



## LEARNING PATHWAYS ACTIVITIES SHEET

### **Aims of the Economic (In)Justice project**

- ◆ Focus, with stories of solidarity, on what we can **do** about economic injustice through activities, bringing together examples of struggles for human rights and the arts to encourage action for change
- ◆ Emphasise the role played by people collectively which brought and bring change for social and economic justice
- ◆ Challenge (often unconscious) bias about class and filters through which we see each other
- ◆ Highlight often neglected articles of the Universal Declaration of Human Rights related to economic and cultural rights. i.e. everyone needs a decent income and home and access to a healthy environment and leisure

**We would very much like schools, colleges, youth and community groups and everybody interested, to use our resources.**

Here is an example of how you might use some of our films, podcasts and factsheets on the *theme of housing*. These are suggestions which can be adapted however you think best for your group. The Economic (In)Justice resources are grouped into **Stories, Tactics and Explainers**.

Our work is currently in progress and we look forward to trialling our resources more widely as well as hearing your suggestions and ideas which will help inform and further develop our work. We acknowledge the importance of the lens through which we see poverty, privilege and class and will be working on this for future Learning Pathways resources and welcome further debate. We value your feedback.

If you would like to complete the Activity feedback form, please download it from: <https://economicinjustice.org.uk/docs/Activity-Feedback.docx>

Thank you very much.

## Theme: Housing (Safety and Security)

**Aim: To galvanise people to take action, however small, for economic justice**

	Resource	Thinking	Activity	Notes
1.	<p>Introduction to Journey to Justice example of action</p> <p><b>Video: Let Natasha Stay</b>  <a href="https://vimeo.com/559595531">https://vimeo.com/559595531</a></p>	<ul style="list-style-type: none"> <li>• Why did Natasha’s family want to stay?</li> <li>• What change needed to happen?</li> <li>• Why did their action succeed?</li> <li>• Do you have to be economically powerful to make change?</li> </ul>	<p>Watch the video and discuss the questions</p>	<p><i>Establishing from the start that young people can organise and make change</i></p> <p><i>Recognising the importance of having somewhere safe and secure to live. Link back to Natasha’s family leaving their home country</i></p>
2.	<p>On screen display:  <b>SAFETY/SECURITY</b></p>	<p>To be safe/feel secure, what do we need?            What does a safe place consist of?</p>	<p>Discussion</p>	
3.	<p><b>Universal Declaration of Human Rights (UDHR) 25 extract:</b>            UDHR 25: <i>Everyone has the right to a standard of living adequate for the health and wellbeing of themselves and their family including.....housing</i></p> <p><b>Special UN Rapporteur 2013:</b> <i>Housing is a fundamental human right linked to dignity and the right to life; need to address discrimination and ensure equality</i></p> <p><b>Video: Explainer</b>            Helen Barnard – how the causes of poverty interlink with employment, housing and social security  <a href="https://economicinjustice.org.uk/a-redesigned-economy/">https://economicinjustice.org.uk/a-redesigned-economy/</a></p>	<ul style="list-style-type: none"> <li>• Should everyone have an entitlement to safe housing? Why?</li> <li>• Why do some people have inadequate housing/homes? Is it their fault?</li> <li>• What is social housing? Affordable housing?</li> <li>• What are the benefits of living in social housing?</li> <li>• Do some people inherit a house/home? Do you think this is fair?</li> <li>• Why are some people homeless? Is it their fault?</li> </ul>	<p>Answering these questions in groups or 2s            Each group with different questions? Report back to whole group</p> <p>Perhaps answer these last 2 questions physically, with people/students standing across the room to reflect their views, then discussing them</p>	<p><i>Ask people in group to position themselves approximately in a line e.g. ranging from ‘very fair’ to ‘very unfair’; ‘not their fault/their fault’</i></p> <p><i>See <a href="#">Factsheet (.pdf)</a> for summary of full explainer</i></p>

4.			Small group activity to create a short drama to show why housing matters. Show to larger group	
5.	<b>Video: STORY</b> Costa Christou/Affordable housing <a href="https://economicinjustice.org.uk/affordable-housing-is-an-urgent-issue/">https://economicinjustice.org.uk/affordable-housing-is-an-urgent-issue/</a>	Before showing, ask people/students to think of these issues as they watch. <ul style="list-style-type: none"> <li>• What was the issue?</li> <li>• What different forms of action did the young people take?</li> <li>• Why did they succeed?</li> </ul> Can you show empathy with/ articulate different points of view	Each group come up with a couple of sentences to summarise what they learned from the video  In groups, hot seating: <ul style="list-style-type: none"> <li>• One person is Costa, the others are journalists asking him questions</li> <li>• One of them is a councillor, the others are campaigners questioning him</li> </ul>	See <a href="#">Factsheet (.pdf)</a> for summary of full story
6.	<b>Video: STORY</b> Paul Rutherford/fighting the Bedroom Tax <a href="https://economicinjustice.org.uk/housing-benefits-and-complex-care-needs/">https://economicinjustice.org.uk/housing-benefits-and-complex-care-needs/</a>	Which tactics did Paul's family use to challenge injustice?	Discuss whether Paul's family were treated fairly What do you think gave Paul and Sue the strength to carry on?	See <a href="#">Factsheet (.pdf)</a> for summary of the story
7.		Think about an issue of concern, where you might realistically effect change, consider: <ul style="list-style-type: none"> <li>• What change do you want to see?</li> <li>• Who has the power to make that change and who needs persuading?</li> <li>• What would you do to bring about change?</li> </ul>	In groups, brainstorm an issue of concern. Agree on no more than three possibilities	

		<ul style="list-style-type: none"> <li>How would you persuade people to give support?</li> </ul>		
8.			Share their ideas with the whole class/group	
9.		Discuss what we mean by tactics	Groups list the possible tactics they could use	
10.	<b>Video: TACTICS</b> P.E.A.C.H (People's Empowerment Alliance for Custom House) <a href="https://economicinjustice.org.uk/peach-peoples-empowerment-alliance-for-custom-house/">https://economicinjustice.org.uk/peach-peoples-empowerment-alliance-for-custom-house/</a>	Which tactics did Hero and Margaret use?	Groups consider which tactics from the video might be appropriate to their own action as well as tactics which wouldn't	<i>Display the tactics listed in the video</i> See <a href="#">Factsheet (.pdf)</a> for summary of the story and tactics
11.	<a href="https://economicinjustice.org.uk/category/tactics/">https://economicinjustice.org.uk/category/tactics/</a>		See list of ALL the tactics described in the JtoJ videos. Groups select the ones they might use and add non-violent tactics they might think of	
12.		Reminder about what to include in the pitch you are preparing: <ul style="list-style-type: none"> <li>What change might your group want to see and why?</li> <li>Who will you persuade and how?</li> <li>How will you gain support?</li> <li>How your idea links to the UNDHR</li> </ul>	Each group prepares to pitch their preferred idea to the rest of the group(s) in a creative and entertaining way, using visuals, performance etc  Each group makes their pitch and takes questions and constructive suggestions from the rest of the group	
13.	Planning sheet	<ul style="list-style-type: none"> <li>Which tasks now need to be done and who will do them?</li> <li>What materials will be needed? How will you organise?</li> </ul>	Back in their groups, planning the action, using their thinking about the questions	

		<ul style="list-style-type: none"><li>• Who do you need to consult, get permission from etc?</li></ul>	<b>OVER TO YOU NOW TO CARRY OUT YOUR ACTION!</b>	
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The following EXPLAINERS resources are recommended for sharing with groups: videos/podcasts and factsheets which have relevance to the theme of housing. Watching the [videos](#), [listening to the podcasts](#) and [reading the factsheets](#) can be done at any stage, whenever seems appropriate.

An activity could be to write a tweet showing what was important to people from the video they have watched. Then read out and share.

**Helen Barnard** explains how the causes of poverty interlink with employment, housing and social security, and the need for a redesigned economy. <https://economicinjustice.org.uk/a-resigned-economy>  
[FACTSHEET \(.pdf\)](#) Helen is the Director of the Joseph Rowntree Foundation

**Dr Charlotte MacPherson** explains the power of rhetoric that blames people for their own poverty and structural injustices. She focuses on the links between low wages, insecure work and food poverty experienced by young people. She explores what an economically just society looks like. <https://economicinjustice.org.uk/structural-economic-injustice>  
[FACTSHEET \(.pdf\)](#) Charlotte is a research associate at Kings College London

**Tessa Gray** explains the different types of employment in the UK, the need for a living wage on top of a basic minimum wage, and the changes needed for economic justice. She explores how economic injustice affects refugees and asylum seekers and other historically excluded people. <https://economicinjustice.org.uk/economic-justice-and-employment>  
[FACTSHEET \(.pdf\)](#) Tessa is senior legal adviser at the Hub Drop-In project in Newcastle, UK, and Chair of Recovering Justice

**Tania Aubeelack** explores the links between the value of work, leisure, and the gig economy. She explains that an economically just society gives everyone a fair share and equal access to knowledge, happiness, health, freedom, and prosperity. <https://economicinjustice.org.uk/economic-justice-work-and-leisure>  
[FACTSHEET \(.pdf\)](#) Tania is a human rights campaigner, Journey to Justice volunteer and trustee, aural historian with On the Record, and community worker.

**OTHER SUGGESTED THEMES for which a similar structure and activities can work.**

### Refugees

- UDHR 14
- STORY: Prof Helen Storey
- TACTICS: We Belong

- EXPLAINER: Tessa Gray

### **Food and Health**

- UDHR 25
- STORY: Incredible Edible/Mya-Rose Craig
- TACTICS: TESCNO
- EXPLAINER: Prof Michael Marmot

### **Race and Class**

- UDHR 2, 7, 23
- STORY: Indian Workers Association
- TACTICS: Anti-Apartheid
- EXPLAINERS: Gurminder Bhambra/ Prof Robert Beckford

### **Justice System**

- UDHR 2
- STORY: Child Migrants to Australia (not part of JtoJ Economic (In)Justice Project but a tried and tested JtoJ story)
- TACTICS: Dr Adam Elliott- Cooper/Stop and Search/Fighting SUS (history and the arts as activism)
- EXPLAINERS: Gurminder Bhambra/ Prof Robert Beckford