



Amnesty International

WOMEN'S RIGHTS

Human rights education activities for use in teaching
Personal Social and Health Education, Citizenship
and English for ages 11 - 18



PROTECT THE HUMAN

1. GLOBAL GENDER INEQUALITY

Introduction

‘Violence against women is perhaps the most shameful human rights violation, and it is perhaps the most pervasive. It knows no boundaries of geography, culture or wealth. As long as it continues, we cannot claim to be making real progress towards equality, development and peace.’

UN Secretary General, Kofi Annan

All human rights issues affect women. However, women also suffer specific denial of their human rights because of their gender. The experience or threat of violence affects the lives of millions of women everywhere, cutting across boundaries of age, wealth, race, religion, sexual identity and culture. Domestic violence affects one in four women in the UK. The targeting of women in conflict and post-conflict situations is part of the ‘culture of war’ and violence against women is used as a military tactic.

Despite its pervasiveness this violence is not ‘natural’ or ‘inevitable’. It is an expression of historical and cultural values and patriarchal structures – women across all societies experience role stereotyping, discrimination and violence. Under international law, states must ensure the protection of human rights of all people, without discrimination. But although progress has been made to address gender inequality, there is still a long way to go to bring about the eradication of violence against women in the UK and across the world.

Education plays a vital role in challenging the underlying stereotyping and discrimination, which fuels violence against women. This booklet is packed full of ideas for interesting lessons with background information to help students explore the issues. Undertaking the activities in this pack will also help you to fulfil the requirements of UK curricula, particularly English, Citizenship and Personal, Social and Health Education.

The set of activities in this booklet is the first of three on women and human rights. The series aims to help students to think about violence against women as a human rights issue, and to explore its causes and consequences:

Set 1. Global Gender Inequality examines underlying factors such as gender stereotyping, global inequality and discrimination.

Set 2. Violence Against Women (available from January 2006), demonstrates the widespread existence of violence against women, defines the ways in which violence against women manifests and shows what must be done to prevent violence against women.

Set 3. Claiming Women’s Rights (available from March 2006) analyses progress towards women’s rights and

celebrates human rights defenders.

Each set of materials presents classroom activities with clear curriculum links and an indication of age suitability. Some activities are accompanied by an information sheet or an activity sheet for students to fill in. These may be photocopied and handed out to individual students or working groups.

In using the activities, you will need to bear in mind that some of your students may have witnessed or experienced violence against women, or other violations of human rights. Many organisations provide help and support. The BBC website provides a comprehensive list of these at www.bbc.co.uk/health/hh/links.shtml. Two of the national helplines are: **Women’s Aid 24 Hour National Domestic Violence helpline** Freephone 0808 2000 247 Post PO.Box 391, Bristol, BS99 7WS www.womensaid.org.uk **ChildLine Free 24 hour helpline** 0800 1111 www.childline.org.uk

This series of materials was produced as part of Amnesty International’s Stop Violence Against Women campaign. The activities are edited and updated from Freedom: Human Right Education Pack by Caroline Adams, Marietta Harrow and Dan Jones (London, 2001), Chapter 3, pp 81-105.

The Stop Violence Against Women campaign

The Amnesty International global campaign to Stop Violence against Women was launched on International Women’s Day in March 2004.

The campaign focuses on identifying and exposing acts of violence in the home, and in conflict and post-conflict situations globally. It calls on governments, communities and individuals to take action to prevent such acts and provide redress.

Amnesty International youth groups are actively involved in the campaign. If you would like to set up a youth group in your school, please call 020 7033 1596 or email student@amnesty.org.uk or visit www.amnesty.org.uk/education/youth

SECTION 1

GLOBAL GENDER INEQUALITY

The activities in this section are:

ACTIVITY 1

LANGUAGE, EXPECTATIONS AND LIMITATIONS

Age group 13-16

ACTIVITY 2

POWERFUL LANGUAGE

Age group 14-18

ACTIVITY 3

NATURE OR NURTURE?

Age group 13-16

ACTIVITY 4

WOMEN HOLD UP HALF THE SKY

Age group 14-18

ACTIVITY 5

GENDER AND WORK

Age group 11-16

ACTIVITY 6

THE BEIJING PLATFORM FOR ACTION

Age group 14-18

WANT TO GET MORE ACTIVE FOR HUMAN RIGHTS?

If you want to participate actively in campaigning against human rights violations, Amnesty International has special programmes to suit everyone; as an individual campaigner, as part of a local, student or youth group, as part of the Urgent Action Network, as a trade union affiliate or as part of a special interest network. To get involved, contact the Activism team at activism@amnesty.org.uk today. Please include your full name, phone number, address and postcode if you email us; alternatively you can call the Activism Hotline on **020 7033 1675**. You can find out more at

www.amnesty.org.uk/action/getactive

ARE YOU A MEMBER OF AMNESTY INTERNATIONAL?

You can help Amnesty International to continue its vital work by becoming a member (only £24 for an individual, £30 for a family or £17 for senior/claimants/11-21 year-olds). Amnesty's campaigns depend on income from membership subscriptions, and as a member you will receive the Amnesty journal and can attend our annual National Conference and AGM, where you can help to shape our movement. For more information visit www.amnesty.org.uk/jd or contact the Supporter Care Team on sct@amnesty.org.uk or **020 7033 1777**

ACTIVITY 1

LANGUAGE, EXPECTATIONS AND LIMITATIONS

Age group 13-16

Give individuals or pairs the activity sheet 'What do words convey?' to complete.

To explore the messages, expectations and limitations that language conveys about gender roles discuss:

- the number of negative or patronising words used to describe men and women
- what is stereotyped as masculine and feminine
- ways in which men as well as women are limited by the stereotypes
- how they think language is linked to discrimination.

Ask pairs to share an experience of when they have been expected to behave, dress, talk or respond a certain way because of being male or female. They can describe:

- Was this a usual or unusual incident?
- What happened? Who was involved?
- How did you feel and react?
- What would you like to have been different, if anything, and why?

Small groups could then make a list of ways in which gender stereotypes are promoted, e.g. through children's toys, advertising, nursery rhymes, pop songs, peer group pressure, adults' expectations. They can then come up with five suggestions, in priority order, about how such stereotyping could be avoided.

Curriculum links

England

Personal Social and Health Education

Developing good relationships and respecting the differences between people

KS3

- 3) Pupils should be taught:
- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.

KS4

- 3) Pupils should be taught:
- to be aware of exploitation in relationships
 - to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support.

English

KS3

Listening

- 2) To listen, understand and respond critically to others, pupils should be taught to:
- identify the major elements of what is being said both explicitly and implicitly
 - distinguish tone, undertone, implications and other signs of a speaker's intentions.

Wales

English

KS3

- Distinguish tone, undertone, implications and other indicators of a speaker's intentions.

Personal and Social Education Learning Outcomes

KS3

- Understand cultural differences and recognise expressions of prejudice and stereotyping.
- Value cultural diversity and equal opportunity.
- Be moved by injustice, exploitation and denial of human rights.

KS4

- Value cultural diversity and equal opportunity and respect

the dignity of all.

- Be moved by injustice, exploitation and denial of human rights.
- Recognise and know how to challenge expressions of prejudice and stereotyping.

Scotland

Links with the new Curriculum for Excellence from the Scottish Executive

Pupils should become Responsible Citizens with respect for others and ability to: Develop informed, ethical views of complex issues.

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young people should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity.

ACTIVITY SHEET

WHAT DO WORDS CONVEY?

For use with Activity 1: **Language, expectations and limitations**

1. Look at each word and quickly write down 'M' or 'F' next to the word according to whether you think it is a more masculine or feminine word. Add other words you can think of which strike you as being masculine or feminine.

Water

Glass

Stone

Machine

Bullet

Willow

Oak

Pillow

2. Think of some words which are used to describe men and women and write them below. Put a plus or minus sign next to them to indicate whether they are positive or negative (or patronising):

Men as food

Women as food

Men talking eg debate

Women talking eg gossip

Men as animals

Women as animals

Men who are sexually active

Women who are sexually active

3. Write down images and words commonly associated with the following words:

Masculine

Feminine

Bachelor

Feminist

Spinster

Mistress

4. List as many words and phrases as you can think of in which the word 'man' is used. Find an equivalent word or phrase which includes women, eg *manning/staffing*

ACTIVITY 2

POWERFUL LANGUAGE

Age group 14-18

This is a challenging activity; you will need to decide whether it is appropriate for your students, and whether you'd like to do it over more than one lesson.

Ask students to go to different corners of the room according to whether they agree or disagree that: 'Sticks and stones may break my bones but words can never hurt me.' Ask them to share their views and experiences with someone in the opposite corner.

As a whole class, discuss:

- Can language be violent?
- Can language be used to 'keep people in their place', to oppress people, to create high or low expectations and unequal opportunities?

Ask small groups to list all the words commonly used as terms of insult or abuse. They can then sort these expressions into categories eg words that refer to: girls and women (and women's sexuality); men (noticing words which are used to insult boys and men by comparing them to girls, gay men, etc); black people; disabled people; other groups.

They can then discuss:

- Which groupings of insults are the largest?
- Do insults include white, middle-class, heterosexual, non-disabled men? Why? Or why not?
- What do words of insult about gender, race, sexual orientation and disability (and any other groups that have come up) tell us about individual power and institutionalised power?
- What messages do the insults send out to girls and boys about how to be and act?
- Can the group think of ways in which people who have been, or are, oppressed by language, have created their own positive language about themselves?

Groups could improvise responding to a real situation where language is used to oppress with examples from their own experience. They can experiment with different ways of challenging the abuse.

Older students could research and write an essay on Simone de Beauvoir's statement: 'Language is inherited from a masculine society. It contains many male prejudices.'

Curriculum links

England

**Personal Social and Health Education
KS4**

- 3) Pupils should be taught:
- c. to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support.

**English
KS4**

- 3) To participate effectively as members of different groups, pupils should be taught to:
- a. make different types of contributions to groups, adapting their speech to their listeners and the activity
 - b. take different views into account and modify their own views in the light of what others say.

Wales

**Personal and Social Education Learning Outcomes
KS4**

- Value cultural diversity and equal opportunity and respect the dignity of all
- Recognise and know how to challenge expressions of prejudice and stereotyping

English

- Understand that there are ways of negotiating consensus and agreeing to differ

Scotland

Links to new Curriculum for Excellence from the Scottish Executive:

- Pupils should become:
- Effective contributors who are able to:
 - Communicate in different ways and in different settings
 - Responsible citizens with respect for others.

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

- Young People should have opportunities to:
- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community.
 - Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity.

ACTIVITY 3

NATURE OR NURTURE?

Age suitability 13-16

Explain the terms gender, sex, socialisation and gender inequality to students:

Gender refers to psychological, social, and cultural differences between women and men.

Sex refers to biological differences between women and men. Although biological differences contribute to our understanding of gender differences, another route is studying the gender socialisation (the learning of gender roles through socialisation and interaction with others). Gender inequality is the inequality between men and women in terms of wealth, income, and status. **Gender inequalities** occur in social institutions such as the workplace, family, and educational systems.

(definitions from: www.wwnorton.com/giddens4/chapters/chapter10/welcome.htm)

Devise some statements around the issue and ask students to move to a different corner of the room according to whether they strongly or mildly agree or disagree. They can then discuss differences of opinion and move if they are persuaded by another person's viewpoint. Example statements:

- Boys are stronger than girls
- Hormones cause boys and girls to behave differently
- Women are better at caring for children
- A bad insult to a boy is to call him a 'girl'
- Boys are not expected to be sensitive
- Girls are just as competitive as boys

Older students could research gender inequality and hold a debate on the opposing statements:

- 'This house believes that gender inequality is a natural consequence of biological differences and will always exist'
- 'This house believes that gender inequality is rooted in attitudes, society and culture and with effort, can be eliminated'

Curriculum links

England

Personal Social and Health Education
Developing good relationships and respecting the differences between people
KS3

- 3) Pupils should be taught:
- a. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

KS4

- 3) Pupils should be taught:
- c. to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
 - d. to work cooperatively with a range of people who are different from themselves

English
KS3 and KS4
Listening

- 2) To listen, understand and respond critically to others, pupils should be taught to:
- a. identify the major elements of what is being said both explicitly and implicitly
 - d. distinguish tone, undertone, implications and other signs of a speaker's intentions
- 3) To participate effectively as members of different groups, pupils should be taught to:
- a. make different types of contributions to groups, adapting their speech to their listeners and the activity
 - b. take different views into account and modify their own views in the light of what others say

Wales

Personal and Social Education Learning Outcomes
KS3

- Understand cultural differences and recognise expressions of prejudice and stereotyping
- Value cultural diversity and equal opportunity

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Recognise and know how to challenge expressions of prejudice and stereotyping

English
KS3

- Distinguish tone, undertone, implications and other indicators of a speaker's intentions
- Take different views into account in discussions

KS4

- Understand that there are ways of negotiating consensus and agreeing to differ

Scotland

Links to new Curriculum for Excellence from the Scottish Executive:

- Pupils should become:**
 Effective Contributors who are able to:
- Communicate in different ways and in different settings
 - Apply critical thinking in new contexts

Responsible Citizens

- With:
- Respect for others
- Who are able to:**
- Understand different beliefs and cultures
 - Make informed choices and decisions

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young People should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community.
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints

ACTIVITY 4

WOMEN HOLD UP HALF THE SKY

Age suitability 14-18

'Women hold up half the sky', is an ancient Chinese saying, meaning that women are equal partners to men.

Ask small groups to read the information sheet Global Gender Inequality, then to identify which factors are a cause of gender inequality, which are a consequence of gender inequality and which are both a cause and a consequence. Which facts surprised the group most and why?

Students can select one of the factors to research and report back on eg decision-making; health; literacy and education; poverty and economic power, legislation that discriminates against women.

- How does this inequality affect women's lives?
- How is it similar or different across the world?
- How might each inequality be eradicated?

Groups design posters about eradicating inequality from a baby girl's birth through her life (using their own ideas and actual initiatives).

The posters can be based on research into global and local situations.

Useful websites

(see also Further Activities below)

www.wedo.org

www.un.org/womenwatch/index.html

www.unifem.org

Further activities

- What are the facts and figures about women in their local area? What proportion of local councillors are women? Senior managers and professionals? Unemployed people? Part-time and low-paid workers?
- 'In no society do women enjoy the same opportunities as men.' Write an article for a magazine which explores this statement.
- In 2005 19.8% of British MPs elected were women. Forty out of 184 other countries listed by the International Parliamentary Union have a higher percentage of women MPs and Rwanda has the highest at 49%. Investigate the reasons why Rwanda might have the highest percentage. Find out and report back on two other countries from the Inter Parliamentary Union and Women and Equality Unit web pages: www.ipu.org/iss-e/women.htm. www.womenandequalityunit.gov.uk/public_life/parliament.htm
- Research the United Nations Millennium Development Goals, adopted September 2000 at: www.developmentgoals.org

Curriculum links

England

Citizenship
Knowledge and understanding:
KS4

- a. The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- b. the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

Developing skills of enquiry and communication
KS4

- a. research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics

English

KS 4 Printed and ICT-based information texts

- 4) To develop their reading of print and ICT-based information texts, pupils should be taught to:
 - a. select, compare and synthesise information from different texts
 - b. evaluate how information is presented
 - c. sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity

Wales

English
KS4

Read non-literary texts in order to:

- Summarise information
- Select and allocate material from a range of sources and make cross-references

Scotland

Links to new Curriculum for Excellence from the Scottish Executive

Pupils should become effective contributors

Who are able to:

- Communicate in different ways and in different settings
- Apply critical thinking in new contexts
- Solve problems

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young People should have opportunities to:

Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
Research and manage information effectively

INFORMATION SHEET

GENDER INEQUALITY

For use with Activity 4: **Women hold up half the sky**

Women are half the world's population, yet they do two-thirds of the world's work, earn one-tenth of the world's income, and own less than one per cent of the world's property. They are among the poorest of the world's poor.

Barber B Conable Jr, President of World Bank at annual meeting of World Bank and International Monetary Fund 1986

Richard H. Robbins, *Global Problems and the Culture of Capitalism*, Allyn and Bacon, 1999, p354

Gender inequality starts early and keeps women at a disadvantage throughout their lives. In some countries, infant girls are less likely to survive than infant boys because their parents favour the boys and neglect the girls – even though biologically, infant girls should survive in greater numbers. Girls are more likely to drop out of school and to receive less education than boys because of discrimination, education expenses, and household duties.

In 1995, governments around the world signed the Beijing Platform For Action, promising to take specific action to prevent discrimination against women. Yet today, more than 40 countries have laws which discriminate against women and treat them as second-class citizens. In many countries, women are subjected to violence, which the government does nothing to stop because their laws approve practices like 'honour' killings, (where a woman is killed by a family member if she does something which is thought to bring shame on the family), marital rape and wife beating. In several countries laws make it more difficult for a woman to be independent because they restrict women's property, employment and citizenship rights.

- Out of 1.3 billion people in the world living in absolute poverty, over 70 per cent are women.
- At the present rate of progress, it will take 450 years before women reach equality with men as senior managers.
- Women hold less than 5 per cent of the top positions in international organisations like the United Nations and the European Union.
- Of the 150 million children in the world aged 6-11 who do not attend school, over 90 million are girls. Of 876 million illiterate people over 15 years in the world, two-thirds are women.
- Worldwide, women's wages are 30-40 per cent lower than those of men doing comparable work.

- Average hourly earnings for women working full-time are 18% lower than for men working full-time in the UK, and for women working part-time, hourly earnings are 40% lower.
- In 2005 there were 42,832 MPs in the world. 15.7 per cent are women. Only around 6 per cent of government ministers worldwide are women.
- 500,000 women die each year from causes related to pregnancy and childbirth.
- In the 15-40 age bracket, 75 per cent more women die than men.
- Some 201 million women, most of them in developing countries, still have no access to contraceptive services. Meeting their needs would prevent an estimated 23 million unplanned births, and 1.4 million infant deaths.

Sources: Women Human Rights Net 2005; Human Development Report UNDP 2004; Inter-Parliamentary Union 2005; Womenwatch, UN Division for the Advancement of Women 2005; Assessing Progress on Gender Equality, World Bank 2005; UNFPA 2004; Equality Now 2005 www.equalitynow.org/ United Nations Millenium Development Goals, 2000; Equal Opportunities Commission UK 2005.

ACTIVITY 5

GENDER AND WORK

Age suitability 11-16

Give out the fact sheet *Does she work?* Ask groups to come up with some suggestions about why 'women's' and 'men's' work are seen in different ways.

Organise a housework survey. Get students to make a list of the main household chores which need doing. Devise a questionnaire to find out who undertakes these tasks in the home, whether that person is also working outside of the home, and how long each task takes per week. Students can either conduct their own research at home, or can interview other school students. (Be sensitive here about different types of situation in which students may be living.) Students can make graphs or charts of their findings, showing the gender breakdown of the various chores and the time they take to do.

This exercise can lead onto discussion of the following questions:

- Is work in the home evenly shared out among family members?
- What would be a fair way to share out chores in the home?
- Should work responsibilities outside the home be taken into account?

Curriculum links

England

Personal Social and Health Education

Developing good relationships and respecting the differences between people

KS3

- 3) Pupils should be taught:
- b. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

KS4

- 3) Pupils should be taught:
- c. to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support

Citizenship

Developing skills of enquiry and communication

KS4

- a. research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics

Wales

Personal and Social

Education Learning

Outcomes

KS3

Understand cultural differences and recognise expressions of prejudice and stereotyping

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Recognise and know how to challenge expressions of prejudice and stereotyping

Scotland

Links to new Curriculum for Excellence from the Scottish Executive

Pupils should become responsible citizens with:

- Respect for others
- Commitment to participate

responsibly in political, economic and, social and cultural life.

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young People should have opportunities to:

- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation

ACTIVITY 6

THE BEIJING PLATFORM FOR ACTION

Age suitability 14-18

The Beijing Platform for Action (PFA) 1995 was a milestone in the advancement of women. Governments around the world committed to taking specific actions to prevent discrimination against girls and women. Every five years world leaders convene to evaluate progress towards women's equality.

In Spring 2005 thousands of women from all walks of life joined world leaders at the United Nations in New York for the Beijing Platform for Action + Ten Conference.

Ask students to research different aspects of the Beijing Platform For Action 1995, to investigate what has been achieved 10 years on:

- What did the Beijing Platform of Action hope to achieve back in 1995?
- What have governments been doing to implement it since 1995?
- What are women doing themselves to achieve equality, development and peace?

They can find information, updates and links on www.un.org/works/beijing+10/

Ask students to make an illustrated exhibition explaining the key points of the PFA and progress to date.

Further activities

- Read the stories of women of all ages who are making a difference to the world at: www.un.org/works/beijing+10/
- Make a banner on the theme 'women of the world'.
- Find out about the Convention on the Elimination of all forms of Discrimination Against Women 1979 www.un.org/womenwatch/daw/cedaw/
- Find out about the origins of International Women's Day and write a news report on the 1909 New York march: www.un.org/ecosocdev/geninfo/women/womday97.htm www.womenshistory.about.com/od/intlwomensday/
- Find out about International Women's Day events in their area (from the library, local paper, or the Council). Who organises them? Who goes? Would the programme be attractive to young people? What would they like to add? Have they ever been to such an event – what did they think of it? Plan an International Women's Day celebration for your school. Find information and suggestions at: <http://www.un.org/cyberschoolbus/womensday/index.asp>

Curriculum links

England

**Citizenship
Knowledge and
understanding:
KS4**

- a. The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- b. the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- f. the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

English

**KS4 Printed and ICT-based
information texts**

- 4) To develop their reading of print and ICT-based information texts, pupils should be taught to:
 - a. select, compare and synthesise information from different texts
 - b. evaluate how information is presented
 - c. sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity

Wales

**Personal and Social
Education Learning
Outcomes
Community aspect:**

- Understand how government evolves and affects individuals
- Have a developing global awareness of contemporary issues and events including human rights

English

Read non-literary texts in order to:

- Summarise information
- Select and allocate material from a range of sources and make cross-references

Scotland

**Links to new Curriculum for
Excellence from the Scottish
Executive**

Pupils should become responsible citizens

Who are able to:

- develop knowledge and understanding of the world and Scotland's place in it.

Northern Ireland

**Learning for Life and Work:
Local and Global Citizenship
Strand**

Young People should have opportunities to:

- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints
- Explore the work of inter-governmental, governmental and non governmental organisations which aim to promote equality and social justice
- Research and manage information effectively