

LEARNING INTENTION

When students have completed this activity, they will have increased their knowledge of the meaning and implications of the concepts of “**social justice**”, “**freedom of the individual**”, and “**human rights**” and will have written their own definitions.

TIPS FOR TEACHERS

- ➔ Because this is an introductory activity, encourage your students to focus on their own experiences. This will help to give relevance to later activities where they will consider the experiences of others.
- ➔ Be aware that students can offer a wide and diverse range of personal experiences. See “Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis” by Adrienne Alton-Lee. This report can be found in the topical issues section of the Ministry of Education’s website, www.minedu.govt.nz
- ➔ Some notes on terms, which may be useful when building definitions:

human rights: There is much debate around the definition and extent of human rights. The term is often linked with the concept of social justice and can describe people’s civil and political rights, which may be written into a bill of rights. It can also describe basic economic, social, and/or cultural rights, for example, the right to food, clothing, housing, medical care, and education and the right to express beliefs.

social justice is a broad term. It includes: social, political, educational, legal, economic, and other human rights of people; the view (which may be made into a rule or law) that a person cannot be discriminated against on the grounds of religion, sect, belief, gender, colour, caste, wealth, or social status.

LEARNING PROCESSES

Inquiry. Students will demonstrate skills as they:

- ➔ establish a framework for inquiry;
- ➔ collect and record information from a range of primary and secondary sources.

Some questions that might help your students with their definitions are:

In what ways might a person’s views on justice, rights, and freedoms change depending on their:

- ➔ gender;
- ➔ age;
- ➔ level of education;
- ➔ wealth and/or ability to earn money;
- ➔ health and/or access to healthcare;
- ➔ nationality;
- ➔ culture;
- ➔ religion;
- ➔ abilities or disabilities;
- ➔ power over others?

In what ways might a person’s views on justice, rights, and freedoms in their personal life change when applied to;

- ➔ a local context;
- ➔ a national context;
- ➔ a global context?

Why might their views change?



WHAT YOU NEED

- A brief biography of a person who has sought, or is seeking, social justice and human rights. Choose one appropriate to the needs and interests of your students.

Many of the online biographies contain subjects that might be suitable, for example: Mary Ann Muller, Kate Sheppard, Meri Mangakahia, Te Puea Hērangi, Mabel Howard, Whina Cooper, and others. Further resources might offer other historical or contemporary figures such as Nelson Mandela or Martin Luther King.

- A blackboard or whiteboard or large sheets of paper for writing down ideas and forming definitions.

WHAT YOU LOOK FOR

- ➔ Can your students identify a human rights landmark for New Zealand?
- ➔ Can they identify rights that are important to them and give a clear explanation of why those rights are important to them?

WHAT NEXT?

- ➔ Go to **Activity 1: Freedom Fighters**.
- ➔ If you have completed both diagnostic activities, go to **Activity 3: Plotting for Change**.

Monumental Stories

ACTIVITY 1: FREEDOM FIGHTERS

Student Instructions

PURPOSE

When you've completed this activity, you'll have a better idea of what the concepts of "**social justice**", "**freedom of the individual**", and "**human rights**" mean, and you'll have started to shape your own definitions.

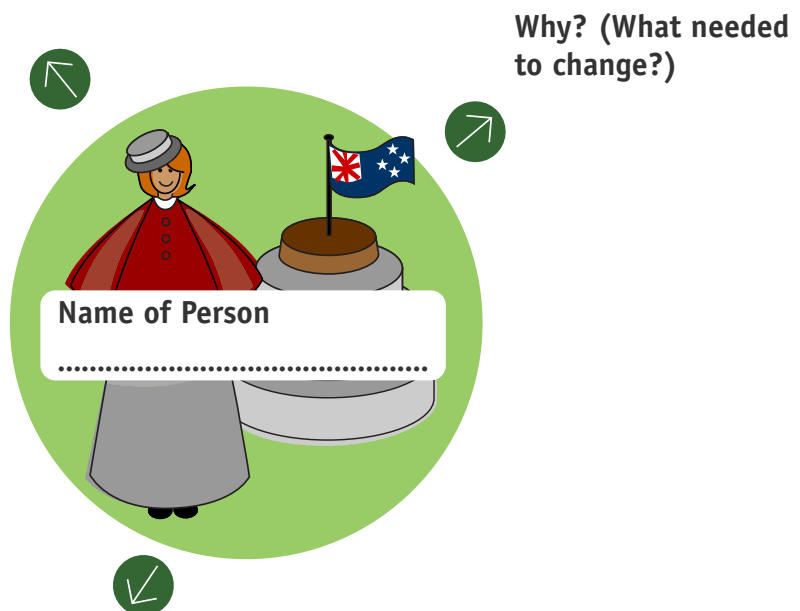
WHAT YOU DO

From the **timeline** on the **Monumental Stories homepage**, choose a brief biography of someone who has sought, or is seeking, social justice and human rights, for example, Mary Ann Muller, Kate Sheppard, Meri Mangakahia, Te Puea Hērangi, Mabel Howard, Whina Cooper.

From the information in the biography and any other relevant information you can find, complete the **Freedom Fighter** diagram.

Freedom Fighter Diagram

What freedom did this person fight for?



Why? (What needed to change?)

Is this area of social justice or human rights still an issue today? Explain why or why not.

Monumental Stories

ACTIVITY 1: FREEDOM FIGHTERS

Student Instructions

- ➔ Choose a current social justice issue – one that you are aware of in New Zealand, or in the world, today. (You could use the social justice/human rights issue related to the person you have chosen if you think the issue is still relevant today.)
- ➔ Construct a **KTDN chart** as follows:

KTDN CHART			
A current social justice/ human rights issue:			
What I K now about this issue:	What I T hink I know about this issue:	What I D on't know about this issue:	What I N eed to know about this issue:

- ➔ Keep this chart handy to refer to, add to or change, as you work through the rest of this resource.



Monumental Stories

ACTIVITY 1: FREEDOM FIGHTERS

Student Instructions

Keep the **KTDN chart** handy to refer to, add to, or change, as you work through the rest of this resource.

With the person next to you, begin to define these key terms:

social justice

freedom of the individual

human rights

To help kick-start your definitions, you could:

- ➔ brainstorm words that might help you to describe the key terms;
- ➔ try describing what it is not – for example, how you would know you didn't have a particular right or freedom;

Contribute your definitions to a class definition. Keep working on your definitions as you work through this resource.

