

Everyone has the Right...

What is freedom?

(Discussion about what it means to be free)

What does it mean to be free?
Who is free? Are we ever free?
What is the opposite of freedom?
Have you ever had your freedom taken away, even for a short time? How did it make you feel?
If you were denied the things you enjoyed the most what would these be?
The things that I would miss the most if I were denied my freedom...

Using the book, **We Are All Born Free**: The Universal Declaration of Human Rights in Pictures by Amnesty International ISBN-10: 1845076508, explore the first few pages. Ask the children, what they think everyone should have „the right to“? Discuss.

Share the children’s ideas with other classes, parents or even people in the community to get their views. Do they agree? Make a display that everyone in the school community can add to.

Discussion Questions



What was life like for slaves in Britain?

(A study of individuals who were denied their freedom)

Discuss how John Hawkins was the first English man to trade slaves. He bought slaves in West Africa and sold them to the Spanish colonies.

Look at maps of Trans-Atlantic Slave Triangle.
http://abolition.e2bn.org/slavery_43.html

Using the BBC clips video discuss the conditions that the slaves had to live in. Can you begin to imagine how it might feel to have your name changed, to be separated from your family, and to be treated as property to be bought and sold?
<http://www.bbc.co.uk/learningzone/clips/john-hawkins-and-the-slave-trade/3644.html>

Explore a day in the life as a slave. Write in a diary extract in role as a slave.
http://abolition.e2bn.org/a_day_in_the_life_of/

Who played a key role in affecting the Abolition of Slavery Act?

Explain that the campaign in Britain to abolish slavery began in the 1760s, supported by both black and white abolitionists. Eventually, in 1807, Parliament passed an Act for the Abolition of the Slave Trade, which abolished the trade by Britain in enslaved peoples between Africa, the West Indies and America.

Role Play

Split the class into groups of 5. Each group takes on one of the roles in each of five areas: Women Campaigners, Slave Resistance, Religious Groups, Individual campaigners, Former Slaves.
<http://www.collaborativelearning.org/abolitionroleplay.pdf>

The children should look at the evidence about the character allocated to their group and prepare to justify their role in the abolition of slavery.

Everyone has the Right...

Rosa Parks



Introduce white and coloured segregation in America by displaying images from the following website <http://www.earthlyissues.com/jimcrow.htm>

Discuss these and explain that in the USA in the 1960's Black people did not have the same rights as white people- just because of the colour of their skin. Black people were seen as second class citizens. Black people were forced to use separate water fountains, cafés, restaurants, schools and were not allowed to sit with white people on public transport.

If you could speak to a Black person from the 1960's what would you say?

Thought, Feel and Say

Give the children one of the images and ask them to add a thought bubble for what the picture makes them think, a speech bubble for what the picture makes them want to say and a heart for what the picture makes them feel.

Guess who?

Provide the children with **four items: bus pass, finger print etc.** Children to explore the objects given, using the Internet, to find out who these belonged to.

Read the story of Rosa Parks.

<http://www.thehenryford.org/exhibits/rosaparks/story.asp>

<http://www.spartacus.schoolnet.co.uk/USAparksR.htm>

Freeze Frame

In small groups the children freeze frame the scene on the bus. As a class explore the main people involved. What questions would you ask? What answers would they give?

Role play

In small groups, children create a TV news report on the day of the event. Children act in role as Rosa Parks, her solicitor, the bus driver, a passenger, the man who wanted to sit down, the interviewer. How would you have felt if...You were the bus driver? You were the white man? You were Rosa Parks?

Conscious Alley

Split the class into two. One side agrees that Rosa made the right choice to stand up for justice. The other disagrees. A child in role as Rosa must decide which side is most convincing.

Create Poems - "If the bus could talk..."

Questions to discuss...

Do you think Rosa Parks was right to refuse to give up her seat? Why? Do you think it was right for Rosa Parks to get arrested? Can one person really make a difference? What were the positives of Rosa's actions? Would you have supported the bus boycott? Why? Why do you think the bus boycott was successful? How do you think it felt for the supporters of the bus boycott when the law was passed?

Discussion Questions

Martin Luther King



Discuss the life of Martin Luther King. Make links with Rosa Parks and the bus boycott. Was he right to risk his life for something he believed in? Listen and watch the video clip about Martin Luther King and what black people were facing in America at the time. Write down words that describe what you see. http://www.youtube.com/watch?v=3ank52Zi_S0&safe=active When should you or have to stand up for something you believe in? Do you think that his work has solved problems of racism in the world today?

"I have a dream" - What was Martin Luther King's dream? Do you think this has been achieved today? Why? What are your dreams? Begin your answer: "I have a dream..."

Nelson Mandela



Read the story of Nelson Mandela's life, **Long Walk to Freedom** by Chris Van Wyk ISBN-10: 0230013856. What things did he have to overcome?

Free Nelson Mandela Campaign - Sing the song - Free Nelson Mandela <http://www.youtube.com/watch?v=fm7p-RLFg2I&safe=active>

Nelson Mandela was finally released from jail on February 11th 1990 after spending 27 years in prison. Was he right to stand up for justice? What did he sacrifice for justice? What did he gain?

Malala Yousafzai



You will be aware of, and horrified by, the Taliban's attack on 14-year old Malala Yousafzai. Malala wanted an education, the accepted right of every child. By attending her father's school, she aimed to access that right. However, she was attacked by the Taliban and ended up having life-saving surgery in the UK. On 10th December 2012 President Zardari of Pakistan donated 10 million dollars to the Global War Chest with a target to provide education for all girls by 2015. This 'War Chest' has been set up in the name of Malala recognising her contribution to the rights of women.

Aung San Suu Kyi



Aung San Suu Kyi, Burma's pro-democracy leader and Nobel Peace laureate, symbolises the struggle of Burma's people to be free.

She has spent over 15 years in detention, mainly under house arrest. She was released from her third period of detention in November 2010.

In September 2012 she received the US Congressional Gold Medal for services to democracy.

Anti-Racism in Sport

This is a topical issue that you may want to explore in conjunction with your local football or sports club. Lancashire Authority have a pack called Schools, Citizenship, Anti-Racism and Football pack (SCARF PACK) which would support this learning - see: www.preventforschools.org/index.php?category_id=66

Learning Skills Related to the Unit

Enquiry

Ask different types of question & decide how to find answers
Ask & answer questions, select & record relevant information

Creative Thinking

Ask "why", "how", "what if" or unusual questions

Information Processing

Know where to find information
Use first-hand experiences & simple information sources to answer questions

Evaluation

Express and justify their own views, opinions & preferences
Draw on a range of evidence sources to support evaluation

Empathy

Recognise similarities & differences between themselves & other people

Take an interest in, watch & listen to other people

Recognise & label the feelings & behaviours of others

Understand the perspectives of another person

Recognise & anticipate the thoughts & feelings & others in different situations, basing this on their own experience

Identify triggers or causes of other people's emotions & actions, taking account of their knowledge of the person involved

Social Skills

Listen to, respond to and interact with others

Recognise when a situation is unfair & suggest how to make it fair

Recognise when there is conflict & suggest possible solutions

State their own views & needs

Respond to others' views when these are different from their own