P2.1c recognise how others see them and give and receive feedback</p> <p>P2.1.d identify and use strategies for setting and meeting personal targets in order to increase motivation</p>	<p>E 2.1. a develop and maintain their self-esteem and envisage a positive future for themselves in work</p> <p>E 2.1.d review their experiences and achievements.</p> <p>E 2.3.a identify the main qualities and skills needed to enter and thrive in the working world</p> <p>E 2.3.c take action to improve their chances in their career</p> <p>E2.3e use approaches to working with others problem solving and action planning</p>				<p>8. I know and accept what I am feeling and can label my feelings.</p> <p>9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.</p> <p>10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.</p> <p>11. I can recognise conflicting emotions and manage them in ways that are appropriate.</p> <p>12. I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others.</p> <p>13. I can express my emotions clearly and openly to others and in ways appropriate to situations.</p> <p>14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.</p> <p>15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me and for other people.</p>	<p>I understand the difference between feelings and moods.</p> <p>I can recognise and acknowledge the moods I am experiencing.</p> <p>I can identify when I feel the 'socially mediated' emotions, for example embarrassment and guilt.</p> <p>I understand that sometimes thoughts and feelings are triggered by emotional memories.</p> <p>I understand the power of emotional memories to trigger thoughts and feelings.</p> <p>I can understand that emotional memories can create feelings that can get out of control.</p> <p>I can identify what my triggers are for feeling scared or anxious.</p> <p>I can use different ways to tell people how I feel.</p> <p>I can manage my anxiety.</p> <p>I know what my triggers are for feeling frustrated and bored</p>	

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<p>P2.1.e reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour</p> <p>P2.2.f identify how managing feelings and emotions effectively supports decision-making and risk management.</p> <p>P2.3d value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</p> <p>P2.3e challenge prejudice and discrimination assertively</p>	<p>E 2.3.f understand and apply skills and qualities for enterprise</p> <p>E 3.d the personal review and planning process</p>				<p>16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, focused, engaged, have fun, etc.)- in ways that are not damaging to myself and others.</p> <p>17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.</p> <p>18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.</p> <p>19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them</p> <p>20. I can break a long-term plan into small achievable steps.</p> <p>21. I can anticipate and plan to work around or overcome potential obstacles.</p> <p>22. I can monitor and evaluate my own performance.</p> <p>23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).</p> <p>25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.</p>	<p>I can tell people how I feel.</p> <p>I can manage my frustration and boredom.</p> <p>I know what my triggers are for feeling excitement.</p> <p>I can use different ways to manage my excitement.</p> <p>I can identify what my triggers are for feeling scared.</p> <p>I can identify when I feel embarrassment.</p> <p>I can manage strong feelings.</p> <p>I can prepare for the feelings associated with change.</p> <p>I know what makes me feel good and use this to make me feel well and happy.</p> <p>I can use relaxation techniques.</p> <p>I know how to make myself feel focused and energised when I am learning.</p> <p>I can recognise what mood I am in and what might help me change it if I need to.</p> <p>I can plan to develop areas of learning that I find difficult</p>	

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<p>P3.m the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.</p>					<p>25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.</p> <p>27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.</p> <p>28. I can use my experiences including mistakes and setbacks, to make appropriate changes to my plans and behaviour.</p> <p>29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind.</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.</p> <p>33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p> <p>34. I can listen empathetically to others, and have a range of strategies for responding effectively in ways that can help others feel better.</p>	<p>I can make choices about what I really want.</p> <p>I can make a balanced choice about what I really want and is beneficial for me and others.</p> <p>I can set a long-term goal and plan to meet it.</p> <p>I can decide how I will know if I have been successful in meeting a goal.</p> <p>I can identify obstacles that might stop me reaching my goal.</p> <p>I can reflect upon my achievements and plan to build upon them.</p> <p>I can identify what to change in terms of my learning or behaviour in order to meet a long-term goal</p> <p>I can see errors as opportunities to continue learning.</p> <p>I know that I do not have to succeed all the time to be successful.</p> <p>I know what motivates me and use this to meet a long-term goal.</p> <p>I can identify and build upon the things that I am doing that are successful in helping me meet my goals</p>	

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
					<p>35 I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences</p> <p>39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>40. I can take others' thoughts and feelings into account in how I manage my relationships</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p> <p>50. I can be assertive when appropriate.</p>	<p>I know that there are many factors behind things going well or going badly and some of these are more in my control than others.</p> <p>I can use my knowledge and understanding to approach future tasks in a positive and productive way.</p> <p>I know that it is usually down to me, not just bad luck or other people when things go wrong.</p> <p>I can usually work out what other people are feeling even if their words are saying something different.</p> <p>I make a conscious effort to put myself in someone's place so as to understand what they are feeling.</p> <p>If someone is upset, being bullied, or treated unfairly, I want to make things better for them, even if I don't know them</p> <p>I can listen to others, giving them my full attention and know some things to say or do to make people feel good about themselves.</p> <p>I can use strategies to help people find solutions for themselves</p> <p>I can act as a mediator when two friends have fallen out.</p>	

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						<p>I can resist peer pressure from a group of friends.</p> <p>I can use peer pressure to reach a goal.</p> <p>I am able to discuss the importance of rights and responsibilities and recognise why they are important.</p> <p>I can predict the consequences of failing to meet responsibilities.</p> <p>I can understand how groups change and can modify my behaviour in the light of this.</p> <p>I know where my strengths lie when working in a team.</p> <p>I can take on and try out different roles in a team/group.</p> <p>I know how to select and form an effective team/group taking account of the feelings of others.</p> <p>I understand what it means for one person or group to have power over another.</p> <p>I know how to handle relationships of unequal power.</p> <p>I know how to try to put things right when there have been problems in a relationship.</p> <p>I can compromise.</p> <p>I can take other people's thoughts and feelings into account when I make decisions.</p>	



# Overview of Lessons

Theme: Diversity

Year: 8

Lesson Title	Intended Learning Outcomes
1. What is poverty?	<ul style="list-style-type: none"> <li>I know that all young people have rights but some people are denied their rights. (P1.5b)</li> <li>I can empathise with others (SEAL 33)</li> <li>I can critically question received definitions and representations and to recognise and challenge stereotype (P1.5a)</li> </ul>
2. Where does poverty exist?	<ul style="list-style-type: none"> <li>I can understand how the world works economically, politically, (E1.4a)</li> <li>I am aware of the wider world and I have a sense of my own role as a world citizen (SEAL 33)</li> <li>I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings (SEAL 39)</li> </ul>
3. Where does poverty exist? (The Trade Story)	<ul style="list-style-type: none"> <li>I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community (SEAL 44)</li> <li>I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome. (SEAL 43)</li> <li>I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them (P2.3d, SEAL 33)</li> </ul>
4. At the Market	<ul style="list-style-type: none"> <li>I can argue effectively and contribute assertively and supportively to debate on controversial issues (SEAL 50)</li> <li>I can use approaches to working with others, problem solving and action planning (E2.3e)</li> <li>I can challenge all forms of social injustice and inequality (P2.3e)</li> </ul>
5. What can I do?	<ul style="list-style-type: none"> <li>I can take responsibility for my actions (SEAL 6)</li> <li>I can participate in and contribute to the community at a range of levels from the local to the global (E2.3e)</li> <li>I can take responsibility for my life, believe that I can influence what happens to me and make wise choices (SEAL 30)</li> </ul>
6. Making a difference	<ul style="list-style-type: none"> <li>I can predict probable futures and imagine and take action towards achieving preferable futures (E1.4a)</li> <li>I can make a positive contribution to society (P1.4b)</li> <li>I can appreciate and understand that the similarities among all human beings are greater than the differences (SEAL 35)</li> </ul>
<p><b>End of Theme Product/ Project Outcome:</b> To gather research information for an assembly, involving a display and/or writing a letter to the Prime Minister regarding ending Child Poverty.</p>	

**THEME:** Diversity: What is Poverty?

**LEARNING INTENTION/'I'**

I know that all young people have rights but some people are denied their rights.

I can empathise with others

I can critically question received definitions and representations and to recognise and challenge stereotypes

**Creative thinkers**

Question their own and others' assumptions

**VOCABULARY**

Poverty, resources, inequality, United Nations, Maslow, hierarchy, deprivation, preconceptions, denial, United Nations Convention on the Rights of the Child.

**RESOURCES**

- United Nations - definition of poverty
- Maslow's Hierarchy Triangle
- Pictures of locations - (need to be enlarged for classroom use)
- United Nations Convention on the Rights of the Child (UNCRC)
- The 'wrong trainers' film clips

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Display question: 'What is poverty?' Ask students to work in pairs or groups to come up with definition in two minutes.

Listen to feedback and question further:

Can you have enough to eat and still be poor? Listen to responses.

Show Maslow's hierarchy triangle. Explain that Maslow was a psychologist who created a pyramid to show human needs. His diagram shows the most basic needs at the bottom, and progressed upwards to show all the needs that must be met in order for humans to feel fulfilled.

Ask Q: 'What does Maslow's triangle show?' Do you agree? If you are poor which of these needs are not being met?

Show United Nations definition of poverty.

Note: not just food, shelter, medical, education, also choice, and power- having a say.

**Core Activity**

Show two pictures. One of a deprived local area, another of a wealthy city from a developing country (Top photo Nairobi, Kenya, bottom photo, London, UK). Ask: which one is poor? Explain which is which and ask why we sometimes have preconceptions about poverty.

Show 'Wrong Trainers' film - (Dillon). [http://news.bbc.co.uk/cbbcnews/hi/specials/2006/the\\_wrong\\_trainers/default.stm](http://news.bbc.co.uk/cbbcnews/hi/specials/2006/the_wrong_trainers/default.stm)

In groups answer following questions:

What went wrong for Dillon's family?

What could have helped?

Show clip of Dillon interviewing Jim Murphy.

Show any of the 5 further clips

Q: what other reasons are there for young people living in the UK to suffer poverty?

**Plenary**

Show UNCRC

Question: who are these rights for? A: Every young person under the age of 18

Explain that the document was adopted by every country in the world (except 2: USA and Somalia) on November 20th 1989.

Q: If a document like this has been agreed upon by all these countries, then how can some people not have enough to eat, security, education, a voice etc? Is it bad luck? Where you're born? Lack of education?

End by writing up a useful definition of poverty: 'Poverty = a denial of rights.' Explain: Wherever people do not have all the things they need to live fulfilled lives (show Maslow's triangle) it is because they are being denied their rights.

**KEY QUESTIONS**

What is poverty?  
Can you have enough to eat and still be poor?  
What went wrong for Dillon's family?  
What could have helped?  
What other reasons are there for young people living in the UK to suffer poverty?  
Who are the rights in the UNCRC for?

**AFL**

Partaking in debate.  
Working in pairs to reflect and summarise.

**DIFFERENTIATION**

By outcome, through discussion and group work.

**CROSS CURRICULAR OPPORTUNITIES**

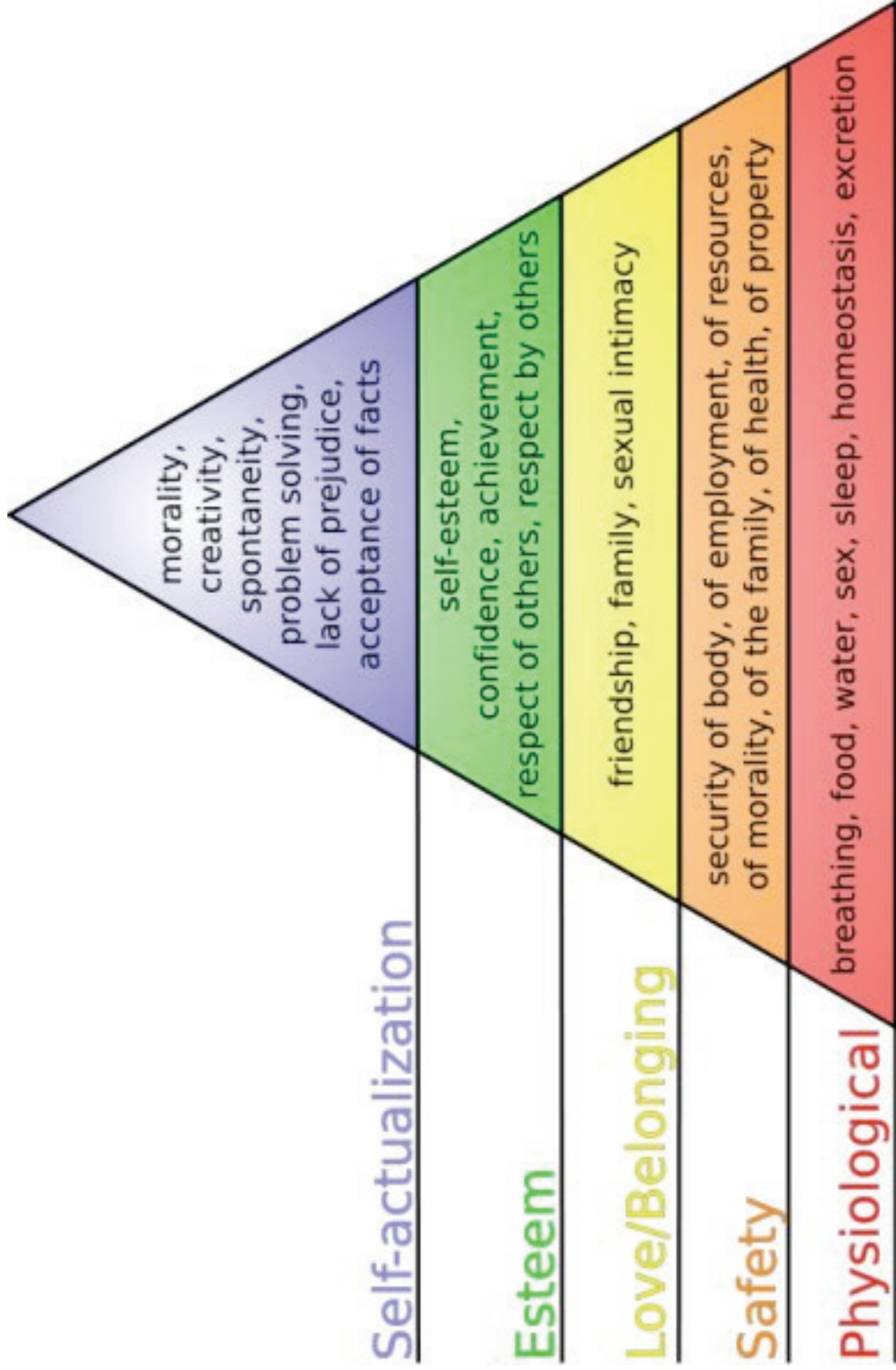
ICT  
Media

**NOTES**

The core activity requires access to the internet to show the 'wrong trainers' clips. They may be downloaded beforehand from youtube if necessary. It is recommended that teachers watch these clips before showing them to a class because of potential sensitive issues.

If students are unfamiliar with the UNCRC it is worth spending more time on this document, giving students a chance to read through each of the 42 articles and comment on which they consider to be relevant to their own lives. Sites such as [www.unicef.org](http://www.unicef.org) give useful background information and further activities.

Information gathered during this lesson and subsequent lessons will be used for producing an assembly/display and /or a letter to the Prime Minister re ending Poverty at the end of this complete unit.



## **A UN Definition of Poverty:**

**“ ...poverty may be defined as a human condition characterised by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights.”**

(United Nations Committee on Social, Economic and Cultural Rights, 2001)



# The United Nations Convention on the Rights of the Child

## Article 1

The UNCRC is for children and young people aged 18 years old and under.



## Article 2

The UNCRC is for all children and young people.

## Article 3

All organisations concerned with children and young people should work towards what is best for each child.

## Article 4.

Government must make these rights available to children and young people.

## Article 5.

Government should respect the rights and responsibilities of families.

## Article 6.

You have the right to life.

## Article 7 and 8.

You have the right to a name, identity and family.

## Article 9.

You have the right to not be separated from your family unless it's not in your best interests.



## Article 10.

If your family lives in different countries you and your family has the right to travel between them so you can stay in contact.

## Article 11.

The government must help stop children and young people being taken out of the country.

Article 12.

You have the right to have a say about decisions that affect you and have your opinion heard.

Article 13.

You have the right to get and share information as long as it doesn't damage other children and young people.

Article 14.

You have the right to think and believe what you want and practice religion (as long as it doesn't stop other children and young people from enjoying their rights).



Article 15.

You have the right to meet together and join in groups (as long as it doesn't stop other children and young people from enjoying their rights).

Article 16.

You have the right to privacy.

Article 17.

You have the right to reliable information from TV, Radio and newspapers.

Article 18.

Both parents share responsibility for bringing up children and young people and the government should help parents.

Article 19.

Government should make sure that children and young people are protected from abuse, neglect and being harmed by the people looking after them.



Article 20.

If you cannot be looked after by your parents, you have the right to be looked after by people who respect your language, culture and religion.

Article 21.

When children and young people are adopted the first concern must be what is best for them.



Article 22.

Refugee children and young people should have the same rights as children and young people born in the country.

Article 23.

Children and young people who have a disability should have care and support so they can lead full and independent lives.



Article 24.

You have the right to health care, clean water, food and a clean environment. Rich countries should help poor countries also have this.

Article 25.

If you are looked after by social services, you should have things reviewed regularly.

Article 26.

The government should provide extra money for children and young people in need.

Article 27.

You have the right to a good standard of living. The government should help families who cannot afford this.

Article 28.

You have a right to education. Your dignity should be protected and primary education should be free.



Article 29.

Education should develop your personality and talents to the full. It should encourage you to respect your parents and culture.

Article 30.

You have the right to learn and use the language of your family, it doesn't matter if the majority of people in the country do not share these.

Article 31.

You have the right to relax and play and to join in activities.

Article 32.

The government should protect children and young people from work that is dangerous or might harm your health or education.



Article 33.

The government should protect children and young people from dangerous drugs.

Article 34.

The government should protect children and young people from sexual abuse.

Article 35.

The government should make sure those children and young people are not sold or taken out of the country.

Article 36.

You should be protected from any activity that could harm your development.

Article 37.

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38.

Governments should not allow children and young people under 16 years old to join the army. Children and young people in war zones should get protection.

Article 39.

If you have been neglected or abused you should get special help to get back their confidence and self-respect.



Article 40.

If you are accused of breaking the law you should get legal help. Prison should only be used for the most serious crimes.

Article 41.

If the laws of a country protect children and young people better than the ones in this convention, then those laws must stay.

Article 42.

The government should make the convention known to all children and young people and their families.

**THEME:** Diversity: Where Does Poverty Exist?

**LEARNING INTENTION/'I'**

I can understand how the world works economically, politically,  
 I am aware of the wider world and I have a sense of my own role as a world citizen  
 I can communicate effectively with others, listening to what others say as well as  
 expressing my own thoughts and feelings



**VOCABULARY**

Less Economically Developed Countries (LEDCs) More Economically Developed Countries (MEDCs), wealth distribution, poverty indicators, mortality rate, literacy rate, gross national income per capita (GNI), inequality.

**RESOURCES**

- Blank world maps - one for each pupil
- World map showing distribution of wealth
- 'State of the World's children' UNICEF <http://www.unicef.org/sowc09/report/report.php>.
- Sugar paper, flipchart paper

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Ask students to remember lesson 1's definition of poverty.  
 Give out blank world maps. Ask students to colour blue the countries/ areas they believe are the poorest, and red the countries/areas they believe are the wealthiest.  
 Ask for feedback: why have they chosen these areas? Do they agree with each other?  
 Show map world distribution of wealth (use following hyperlink or resource sheet <http://news.bbc.co.uk/1/shared/spl/hi/guides/457000/457022/html/nn5page1stm>)

**Core Activity**

Show document 'State of the world's children' (SOWC by UNICEF).  
 Use this hyperlink <http://www.unicef.org/sowc09/report/report.php>.  
 Ask pairs to choose one country from map that is an MEDC (wealthy) and one that is an LEDC (poor). Compare indicators by asking a range of questions about each of the following:  
 Under five mortality rate  
 Total population  
 GNI per capita  
 Total adult literacy rate  
 Primary school attendance.  
 E.g What is the under five mortality rate for Chad? What is the total adult literacy rate for Germany?  
 Explain each of these indicators. Ask students why these are useful indicators of poverty.  
 In pairs or small groups students choose two statements and using a selection of countries with differing GNI per capita, create a graph to show the differences ie.  
 Compare GNI per capita and under five mortality rate for Somalia, Russia, Philippines, France, Bolivia.  
 Give each pair/ group a large piece of sugar paper or flipchart paper and ask for ideas on how to present their findings to class, i.e bar chart or pie chart.

**Plenary**

Allow students time to present their work to the rest of the class and ask/ answer questions. Give question to research before the next lesson:  
 How did the world's resources come to be so unequally distributed?

**KEY QUESTIONS**

Where does poverty exist?  
 Which indicators show poverty?  
 Does low GNI mean high under five mortality rate?  
 How did the world's resources come to be so unequally distributed?

**AFL**

Partaking in debate.  
 Working in pairs to reflect and summarise.  
 Group work on constructing and presenting data.

**DIFFERENTIATION**

By outcome, through discussion and group work.

## **CROSS CURRICULAR OPPORTUNITIES**

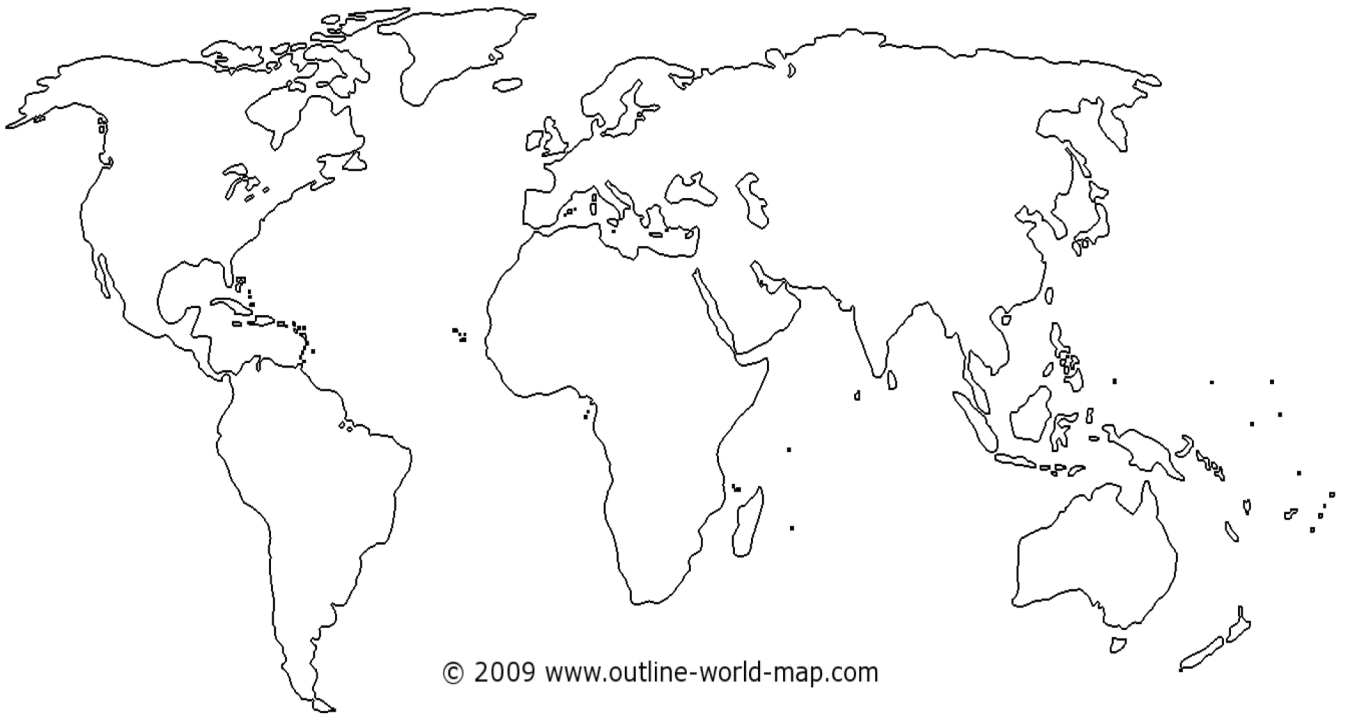
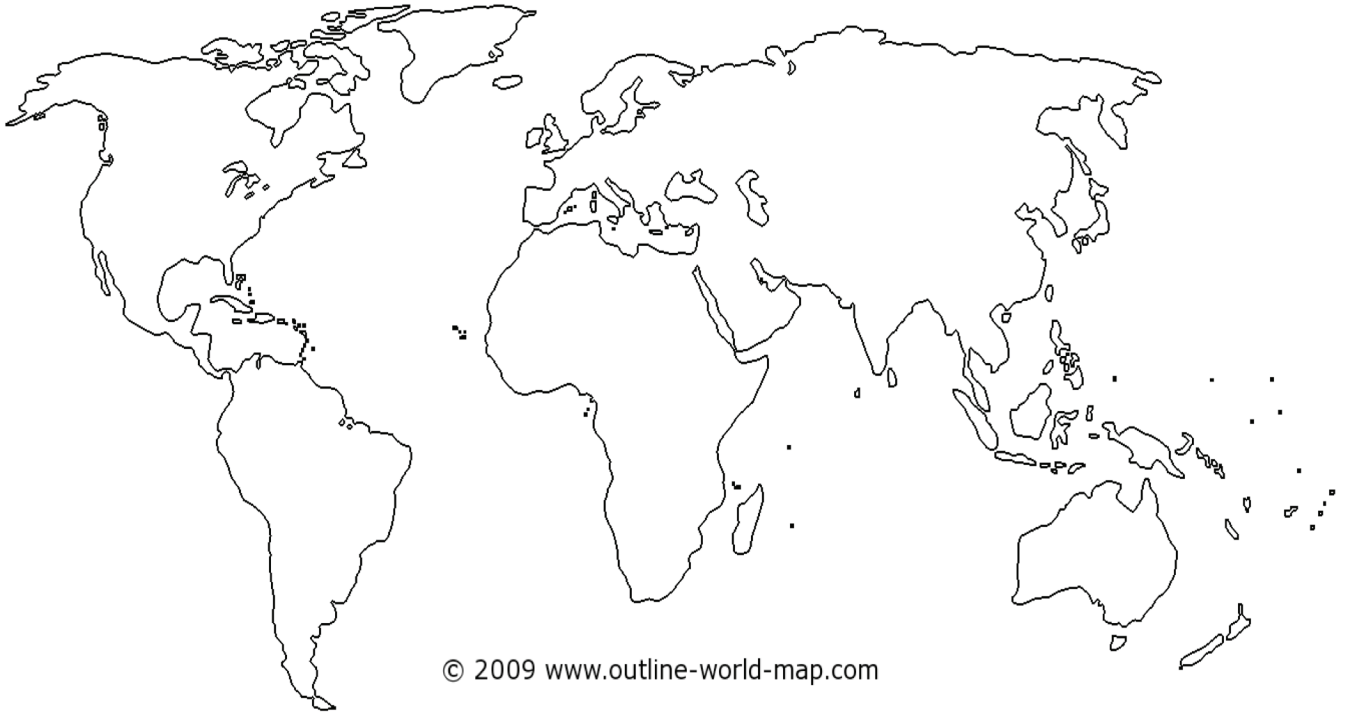
Maths

ICT

### **NOTES**

'The State of the World's Children' document can be explored further by looking at the first table (under 5 mortality rankings) to provide an idea of which countries are ranked at the top and bottom of the table. The rest of the table can be explored extensively in maths lessons, providing valuable opportunities for handling data that links to work on world inequality.

Information gathered during this lesson and subsequent lessons will be used for producing an assembly/display and /or a letter to the Prime Minister re ending Poverty at the end of this complete unit.



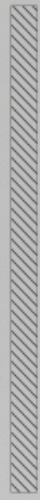
# WEALTH DISTRIBUTION AROUND THE WORLD

Values are based on the Gini Coefficient, a measure of dispersion, for each country. It is a calculation that represents the relative mean difference of personal income between citizens. Values are multiplied by 100 to generate whole numbers, where a value of 1 is absolute equality and 100 is absolute inequality.

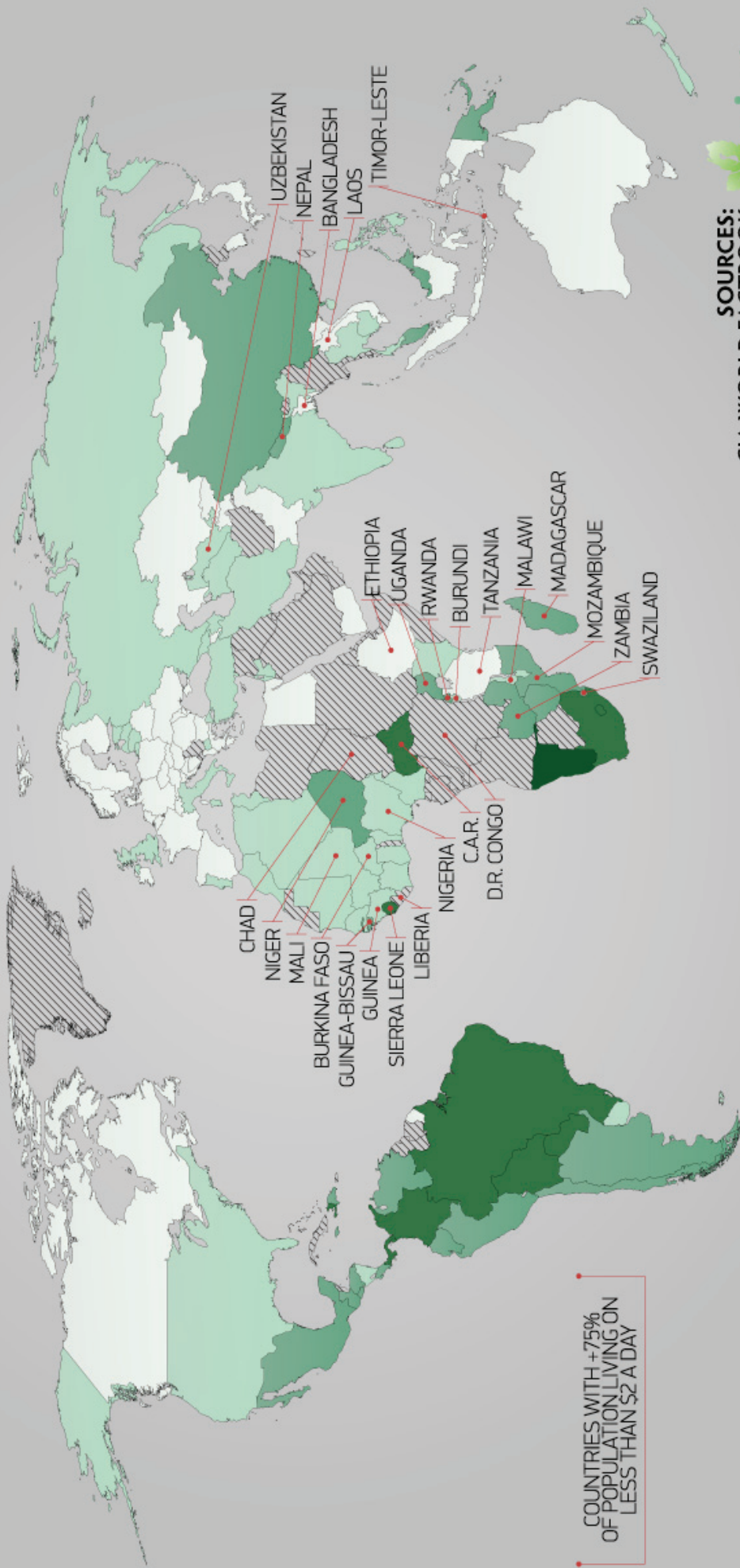
## INCOME LEVEL DISTRIBUTION



25-35 36-45 46-55 56-65 66-75



Indicates no available data



SOURCES:  
CIA WORLD FACTBOOK  
HUMAN DEVELOPMENT INDICES

**THEME:** Diversity: Why Does Poverty Exist? (The Trade Story)

**LEARNING INTENTION/'I'**

I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community  
 I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.  
 I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them



**VOCABULARY**

Resources, distribution, colony, colonize, free trade, trade justice, inequality, profit, conquest.

**RESOURCES**

- The Trade Story
- The Trade story explained (What everything represents)
- Christian Aid - Trade Justice, Turning Words into Action
- Cardboard template for box - may need to be enlarged to A3

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Ask question from last lesson: How did the world's resources come to be so unequally distributed? Listen to range of responses and discuss.  
 Ask for definition of colony: (a country or area that is ruled by another country)  
 Ask for definition of colonize: (to enter a nation or other landmass and try to restructure it into a colony)  
 Explain that in the past some of the more economically developed countries colonized less economically developed countries and often profited from their conquest.

**Core Activity**

Read The Trade Story.  
 Divide into 7 sections and give one section each to small groups.  
 In groups discuss what the section of the story could represent in the real world.  
 Listen to feedback then give definitions. (What everything represent resource sheet)  
 Ask students to define terms Free Trade and Trade Justice by referring to the story. (see Christian Aid Trade Justice, Turning Words into Action: available from [www.christianaid.org.uk](http://www.christianaid.org.uk) Tel 020 7620 4444)  
 Free Trade: Free trade is trade within and between countries that is free from government intervention - that is, no incentives for producers, and no barriers to trade. Removing this support and protection is devastating for poor farmers and industries, making it harder for countries to work their way out of poverty  
 Trade Justice: Trade justice is the best chance for poor countries to combat poverty. It would give poor-country governments the flexibility to choose trade policies that will help promote development and lift the poorest people out of poverty.

**Plenary**

Explain that in the next lesson they will be taking part in a scene from the story. Give out box templates and ask students to come to the next lesson with a homemade box ready to sell. Tell them that they can decorate it in any way they like, but they cannot stick anything shiny onto it.

**KEY QUESTIONS**

How did the world's resources come to be so unequally distributed?  
 What is a colony?  
 What is Free Trade?  
 What is Trade Justice?

**AFL**

Partaking in debate.  
 Working in pairs to reflect and summarise.

**DIFFERENTIATION**

By outcome, through discussion and group work.

**CROSS CURRICULAR OPPORTUNITIES**

English

Drama

History

ICT

**NOTES**

The story can be further explored through writing and drama activities. Characters and setting could be changed to allow students to write their own version, the market scenes can be used as drama scenarios, the meetings as settings for debates.

The colonial era and slave trade can be further researched in history to aid understanding of current global inequalities.

Information gathered during this lesson and subsequent lessons will be used for producing an assembly/display and /or a letter to the Prime Minister re ending Poverty at the end of this complete unit.



# Trade – The Story

## 1. Setting

A long, long time ago was a beautiful lake. In the lake were many islands and each island was covered in magnificent plants dripping with exotic fruit and glittering flowers. Gradually, creatures began to emerge from the lake and to live on the islands.

In the early days, a few of the creatures took it upon themselves to go about the lake gathering up many of the islands' treasures and piled them up on just eight of the islands, leaving enough behind so that the rest of the creatures could survive, but making sure that they had the most. These creatures became known as 'the gang of 8'... and the rest? Well, they became known as 'the rest'.

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## 2. Market Place 1

All the creatures of the lake spent their days growing food and making useful things. Of course, creatures from the eight wealthy islands had more of everything, but they looked forward to attending 'the rest's' weekly markets where all the creatures gathered to buy and sell their goods.

This is where the trouble started; because the 'gang of 8' had so much more than 'the rest', they could afford to sell their food and objects for much less. This caused problems; who would buy the beautiful creations from 'the rest' when they could buy bigger, but cheaper goods from the gang of 8? Indeed, when the creatures wandered around the market no one could resist the piles of food and mountains of glittering objects that the gang of eight were selling- not when the prices were so astonishingly low! Unfortunately, this meant that when the creatures from 'the rest' went home for the night, they had to take their unsold goods with them; not only were their food items and objects smaller, they were also more expensive...how would they ever be able to compete with the gang of 8?

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## 3. Resulting Poverty

As time went by, 'the rest' started to get poorer and poorer- sometimes there wasn't enough food for the creatures and the weakest (the very young and the very old) began to die. When they were very desperate they began to fight amongst themselves and this made the situation worse. The gang of 8 knew there was a problem and also knew that many of the creatures from their own islands were anxious about the terrible things that were happening to 'the rest' so they decided to act.

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## 4. Meeting 1

"We must hold an important meeting," they said, "to solve the problems of poverty in the lake."

'The rest' asked if they could attend the meetings but the gang of 8 laughed.

“On no,” they said. “This is an important meeting and so only important creatures can come!”

And so the meeting was held. After many hours of discussion the gang of 8 came to a decision:

‘The gang of 8 will help ‘the rest’ by lending them some money (to be paid back at a later date. With interest). However, this money will only be lent if ‘the rest’ continue to invite the gang of 8 to their weekly markets in order to compete. Free Trade for all!’

‘The rest’ were not very happy with these decisions. After all, they now had hardly any resources left to make new things with- how could they possibly compete with the gang of 8? Nevertheless, they agreed to borrow some money from the gang of 8 and tried hard to grow enough food and make enough things to sell at the market.

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## 5. Market place 2

On the next market day they bravely set up their stalls and displayed their produce. They watched as the gang of 8 arrived at the market place and began to set up their own stalls. They gasped at the huge piles of food on display and at the amazing new objects for sale, but their faces fell when they saw the low prices that the gang of 8 were selling their goods for. One creature from ‘the rest’ approached a creature from a gang of 8 island.

“Excuse me, friend. I wonder if you could explain something to me...how can you possibly afford to sell your goods so cheaply? How will you make enough money to feed your family?”

The gang of 8 creature looked surprised.

“But I have so much!” He said. “On my island there is more than enough for everyone!”

When he saw the creature from ‘the rest’ walking sadly away he thought for a long time. It seemed a little unfair that some islands had so much and were getting more and more wealthy, yet other islands in the same lake were struggling to get enough to eat. After he had pondered this for a while he went to look for the creature from ‘the rest’.

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## 6. Meeting 2

The two creatures sat for a long time and debated the problems of inequality in the lake. At last, they decided to hold a meeting of their own. As it turns out, this was to be a very important meeting- but this time everyone was invited. At the end of the meeting they too had come up with some decisions.

Number 1: The resources of the lake belong to everyone. It is unfair that a few islands should have much more than the rest of the lake. The gang of 8 should not demand that ‘the rest’ pay back any money lent to them. In fact, they should give ‘the rest’ a more generous donation.

Number 2: The gang of 8 should stop competing against 'the rest'. 'The rest' should be free to invite the gang of 8 back to their market place only when they have made enough money to be able to compete fairly. Trade Justice NOT Free Trade!

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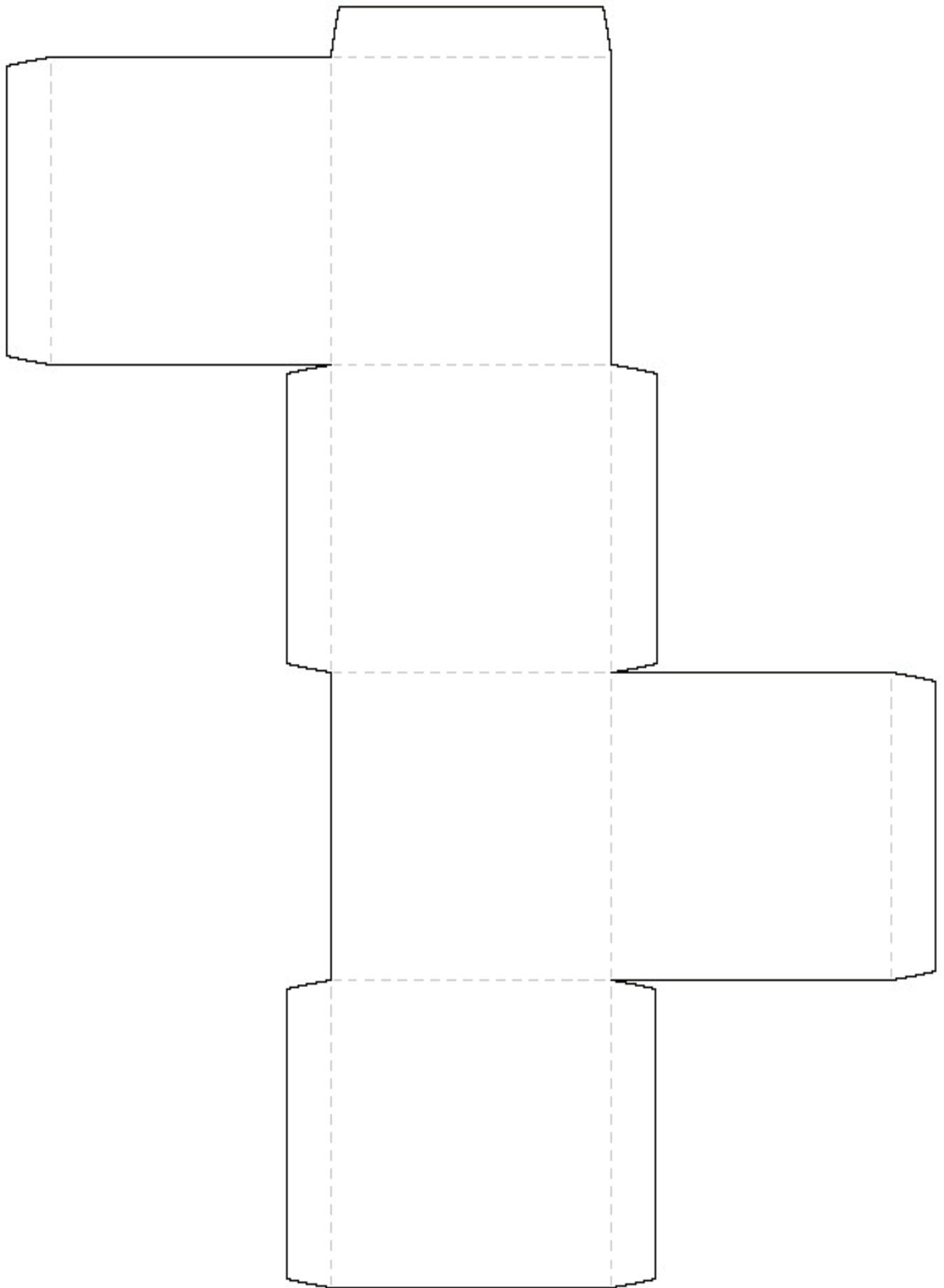
## 7. Campaign and Ending

It took quite a long time for all the creatures to persuade the leaders of the gang of 8 islands to agree to these new rules. In the end, it was the young of both the gang of 8 islands and 'the rest' that did it. They wrote letter after letter to the gang of 8 leaders until at last they agreed. From now on, all creatures who lived in the lake would be allowed a fair share of the lake's resources and would be allowed to take part in any important meetings. The gang of 8 promised to stop competing unfairly at the market place. And what was the result? Within a short time 'the rest' had made enough money to be able to enjoy life on the lake again. Then they welcomed the gang of 8 back to their weekly markets and enjoyed buying and selling their goods together. The beauty of the lake was shared out for everyone to enjoy, and all the creatures, including the gang of 8, were much happier!

Fiona Brady  
August 08

## What Everything Represents:

1. Setting: The world was made for everyone- but rich countries have far more wealth to start with (from colonialisation).
2. Market place 1: Free Trade means that everyone competes freely. Rich countries can afford to sell their goods cheaply, so everyone buys from rich countries and not from developing countries.
3. Resulting poverty: A downward spiral of poverty occurs resulting in extreme poverty, decline in education and health care, rising mortality rates and conflict.
4. Meeting1: Crucial Trade meetings are not open to members from developing countries. Decisions are made that allow loans to poor countries only on condition of continued access to developing countries markets. Developing countries' governments are not allowed to subsidise their own farmers/industries and are not allowed to block or tax imports from rich countries or protect them from competition. Rich countries' governments are allowed to do all of the above.
5. Market place 2: Free trade continues
6. Meeting 2: Anti Poverty campaigners (Trade Justice Movement, CAFOD, Christian Aid etc) argue that
  1. aid should be increased and should be unconditional,
  2. debts should be dropped,
  3. trade rules should be put in place to stop rich countries flooding poor countries with cheap goods. Developing countries governments should be allowed to subsidise their growing industries and to protect them from cheap foreign competition.
7. Campaign and ending: The raising of awareness of current unfair trade practices and public pressure on G8 countries could persuade them to support Trade Justice and not Free Trade. The result would be the end of extreme poverty and inequality.



**THEME:** Diversity : : At the Market

**LEARNING INTENTION/'I'**

- I can argue effectively and contribute assertively and supportively to debate on controversial issues
- I can use approaches to working with others, problem solving and action planning
- I can challenge all forms of social injustice and inequality



**VOCABULARY**

Market, profit, loans, conditions, subsidies, free trade, trade justice.

**RESOURCES**

- Price tags
- Sequins and glitter
- Shopping basket
- Christian Aid - Trade Justice, Turning Words into Action

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Ask students to get into small groups. Give students blank price tags and ask them to write on it what they think would be a fair price for their box. Explain that the object of the exercise is to make as much money as possible-but to do that they must sell as many as possible. They must try to work without other groups seeing their boxes or tags.

Speak to one group privately. Give them sequins/ beads to add to their boxes and tell them to write a low price like 5p on their price tags.

**Core Activity**

In role, go shopping at the market. Use a shopping basket and browse the 'stalls', picking a selection to buy, and asking students to record how much you owe them. Go to the target group last. Express delight at the shiny boxes and surprise at the cheap prices. Apologising, put back all the other boxes and explain that you can't resist the cheap prices of the selected group.

**Debrief:**

Ask students to explain the market scene in terms of the real world: Free Trade means that rich countries are allowed to flood poorer countries with their cheaper goods, so that it is very hard for developing countries to sell their own goods. Explain that all the major charities and aid agencies are opposed to Free Trade and want to see Trade rules put in place.

Give out copies of Christian Aid's Trade Justice guide. (see Christian Aid Trade Justice, Turning Words into Action: available from [www.christianaid.org.uk](http://www.christianaid.org.uk) Tel 020 7620 4444)

Work in groups to come up with explanations for:

- Loans with conditions attached
- Subsidies
- Decision making

Feedback to rest of class what each of the terms means.

**Plenary**

In pairs take on a character from the story: one for Free Trade, the other for Trade Justice. Ask a pair to the front to be hot seated by the 'question time' audience.

Examples of questions:

- Why do you think Free Trade will help poor countries?
- Why should some countries be allowed to subsidise their farmers while others can't?

OR

- Which trade rules do you think would help poor countries?
- Why should poor countries be given aid instead of loans?

**KEY QUESTIONS**

- Which countries loan money to LEDCs?
- What are subsidies? Which countries use them?
- Who takes part in International Trade meetings?

**AFL**

- Partaking in role play.
- Working in pairs to reflect and summarise.

**DIFFERENTIATION**

By outcome, group work and discussion.

**CROSS CURRICULAR OPPORTUNITIES**

Art

Technology

Drama

English

**NOTES**

Information gathered during this lesson and subsequent lessons will be used for producing an assembly/display and /or a letter to the Prime Minister re ending Poverty at the end of this complete unit.

**THEME:** Diversity: What Can I Do?

**LEARNING INTENTION/'I'**

I can take responsibility for my actions

I can participate in and contribute to the community at a range of levels from the local to the global

I can take responsibility for my life, believe that I can influence what happens to me and make wise choices



**VOCABULARY**

Charity, aid, anti poverty campaign, debt, vulture funds.

**RESOURCES**

- Access to internet
- Questions to use for internet research

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Put up statement: '£7 billion is given in charity each year by schools and churches. Yet extreme poverty still exists. Why?'

If money alone can't end poverty what can?

What can aid achieve?

Explain that while charity can help individuals or groups of people, without changing trade rules extreme poverty will continue. Ask students to explain why this might be, based on what they have learnt in the last two lessons.

**Core Activity**

Ask students to choose one of the following anti poverty movements and find out what they do:

- Jubilee Debt Campaign
- Put People First
- Stand against Poverty
- Trade Justice Movement
- Global Call to Action Against Poverty
- World Development Movement
- White Band

Research on the internet and come up with answers to the following questions:

What is the main aim of this group?

Do they explain their aims clearly?

What do they ask supporters to do?

Do they ask people to donate money or campaign in other ways?

Do they have a schools'/ young peoples' section?

Do they have ideas for assemblies?

Do they lobby politicians?

What current action are they involved with?

**Plenary**

Summarise the key arguments of the Anti Poverty movements: Give more aid, drop debts, make trade rules fair. Ask students which of the anti poverty movements they believe would be the most effective. Why?

To research before next lesson: Choose an MEDC and find out what it spends most of its money on.

**KEY QUESTIONS**

If money alone can't end poverty what can?

What can aid achieve?

What do anti poverty campaigns call for?

Which campaign is suited to young people?

**AFL**

Working in pairs.

Reflecting on personal research.

Sharing ideas with group/class.

**DIFFERENTIATION**

By outcome, group work and through discussion.



**CROSS CURRICULAR OPPORTUNITIES**

ICT

English

Media

RE

**NOTES**

Students need access to at least one computer between two for this lesson. Ask students to keep their notes on the different campaigns for reference in the next lesson.

Information gathered during this lesson and previous lessons will be used for producing an assembly/display and /or a letter to the Prime Minister re ending Poverty in the following lesson.

**Name of group:**

**What is the main aim of this group?**

**Do they explain their aims clearly?**

**What do they ask supporters to do?**

**Do they ask people to donate money or campaign in other ways?**

**Do they have a schools'/ young peoples' section? Which parts do you like?**

**Do they have ideas for assemblies? Which ones do you like?**

**Do they lobby politicians? How?**

**What current action are they involved with?**

**THEME:** Diversity: Making a Difference

**LEARNING INTENTION/'I'**

- I can predict probable futures and imagine and take action towards achieving preferable futures
- I can make a positive contribution to society
- I can appreciate and understand that the similarities among all human beings are greater than the differences



**VOCABULARY**

Anti slavery, ethical, morally acceptable, abolish, world economy, 'Oi!' .

**RESOURCES**

- School's headed paper with 'Oi!' logo scanned on.
- 'Oi!' letter example and instructions
- Statistics and quotes about poverty for display (enlarged on copier)
- Students own research notes about anti poverty campaigns from lesson 5

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Read out illustration of campaign that worked: Anti Slavery campaign:  
 Until 200 years ago, slavery was considered a usual state of affairs. Most people considered it morally acceptable to keep slaves, even the church considered it in keeping with the Biblical message. The campaign to abolish slavery was eventually won by a committed group of people, both slaves and members of parliament, who persistently campaigned against the ruling authorities of the time who argued that the British economy would crumble without the slave trade. It took many long years to accomplish, but the campaigners did not give up until they had achieved their aim.  
 (go to this link for further information)  
[http://www.bbc.co.uk/history/british/abolition/#the\\_abolition\\_campaign](http://www.bbc.co.uk/history/british/abolition/#the_abolition_campaign)  
 Perhaps one day, people will look back and be shocked that in the early 21 century people considered it morally acceptable to live in a world where millions of people lived without basic necessities. Imagine the future generations reading that in 2010, every three seconds a child died because of an easily preventable disease, even though the world had more than enough resources for everyone. They may be astounded to find out that people argued that without Free Trade the world economy would collapse.

**Core Activity**

Remind students of last week's work on prominent campaigns. Ask them to recall which campaign they believed would be the most effective.  
 Explain that as this is the final lesson for this theme, they will be taking part in action that could help to end extreme poverty.  
 Show students examples of 'Oi' letters: Explain that this group was set up by school students in Poole who write to the Prime Minister every week arguing for Trade Justice to end extreme poverty. Remind them of the work of the Jubilee Debt campaign. If they form a Jubilee Schools group they can become part of a national campaign and gain their school 'Jubilee School' status.  
 Ask students to choose to either write an 'Oi!' letter, plan an assembly on another anti poverty group or propose another suggestion that will highlight the campaign against extreme poverty.  
 Give students time to compose letters or plan an assembly.

**Plenary**

Give out envelopes. Students address envelopes to: Prime Minister, 10 Downing Street, London SW1A 2AA  
 Ask one student to take the letters to school office to be sent.  
 Listen to proposals for assemblies. Arrange a time for students to deliver their assembly to the school.  
 Remind students that by taking action they are exercising their right to a voice (article 12)

**KEY QUESTIONS**

- Why do campaigns take a long time?
- How can campaigns be successful?
- What is the best way to get peoples' attention?
- Who is the best person to write to?

**AFL**

- Sharing ideas with group/class.
- Taking part in debate and action.

**DIFFERENTIATION**

By outcome, group work and through discussion.

**CROSS CURRICULAR OPPORTUNITIES**

English

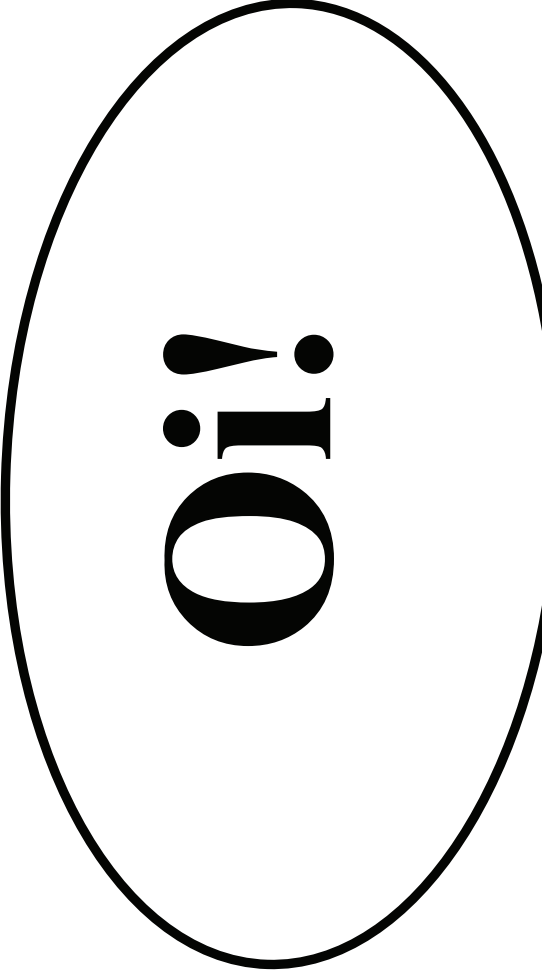
Drama

RE

**NOTES**

Have posters of poverty statistics displayed in prominent positions before lesson starts. These can be enlarged on a photocopier. Use as prompts for discussion or to motivate students to act.

Have sheets of the school's headed paper with the 'Oi!' logo scanned on ready for the lesson.



**Oi!**

**Overcome Injustice!**

Dear Mr Brown,

During school this week we have been learning about the causes of poverty and in particular the role that unfair trade rules plays.

We found out that rich countries flood poor countries with cheap goods. This means that no one wants to buy produce from developing countries. It is too hard for them to compete, so they can never work themselves out of poverty.

I think that countries like ours should stop doing this. We should give countries like Africa a chance to sell their own things fairly.

It is essential that we argue for Trade Justice at important Trade Meetings. It really is the only way that we can end extreme poverty.

Yours sincerely,



# Oi!

# Overcome Injustice!

Dear Student,

We would like to introduce you to 'Oi!' and explain how it started. After watching an assembly about injustice, we decided that we wanted to do something to help children that are suffering from extreme poverty. We have discovered that one of the main reasons for extreme poverty is unfair trade rules. These rules mean that poor countries can't sell their goods at a fair price, aren't allowed to take part in trade meetings and can't help their own people make enough money.

At our school, we set up a group who write to Gordon Brown every week asking him to support Trade Justice. Our group is called 'Oi!' which stands for 'Overcome Injustice'. At our weekly 'Oi!' meetings, we learn a little bit about trade rules, then we write to the Prime Minister. We can choose to either copy a letter out, or make up one of our own.

We think that the more people that write letters, the more likely the Prime Minister is to listen to us. If you would like to set up an 'Oi!' group at your school then please let us know and we can send you details of the assembly we did, the 'Oi!' logo (that you should scan onto your school's headed paper) and also copies of the letters we have written so far. We really believe that if enough people act, our generation could be the one to make poverty history!

We look forward to hearing from you,

Yours sincerely,

St Mary's Combined School, Poole, Dorset

'Oi!' group '08

**11 million children died  
in 2005 before they reached the age  
of 5**

**(same as children population in  
France, Germany, Greece and Italy)**

**1.5 million children die each year  
from lack of access to safe drinking  
water and adequate sanitation**



**15 million children orphaned due to HIV/AIDS (similar to the total children population in Germany or United Kingdom)**

**2.2 million children die each year because they are not immunised**

**For the 1.9 billion children from the  
developing world, there are:  
640 million without adequate shelter  
(1 in 3)**

**Number of children in the world  
2.2 billion  
Number in poverty  
1 billion  
(every second child)**

**Children out of education worldwide  
121 million**

**400 million with no access to safe  
water (1 in 5)**

**270 million with no access to health  
services (1 in 7)**

**“The lives of 1.7 million children will be needlessly lost this year [2000] because world governments have failed to reduce poverty levels”**

**The developing world now spends \$13 on debt repayment for every \$1 it receives in grants**

**A few hundred millionaires now own as much wealth as the world's poorest 2.5 billion people**

**According to UNICEF, 30,000 children die each day due to poverty. And they “die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the world. Being meek and weak in life makes these dying multitudes even more invisible in death.”**

**That is about 210,000 children  
each week, or just under 11 million  
children under five years of age,  
each year**

**Today, across the world, 1.3 billion  
people live on less than one dollar  
a day; 3 billion live on under two  
dollars a day; 1.3 billion have no  
access to clean water; 3 billion have  
no access to sanitation; 2 billion  
have no access to electricity.**

**The richest 50 million people in Europe and North America have the same income as 2.7 billion poor people. “The slice of the cake taken by 1% is the same size as that handed to the poorest 57%**

**‘Half the world - nearly three billion people - live on less than two dollars a day**

**Nearly a billion people entered the 21st century unable to read a book or sign their names**

**Less than one per cent of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen**



**20% of the population in the developed nations, consume 86% of the world's goods**

**In 1960, the 20% of the world's people in the richest countries had 30 times the income of the poorest 20% - in 1997, 74 times as much**

**An analysis of long-term trends shows the distance between the richest and poorest countries was about:**

**3 to 1 in 1820**

**11 to 1 in 1913**

**35 to 1 in 1950**

**44 to 1 in 1973**

**72 to 1 in 1992**

**The GDP (Gross Domestic Product) of the poorest 48 nations (i.e. a quarter of the world's countries) is less than the wealth of the world's three richest people combined**

# KALEIDOSCOPE

KS3

## Certificate of Achievement

### Diversity Year 8

\_\_\_\_\_

has successfully completed the  
programme of study on Diversity

\_\_\_\_\_

signed

\_\_\_\_\_

date



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students

Photocopy/print, then cut here



## Diversity Resources

Stereotyping; Disability and Sex Discrimination; Fair Trade; Racism; Equal Opportunities

Organisation	Contact Details	Resource
<b>Association for Citizenship Teaching</b>	<a href="http://www.teachingcitizenship.org.uk">www.teachingcitizenship.org.uk</a>	Knowledge, skills and resources from the professional subject association for those involved in citizenship education.
<b>Children's Legal Centre</b>	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a> Phone: 0845 345 4345 Monday to Friday 9.30am-5pm	Independent charity providing legal advice, information and legal representation for children and young people.
<b>Citizenship Foundation</b>	<a href="http://www.citizenshipfoundation.org.uk">www.citizenshipfoundation.org.uk</a>	Website of independent charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society.
<b>Channel 4 PHSE resources</b>	<a href="http://www.channel4.com/learning">www.channel4.com/learning</a> <a href="http://www.4learningshop.co.uk/C4Shop">www.4learningshop.co.uk/C4Shop</a>	Educational DVDs and CD-Roms.
<b>4 Children (formerly Kids Club Network)</b>	<a href="http://www.4children.org.uk">www.4children.org.uk</a>	Publications on participation, bullying.
<b>Direct.gov</b>	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Direct.gov provides information from across UK government departments including disability and sex discrimination act and equal opportunities.
<b>Equality and Human Rights Commission</b>	<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>	Statutory body with responsibility to protect, enforce and promote equality across the seven "protected" grounds - age, disability, gender, race, religion and belief, sexual orientation and gender reassignment.
<b>Fair Trade Foundation</b>	<a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a>	Authorises fair trade marks and provides information.
<b>Festival Shop</b>	<a href="http://www.festivalshop.co.uk">www.festivalshop.co.uk</a>	Multifaith, multicultural and global resources including citizenship, self esteem, understanding each other, coping with difficulties/ solving problems.
<b>Little Book of Children's rights and responsibilities</b>	<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	Illustrated summary of the United Nations Convention on the Rights of the Child ideal for young people. Also available as a leaflet.
<b>Oxfam</b>	<a href="http://www.oxfam.org.uk/education">www.oxfam.org.uk/education</a>	Range of resources including fair trade, global citizenship.
<b>Participation for Schools</b>	<a href="http://www.participationforschools.org.uk">www.participationforschools.org.uk</a>	Offers teachers a comprehensive guide to participation in all aspects of school life, and provides free resources and case studies.

Organisation	Contact Details	Resource
<b>People First</b>	<a href="http://www.peoplefirstltd.com">www.peoplefirstltd.com</a> 020 7820 6655	Organisation run by and for people with learning difficulties to raise awareness of and campaign for the rights of people with learning difficulties and to support self advocacy groups across the country.
<b>PETA Foundation</b>	<a href="http://www.petaf.org.uk">www.petaf.org.uk</a>	The PETA Foundation is a registered charity committed to helping end animal suffering by providing all people - from legislators to children - with the information they need to make informed and compassionate choices.
<b>Rights of Women</b>	<a href="http://www.rightsofwomen.org.uk">www.rightsofwomen.org.uk</a> 020 7251 6577	A women's voluntary organisation informing, educating and empowering women concerning their legal rights.
<b>Save the Children</b>	<a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>	Education Unit promotes global child rights education in schools and youth groups. Teaching resources
<b>STANCE: resource for challenging homophobic bullying in schools</b>	<a href="http://www.stance.org.uk">www.stance.org.uk</a>	STANCE Against Homophobic Bullying is a resource pack which will help schools address homophobic bullying in a whole school approach. Includes staff training materials, information for pupils, curriculum resources and policy guidance.
<b>Teachernet</b>	<a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>	Links to resources, lesson plans.
<b>Unicef and Rights Respecting Schools</b>	<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	Education resources, young peoples website, children's rights, Rights Respecting Schools Award.

## Local Organisations

Organisation	Contact Details	Resource
<b>DEED - Development Education in Dorset</b>	<a href="http://www.deed.org.uk">www.deed.org.uk</a> 01202 739422	Resource centre, inset training, workshops in schools- aims to increase understanding of the economic, social, political and environmental forces that shape our lives, and to help develop our skills attitudes and values that enable people to work together to bring about change.
<b>Race Equality Council</b>	Pan Dorset <a href="http://www.dorsetrec.org.uk">www.dorsetrec.org.uk</a> 01202 553003 Wiltshire <a href="http://www.wiltshire.org.uk">www.wiltshire.org.uk</a>	Charity aims to eliminate racial discrimination and promote shared values of peace, responsibility and racial harmony.
<b>Unity in Vision</b>	<a href="http://www.unity-in-vision.org.uk">www.unity-in-vision.org.uk</a>	Based in Boscombe, Bournemouth. A group of people from various cultures aiming to bring diverse communities together, to help develop a healthy perspective of cultural differences, through education, and social programs.