

Rights Action Plan



Activity 5

Purpose: To apply rights to problems students face in their everyday life

Time: 1 hour

Materials: Several Blank Action Plans copied out onto flip chart paper.

Action Plan example copied out onto flip chart paper, or chalk/white board.

Flip Chart markers

Sticky coloured dots

Method:

Explain that although sometimes rights violations affect one person, they often affect many people, so groups or communities have to act together to find a solution. To practice doing this they are going to make a plan that will help them stick up for their rights and the rights of others.

As a group, brainstorm a list of problems that affect young people in their school and in their community. A few examples of problems other young people have used for this activity include stray dogs, traffic and name-calling. Write these on a flip-chart.

Get the group to decide on a few of the problems they want to fix. One way to do this is by 'dotmocracy' – see description below.

Show the group how to fill in their action plan by reviewing the example given below.

Dotmocracy

In dotmocracy each student gets five dots that they use to vote with. Once a student is given their dots they can walk up to the list of problems and put a dot down beside the problems they want to work on. They can put all five dots next to one problem, or one dot next to five problems, or two dots on one problem and three on another – they can use any combination they want. The problem with the most dots becomes the one the group works on.

The top four or so problems will be used by the students to make their action plans.

It's important to let the students decide which problem they want to work on – so don't assign them to groups; let them organize themselves into groups. If there are too many students in a group divide them into two groups.

Making an action plan the first time is difficult, so the students might need to be helped through some of the steps.

Get the groups to share their action plans when they are finished.

After writing an action plan students may want to actually implement their plan. Leave time to discuss the next steps.

A good way to tie up the activity is by reminding the students that rights only get realized if people work hard to make sure that they do. People have to make a commitment to change things and then carry through with that commitment.

Get students – on their own – to write down their personal commitment to help fully realize rights. It may be connected to the action plan or it could be something different.

Give students the option of sharing their commitment with the class. Sometimes personal commitments to rights can be very personal, so give students the option to pass if they want to.

Adapted from Johnston, Rochelle. (2003) Right Way Advocacy Workshop. Toronto: Save the Children Canada.



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Action Plan Example

Members of our group: Jo, Leila, Mei, Felicity, Pablo

This issue effects...	The different rights of these people are...	This issue makes them feel...
1. Students – those who use it	1. Clean school environment, safe school, health	1. Angry, disgusted, annoyed
2. Students – those who mess it up	2. Be treated fairly if they get caught	2. No one cares about the bathrooms. Why should they care? We're not sure; maybe we need to find out
3. Cleaning Staff – they have to clean it up	3. Clean work environment, safe work, health, be treated with respect	3. Angry, disgusted, frustrated, disrespected
4. Administration – we think they pay for the cleaning staff	4. Not sure in this situation	4. Angry, frustrated

Our issue is... the bathrooms in the school are never clean and it's really gross to use them

These things are getting in the way of us dealing with this issue:

No one says anything when they see another student messing up the bathroom.

The bathrooms aren't very nice in the first place – paint is peeling, garbage cans aren't easy to use, etc. Maybe if they were nicer then they'd stay clean – maybe if we painted a mural in the bathrooms.

We already have this kind of help to deal with the issue:

The cleaning staff cleans the bathrooms, the administration pays them.

It would be great if we had this kind of help to deal with this issue:

An easy way to report that the bathroom is messy when we see that it is, so that it can be cleaned up right away. Time for students to meet to talk about the problem so that they can make suggestions.

