



## RESOURCE FOR SPECIAL SCHOOLS

### ABOUT THIS RESOURCE

This resource introduces students in Special Schools to concepts of fairness and unfairness, the human right of freedom of expression and Amnesty International's work in this area. The resource includes two lesson plans, which have been developed in consultation with teachers working in Special Schools.

### AGE

11-16

### SUBJECTS

Citizenship, PSHE and Literacy

### TIME

Two one-hour lessons

### LEARNING OBJECTIVES

- To understand the importance of saying 'yes' and saying 'no', for ourselves and for others.
- To begin to understand what is meant by 'fair' and 'unfair' and recognise some examples of this in everyday life.
- To begin to understand that some people in other parts of the world are treated very unfairly and are denied the right to freedom of expression.
- To begin to understand that Amnesty International is an organisation that aims to help individuals and communities who are denied basic human rights.
- To explore creative approaches to raising awareness of Amnesty's work through participating in the sticker competition.

### RESOURCES NEEDED

- *Speak Free Special Schools* powerpoint
- Resource sheet 1: Fair and Unfair sorting cards
- Symbol cards showing different actions, eg helping, fighting
- A mirror and emotion symbols to support students in expressing emotions
- Paper and coloured pens/pencils for the sticker competition

### DIFFERING ABILITIES

You may be working with students of widely varying abilities. The lesson plans are designed to be taught to mixed ability groups, but we invite teachers to adapt the lesson to suit the specific needs of their students.

## ASSESSMENT

The assessment table below suggests what learning might look like for students of varying abilities across the two lesson plans. This is meant as a guide only. It is recommended that teachers follow their school's assessment criteria when formally assessing students.

## STICKER COMPETITION

The sticker competition is open to schools across the UK and in some countries in Africa. Entries must be submitted by 31 January 2012. For full details see:

[www.amnesty.org.uk/speakfree](http://www.amnesty.org.uk/speakfree)

## EXTENSION ACTIVITY

You may wish to continue their learning by supporting your students' involvement with AmnesTea, one of Amnesty's fundraising and awareness-raising activities. For more information see: [www.amnesty.org.uk/tea](http://www.amnesty.org.uk/tea)

## ASSESSMENT

(What learning might look like)

### Pupils achieving at P1-3

- will encounter activities relating to Amnesty's 'yes'/'no' project or Amnesty's sticker competition.
- may respond reflexively to such encounters, eg to flinch in response to a shout of 'yes' or 'no'.
- may attend, for brief periods, to particular images in the powerpoint presentation.
- at the higher end, may begin to respond consistently to the words 'yes' and 'no' or to experiences relating to these words.

### Pupils achieving at P4-6

- may combine two key ideas, eg 'No, unfair' or 'Yes, fair'.
- may use single words to communicate about events and feelings, e.g. saying 'sad' in response to an image they have seen.
- may express likes and dislikes for particular aspects of the design of their stickers.
- may respond to being told 'yes' or 'no'.

### Pupils achieving at P7-8

- may combine three key ideas, eg 'No, unfair, bad', or 'Amnesty help people'.
- may be able to communicate about experiences they have had where they said 'yes' or 'no', or experiences that were fair or unfair.
- may talk about things they would say 'yes' or 'no' to.
- contribute to role plays showing fair or unfair events.
- may communicate ideas about their stickers using simple phrases.
- respond to questions about Jenni's experiences.

## LESSON 1

### FAIR AND UNFAIR

Time	Activity	Resources
5 mins	<p><b>Introduction and objectives</b></p> <p>Share the objectives for this lesson:</p> <ul style="list-style-type: none"> <li>• to begin to understand the importance of saying 'yes' and saying 'no', for ourselves and for others.</li> <li>• to begin to understand what is meant by 'fair' and 'unfair'.</li> </ul>	
10 mins	<p><b>'Yes' and 'no'</b></p> <p>Explain that we are going to start today's lesson by saying 'yes' and saying 'no'.</p> <p>Ask the class: Can you say 'yes'? Now, can you say 'no'?</p> <p>In both cases, encourage students to respond in a way they feel confident communicating.</p> <p>Encourage students to take time to notice the different ways in which we say 'yes' and 'no', eg some people say 'yes' and 'no' using body language, signs or symbols.</p> <p>Help students to understand each other.</p>	<p>Any communication devices or symbols which your students might need for saying 'yes' or 'no'.</p>
25 mins	<p><b>Fair and unfair</b></p> <p>Explain that we will be looking at 'fair' and 'unfair' situations today. We will be saying 'yes' to fair situations and 'no' to unfair situations.</p> <p>Below are a range of activities to help students explore what we mean by fair and unfair. Select the activity that is most appropriate for your class.</p> <p><b>a. Card sort</b></p> <p>Students are given a set of the 'Fair and unfair sorting cards', or use symbol cards that students in the class are familiar with. They should look at each of the cards in turn and decide which actions are fair or unfair. Feed back as a class afterwards.</p>	<p>Resource sheet 1: Fair and unfair sorting cards and/ or your own symbol cards showing actions.</p> <p>Emotion symbols. Students who struggle to recognise emotions can use a mirror and work with an adult or peer to match the expressions on the cards with their own.</p>

Time	Activity	Resources
	<p><b>b. Circle time discussion</b></p> <p>In this activity students are asked to share situations they encounter in their lives which they consider to be fair or unfair.</p> <p>Prepare for the circle time activity by setting ground rules for the discussion, eg ask students not to name others when sharing their stories.</p> <p>Go round the circle asking everyone to share a time when they have said or thought ‘That’s not fair’ about something they’ve experienced or seen.</p> <p>Ask the students listening to respond ‘fair’ or ‘unfair’, (students working on saying ‘yes’ or ‘no’ could be asked if the situation was good and then respond ‘yes’ or ‘no’).</p> <p>Encourage discussion using prompt questions: How did you react? How did you feel? What could we do to stop this happening again?</p> <p>Try to draw the discussion to a close on a positive note, looking at how we can all help to end unfair situations.</p> <p><b>c. Mime</b></p> <p>In small groups students make up a mime of a situation that is fair or unfair.</p> <p>Ask the groups to take it in turns to show their mime to the rest of the class.</p> <p>Ask the class: Is that fair? Ask the class to respond in unison with ‘yes’ or ‘no’.</p> <p>Encourage students in the class to notice how their voice is louder and more powerful when other people speak with you.</p>	
10 mins	<p><b>Why is it important to try to treat everybody fairly?</b></p> <p>Ask the class to offer suggestions. Allow time to talk about examples of how they could do this in their everyday life.</p>	

## LESSON 2

### AMNESTY INTERNATIONAL

Time	Activity	Resources
5 mins	<p>Remind students that in the last lesson they said ‘no’ to unfair situations and ‘yes’ to fair situations in their own lives. Quickly have everyone say ‘yes’ and ‘no’ again.</p> <p>Share the objectives for the session:</p> <ul style="list-style-type: none"> <li>• to begin to understand that Amnesty International says ‘no’ to very unfair situations around the world and ‘yes, I will help’.</li> <li>• to explore creative approaches to raising awareness of Amnesty’s work by taking part in the sticker competition.</li> </ul>	
15 mins	<p><b>Activity A: How must it feel? What can we do?</b></p> <p>Show the class the cartoon images on the powerpoint (Slides 2 and 3). Ask: What do they show? (eg people not being able to say what they want; people being silenced).</p> <p>Explain that sometimes people are treated very unfairly. For example, people are sometimes put in prison not because they do a bad thing, but because people in power don’t like what they say.</p> <p>You may want to contrast this with examples of how we listen to each other in class. If you have students who use communication devices, you could ask everyone if it would be fair if we took those devices away.</p> <p>Show the picture of Jenni Williams (Slide 4) and share her story: <i>Jenni lives in Zimbabwe, a country in Africa. Many people in this country are poor – for example, many children are not given the opportunity to go to school. Along with other women, Jenni has organised protests to criticise the government for not trying their best to end poverty in their country, and to say ‘No, it’s not fair’. But Jenni has not been allowed the freedom to say what she thinks: she has been arrested, beaten up and put in prison. When in prison, Jenni has not been given food or medical care, and she has not been allowed to see a lawyer.</i></p>	<p><i>Speak Free Special Schools</i> powerpoint.</p>

Time	Activity	Resources
	<p>Ask students:</p> <ul style="list-style-type: none"> <li>• How would it feel not to be able to say what you think without being put in prison?</li> </ul> <p>Students who find it hard to relate to emotions can be supported in selecting or pointing to pictures of emotions. You may want to use a mirror so that students can copy the faces, and see themselves looking sad, frightened, happy etc.</p> <ul style="list-style-type: none"> <li>• If this happened to you, what would you want to happen?</li> </ul>	<p>Symbols or pictures to support your students in speaking about emotions; a mirror.</p>
<p><b>10 mins</b></p>	<p><b>Amnesty International</b></p> <p>Amnesty International is an organisation made up of ordinary people who say ‘No, that’s not fair’ when they hear about these unfair situations and ‘Yes, I will help’. For example, Amnesty tries to set people like Jenni free when they have been put in prison unfairly.</p> <p>Show slides 6-9 and explain a few of the actions that Amnesty members take to try and help, and the impact people like Jenni say it has on them:</p> <p><b>Letters:</b> Amnesty members write letters to people who are put in prison unfairly to let them know that they care and that they are trying to get them released. Amnesty members also write to the people in power and ask them to set those prisoners free.</p> <p><b>Protest:</b> Amnesty members organise protests. Protests are when lots of people get together to show they are unhappy with a situation and want the people in power to change things. Students could chant ‘No, no, no’ as an example of protesting.</p>	<p><i>Speak Free Special Schools</i> powerpoint.</p>
<p><b>15 mins</b></p>	<p>Amnesty is asking young people to design a sticker to encourage other people to say ‘No, that’s not fair’ and ‘Yes, I will help with Amnesty’.</p> <p>Amnesty will be making the winning design into actual stickers.</p>	<p><i>Speak Free Special Schools</i> powerpoint.</p> <p>Paper and colouring pencils.</p>

Time	Activity	Resources
	<p>Slide 10 shows some Amnesty posters that have inspired members in the past. Students may also want to include the Amnesty logo, the candle encircled with barbed wire shown in the top right-hand corner of the presentation. The candle represents light and hope in the dark, and the barbed wire represents prison and persecution.</p>	
<p><b>5 mins</b></p>	<p><b>Plenary</b></p> <p>Look at sticker designs and celebrate achievement.</p> <p>Talk with students about what they have learned in this lesson:</p> <ul style="list-style-type: none"> <li>• Saying ‘yes’ and saying ‘no’ is very important. It is important that we listen to others when they say ‘yes’ and ‘no’.</li> <li>• When bad things happen we should say ‘No, that is unfair’, and also, ‘Yes, we will help’.</li> </ul> <p>Amnesty International says ‘no’ to a lot of bad things that happen in the world and it tries to help by protesting and writing cards and letters.</p>	