
LESSON 3

TAKING ACTION

About this lesson

Students will be introduced specifically to the campaign action Amnesty International is taking in support of the residents of Deep Sea. They will identify the most effective types of campaigning and appropriate action.

Learning objectives

Students will be able to:

- identify the campaign actions the NGO Amnesty International UK is taking to tackle poverty in the Deep Sea;
- critically reflect on a campaign action of their choice;
- take action for the residents of Deep Sea.

Prior learning

This lesson follows on directly from Lesson 2 Tackling Poverty.

Resources required

Worksheet 1 – *What does taking action look like?* (one per student)

DVD (Amnesty youth group interview clip)

PowerPoint – *Poverty and human rights – Lesson 3*

Coloured card, coloured pens or pencils

Access to IT facilities

Film clip background information

This clip shows two Amnesty youth group members (Joe and Emily) interviewing Nyamalo, a Deep Sea resident. It was filmed in April 2009 at the Amnesty International UK National Conference. It also contains footage of a demonstration that took place there to highlight the Deep Sea plight.

The Greetings Card Campaign mentioned by Nyamalo is an Amnesty International initiative. It involves members of the public sending a card (showing their solidarity) to a community or individual. In early 2009 the Deep Sea community received over 3,000 cards from members of the public showing their support. At the time, this action raised awareness and media attention and led to the temporary halt to the illegal forced evictions, although the threat is ever present.

The words that Nyamalo sings during the film clip are **Bado mapambano** (We're still fighting).

Follow up work

Students could explore the work of different NGOs and their work on poverty and other issues. They could also follow these lessons with the Taking Action Project, identifying a human rights issue that matters to them and taking action to bring about change.

Tell us what you're doing!

If your students decide to take action on behalf of the Deep Sea community, let us know. We'd love to share your ideas and creativity with others through our Protect the Human website. Visit www.protectthehuman.com for more information (please note the terms and conditions and Child Protection guidance on this site). Don't forget to tag your submission, 'poverty' so that we can trace it.

If you have any general feedback on the pack itself, please visit www.amnesty.org.uk/povertyaction to find out how to post your comments.

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Lesson plan

Time	Introduction	Resources
0-10 minutes	<p>Recap the work of NGOs: what do they do? In pairs, ask students to name the NGO logos on the screen. Talk through the types of action each organisation takes to tackle poverty, eg emergency response work, development work, campaigning or all three.</p> <p>Answers to aid the discussion:</p> <p>1. Save the Children – their work involves saving lives in emergencies, campaigning for children’s rights and improving their futures through long-term development work.</p> <p>2. Amnesty International – a human rights campaigning organisation. Their purpose is to protect people wherever justice, fairness, freedom and truth are denied.</p> <p>3. Oxfam – working towards an end to poverty worldwide. Oxfam carries out emergency relief work, long-term development work and campaigning.</p>	Lesson 3 PPT slides 1-3
Activities		
10-30 minutes	<p>Use the information on slides 4–9 to introduce Amnesty International as an example of a campaigning NGO. Explain that it is working with the Deep Sea community (the case study explored in the previous lesson) to defend their human rights (for more information on Amnesty International’s campaign, please visit www.amnesty.org.uk/povertyaction).</p> <p>Show the Amnesty International youth group film clip where Nyamalo, a resident of Deep Sea, is being interviewed. Hand out <i>What does taking action look like?</i> (worksheet 1) and ask students to complete the questions after watching the film. As a class, talk through their answers.</p>	<p>DVD (Amnesty youth group interview clip); <i>What does taking action look like?</i> (worksheet 1); Internet access; card making resources</p> <p>PPT slides 4-9</p>
30-55 minutes	<p>Explain to students that they will now take action on behalf of the Deep Sea community. They can choose from the following suggestions, also outlined in detail on worksheet 1. If possible, allow students IT access so they can find out more about these actions from www.amnesty.org.uk/povertyaction</p> <p>Action 1 – make and send a greetings card to the Deep Sea community. Please do not include student or school addresses.</p> <p>Action 2 – send a letter/e-mail/postcard to lobby the Kenyan government.</p> <p>Action 3 – make awareness-raising posters with the message ‘poverty is not inevitable’ or a poster on ‘slums’/informal settlements with the message ‘human rights live here’ (support continued action during lunch time/after school). Hold a Deep Sea film screening.</p> <p>Action 4 – tell Amnesty International what else should be done to tackle poverty. Students can visit the website and should address the what, why, who and how: What should be done to tackle poverty? Why should it be done? Who should do it, and how can it be done?</p> <p>Students should carry out their action and critically reflect on its impact. Action 4 is designed for students who do not wish to undertake a campaign action.</p>	PPT slides 10-11
55-60 minutes	<p>Plenary</p> <p>Students should complete the final two questions on worksheet 1. Choose three to four students to feedback their worksheet answers.</p>	PPT slides 12-13

LESSON 3 **WORKSHEET 1**

WHAT DOES TAKING ACTION LOOK LIKE?

After watching the Amnesty International youth group film clip,
please answer the following:

1. What do the Deep Sea residents want?

2. What action have the community, young people and Amnesty International taken?

3. What effect has campaigning had on the community so far?

LESSON 3 **WORKSHEET 1 CONTINUED**

WHAT DOES TAKING ACTION LOOK LIKE?

To find out more information on each of the actions, and tell Amnesty what action you have taken, visit www.amnesty.org.uk/povertyaction

Taking action lesson

Choose one of the actions below

1. Greetings Card Campaign – make and send a card directly to the Deep Sea community to show your support and solidarity. **Please do not include your home address or your school address.**
2. Lobby the Kenyan government – write a letter/send an e-mail/postcard persuading them to stop forced evictions and to improve the living conditions in the Deep Sea community.
3. Raise awareness in your school and community – hold a Deep Sea film screening or presentation, make posters with the message ‘poverty is not inevitable’/‘human rights live here’.
4. Tell Amnesty International what else should be done to tackle poverty – this could be in the form of a poster.
Send in your suggestions via the website www.amnesty.org.uk/povertyaction
Remember to include: **What** should be done to tackle poverty? **Why** should it be done? **Who** should do it, and **how** can it be done?

Which action did you choose and why?

What sort of change will your action bring about?