
SESSION 1

CHOOSING AN ISSUE

Time

One hour.

About this session

In this session students are introduced to the Taking Action Project. They will look at examples of young people who have taken action to promote and protect human rights globally, and decide what issue they would like to focus on to bring about positive change.

Learning objectives

Students will be able to:

- understand what the Taking Action Project involves;
- identify how and why people take action, and to evaluate the success of different techniques;
- identify a human rights issue that matters to them and justify its importance.

Key questions

What is the Taking Action Project?

How can people like me bring about change?

What human rights issue do I want to focus on?

Resources required

Computer/laptop with projector for PowerPoint slide show

PowerPoint: Taking Action Project – Session 1

Film: *Over to You*

Worksheet 1 – *Over to You* (one per student)

Worksheet 2 – *What matters to me?* (one per student)

Universal Declaration of Human Rights summary sheet (in folder at back of pack, one per group)

Group work/class action

This project allows for different groups in the class to work on different issues. However, you may decide that the whole class should work on one single issue together. If taking this approach, include opportunities for students to 'pitch' their preferred issue to the rest of the class and to vote on which issue they go for. If you are working on one issue, it is still possible to divide the class into smaller groups and each group can work on a different action for the same issue. For example, one group could organise a debate, one group could design posters for an awareness raising campaign and one group could interview their local councilor.

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Lesson plan

Time	Introduction	Resources
0-5 minutes	<p>Complete the Agree? Disagree? activity on slide 3 on the PowerPoint. This can be done in a number of ways. For example, read out each statement and ask students to respond by raising their hands, recording their response in their books or placing Post-its or stickers on three different Agree? Disagree? grids on the board. In pairs, or as a class, students should share and discuss responses.</p> <p>Introduce the Taking Action Project. Clarify how many lessons will be spent on it and whether it is part of an examination assessment.</p>	Session 1 PPT slides 1-4
Activities		
5-30 minutes	<p>Over to you Students will now consider examples of individuals who have taken action to try to bring about change. Show the <i>Over to You</i> (17 minutes) film by Amnesty International, showing young people taking action for human rights. Ask students to fill in <i>Over to You</i> (worksheet 1) while watching the film. Follow this up with a small group or class discussion, using the slide questions as a prompt. Return to the three statements in the Agree? Disagree? activity. Do students still feel the same?</p>	PPT slide 5 Film <i>Over to You</i> ; <i>Over to you</i> (worksheet 1) PPT slide 3
30-55 minutes	<p>What matters to you? Explain the four stages of the Taking Action Project, shown on slide 6. This lesson will focus on stage 1. Ask students to get into groups of three or four. This will be their group for the whole project, so they must think carefully about their choice. Guide and encourage them to work with different people, if you wish.</p> <p>Stage 1: Identify an issue Hand out copies of <i>What matters to me?</i> (worksheet 2). Read the instructions as a class. Remind students about the Universal Declaration of Human Rights and the core values it seeks to promote. Explain that their Taking Action Projects should seek to promote these values, and could also defend or promote a specific human right. Hand out copies of the UDHR summary sheet, in the folder at back of pack, to help. The images on slides 9-11 are also provided as a stimulus. Add or change the images to reflect issues in your local area, or provide students with newspaper cuttings of local and global issues. Ask groups to generate a list of human rights issues (local or global) and record them on worksheet 2.</p> <p>The images on the slides represent: bullying; fair trade; right to shelter and an adequate standard of living; right to seek asylum; torture; disability and access issues; women's rights; the right to a fair trial; discrimination; the death penalty; right to education; rest and leisure, and freedom of expression.</p>	<i>What matters to me?</i> (worksheet 2); UDHR summary sheet (in folder at back of the pack) PPT slides 6-11
55-60 minutes	<p>Plenary As a class discuss: what issue did each group care about the most? Write these issues on the board. Allow students the opportunity to change groups at this stage if they disagreed with other members of their group. However, stick to groups of three to four to encourage maximum participation of all group members.</p>	PPT slide 12

SESSION 1 **WORKSHEET 1**

OVER TO YOU

ISSUES

List three issues the groups in the film are concerned about.

Group 1

Group 2

Group 3

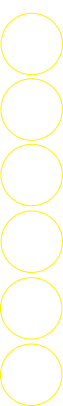
TARGET

What is each group trying to change? Who are they targeting to achieve this?

Group 1

Group 2

Group 3



WORKSHEET 1 CONTINUED

OVER TO YOU

ISSUES

List three different techniques each group uses to campaign for change.

Group 1

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Group 2

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Group 3

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IMPACT

What outcome did each group achieve?

Group 1

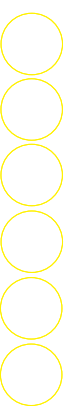
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Group 2

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Group 3

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SESSION 1 WORKSHEET 2

WHAT MATTERS TO ME?

Name:

Identify a range of human rights issues – they could be issues in your local community, or issues that affect the global community. The images on the slides might help prompt ideas.

What issue matters to you the most? What issue do you want to take action on? Score each issue on a scale of 1 to 5 (5 being an issue that you care about a lot, 1 for an issue you don't care about very much). Then complete the question at the bottom of the sheet.

If you have different opinions, find a compromise or take a vote to decide.

Human rights issue	Local or global?	Score

What issue matters to you the most? Why?

