

Pirates ahoy!

Aims and purpose

The aim of this work is to enable young people to explore deep philosophical, ethical and values questions framed in the topic of piracy. The purpose of the work is built around the following:

1. To provide a framework to explore aspects of modern day piracy
2. To research the impact of piracy on communities
3. To explore and discuss the moral dilemmas facing those who may consider piracy
4. To look at actions the learning might inform

In terms of Citizenship education, this work relates to the following concepts from the revised Citizenship Programme of Study.

Democracy and justice

c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.

Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities.

b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.

c Investigating ways in which rights can compete and conflict and understanding that hard decisions have to be made to try to balance these.

d Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.

The work also engages students with the three processes of the revised curriculum:

Critical thinking and enquiry

Students should be able to:

a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems

b research, plan and undertake enquiries into issues and problems using a range of information and sources

c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

Advocacy and representation

Students should be able to:

a express and explain their own opinions to others through discussions, formal debates and voting

b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate

c justify their argument, giving reasons to try to persuade others to think again, change or support them

d represent the views of others, with which they may or may not agree.

Taking informed and responsible action

Students should be able to:

a explore creative approaches to taking action on problems and issues to achieve intended purposes

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b work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately

c analyse the impact of their actions on communities and the wider world, now and in the future

d reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

Starter and research

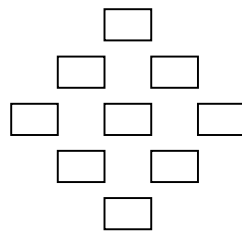
- Use the following starter questions to initiate discussion:
 - What is your opinion of pirates and piracy?
 - What have you based this opinion on?
- You could use the *goldfish bowl* approach. Sit the students in two circles with the same number of students in each circle. The inner circle should face outwards, and the outer circle should face inwards. Ask students to exchange their thoughts about the first question with the person sitting in front of them. After a few minutes of discussion, rotate the inner circle clockwise. Repeat this a few times and then move on to the second question. This time rotate the outer circle anticlockwise. This should ensure that students get to exchange their ideas with different partners.
- Give the whole class an opportunity to feed back their thoughts.
- You could also ask scribes to create a *spider diagram* for each of the two questions so that a range of opinions can be recorded. The scribes should travel around each of the circles and then produce a large display diagram for mounting on a wall and discussing afterwards. The key opinions of the class should be highlighted for reference later.
- Alternatively, the class could discuss the questions while sat in one large circle or could discuss the questions in smaller groups.
- Move on to explore the issues in more depth by looking at piracy in Somalia and East Africa, using Resource A. Either hand out one resource sheet to each student or cut the sheet into seven and share these out.
- Ask students to read the information.
- You could also provide a world map, showing the position of Somalia.
- You could also search for further information about Somalia on www.bbc.co.uk and show the following video on the situation in Somalia:
 - <http://uk.youtube.com/watch?v=ej4KskAuCNc>
- You should preview all websites before showing them to students and may choose to download the video material. You should also warn students about the contents of this video as some of the material is quite difficult to watch.
- You could also show students the following footage, which explores the situation regarding piracy off Somalia:
 - http://uk.youtube.com/watch?v=21mOX_AGK1s&NR=1
- or the following footage about ships attacked by pirates:
 - <http://uk.youtube.com/watch?v=fxoVKG6Jmf0>
 - http://uk.youtube.com/watch?v=FbQHHoDSk_Q&feature=related
- You could ask students to work in pairs to produce short presentations, posters or diagrams about their findings, perhaps looking at different aspects of piracy in the area, for example, contrasting myth and reality, looking at some of the most recent attacks, describing the background to the situation in Somalia. The whole class can then

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watch/look at these in order to gain a greater insight into the complex issues in the region.

Development of main activity

- Put students into groups of three or four.
- Prepare Resource B by cutting the sheet up into the ten statements and putting each set into an envelope. Give one envelope to each group.
- Explain that each card gives a different opinion about piracy off the coast of Somalia. Ask each group to read the cards and arrange them on the table in a diamond pattern, with the comment they consider to be most acceptable or that they most identify with at the top of the diamond. They will need to discard one card and position the rest as follows:



- When all the groups have finished, ask students to visit all of the tables.
- Ask each group to look at the card that they put at the top of the diamond and to create a presentation about it. They may want to go back to the websites they have already used or conduct other web searches. They should consider the implications of their chosen statement for:
 - the pirates
 - their potential victims
 - their dependents
 - their nation
 - the rule of law
 - international law
 - what is ethically right - especially regarding how other trading nations should treat Somalia
 - what is morally acceptable - both by local people and the wider world.
- The presentation could take the form of
 - an annotated poster
 - a *PowerPoint* display
 - a short film - perhaps made on a mobile phone
 - an interactive game
 - a web page.
- Students should then make their presentations to their classmates.
- As a final activity, they could try to create a whole class diamond 9.

Review, reflection and further work

- Start by referring back to the spider diagrams created at the start of this work.
- Ask students to consider how their understanding has developed or changed.
- Ask them to consider how they are going to pass on their thoughts and feelings about this subject.
- Hand out Resource C. This provides a framework for each group to think about its chosen aspect and to develop a plan for further action.
- Hand out Resource D, which provides a list of the people, actions, potential supporters

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- and skills that students may want to consider incorporating into their action planning.
- The groups could consider:
 - creating a PowerPoint about their findings to share with a wider audience
 - leading a school or year group assembly about their findings
 - creating a booklet or short film about the issues discussed and the way forward
 - reporting their findings to a specific community organisation, for example one associated locally with global issues - the Development Education Centre - perhaps through local media
 - creating a lesson plan or workshop plan to run as a peer education activity
 - initiating a school drop down day (off timetable day) to explore the issues in more depth or focus on Somalia as a global exemplar of the challenges that we face in this century.
- You could also include a reflection or assessment activity, using the questions:
 - What does this mean to me personally?
 - Who else can I tell about all these things?
- This might initiate further work about:
 - the role of the UN
 - international law
 - the political and human rights situation in states like Somalia
 - how the world community can confront the challenges that failed states provide
 - why Somalia is not seen as a hot world topic at present
 - the sort of support refugee children from Somalia need.
- You could also take aspects of this work and develop learning in a UK context. For example, asking if the moral attitudes of Somali pirates could be acceptable in Britain, if law and order could function in Britain if the same values or attitudes were predicated on the wider population. The diamond 9 cards could be adapted to explore non-pirate issues in Britain, such as justice, fairness and power.

Resource A - Robbery at sea

1. Robbery at sea is not just the stuff of history, stories and films - but is happening right now. While 90 per cent of the world's trade is still moved by sea, cargo vessels are likely to remain a target for pirates.

2. The name given to the type of attack depends on where it happens. Those in international water are piracy. Those in territorial water (usually within 12 nautical miles of the coast) are robbery. The type of attack also determines the response that can be made.

3. If a naval or coastguard vessel chases pirates that have been seen attacking another vessel, they often have to stop if the pirates go into territorial waters as the relevant government has to give permission to be in their waters.

4. The number of piracy attacks worldwide has decreased since the early 1990s. In 2003 there were 445, in 2006 there were 239, in 2008 there were 100 (more than 500 hostages were taken), in 2009 there were 217 (867 hostages were taken), in 2010 there were 289. The increase since the end of 2008 is largely due to attacks off Somalia. The EU issues specific guidance for seafarers on how to survive an attack.

5. Somalia has been at war for nearly 20 years and has no effective government or navy to patrol its water. The advice therefore is for merchant ships to stay at least 200 miles off the coast. Piracy is a way of life in Somalia and 44 per cent of piracy in 2010 was carried out by Somalis.

6. Many young Somali men are not educated and don't understand the law. They know no better than to make their living from piracy.

7. When the pirates capture a ship hundreds of miles out to sea, they force it to move into Somali water. They then ask a ransom for the ship and the crew. As there is no single nation with responsibility for policing international water, the security of the sea lanes depends on countries having an economic or strategic interest.

8. Without help from other countries, it is hard to imagine that Somalia will ever have the resources and infrastructure to deal with piracy.

Adapted from briefing by Nick Rankin on BBC World Service

Resource B - Pirates diamond 9 cards

<p>The Somali pirates don't know any better. It's the only way they know to make a living.</p>	<p>If they didn't sail there, they would not get attacked. The ships should just stay away from the area.</p>
<p>These pirates just want to help others. Pirate fisherman provide cheap fish for home markets; Somali pirates support their towns and villages. Is helping your own people good or bad?</p>	<p>These pirates are people just like us, but they need to do this in order to survive. There wouldn't be pirates off Somalia if the world helped the people there. We all have a responsibility.</p>
<p>Someone should stop these pirates. Only rich countries like the USA can really do anything to help.</p>	<p>The UN should deal with these pirates. This is a world problem.</p>
<p>Many young men in Somalia have no education and no understanding of the law. If no one explains the law to them, how can they be breaking it? Piracy is a last resort for them.</p>	<p>All piracy is wrong. That's it. Simple! They don't have to become pirates - they could do something else. Not all people in Somalia are pirates, are they?</p>
<p>The country has been at war for nearly 20 years and piracy has become an accepted way of making money. It has to be better than starving, doesn't it? There is no point in punishing these pirates - they need help not imprisonment.</p>	<p>The big insurance companies can afford to pay for the hijacked ships. It's no big deal really because they have so much money.</p>
<p>Illegal fishing costs Somalia £12m annually and around 800 vessels from around the world are involved. If the pirates frighten off the illegal fishermen, they are doing the country a service. In a way, these pirates keep order - they take the place of the police.</p>	<p>The pirates seize the ships hundreds of miles off the coast, force the ship inside Somali waters and then keep the ship until the owners pay an agreed ransom for the return of the ship and crew. If the money goes to help poor villages, isn't that a bit like Robin Hood?</p>

Sourced from various, especially Nick Rankin, BBC World Service

Resource C - Roots and fruits

1. What is the issue you have chosen?

2. What are the 'roots' of this problem?

3. Who is responsible or has the power to sort out this problem?

4. What realistic action could you take to change this?

Resource D - Action planning

Who

Teachers	Head teachers
Governors	School council
Students	NGO or media staff
Parents	Other members of the community

Skills

Arranging meetings	Organising
Listening	Letter writing
Note taking	Presentation skills
Researching	Negotiating
Financial skills	Communicating
Mediating	<i>Any other</i>

Actions

Creating a questionnaire	Holding a meeting
Writing letters	Making a presentation
Creating a lesson	Working out a budget
Identifying and telling supporters	Creating a media/ICT resource

Potential supporters

Other students	Teachers
Head teacher	Parents
Governors	Community groups
Policy makers and political figures	Local or other NGOs