
LESSON 8

TAKING ACTION

This lesson uses a short film and a case study to inspire students with ideas for campaigning. It can be used to introduce a cross-curricular project giving students a real-life context to gain writing, media, critical thinking and group-work skills necessary for campaigning. It also can be used as an extra-curricular session to start or inspire an Amnesty Youth Group.

LEARNING OBJECTIVES

- To understand and carry out action to promote human rights
- To identify topical issues where human rights are under threat
- To organise or join campaigns for those deprived of freedoms and rights

STARTER

10 MINS

Students consider whether their actions can make a difference to the world.

- Using slide 2 as a prompt if you wish, ask students to choose a number from 1-10 depending on how much they agree with the statement 'I don't think my actions or opinions are really going to make a difference to the world.' (1 is strongly disagree and 10 is strongly agree).
- Discuss students' opinions as a class.
- Ask students to choose a number for a second statement, 'When I care about an issue I want to speak up or do something to make a change.' Discuss opinions.
- Explain that you are going to look at how young people can express their opinions and take action for human rights.

MAIN

25 MINS

Students consider a case where human rights are under threat and come up with their own campaigning ideas.

- Introduce students to the case of Sakineh Mohameddi Ashtiani, using slide 3.
- Hand out copies of Resource sheet 1: *Universal Declaration of Human Rights – summary version* and ask students to identify which of the rights are violated by stoning someone to death. Discuss. Refer to the teacher notes on the UDHR to give students more information if necessary.
- In small groups ask students to imagine they are a team of campaigners and activists. Give out paper and pens. Ask them to make a list of ten things they could do that could save Sakineh from stoning. Encourage them to think as widely as possible (possible suggestions: letter writing/petition/school assembly/organise a demonstration/put on a play/make a film/get in the press/see their MP/visit the Iranian Embassy).
- Now ask students to write down next to each idea the skills and resources they would need to carry them out. Students then tick off the things they can do easily and circle the things that would be more difficult.
- Ask each group to pick one thing they could do easily and one thing that would be a big challenge taking much more work.
- Each group presents their ideas to the class.



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RESOURCES



- PowerPoint presentation: *Taking action*
- Resource sheet 1: *Universal Declaration of Human Rights – summary version*
- Teacher's notes: background to UDHR
- Film: *I Talk Out Loud* (9 mins)
- A2 sheets of paper and coloured pens

DEVELOPMENT

20 MINS

- Show the class the film *I Talk Out Loud* about a group of students taking action for Sakineh Mohameddi Ashtiani. The film is nine minutes long.
- After the film ask students in small groups to discuss responses to the questions on slide 4. Feed back ideas to the class.

PLENARY

5 MINS

- Using slide 2 as a prompt if you wish, ask students to think again about the two statements they considered at the start of the lesson ('I don't think my actions or opinions are really going to make a difference to the world' and 'When I care about an issue I want to speak up or do something to make a change').
- Have any students changed their position? Discuss why.

