

LESSON
6

WHAT DIFFERENCE CAN
ONE PERSON MAKE?



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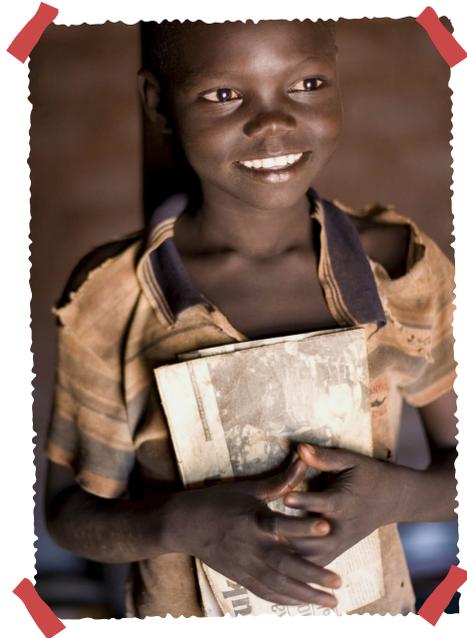
WHAT DIFFERENCE CAN ONE PERSON MAKE?



OBJECTIVES

- 1 Explore the notion that individuals' actions can impact on society (and that a lack of action has an impact too)
- 2 Understand that there are different ways to engage their peers, the public and decision-makers to influence change, and that it is part of the job of an MP to listen to young people
- 3 Make decisions about which actions are the most appropriate when seeking certain outcomes, based on a number of factors, and reflect on their effectiveness

Learners also get the opportunity to express personal opinions, justify them and listen to others' views, to work together and make decisions based on viewpoints they have developed.



RESOURCES



In the classroom

- ➔ 'Ways We Can Speak Up' worksheet copied for each learner
- ➔ *Optional* 'The Mission' worksheet copied for all learners to see
- ➔ *Optional* UN Convention on the Rights of the Child printed out. UNICEF UK has a child-friendly version at www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf



On screen

- ➔ *Optional* The Mission box so all learners can refer to it
- ➔ *Optional* UN Convention on the Rights of the Child. UNICEF UK has a child-friendly version at www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf



KEY TERMS AND QUESTIONS

Which actions are most effective?

THE RIGHTS OF THE CHILD

Can you think of a time when you haven't spoken up about something that made you sad, angry or frustrated? What kept you silent?

What would have been the impact of speaking up?

What actions can individuals take to change society?

DIRECT ACTION

YOUTH VOICE

Which actions might be less effective and why?

MEMBER OF PARLIAMENT

NOTIFIED CAMPAIGN



ACTIVITIES



10–15
minutes

Starter game

Ask the students to silently think of a time in their life where they would have liked to speak up about something that made them sad, angry or frustrated, but didn't. It could be about something they have experienced personally or about an issue they care about. It should also be an example that they're happy to share with those around them. Then ask them:

Why didn't you speak out?

What was the result?

Looking back, could you have done something differently?

Would the outcome have changed if you had?

Would the change have been positive or negative if you had acted differently?

Ask learners to talk it through with the person next to them and then ask for a few examples to be shared with the whole group. Try to get learners to focus on how action can change the outcome of events, by asking what the impact might have been if they had decided to speak out.



25 – 30
minutes

Main activity

Using the last activity as a starting point, ask learners to think of as many ways as they can that young citizens in the UK can change the world around them for the better – in their school, in their community and the wider world.

Which actions would be most effective to improve young people’s lives in the community, in the UK or across the world? Are they the same actions or different?



Some learners might feel frustrated that they don’t seem to be listened to; even if they don’t, it’s worth reminding them that the UN Convention on the Rights of the Child (CRC) states that children everywhere have the right to be heard, and that youth voice is crucial in protecting children and making changes that affect them. This would be a good opportunity to show learners the CRC or recap on it if they have learnt about it in other classes. Which articles in the Convention deal with the right to be heard and participate in society?

The CRC includes Article 38, that, ‘governments must do everything they can to protect and care for children affected by war’. Ask learners to consider what action they might take to improve children’s lives in countries where there is war and conflict.

Learners who have completed some or all of the other lessons focusing on issues for children in war could come up with a change they want to make for children and young people affected by conflict.

Alternatively, give learners the following mission on screen or printed:

MISSION



To take action to increase the levels of child protection across the world by ensuring that children affected by conflict have:

1

A space in or outside the home where they can play, socialise and feel secure

2

A decent education and access to future opportunities (e.g. safe employment)

3

Access to the care they need (physical and emotional)

This might seem daunting but there are many things young people can do, and using the ‘*Ways We Can Speak Up*’ worksheet, learners can work in to analyse what actions are available to them and which might be more or less effective, and why.

They might want to add their own actions to the sheet and analyse those.

Finish by asking learners to highlight one action that they think they should do, and one that they have ruled out.

10–15
minutes

Plenary

Ask learners to share with the class which action or actions they would and wouldn't do. Ask them to give the reasons for their decision. Have they decided they would do the action that might be most effective or was there a reason not to? Has everyone chosen the same actions? Are there any actions that everyone ruled out?

Learners should then be able to focus on what rights they could be exercising if they carried out any particular activities. They could refer to key elements of the Convention on the Rights of the Child, such as articles 12, 13, 14, 15, 29 or 42.

If there's time, the group could start to make plans to carry out their chosen actions, working together to prepare their action and decide on who in the group will undertake the different necessary tasks.



Further resources

Share with groups or the whole class some different perspectives on participation, youth action and campaigning on issues related to War Child's mission, which learners might agree or disagree with, for instance:

Films: Natalie Warne's TED talk *'Being young and making an impact'* tells her personal story of how she ran a campaign with Invisible Children to rescue child soldiers from Joseph Kony's army in Uganda. While the campaign was both applauded for its innovative methods and criticised for misinformation and 'hollywoodising' the issue of child soldiers, her own story could nonetheless provide inspiration for learners' own campaigning action ted.com (search term 'Natalie Warne').

Written article: The BBC gives a good summary of the criticism of the 'Kony 2012' campaign and gives learners the opportunity to focus on the benefits and drawbacks of social media in campaigning bbc.co.uk/news (search term 'Joseph Kony campaign under fire') As a follow-up, learners could watch the short film *'Kony is famous. Where he is isn't'* from the War Child UK YouTube channel: youtube.co.uk/warchilduk (search term 'War Child Kony Isn't Famous').

Website: If learners are interested in active global citizenship, they can browse Giving Nation g-nation.org.uk and find out more about all the different ways that young people can make a difference.



Further learning

Learners could focus more on how citizens create change through the political process. This is called advocacy, where people try to influence decisions made by political and economic leaders. Firstly, they could use their mission and action to think about the right decision-maker to try to involve, persuade or make act – perhaps it's someone locally, or in the UK, or somewhere else around the world. They could find out more about Parliament and government at the website parliament.uk.

They could play games and discuss voting and why it's worth voting, via Bite the Ballot bitetheballot.co.uk. They can play as a group or even use a film where celebrities guide them through the activities.



Further action

Learners can plan and do the actions they decided on during the lesson and take part in current War Child campaigns via warchild.org.uk

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WAYS WE CAN SPEAK UP

What action would you take to improve the lives of children affected by war and conflict?

How easy is it?

Is it quick? Is it cheap? Does it appeal to you?

How effective is it?

What impact could there be? Will life change for children affected by war? How? Which rights might they be able to help children in conflict to meet? Will anyone else take action? Are there risks involved?

Would you consider doing this?

Why or why not? Is there anything stopping you doing this? What would change your view of this action?

Email an MP

Ask a celebrity or influential person to get involved and speak up

Go to a demonstration or march

Do something creative to draw attention to the issues

Continues on next page...

WAYS WE CAN SPEAK UP

	<p>How easy is it? <i>Is it quick? Is it cheap? Does it appeal to you?</i></p>	<p>How effective is it? <i>What impact could there be? Will life change for children affected by war? How? Which rights might they be able to help children in conflict to meet? Will anyone else take action? Are there risks involved?</i></p>	<p>Would you consider doing this? <i>Why or why not? Is there anything stopping you doing this? What would change your view of this action?</i></p>
Organise an event at school and tell local media about it			
Make different choices about what I buy, my bank or the brands I choose			
Raise money for a relevant cause			
Start a petition online or join an online campaign			
Put a link, photo, film or post on social media about the issue			