

YEAR 7 HEALTH



UNIT 5: SOCIAL HEALTH ACTIVE CITIZENS

Name:

Tutor Group:

Health Teacher:

PROJECT ASSESSMENT UNIT 5

Your task this term is to create your own campaign asking for the vote. You could create a blog, a vlog, a tweet, a letter to your MP or a leaflet. Alternatively, you could create a leaflet or website that shows how the voting system works in the UK.

Use the tick list to give you some ideas:

- Explain a range of reasons for giving young people the vote with reference to human rights
- Explain what a democracy is and how voting works in the UK
- Give a history of voting (suffrage) which explains which groups previously did not have the vote and how they managed to get it
- Outline some of the major policies of the political parties in the UK e.g. Labour, Conservative, Lib Dems
- Give examples of countries that do not have democratic systems and explain how life is different there
- Give some examples of how the Welfare State helps people in the UK and why this is important

RATIONALE: Why do we study Health?

Health lessons seek to cover issues that affect the physical and mental wellbeing of young people, helping them to be safe and happy, as well as to assist them in becoming well-informed and valuable citizens. It is your right to learn about your human rights (Article 42). Health lessons provide time each week to learn about children's rights. Health lessons are focused on the protected characteristics of the Equality Act (2010) including race, gender, LGBT+ and disability which we believe all students have the right to learn about.

Health lessons help to provide students with the knowledge and skills necessary to make safe and well-informed decisions in their everyday lives, from the expectations they place on personal relationships to the factors they should consider when voting or organising their finances. The subject helps students think critically and practise debating moral issues, as well as reflect on their own identity in a safe space. Health is also a legal requirement and all students must study it. It includes **sex and relationships education (SRE)** and **citizenship** which students must study until the age of 18.

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc/opp

Find the key words for this lesson in the wordsearch... You have 5 minutes to find as many as you can.

C	V	Y	N	F	C	R	T	Q	M	I	S
H	O	J	C	S	E	A	Q	A	X	T	U
F	T	N	G	A	X	U	G	V	S	Z	F
D	I	J	S	E	R	N	D	I	E	F	F
D	N	W	S	T	A	C	T	A	V	G	R
C	G	R	L	C	I	R	O	N	L	B	A
S	W	Y	A	H	A	T	X	M	X	C	G
A	I	R	W	H	R	G	U	X	E	Q	E
D	T	U	C	Z	S	M	O	E	L	D	T
A	M	O	N	A	R	C	H	W	N	L	T
T	N	E	M	A	I	L	R	A	P	C	E
J	A	P	B	J	T	L	Z	O	Q	R	Y

DEMOCRACY: A system of government where all citizens have a say

SUFFRAGETTE: Someone who fought for women to get the vote

MONARCH: A king or queen

MAGNA CARTA: A document produced in 1215 that said nobody was above the law

TAXES: Money paid to the government to fund things such as hospitals or wars

PARLIAMENT: The law-making body of the UK who decide how the country is run

CHARTISTS: A group of working class men who fought for the vote

CONSTITUENCY: An area of the UK – each constituency elects a Member of Parliament

VOTING: Choosing who will represent you



STAGE 1 – THE KING DECIDES

Read the information and answer the questions that follow:
Before there was a Parliament, the king (or queen) owned all the land and had total control, known as **absolute power**, over everything. They could give land to richer people, such as **barons**, so long as they supported the **monarch** (the king or queen) and gave them some of their money.

People who went against the king were often **killed** or **punished**. This meant that the **poor (peasants)** had to give most of their money to the **barons and the king**. The king usually ignored the needs of most people because he wanted more money for himself.

In 1215, King John was in charge but was a very unpopular king as he charged lots of **taxes** to help him pay for the wars he was involved in. This made the **barons** who collected money for him very angry. They **rebelled against the king** and forced him to sign the **Magna Carta**, a document which gave them more **rights**. It promised people a **fair trial** and gave more rights to other people, not just the king.

1. What is a 'monarch'?
2. What does 'absolute power' mean?
3. Why did people not criticise the king during the Middle Ages very often?
4. What name was given to the people who worked the land?
5. Why did the king usually ignore the needs of most people?
6. Why did the barons rebel against King John?
7. What was the Magna Carta?
8. What were some of the promises made on the Magna Carta?

REFLECTION: *How fair is this form of government? Were you involved in choosing the leader(s)? Did the leader(s) listen to what people wanted?*

TOKENS =

MINUS TAX =

STAGE 2 – YOUR LEADERS DECIDE

Read the information and answer the questions that follow: In 1348, the Black Death entered Britain, a disease that killed around 60% of Europe's population. Following the Black Death, there were not as many peasants so they **were much more needed by the rich people who they worked for**. The peasants **rebelled (fought against) against the king in the 'Peasant's Revolt'**. Even though this rebellion was not as successful as the revolutionaries hoped, they were able to **reduce some taxes**. In the 1600s, Parliament gained even more power after it **won a civil war (war within the same country) and executed (killed) Charles I**.



By the 19th century, more people were able to vote **but only if they owned property and were rich**. This meant that **most people still did not have a say**. The government did not usually try to make life better for **working people**. Voting often happened publicly so people could see who was voting for who. This meant that people could be **bullied** into voting for a particular person. Working class people began to **protest** against the government. They were known as the **Chartists**. They wanted **all parts** of the UK to be represented in Parliament, and not just some **towns**, and for all men to be given the vote.

1. What dangerous disease killed over half of Europe in the 1300s and what percentage of the population died?
2. What was the Peasant's Revolt and what was the consequence of it?
3. Why did Parliament gain more power in the 17th century (1600s)?
4. Who was allowed to vote by the 19th century and why was this seen as unfair?
5. What did the Chartists campaign for?

REFLECTION: *How fair is this form of government? Were you involved in choosing the leader(s)? Did the leader(s) listen to what people wanted?*

TOKENS =

MINUS TAX =



STAGE 3 – EVERYONE DECIDES

Read the information and answer the questions that follow: Before 1832, only men over the age of 21 who owned property were allowed to vote. By the early 1860s less than two million could vote out of a total population of 30 million. In the late 19th century and early 20th century, women in the UK campaigned for the vote. The **Suffragettes** campaigned for the right to vote.

Working class men also did not all have the vote. In 1918, after so many **ordinary men and women helped Britain to win the war**, the government gave the vote to all men over 21 and to all women over the age of 30 years. In 1928, the vote was **extended** (also given) to all women over the age of 21.

Today, anyone over the age of 18 can vote apart from people in **prison**. Voting is **private** so that people cannot see who you are voting for. People vote for a representative for their **constituency (the area in which they live)**. Whoever wins the most votes represents them in Parliament. There are 650 constituencies in the UK. The 650 Members of Parliament who represent them **vote** on important issues such as **taxes and spending on hospitals and schools, as well as laws**.

1. For each of the following dates, write down who was able to vote:

a) 1831

b) 1919

c) 1929

2. How is voting organised in the UK today? Use the following key terms to complete these sentences: **18, PRISON, CONSTITUENCY, PRIVATE, MPS, TAXES, AND LAWS**

Anyone can vote in the UK so long as they are over the age of _____ and not in _____. Each person votes for a M _____ of P _____ to represent the constituency. These _____ vote on issues such as _____ and _____.

REFLECTION: *How fair is this form of government? Were you involved in choosing the leader(s)? Did the leader(s) listen to what people wanted?*

NUMBER OF TOKENS =

MANIFESTO ONE: If you vote for me, I promise to let you keep more of your hard-earned money! It is unfair that people who earn lots should have to pay so much tax! I will reduce spending by cutting down on immigration and 'benefits' for people who do not work. I will cut spending on schools and hospitals but this will mean you pay less tax! I will make sure that there is more school testing to help children learn. I will put money into the environment and into self-defence! Vote for me! **If this party wins, you will give over 5 tokens and keep the rest.**

MANIFESTO TWO: If you vote for me, I promise to spend more money on your free schools and hospitals to give everyone the best education and medicine! I will dramatically increase 'benefits' for people who do not work so that we can really help poor families, the sick and the disabled. I will spend much more on schools so that everyone can have smaller classes and more teachers, as well as pay less for university. I will allow more immigrants and refugees to come and stay here. We will all pay more tax for these worthy causes but the richest will pay the most! Vote for me! **If this party wins, you will give 10 tokens but only if you have over 35. They will give 5 extra tokens to everyone who has less than 20.**

MANIFESTO THREE: If you vote for me, I promise that I will spend the most money on social issues. I will do this by increasing the tax for the richest. We are going to do the most for the environment by banning all diesel cars as well. We are also the only party that will reduce the voting age so that children can vote too! Our focus is on spending more on hospitals and schools. Vote for me! **If this party wins, you will give 25 tokens but only if you have over 40. They will give 10 extra tokens to everyone who has less than 20.**

***DISCUSSION:** Who did the class vote for? Why do you think a small number of representatives are chosen based on their manifesto rather than letting everyone vote on every issue?*



MAIN ACTIVITY: Read the examples of people who have fought for democracy.
Underline the reason for their campaign e.g. she fought for an education.

Rosa Parks became famous when she refused to give up her seat to a white person on a bus, even though this was one of the unfair laws black people had to follow at the time. Alongside campaigners such as Martin Luther King, Rosa Parks fought for the right to vote and other human rights. She also campaigned for the fair trial of black people, such as the nine 'Scottsboro Boys' who were falsely accused of a crime.

Sophie Scholl fought against Hitler as part of a group called the White Rose. She grew up in Nazi Germany. In a democracy, the government can be criticised and voted out. However, under Hitler, nobody could criticise the government. Sophie handed out leaflets explaining that Jews were being killed. She was caught but did not receive a fair trial and could not even speak during it. She was executed at the age of 21.

The **Dalai Lama** is the leader of Tibetan Buddhists. He believes in religious freedom which means that everybody should be free to practise their religion. He has spent his life campaigning for an end to the Chinese rule over his country Tibet. He also campaigns for peace around the world. He believes that all religions must be respected equally in a democratic society and everyone should be free.

Malala Yousafzai became famous after she was shot in the head by the Taliban, an extremist group in Pakistan, at the age of 15. She began campaigning for the right of everyone to a free education at the age of 11, as girls in her country were not able to go to school. In a democracy, human rights must be respected. She has spoken and blogged about her experiences and received a Noble Peace Prize.

Emmeline Pankhurst became famous for her work as a suffragette in the early 20th century. This means that she fought for women's right to vote in England. She was arrested repeatedly for her campaigns, some of which involved destroying property. When in prison, she refused to eat and prison guards force-fed her. She encouraged suffragettes to help during World War 1 and, by 1918, many women won the vote.

Benazir Bhutto was the first woman ever elected to lead a Muslim state. Her family was arrested because her father believed that the people should decide who runs the country. In Pakistan, at the time, a dictator was in charge: he ruled using the army and nobody could criticise him. When she was released, she began to campaign for democracy and freedom for all. Eventually, when elections were held, she was voted in as leader of the people.

Joshua Wong is a student from Hong Kong who is part of the Umbrella Movement, so named because umbrellas were used in peaceful protests against the police. Joshua Wong and the other members campaign for the right to vote in Hong Kong, and in mainland China. He has been arrested for peacefully campaigning for the right to vote in regular elections, the right to free speech and the right to engage in peaceful protests.

Nelson Mandela and Desmond Tutu were two South African campaigners who fought against apartheid: a system that separated black and white people by law. Mandela fought for the right to vote and for fair treatment of black people but was sentenced to 27 years in prison. After millions campaigned, black South Africans finally voted too and Mandela became president. Desmond Tutu also campaigned for LGBT+ rights.

Mahatma Gandhi is famous for his work in India, fighting for Indian independence from the British. Gandhi refused to fight and used peaceful methods, such as walking for many miles with his supporters and starting campaigns to stop making materials for the British Empire. Gandhi believed that, in a democracy, everyone must be allowed to vote for their government and be free, not controlled and used by others.

Plenary Discussion: Why have people fought for the vote? Why is it so important?





Watch the video and answer the questions:

1. When was the **Magna Carta** produced, the document that meant even the king has to follow the law?
2. When did **Simon de Montford** first invite representatives from different towns to his Parliament?
3. What are the **three parts** of Parliament?
4. **How many** MPs are there?
5. **When** are MPs voted for?
6. What is the name given to the party who are **not** in government?
7. What is the role of the **speaker** in Parliament?
8. Who is the **monarch** of the UK today?
9. What **human rights** are protected by law in the UK? Name 3.
10. What **responsibilities** do we have at school to make sure that everyone's rights are met? Name 2.

MAIN ACTIVITY: What happens when rights conflict? Read each of these case studies. **Highlight** the arguments on either side of the debates in two different colours. Then, **write down** what you would do in this situation if you were in charge. You could also discuss these ideas in teams first.

The 'mosquito' device is a device that creates high-pitched sound that only people under the age of 25 can hear. The sound is painful to listen to. It can be used in areas where there is a lot of crime committed by young people. This can keep society safe. Some residents say that it has reduced crime dramatically. Others argue that it is wrong to target all young people, most of whom do nothing wrong. Young people have the right to spend time with friends (Article 15) so long as this does not harm anyone else. The 'mosquito' device could also cause damage to the ears of young people which affects their right to health (Article 24).

Would you allow the use of the mosquito device? Why?

Everyone has the right to express their opinion (Article 13) and to have their views taken seriously (Article 12). This comes with a responsibility to check our language does not discriminate against others (Article 2) or put them in danger. Many people argue that young people should be given the right to vote from the age of 16 as they are affected by government policies as well. The government make decisions about education, hospitals and the environment which all have an impact on young people. On the other hand, many people argue that children are not sensible enough to vote and that they would not take this right seriously. **Would you give teenagers the vote? Why?**

During the Covid-19 crisis, the government decided to 'lockdown' the country. They prevented people from going to school, going to shops and going to work. Accessing education is a human right (Article 28) and many children were not able to access online work. Some people who were not able to work also found it hard to claim money from the government. Social security is a human right (Article 26). However, the government argued it was necessary to keep everyone safe and healthy (Article 24). People who broke the law and continued to go outside risked spreading the infection to people and putting even more pressure on the NHS. **Would you have stopped people from going out? Why?**

People in the UK are some of the most watched in the world, with over 4.5 million CCTV cameras being used in public places. There are now more than 100,000 CCTV cameras in schools as well. One issue with CCTV is the right to privacy (Article 16) as everyone is being watched. However, many argue that if you have nothing to hide, CCTV is not an issue. Victims of bullying and violence in schools rely on CCTV to help staff catch the perpetrators. This can help to protect everyone from violence (Article 19). Students are also less likely to misbehave if they know they are being watched which could improve everyone's education. **Would you allow CCTV in classrooms? Why?**



Watch the video and use it to help you answer the questions!

Why do we need laws in society? What would happen if there were no laws at all? Explain some of the reasons for why we have laws.

Why do laws need to be fair? What would happen if they were not? Explain what we mean by justice and fairness in the law.

How are laws made in the UK? Explain how laws are made in the UK. Refer to the different parts of Parliament responsible.

What symbols for justice can you see in this picture of Lady Justice? Describe some of the things you can see and what they might mean.

MAIN ACTIVITY: Read about the case of Sammy. At each stage, explain why what is happening is unfair.

Sammy does not agree with the government. He goes on a peaceful protest and holds up banners calling for democracy. He is arrested by the police. **THAT'S UNFAIR** because...

Nobody tells Sammy's family that he is in prison and he is not allowed to talk to anybody. When he is in prison, he is beaten up until he admits that he disagrees with the government. **THAT'S UNFAIR** because...

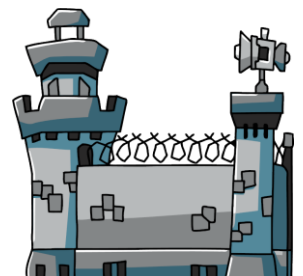


The judge and jury all decide that Sammy is guilty before they even see or hear the evidence. They decide that he is guilty just by looking at him. Sammy is sentenced to life in prison because that is what the judge feels like doing. **THAT'S UNFAIR** because...

The police don't collect the evidence against Sammy properly. They use fake witness statements and hide other evidence. This fake evidence is all used in the trial against Sammy. **THAT'S UNFAIR** because...



In court, Sammy does not get a lawyer to defend him and he is not allowed to speak to defend himself. The trial is held in secret so nobody knows it is happening. **THAT'S UNFAIR** because...



PLENARY: What makes a justice system fair? What makes a system unfair? Complete the chart with your ideas. Then, self-assess your answers in red, adding new ideas to your chart.

<i>A justice system is FAIR when...</i>	<i>A justice system is UNFAIR when...</i>
e.g. If someone is accused of a crime, they have the right to a good lawyer	e.g. Laws go against human rights

Have a go at these literacy tasks to prepare yourself for today's lesson...
Work with your partner to complete all 3 tasks in 5 minutes!

TASK 1: Have a go at these anagrams. Read the definition and re-write the jumbled words to form a correct answer:

The document signed in 1215 by King John is called the MNARTAAACG =

A political system where everyone has a say in government is a EMOADCRCY =

The countries of RIGATBTAREIN are England, Northern Ireland, Scotland and Wales =

There are three parts to AMLINPAERT which are the House of Commons, the House of Lords and the Monarchy =

TASK 2: Correct the spelling and grammar mistakes in these sentences. There are 10 in total:

General elections usually take place every 5 years. This is where every citizen over the age of 18, apart from prisoners, votes for the MP they want in their constituency. There are 650 MPs in total who sit in the House of Commons. The party that wins over 50% of the vote forms the government. Parliament helps to make new laws and decides how to run the country.

TASK 3: Match up the correct key word to it the definition:

A world organisation made up of 193 members that is responsible for the human rights convention =

A less economically developed country =

A gas that contributes to climate change =

War that took place between many countries in the world from 1939 to 1945 =

The rights that all humans have =

The amount of carbon released into the atmosphere =

UNITED NATIONS / CARBON FOOTPRINT / GREENHOUSE GASES / HUMAN RIGHTS / SECOND WORLD WAR / LEDCs

MAIN ACTIVITY: You have been asked to debate the following resolutions:

- (1) All countries must spend more money on renewable sources of energy and do more to tackle climate change
- (2) All countries will reduce emissions by at least 20% and the worst 3 must cut greenhouse gases by 50% (China, US and India)
- (3) All countries must phase out petrol cars by 2030

You and your partner will be given a country to **represent** in the debate. You have to **read the information** and use it to argue as if you were a delegate of that country. Some of you may have the same country. Use this information to **answer the questions**:

BEFORE THE DEBATE...

Which country do you represent?

Are you one of the United Nations Big 5?

Do you agree that everyone should spend more money on renewable energy? Think about the arguments for doing this. Why is the environment important? What are you already doing to help tackle climate change?

Do you have high carbon emissions? How would you feel about cutting your emissions by 20-50% and why? Think about whether you are a developing country or not and how much money you would lose if this happens. Think about how much your economy relies on fossil fuels.

How would you feel about phasing out petrol cars? Why is this? Think about how much petrol your country uses.

DURING THE DEBATE...

5 ideas I heard from other countries...

Reflections: What did you notice about how the United Nations operates during debates? Is it a fair system?

<p>MALDIVES: You virtually produce no carbon emissions. However, your islands are only a metre or so above sea level. Many predict that you will be the first country to completely disappear as a result of climate change and rising sea levels. Your country is being built on coral reefs which cannot survive if the temperature of the sea rises. Lots of your cities will end up under water if climate change gets worse. You think it is unfair that every country has to cut their emissions by 20% when most countries are much worse than yours.</p>	<p>GERMANY: You have banned all nuclear power after the Fukushima disaster in Japan and are currently working on huge renewable energy projects. You are close to having already reduced your carbon emissions by 40%. By 2050, you plan to make 80% of your energy through renewable resources. You make your citizens pay a lot of money for their electricity bill. However, Germany produces a lot of cars which it sells to the rest of the world. You will lose money if you are forced to phase out petrol too quickly.</p>
<p>BRITAIN: Your government have promised to do a lot more to help the environment after so many people have protested against climate change. You are happy to lower your emissions by 20%. You are worried about annoying the US too much, though, as you trade with them a lot. You are unsure about taxing people for using petrol cars. Last time you raised the price of petrol, everyone complained. However, you have introduced a lot more electric vehicles so are happy to try to phase out petrol by 2050.</p>	<p>BURKINA FASO: Your country produces almost no carbon emissions so you cannot possibly cut down any more. However, you want other countries to do much more. You face drought and an increase in desert land. You are also facing lots of environmental problems because of all the gold that you mine. This is shipped to richer countries like the UK. Many of your animals are considered endangered, including the chimpanzee and the African elephant. If the situation does not improve, many more people will die.</p>
<p>BRAZIL: In the past, Brazil did a lot to help tackle climate change and needed other countries to do the same in order to save the rainforest. However, the latest president does not think climate change is very serious and is more focused on making money. He would not want you to lower carbon emissions by even 20%. Brazil has had economic issues and wants to expand its industry which is easier to do without restrictions on carbon. Cutting down on car use would also affect the economy so you won't vote for this.</p>	<p>USA: You are happy to spend more money on renewable energy if it will help you make money later. However, the USA produces the second largest amount of carbon emissions and this gives you a lot of money so you will never want to cut emissions by 50%. Your current president has also said that he thinks climate change is made up and that making money is more important than the environment. Most of your citizens drive cars and it would make politicians very unpopular if these were taxed more.</p>
<p>CHINA: You have already done a lot to tackle climate change by producing huge amounts of green energy like wind and solar power. However, whilst you are doing this, you are still the biggest producer of coal and are not happy to cut your carbon emissions by 50% as you make so much money from industries that use carbon. China produces more greenhouse gases than any other country and this has helped you to make a lot of money which, in turn, helps improve the lives of the Chinese people.</p>	<p>INDIA: You are the world's third worst emitter of greenhouse gases, but because you are an LEDC you have, until recently, been allowed to produce more carbon than the US without getting into trouble. You think it is unfair that any LEDC should have to cut their carbon emissions as much as a richer country. Many people in India are poor and you need to boost your economy quickly to help them. Europe and the US have had years to do this! Lots of people drive in Indian cities and they are very polluted.</p>

JAPAN: Japan is the fifth biggest producer of carbon emissions. You want to open more nuclear power plants and increase your carbon emissions to help fund your economy. This means you would be against big cuts to carbon emissions. However, your country is surrounded by water and is very threatened by climate change. You would be keen to encourage other countries to cut more carbon emissions to help you out. Owning a car is quite rare in Japan so you would be happy to cut down on petrol cars.

SAUDI ARABIA: You are very happy to spend money on renewable energy and have already spent billions on solar panels that have been put in the deserts of your country. However, after the US, you produce the most oil in the world. If you are forced to reduce your fossil fuel production, you will need other countries to help pay your oil producers to avoid lots of unemployment. It would be bad for your economy if other countries stop using petrol. You want to carry on producing lots of fossil fuels.

SRI LANKA: Your country is very threatened by climate change. Rising sea levels and temperatures will cause more natural disasters in your country which will destroy homes and end lives. Natural disasters increase poverty and are often followed by outbreaks of disease. You want other countries to do as much as they can to cut carbon emissions, including cutting down on the use of petrol, oil, coal and diesel. You are happy to spend more money on renewable energy and want other countries to do as much as they can.

RUSSIA: You are the world's third biggest provider of oil so a 20% cut of greenhouse gases would be terrible for your economy. You also think it would be unfair for your people to have cut down on carbon emissions as your country is much colder than most and people need to be allowed to heat their houses. Your top interest is the economy. You are happy to invest in some renewable energy but you do not want to be forced to make cuts, including the use of petrol cars, as this could affect the economy.

SWEDEN: Your country, home to environmental activist Greta Thunberg, is possibly the most sustainable country in the world. Over 50% of your energy is renewable. You want to be fossil-free by 2045. This is the most ambitious goal you know of and you would like other countries to do something similar. Climate change affects everyone. You think the worst offenders should be cutting emissions by even more than 50% and that everyone should stop using petrol or diesel cars and fossil fuels.

FINLAND: Finland is one of the greenest countries in the world. Almost 40% of your energy is renewable and you are working hard to increase this figure. You are passionate about fighting climate change in order to protect your forests and make sure that there is very little air pollution. You are one of the richest nations so you are confident that the people in your country will be happy to try and stop using petrol or diesel cars. You believe that every country should be doing as much as possible to tackle climate change.

YEMEN: You are one of the poorest Arab countries and there is a civil war going on. This means that you have put aside any desire to lower carbon emissions as you have more important things to focus on. However, you have also seen that rising temperatures have meant more mosquitoes and more malaria in your country. Climate change has also increased famine and water shortages. You need other countries to cut their carbon emissions and stop using petrol cars but it will be difficult for you to do much more at this time.

AUSTRALIA: Your country is home to many animals as well as the Great Barrier Reef. Climate change has had a huge effect already, leading to bush fires and the bleaching of the reef. You are keen to try and reduce carbon emissions and very keen for other countries to do this to. The problem is that you are also a big producer of carbon emissions. Your citizens drive a lot and you want to keep the cost of this down. You also don't want to damage your economy so feel that a 20% cut in carbon emissions is a lot.



Lesson 6: How can we get involved in government?

Health Check Questions:

Bronze: How can young people get involved in politics? Describe some ways that young people can get involved in politics.

— **Silver:** How can young people improve their communities and get involved in politics? What are some examples of successful campaigns? Explain ways young people can get involved in changing their communities. Give a range of examples of successful campaigns run by young people.

Gold: Why is it important for young people to get involved in politics and how might they do this successfully? Explain why it is important for young people to get involved in their communities and how they can do this in a democracy. Give a range of examples of successful campaigns run by young people.

ARTICLE 13: FREEDOM OF EXPRESSION

All children have the right to express their views so long as they don't cause harm. However, people disagree about where the line between free speech and 'causing harm' is, hence a need to debate it.



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Read the information about Sadiq Khan and answer the questions.

Sadiq Khan has served as London Mayor since 2016. He was previously the MP for Tooting. Born in Tooting to a working class British Pakistani family, he attended Fircroft and then Ernest Bevin school.

His father was a bus driver and his mother was a seamstress. He lived with 7 brothers and sisters on a council estate in a 3 bedroom house.

At 15, he joined his local Labour party. He got good A Levels and took up many extra curricular activities, including sport. He has spoken about the racist abuse he received, particularly when playing football.

Khan worked very hard to earn a place at university to read law. He worked as a solicitor specialising in human rights issues. When he became an MP, he spoke about his father teaching him Mohammed's sayings, or hadiths - in particular the principle that "if one sees something wrong, one has the duty to try to change it".

Like other ethnic minorities, Khan receives a disproportionate amount of abuse online, including regular death threats. He is a frequent target of the far-right who dominate comments on his Twitter feed. He has frequently said that he doesn't like to be portrayed as a victim but that we have a moral responsibility to address online abuse and other areas of inequality. Khan has used his power to fight for equality for all ethnicities, religions, women and the LGBT+ community. He has set up many programmes to improve access to leadership.

What CHALLENGES has Sadiq Khan faced? What CHARACTER TRAITS have made him successful?

Why is it important for people to VOTE and to become involved in politics?

What are some of the ways that YOUNG PEOPLE can become involved in politics?

'One child, one teacher, one book, one pen can change the world' **Malala Yousafzai**

MAIN ACTIVITY: Read the case studies as a class. For each one, identify the issue they were trying to address and think about how they did this.

Greta Thunberg is a climate change activist. Aged 15, she began writing articles on climate change and sending them to newspapers. She also sat outside Parliament instead of going to school. Her movement has grown globally and, this year, millions of young people left school to ask governments to do more.



Malala Yousafzai gave talks in her local community about a woman's right to an education and was shot by the Taliban when she was 15. As she gained publicity, she began blogging for the BBC. In 2014, Malala became the youngest person in history to be awarded the Nobel Peace Prize.



Joshua Wong is a student activist who helped begin the Umbrella Movement, a pro-democracy movement in Hong Kong. He has organised numerous protests asking for the right to vote freely in Hong Kong. The protestors, who include millions of young people, use the umbrella as a symbol of democracy.



Mari Copeny, aged 11, wrote to Barak Obama when her city, Flint in Michigan, ran out of clean water. Flint was without water for 4 years. She has used Youtube, Twitter and other social media outlets, as well as letter writing, to raise awareness, resulting in thousands of dollars of donations to the children of Flint.



Jazz Jennings is a trans activist, Youtube sensation and TV personality. She began her activism by joining relevant LGBT+ organisations and rose to fame when she was interviewed by a news channel. She produces Youtube films under the channel 'I am Jazz' where she talks about the struggles she faces, and she has appeared on TV many times.



Robby Novak, aged 13, set up a Youtube channel of motivational talks to improve mental health. He has now become known as 'Kid President.' In 2013, he was invited to the White House to speak to Barak Obama. Novak was born with osteogenesis imperfecta, a rare disease that makes his bones break easily. He has broken more than 70 bones.



Olivia Francis-Cornibert, began a campaign called Legally Black whilst at Chestnut Grove. With friends, she recreated famous film posters using black faces to raise awareness of under-representation in film. Her campaigns have been on buses and she has been featured on the BBC and in the Guardian.



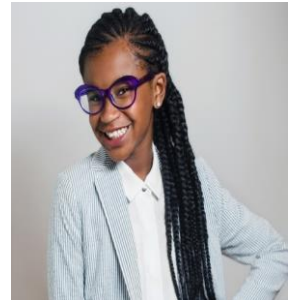
Amika George began campaigning in school for the government to make period products freely available for young people. 1 in 10 girls cannot afford sanitary products in the UK. She began the #FreePeriods campaign, an online petition, which resulted in a government pledge to make all products free in schools by 2019. This is why you are able to get free products here!



Sonita Alizadeh is an Afghan rapper and activist who has been vocal against forced marriages. Her family escaped the Taliban, taking her to Iran where she worked as a toilet cleaner. She wrote raps in her spare time, and was eventually discovered by a documentary filmmaker who made a film about her.



Marley Diaz, aged 11, was disappointed that the books she was being presented with did not feature black female characters. She organised a Twitter campaign under the hashtag #1000BlackGirlBooks which called for more than 8,000 books featuring black protagonists to be delivered to young girls.



Melati and Isabel Wijsen, aged 13 and 15, are sisters who began the 'Bye Bye Plastic Bags' movement in Bali. Inspired by Rwanda, who banned plastic bags in 2008, they set up a petition, ran clean up projects on the beach and gave TedTalks. Bali has been plastic bag free since 2018 thanks to their work.



Marjory Stoneman Douglas High School students who survived a school shooting used their experiences to campaign for stricter gun laws in the US. They arranged speeches, walk outs, protests and marches, including the March for Our Lives where they were supported by 1.2 million other protestors.



YOUR TURN! Design a campaign. You could work independently or in a team. Decide which issue you would like to tackle and why. Then, write down how you might go about addressing this issue.

The issue I have chosen to tackle is... This is important to me because...

HOMELESSNESS / POVERTY / DISCRIMINATION / TRANSPORT / SAFETY IN THE
COMMUNITY / MENTAL HEALTH / CLIMATE CHANGE

I would tackle this by...



