

# Rights, Wrongs and Change

## Aim:

to think about change, and how people can work in different ways to bring about change.

## You will need:

photocopies of the case studies

## Method:

1. Divide the students into small groups, and give each group one of the two case studies. You can also use the case study of Ravi from activity 3.
2. Ask them to read the case study carefully. They then need to take a piece of paper, and draw three columns. The left hand column is labelled, 'wrong', and right hand column is labelled 'right', and the middle column stays blank for the time being.
3. Now the groups decide on everything that is 'wrong' about the situation. Once they have made a list, they write what the 'right' situation would be in the right hand column.
4. Now label the middle column 'change' and write how it might be possible to get from the 'wrong' situation to the 'right' situation.
5. Remember to include examples of change from the local (what a single person, or group of people can do) to the national (what governments, companies and charities can do) to the global (what the United Nations can do, what can be done on a global scale).
6. Now ask the groups to feed back their findings, and write them up a column at a time, LH column first, then the RH column and then change.
7. When you have all the information, add an 's' to the 'right' and ask whether they can find articles in the UDHR relating to the list.

## Case studies

**Vinod was twelve years old when he was found working in a carpet factory in a remote village in India. This is his story in his own words:**

"A man appeared and asked, 'what is your name boy?' I answered, 'my name is Vinod' He asked me what I did and I told him I went to school. He said, 'come with me and I'll teach you how to read, write, and weave, and I'll give you 300 rupees (about £4.00) a month. I'll bring you home once a fortnight or whenever you like.'

He gave my father 300 rupees and took me away. But after that he never gave me anything.

When I got there he said to me, **"now I'll never let you leave. We keep children here until they rot."**

We were very badly fed. The food was half cooked and we had diarrhoea. They didn't give us any medicine and if we wanted to go to the toilet they beat us.

They said, 'weave your rugs at the same time they beat us until we bled. They also used to kick us. At night we were locked in and they gave us ripped sacks to sleep in. I didn't know what was happening to me or why I was being held prisoner. I cried. I was desperate."

**Keshav was a bonded labourer for a landlord in India, he was forced to work on the landlord's farm. He tells his story in his own words:**

"When I was six or seven years old, my father enrolled me in the village school. I liked my school very much. But my father needed money. He asked his landlord - for whom he had worked his entire life - for some money. The landlord gave him the money but took me in return.

He said to my father, 'Remove him from school, send him here to look after my

cattle and I will give him one meal a day.' I continued working with the landlord. I got married and my wife and I worked in the fields and at home. From dawn to midnight we used to fetch water, clean utensils, wash clothes, collect firewood and remove cow dung. We prepared the ground for sowing seeds, transplanted

saplings, nurtured plants, harvested fields, and husked grains.

Other agricultural labourers, who were lucky not to be bonded, worked much less and earned much more than me. My wages were not sufficient to feed my family even once. My debt kept increasing. I was getting sucked into a whirlpool. I wanted to break the shackles and get out of this misery but I could not see any way out."



bonded labourer, India. Credit: John Spaull