



Preparatory Lessons

Preparatory Lesson A (Optional)

Rights, responsibilities and citizenship

Structure	<ol style="list-style-type: none">1 Introduction – My Community2 Main Activity – Rights, rules and responsibilities3 Preparing for the next phase – Being a good citizen
Learning Objectives	Students will have thought about what a community is and what theirs looks like. They will have reflected on what it means to be a citizen and how citizenship can aid a community. Students will obtain a basic understanding of their rights and responsibilities in the context of school and home and will begin to think about the consequences of not having their rights upheld or of carrying out their responsibilities.
Materials Needed	– Student Activity Sheets: <i>My community</i> , <i>Rights, rules and responsibilities</i> , and <i>Being a good citizen</i>
Preparation	<ol style="list-style-type: none">1 Print enough Student Activity Sheets to provide one to each student.

1 Teacher's instructions

Introduction – My community

Discuss what community means. This can relate to their class, group or area in which your students live, through to students sense of what it means to belong to a global community through social media or through membership of online organisations that operate at an international level.

On the *My community Student Activity Sheet* instruct your students to describe what their community consists of, what there is to do in their community and what they like most about it.

Once they've started the activity re-open the class discussion to see what they think about community now - how big is it? Who is in it? Are they part of a global community too? What do they like about it? What would they change about it? What is challenging for their community?

Encourage students to think about systems and institutions as well as people and places. For example, 'Our community has the school - that's a part of the education system'. Prompt them so they can develop their understanding of governance in the community – the role that citizens, rules and rights play will come later.

2 Teacher's instructions

Main activity – Rights, rules and responsibilities

Introduce the topic of rights, rules and responsibilities to the class. Explain that every citizen has rights, needs to comply with rules and has responsibilities as a citizen.

Ask students to individually complete the first activity on the *Rights, rules and responsibilities Student Activity Sheet* using the lines to connect the correct term with the definition and the example. This will help them to understand what each term means – and the difference between terms – before they complete the second activity on the same Student Activity Sheet.

Ask students to think about and then write down the rights, rules and responsibilities they have at school and at home. Ask them to start thinking about any national or international rights they think they may have too?

Ask students how they would feel if they were denied a right at school or at home? What are the consequences if they break a rule at school?

Ask them where else there are rules, responsibilities and rights and what some of these are. These can be recorded on the back of their *Student Activity Sheet*.



1. My community is...

2. It has...

3. I can...

4. People who are part of my community are...

5. In my community I like to...

6. The most important aspects of my community are...

Preparatory Lesson A (Optional)

Rights, responsibilities and citizenship

For the third and final activity on this *Student Activity Sheet* instruct students to complete the human rights true or false quiz.

Once completed have a brief class discussion on which rights students were surprised about and which ones they think are the most important.

Answers to true or false quiz

True: 1, 2, 5, 7, 9, 10

False: 3, 4, 6, 8

Show this video:

<https://www.youtube.com/watch?v=nDgIVseTkuE>

Explain: 'The basic idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same fundamental rights and freedoms. Although children have human rights alongside all adults, in 1989 the United Nations decided that children and young people need a specific set of rights to ensure their safety, happiness and health. This collection of rights is called the United Nations Convention on the Rights of the Child or UNCRC for short. All children across the world aged 0-18 years have all 42 rights (also referred to as Articles). The rights in the UNCRC are categorised into 4 sections: Survival Rights, Development Rights, Protection Rights and Participation Rights.'

Ask: Which rights in the UNCRC are the most important?

Ask students to work in pairs: Order the following 5 children's rights, from most to least important:

- **Article 16:** The right to privacy. You have the right to keep have a private family life, private space and to keep phone calls and emails private.
- **Article 28:** The right to education. You have the right have the right to both primary and secondary education, and should be able to choose different subjects when in secondary school.
- **Article 19:** The right to be protected from abuse. You have the right to be protected be being hurt or badly treated.
- **Article 12:** The right to participation. You have the right to be listened to and be taken seriously. This is the right to have opinions and for those opinions to matter.
- **Article 6:** The right to survive and thrive. You have the right to life and the right to develop.

Ask students to come back together as a group to discuss which which child right they put first and last and why.

Explain: 'All rights are important. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. The UNCRC must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance to the right to be safe from violence (Article 19) and the right to education (Article 28).'

Ask students if they need any adults to help them access their UNCRC rights?

Explain that adults are responsible for ensuring children's rights are upheld and applied making sure this is done with each child's best interests at the forefront.

3 Teacher's instructions

Preparing for the next phase — Being a good citizen

Discuss as a class what a citizen is and who can be a citizen.

Be mindful that there may be students in the class who do not have Australian Citizenship.

In pairs, ask students to draw around one of their hands on the *Being a good citizen Student Activity Sheet*.

Instruct students to discuss in pairs what they think makes a good citizen and to write these ideas onto the hand.

Invite students to share what they wrote down with the class.

Discuss whether they can think of a time when they've been a good citizen or if they've seen someone else being a good citizen.



Draw lines to connect the matching term with its definition and example.

Term	Definition	Example
Rights	Something that everyone in the community should follow	To look after your own belongings, for example, your coat.
Rules	Things every child should have or be able to do	No running in the corridor
Responsibilities	Something you are expected to take care of or do.	To have a break from learning throughout the day.

Complete the table to describe your rights, rules and responsibilities at home and at school.

	Rights	Rules	Responsibilities
At home			
At school			

Tick true or false for each statement.

	True	False
Everyone has human rights		
Everyone has the right to education		
Only adults have the right to choose their own religion and have free thought		
Whether you have human rights depends on how much money your parents have		
You have the right to food, clothing and a safe place to live		
You have to earn your human rights		
You have the right to be kept safe from physical and mental harm		
You can lose your rights if you commit a crime		
You have the right to health care		
You have the right to legal support and fair treatment in the justice system		

Student Activity Sheet **Being a good citizen**



In the space below, **draw** around the outline of your hand and **write** what you think makes a good citizen inside it.



Preparatory Lesson B (Optional)

Equality, equity and justice

Structure	<ol style="list-style-type: none">1 Introduction – Understanding equality and equity2 Main Activity – Making fair decisions3 Preparing for the next phase – Exploration of justice
Learning Objectives	In this lesson, students will work through concepts of equality, equity and justice. Students are guided through case studies to conceptualise fairness in society.
Materials Needed	– Student Activity Sheets (x3): <i>Understanding equality and equity</i> , <i>Making fair decisions</i> , and <i>Concept map of justice</i>
Preparation	<ol style="list-style-type: none">1 Print enough Student Activity Sheets to provide one to each student.

1 Teacher's instructions

Introduction – Understanding equality and equity

Explain that an important element of yChange is encouraging civic participation. Civic participation is a pillar of democracy and calls for all citizens to participate in decision making. But, some citizens have barriers to participation and some citizens are left out of decision making.

In this activity, we'll explore why this is and what we can all do to ensure everyone can participate and thereby have their voice heard.

Instruct students to fill in the *Understanding equality and equity Student Activity Sheet* and then turn to the person next to them and discuss what they wrote.

2 Teacher's instructions

Main activity – Making fair decisions

Ask students to review the examples on their *Making fair decisions Student Activity Sheet*. Does the situation described seem fair? How is it unfair? If it doesn't seem fair, what are some things that could be done to make it fairer?

Discuss as a class each example and possible solutions.

3 Teacher's instructions

Preparing for the next phase – Exploration of justice

Ask students for a definition of justice.

Explain that justice helps us figure out what is fair, what is right and what is wrong. When justice is working everyone feels like they are being treated fairly. Rules and laws help people figure out what is 'just' or fair.

Have a conversation with the class on what they think justice means and ask them to provide examples of justice and injustices.

While the class is having this conversation, instruct students to fill in their *Concept map of justice Student Activity Sheet* with examples of justice and injustice they've experienced or heard about in their own lives.



Equality

In this picture, all 3 children have the same box despite the differences in their height – this is equality.



Equity

In this picture, each child has the number of boxes they need to participate – this is equity.

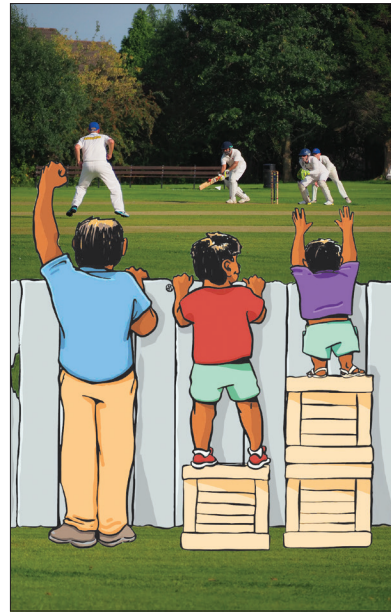


Image from the Interaction Institute for Social Change | Artist: Angus Maguire.

1. Does the first picture seem fair? Does the equal distribution of resources (everyone getting the same) achieve an equal outcome?

2. How could we make it fairer?

3. Why does the fence exist? Who do you think built it?
Does it have to be that tall? Does it have to be there at all?

4. Imagine that the fence is a metaphor for the shorter child's life experiences.
What are some examples of resources (things) that some kids have that others lack?



Does the situation described seem fair? How is it unfair? If it doesn't seem fair, what are some things that could be done to make it more just (equitable)?

Note: there are no right or wrong answers. There might be different solutions to reach an equitable solution.

Example	Is it fair? Why or why not?	If unfair, what could be done to make it more just (equitable)?
<p>Adelaide seems to have twice as much green space per resident in its eastern suburbs than it does in its western suburbs.</p>		
<p>Access to computers and the Internet is not the same in all schools across the suburbs.</p>		
<p>A local council has made a decision to cut the budget of its community centres. It does this by reducing the opening hours of each centre by the same amount.</p>		
<p>A community meeting has been planned to discuss the clean-up of a contaminated site in a community. For approximately 25% of the community, English is not their first language and no interpreters have been invited.</p>		
<p>One community has less access to healthy and affordable food than other communities, and has therefore requested funding and assistance to build a community food outlet. Acknowledging that historically the treatment of this particular community has been unequal, the government agrees to their request.</p>		



Define justice:

Examples of **justice** from your world:

My viewpoint on justice:

Examples of **injustice** from your world:

Steps I can take to promote justice:

Symbol of justice:

My viewpoint on revenge: