Our world
Our rights

Learning about human rights
in primary and middle schools

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Amnesty International UK

Acknowledgements

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The world is for every human being

Michael Rosen
Poet, broadcaster and former Children's Laureate

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Foreword

Every single human being matters, but sadly, we live in a world where it does appear as if some human beings matter more than others. I believe that we have to do all we can to make sure that the world doesn't stay like this. This book is one way of doing this. It gives us all a chance to explore what each and every one of us deserves and what each and every one of us can do. That's what 'rights and responsibilities' means.

When I was a boy some 55 years ago, no one really thought that children had any rights or responsibilities apart from doing as we were told. We weren't really encouraged to ask questions about why things were the way they were. This was just after the Second World War and perhaps people were so keen to get on and make a new, better world, they didn't want children asking too many awkward questions about how things had gone so badly wrong a few years earlier.

As it happens, my Mum and Dad were people who did ask questions. One of my first memories is of my father sitting in our front room arguing with someone talking on the radio! He didn't seem to mind or care that the person on the radio couldn't hear him. Later, when my friends came over to my house, they were amazed at the way my parents didn't take for granted anything that anyone said. It was all: Why? What for? What's that about?

I think that's a good thing and I hope this book will help you ask those kinds of questions. I hope it will help you think, wonder, and have opinions. I hope that it will help you come to decisions, and I hope that it will help us all really see that the world is for every human being, not more for some and less for others.

Introducing human rights

What are human rights?

'Human rights are what no one can take away from you.'

René Cassin, one of the principal drafters of the Universal Declaration of Human Rights

Human rights are the basic rights we all have simply because we are human; they are the fundamental things that human beings need in order to flourish and participate fully in society.

Human rights are underpinned by a set of common values, including fairness, respect, equality, dignity and autonomy. Human rights declarations, conventions and laws are the starting point for making these values real in people's lives.

There are many different human rights, reflecting our basic needs across different areas of our lives. Civil and political rights include the right to liberty and the right to freedom of expression, while economic, social and cultural rights include rights such as the right to the highest attainable standard of health and the right to education.

The international community (Vienna Declaration and Programme of Action 1993) has agreed several key characteristics of human rights:

- Human rights are UNIVERSAL – they belong to everybody in the world
- Human rights are INALIENABLE – they cannot be taken away from people
- Human rights are INDIVISIBLE and INTERDEPENDENT – all the different human rights are important for human beings to flourish and participate in society

Where do human rights come from?

The ideas behind human rights have been present throughout history in many different societies and civilisations. The modern concept of human rights emerged in the 20th century as a response to the events of World War II, in particular the Holocaust. This appalling abuse of human dignity and disrespect for human life led states to come together in 1948 under the United Nations (UN) to agree the Universal Declaration of Human Rights (UDHR) – perhaps the most famous and important human rights document.

The Universal Declaration of Human Rights

In 1947 the United Nations (UN) established the Human Rights Commission, chaired by Eleanor

Using this resource

This resource is designed to introduce primary and middle school aged pupils to human rights and the values that underpin them, and to enable them to learn about rights and responsibilities in practice and develop skills to take action to defend human rights.

This resource contains:

- 30 step-by-step lesson plans;
- resource sheets for photocopying;
- background information on human rights treaties;
- useful links and resources.

The lesson plans are divided into four sections:

1 Introducing human rights
An awareness of what human rights are, how they evolved and of our responsibilities to respect other people's human rights.

2 Exploring human rights
What do they mean, why do we need them, how they are used – and do they work?

3 Human rights in the curriculum: PSHE/Moral Education
Examining what happens when human rights clash, or are breached, and how to claim them. Ideal for PSHE/Moral Education teaching.

4 Human rights in the curriculum: English
Exploring human rights values, the human rights movement and campaigners, plus actions for pupils to take on rights issues. Ideal for English teaching.

This book is not intended as a course or a single unit of work. Units of work can be created from the activities provided, and teachers are also encouraged to select activities that are appropriate for their class and to incorporate them into existing units of work. Most of the activities find a natural home in the following curriculum areas: Citizenship and PSHE (England); Personal Development and Mutual Understanding (Northern Ireland); Social Studies and Health and Wellbeing (Scotland), PSE (Wales) and Literacy (all).

Roosevelt, to draft the Universal Declaration of Human Rights (UDHR). Representatives from a range of countries were involved in the drafting process, the text was considered at a great number of meetings of the UN General Assembly, and the Declaration was adopted by the UN on 10 December 1948.

The document consists of 30 articles, each outlining a right or need that human beings ought to have respected in order that they may live in dignity and freedom. They include civil, political, economic, social and cultural rights. See a summary version on page 148.

The UDHR was a landmark achievement, being the first international document to call upon 'every individual and every organ of society… to promote respect for rights and freedoms'. Before this the rights and freedoms of individuals were regarded as the domestic affair of the state within whose jurisdiction they fell. The traumatic events of World War II prompted the strong belief that this situation was no longer tenable, that universal protection was needed for all people, and that the international community should monitor more strongly what was happening inside states.

Although not a law in itself, the UDHR forms the foundation of many international laws or 'conventions' that are binding in the countries that have signed up to them. The UN Convention on the Rights of the Child (UNCRC) is of particular relevance in the school context. It outlines the rights that children need in order to be safe and fulfil their full potential. This will be explained further in the next section.

Also significant to UK schools is the European Convention on Human Rights (1950), which is legally binding to all member states of the Council of Europe. The UK has incorporated this convention into UK law through the UK Human Rights Act (1998).

The United Nations Convention on the Rights of the Child

Children are entitled to all human rights, but there is a dedicated human rights document for children called the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was opened for signature in 1989 and has been ratified by all UN member states except the United States and Somalia, making it the most widely ratified international human rights treaty. The UK government ratified the UNCRC in 1991.The Convention has 54 articles, or parts, 40 of which grant children (anyone aged under 18) a comprehensive set of human rights, including:

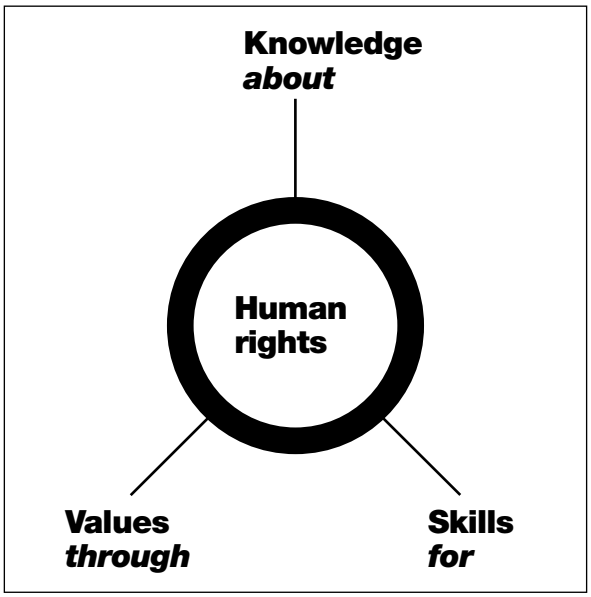
- the right to express their views and have them taken into account on all matters that affect them (Article 12);
- the right to an adequate standard of living (Article 27);
- the right to education (Article 28); the right to and health care (Article 24);
- the right to play, rest and leisure (Article 31);
- the right to be free from all forms of violence (Article 19).

One of the most innovative and vital aspects of the UNCRC is its emphasis on children being heard and taken seriously. See a summary version on page 149.

This resource is intended to explore the core principles at the heart of all human rights frameworks and in particular to look at the rights in the UDHR and the UNCRC.

What is human rights education?

This resource includes a series of lesson plans using human rights education. Human rights education is a holistic approach to education that places human rights at the core. Human rights education involves learning about human rights, learning through human rights and learning for human rights (see diagram, below).



Ian Lister (1984)

'Human rights education is much more than a lesson in schools or a theme for the day; it is a process to equip people with the tools they need to live lives of security and dignity.'

Kofi Annan, United Nations Secretary General, 1997-2006

1. Learning *about* human rights. Developing knowledge and understanding of human rights and responsibilities, including:

- the rights outlined in key human rights documents such as the UDHR rights and the UNCRC;
- the rights and responsibilities encountered in every day life, both in and beyond the classroom;
- the struggle to protect and promote human rights.

2. Learning *through* human rights. Fostering values and behaviour respectful of human rights, including:

- human dignity – a sense of self-worth and the worth of others;
- justice and fairness – a respect for democratic principles and processes, and a readiness to challenge prejudice, intolerance,discrimination and cruelty;
- respect and empathy – a willingness to empathise with the diverse viewpoints and feelings of other people, including people in cultures and situations different from their own.

3. Learning *for* human rights. Promoting skills to empower young people to defend and protect human rights, including:

- cooperation – the ability to work together in a group to successfully complete a task involving all group members;
- critical thinking – the ability to approach issues with an open and critical mind and to change ideas as more is learnt;
- action – the ability to make choices about appropriate action, through letter writing, campaigning, creative work, challenging prejudices or by changing their own behaviour.

Why educate for human rights?

Children experience daily the rights supported by the society in which they live. For example, if a child learns in a multi-faith classroom, they experience the reality of the right to freedom of religion. Equally, some children may experience daily what it means to have their human rights denied, whether through bullying or other abuse. Many children are also increasingly aware of the injustices that happen to others and have a strong feeling when life is 'unfair'. Human rights education provides young people with the language needed to articulate such realities and to make sense of the world around them.

The language of human rights education cuts across national, cultural and religious communities. Its cross-cultural and international application can help ensure inclusive dialogue in pluralist communities. Furthermore, knowing about rights and responsibilities, understanding what they are, and how they have been struggled for and sustained, are important elements in the preparation of all young people for life in a democratic society.

'Every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms…'

Preamble to the UDHR, 1948

It is also important to acknowledge our international obligation to teach children about human rights. The UK is one of many states to have ratified the UN Convention on the Rights of the Child. The Convention establishes that all children have the right to an education (Article 28), which should develop knowledge of and respect for human rights (Article 29). Under this international law, children have a right to be taught their rights and as signatories to the Convention, we are obliged to enable this. Learning about the UDHR brings students to the origins of human rights in modern history. Pupils are encouraged to learn some of the key articles, but this is by no means learning by rote: learning is focused on understanding the core principles of this and other human rights documents, and developing the skills and attitudes that support their realisation.

Developing a class and school vision

The environment within which we teach is fundamental to ensuring that children come to a genuine understanding of human rights and responsibilities. It is the experience of having their human rights respected that will best enable children to realise that human rights and responsibilities are not simply concepts, but affect real life.

It is important that children:

- are not just taught about respect but experience respect in the classroom;
- are not just taught about responsibility but experience age appropriate responsibility where possible in their everyday lives in school;
- are not just told about the need to be tolerant but witness the appreciation of diversity.

It is important that the classroom environment:
- values the contribution of each child;
- respects the right of freedom of expression;
- encourages active participation.

This type of environment is created by teachers and children working together to ensure that the experience in the classroom reflects those values and attitudes that support human rights. While a set of classroom rules can help support and reinforce the idea of human rights and responsibilities, it is vital that such rules are developed in a collaborative and respectful manner.

Learning techniques

The activities in this resource are based on the premise that children are not merely recipients of knowledge but participants in the learning process. Throughout the resource there is a commitment to ensure that the voice of each pupil is heard and valued and that the skills necessary for the promotion and protection of human rights are developed through active and participative learning. The activities include a balance between individual, collaborative and whole class learning, and incorporate a variety of active learning techniques such as brainstorming or circle time.

Individual learning

Some of the suggested activities are designed to ensure that each pupil can express him or herself. The use of individual worksheets and other individual exercises helps pupils to participate in the learning process as individuals and allows them to maintain a record of their own learning.

Collaborative learning

Working in small groups heightens pupil's participation in the learning process. It encourages children to appreciate each other as individuals, recognising the diversity that underpins all human activity. Throughout the resource, group work activities may be used to help children develop their understanding of human rights and to build key skills such as communication, consensus building and decision-making.

Whole class learning

Whole class discussions are a valuable way for children to explore human rights ideas and issues together. Such discussions can ensure that the widest range of views are heard. The children may come to know and understand the diversity of views that can exist on any single issue. This encourages a development of a respect for other people's views.

Reflection

At the end of some – or all – of the lessons the teacher may encourage the class to critically engage with their own learning. This can be done by asking pupils to discuss whether they enjoyed the activity, what they learnt from it and the feelings they had during it.

Brainstorming

This technique aims to collect as many different ideas as possible in a short period of time.

Role-play situations

This encourages a greater understanding of an issue and empathy with those involved.

Artwork

This enables children to engage imaginatively with issues and situations, and to express themselves in non-linguistic ways.

Magic microphone

A strategy that helps children to take turns in discussion. The class decides on an object to pass around and it is agreed that only the person holding the 'magic microphone' may speak and that all others will look at and listen to the speaker. See Activity 7 *Everyday rights* for more information.

Circle time

This format gives children the opportunity to speak openly and face to face about an issue that is important to them. It allows for a more informal discussion setting, particularly appropriate if the subject to be discussed involves feelings or emotions. It is easier to ensure fair turn-taking in a circle and more difficult for the talkative members of the class to dominate. Encourage pupils to establish ground rules for effective circle time, eg:
- listen to the person who is speaking;
- no one has to speak, they may remain silent if they wish;
- no one makes fun of someone else if they don't agree with them. Comments should be kept positive;
- nothing said in the circle leaves the circle.

ICT

This helps children appreciate and use the computer as a tool for communication and a source of information.

Letter writing
This offers children a variety of contexts in which to develop key literacy skills and also provides a foundation for advocacy work. A key feature of many organisations engaged in supporting human rights is writing letters to prisoners of conscience, Members of Parliament, Ambassadors and others. Activity 30 Part 2 *Junior Urgent Action* is one way in which children can practise and develop their letter-writing skills, and this can be extended to the children participating in Amnesty International's Junior Urgent Action scheme and the Greetings Card Campaign (page 142).

Feelings die
This helps to develop children's empathy by getting the children to focus on their feelings, and supports the development of emotional literacy. The template we are using on page 66 for Activity 11 *Rights and emotions* and Activity 23 *Finding the right words to talk about feelings* is modelled on **a Feelings Die** used by children in St Mary's School, Wakefield. You could make a **Rights Die,** using the pictures from Activity 8 *Matching rights* on page 39, reduced on the photocopier. It could be used to talk about each right, its relevance to the children and, if appropriate, to the history, geography or story work being undertaken in class.

Cross-curricular learning

Human rights education can be delivered across a variety of curriculum subjects, and also inform ethos and practice across the whole school. There are clear advantages to adopting a cross-curricular approach. Pupils learn to make connections between subjects and build a consistent framework for exploring a range of diverse topics.

A number of ideas on how to undertake a cross-curricular approach to human rights education are outlined overleaf in two curricular webs. Each web offers a different focus:

- Human rights opportunities across the curriculum – raising awareness of rights and responsibilities across all curriculum subjects
- Human rights opportunities across the whole school – developing ethos and practice which is respectful of human rights across the whole school

These suggestions are not comprehensive but are intended to provide a framework for extending pupil learning.

Assessing learning

Teachers need a range of assessment strategies to discover and evaluate developments in children's understanding, skills and attitudes. Such strategies can include self-assessment by the children and a range of formal and informal methods used by the teacher, for example written work, observation of children's behaviour and exploration of children's attitudes. The appendix includes a checklist (see page 150) to help teachers assess and evaluate children's skills, attitudes and knowledge throughout the school year. Below are some indicators of development in children's understanding, skills and attitudes that may be helpful during this module and throughout the year.

Understanding	Skills	Attitudes
Developments in children's understanding of human rights issues are indicated by a capacity to: • make appropriate use of human rights vocabulary (eg needs, wants, rights, responsibilities); • recognise issues of human rights and responsibility in everyday scenarios; • identify situations which illustrate conflicts of human rights; • provide examples of and talk about the promotion and protection of human rights.	Developments in children's skills in exploring human rights issue are indicated by an ability to: • listen respectfully; • communicate ideas and perspectives clearly; • work collaboratively in groups: • propose solutions to human rights conflicts or problems; • engage in class discussions and debates.	Developments in children's attitudes in exploring human rights issues are indicated by an ability to: • identify attitudes which may be limited or prejudicial; • identify changes in their own attitudes; • reflect on their attitudes to the ideas an opinions of others; • display tolerance to others whose attitudes differ from their own; • recognise the link between attitudes and actions.

Human rights opportunities across the curriculum

Art and Design/ Visual Arts

Activities that include:
- Review of newspapers for human rights related pictures in order to make a collage.
- Posters and pictures which display children's understanding or interpretation of different rights from the Convention on the Rights of the Child.
- Slogans and banners depicting local and global rights related issues.

Mathematics/ICT

Activities that include:
- The use of graphs to depict statistical data such as percentage of global population who have/have not access to education, adequate food or clean water.
- Data collection and computation.
- The use of search engines to find and explore websites.

History

Activities that include:
- A study of the lives of historical figures who have supported human rights, eg Martin Luther King, Gandhi, Eleanor Roosevelt.
- An examination of children's lives during different periods in history, eg the Industrial Revolution, the 1950's.
- A study of incidences relating to human rights issues, eg slavery in the United States, apartheid in South Africa.

Human rights opportunities across the curriculum

Geography

Activities that include:
- Mapping the local area showing buildings in which human rights are supported.
- The use of case studies from different countries to explore basic human rights issues, eg food, water, shelter.
- The investigation of action and responsibilities in relation to the environment.

Drama

Activities that include:
- Role-play scenarios.
- Mime activities, for example an incident of bullying, refugees leaving their homes in time of trouble and travelling to another country.
- Soap box – children present different perspectives on an issue, for example, disability access in school.

Language/English

Activities that include:
- The exploration of human rights themes through literature.
- The use of debate to explore human rights issues, eg that children have the right to hold and express an opinion.
- Group discussions on human rights issues.
- The writing of poetry and short stories that express the children's understanding of human rights.
- Persuasive writing through letter writing campaigns.

Religious Education

Activities that include:
- The development of an understanding of the responsibilities we share in the care of each other and our world.
- A study of individuals and groups who have worked for human rights.
- The re-telling of religious and moral stories which illustrate a human rights theme.

Human rights opportunities across the whole school

Encourage an awareness of human rights

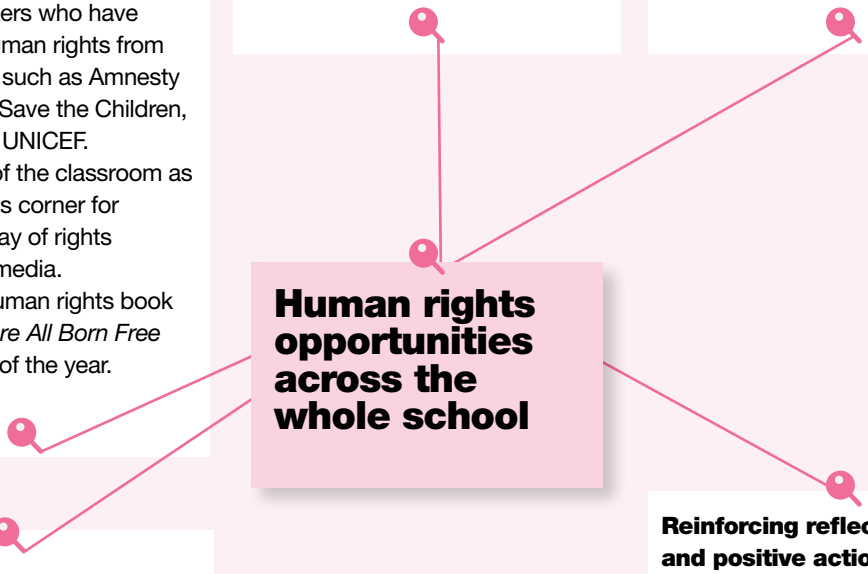
Activities that include:
- Devoting a whole school day to human rights where each class prepares and presents one human rights based activity display.
- Using a novel or poem to create awareness of human rights issues.
- Inviting speakers who have worked for human rights from organisations such as Amnesty International, Save the Children, Christian Aid, UNICEF.
- Using a part of the classroom as a human rights corner for ongoing display of rights issues in the media.
- Selecting a human rights book such as *We Are All Born Free* as your book of the year.

Teaching and learning processes

Encourage processes which use basic human rights skills through activities which involve:
- Investigating
- Imagining
- Reflecting
- Prediciting
- Recording
- Analysing

Classroom practice

Activities that include:
- Allowing space to express opinions.
- Encouraging debate before the forming of views.
- Becoming conscious of one's own actions in supporting human rights.
- Developing classroom rules in a participative context.



Exploration of the human rights dimensions of class incidents

Activities that consider:
- **Bullying** – the right to be protected.
- **Stealing** – the right to own things.
- **Name calling** – the right not to be discriminated against.
- **Exclusion from play** – the right to play.

Reinforcing reflection and positive action

Activities that include:
- Pointing out positive human rights behaviour.
- Encouraging class activities to promote human rights in the school, the community and the wider world.
- Use of a decision diary for children to record their own actions and how these affect others.

PART 1

Introducing human rights

An awareness of what human rights are, how they evolved and of our responsibilities to respect other people's human rights.

Activity 1
Rights and responsibilities in the classroom

Aim: To encourage children to think about rights and responsibilities in the classroom, and identify behaviour that respects and disrespects human rights. **Skills:** Establishing their own values and developing respect for other people; talking and writing about their opinions, explaining and justifying their views; taking part in the making and developing of rules. **Time:** 1 lesson. **Age:** 7+. **What you need:** Class charter of rights (page 15, one per child); Class charter of responsibilities (page 16, one per child); paper and pencil (per child).

What to do

Explain that everyone at school has the right to learn, be safe and be happy. It is important to make sure that we are not behaving in a way that disrespects the human rights of other people.

Rights

Ask the children what can be done in this classroom to make sure that everyone is enjoying their right to:

• be safe • be happy • learn

Ask them to work on their own to write or draw up to five things that will help these rights, eg:

The right to be SAFE – dangerous things to be put away
The right to be HAPPY – to be treated kindly
The right to LEARN – enough books and paper

When they are ready, ask them to work with a partner. They should pool their suggestions then refine them to a list of five. As a class, ask them to share their ideas to produce a **Class charter of rights.**

Hand out and discuss the *Class charter of rights* (page 15) drawn up by Year 6 pupils from a school in Hampshire.

- What do they think of their ideas?
- Would they add or change anything?
- Have they thought about everyone who uses this classroom, eg teachers, other classes, cleaners?

Responsibilities

Explain that everyone in school has the right to learn and be safe and happy. But if that is a right for us, then it is a right for everyone else too.

- Each of us has a responsibility to ensure we respect the rights of others. Rights respecting behaviour shows we recognise others' needs as well as our own.
- Behaving unfairly and spoiling others' rights is known as behaviour which disrespects human rights.

Discussion

As a class, discuss some of the following:

- How can we do this?
- Are their differences in rights and responsibilities for teachers and other adults?
- Can they think of some examples of people disrespecting other people's human rights? Why do some people behave that way?
- How can we avoid behaving unfairly and disrespecting the rights of others?
- How does it feel to have your rights disrespected by others?

Now, ask the class to look at the *Class charter of responsibilities* (page 16). Can the children make a similar **Class charter of responsibilities** to put up beside their **Class charter of rights?**

Role-play

Ask pupils to work in groups of four to come up with a role-play set in a classroom. The role-play should include:

- a character who infringes someone else's rights;
- a character who shows care and responsibility for someone else's rights.

Extension/homework

- In groups, children can make lists of rights and responsibilities in the playground, at home or in the community.
- Create a display of your class charter of rights and responsibilities. Ask everyone in the class, pupils, teachers and support staff to sign it, then mount and display.

Teachers note: For more information on developing class charters and the relationship between rights and responsibilities see the advice developed by UNICEF in their Rights Respecting Schools Award programme. http://rrsa.unicef.org.uk

Class charter of rights

Think about your own class lists of rights and responsibilities. This charter was drawn up by Year 6 pupils from a school participating in the Hampshire *Rights, Respect, Responsibility* initiative.

Rights

We all have the right…

- to receive a good and fun education, which is broad and balanced
- to be provided with a safe and secure classroom environment
- to privacy, eg our lockers and trays
- to be listened to and given the opportunity to express our opinions
- to good quality resources
- to teachers and adults who are caring and fair
- to have fun and enjoy our time in Year 6, especially during playtimes
- to friendships and to work cooperatively with others

Class charter of responsibilities

Think about your own class lists of rights and responsibilities. This charter was drawn up by Year 6 pupils from a school participating in the Hampshire *Rights, Respect, Responsibility* initiative.

Responsibilities

We all have the responsibility…

- to work and learn to our full potential by making sure that we complete our work to our best standard and within the given time limit
- to look after our class environment, especially by keeping it clean and tidy
- to make sure we ask for permission before going in others' lockers or trays
- to listen to and respect each others' views and opinions
- to look after and respect our classroom resources
- to show respect and be polite and helpful to all adults
- to behave in a sensible and mature way during lessons and playtimes
- to look out for each other, making sure everyone is happy

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Activity 2
The island

Aim: To think critically about human rights all people should have, and to learn about the origins and nature of the Universal Declaration of Human Rights (UDHR). **Skills:** Critical thinking; making decisions and explaining choices; discussing and justifying opinions and values; working as a group. **Time:** 2 lessons. **Age:** 7+. **What you need:** Flipchart paper, felt tip pens (per group); Universal Declaration of Human Rights summary version (page 148, one per group); Amnesty International's short animation *Everybody* (free online at www.amnesty.org.uk/primary); Amnesty International's poster *These Rights are Our Rights* (page 18, to order free see page 46).

What to do

The island

Ask the class to imagine they are passengers on a huge cruise ship. There are thousands of people on the ship, of every background, age and nationality. One day the ship sails into a severe typhoon and sinks. Thankfully all the passengers and crew escape in lifeboats.

After some days at sea, you see land. You discover a large uninhabited island. It is a beautiful place with plenty of fresh water, building materials, rich soil, plants, birds, flowers, fish and lots of things to eat. You and other survivors soon establish a community on the island, working together to build homes, grow crops and organise the basic necessities of life. One day, representatives of the new community meet together to draw up a **Rights Charter** for their island. This charter is a list of the rights for everyone on the island.

Drawing up a Rights Charter

Divide the class into groups of four or five to brainstorm a list of ideas for this charter.

Tell groups to list at least eight fundamental rights that all citizens of the island should enjoy. Don't suggest what they should put down. Ask prompt questions, eg:

- Will everyone on the island be treated the same?
- Can people say and think whatever they like?
- Will people own things?
- What protection will citizens have from being hurt or badly treated?
- Who will make decisions about how the island is run?
- How will they be chosen?
- Will any special help be needed for the care of babies, the elderly and the ill?
- Will people be able to have a family?

Feedback

Invite the groups to feedback their suggestions and write them up on a large sheet of paper on the wall. This will form a **Rights Charter** for the Island. A useful tip is to write down their suggestions in approximate sequence of articles and ideas in the UDHR, grouping similar ideas together, and leaving a wide blank margin on the right hand side for voting.

Discussion

- Ask pupils if their **Rights Charter** will ensure that everyone has what they need and will be treated fairly?
- Would they like to add or change anything?

Human rights

Explain the following to pupils:

- In 1948, after the horrors of WWII and the Holocaust, the leaders of the world came up with a list of rights: they called this The Universal Declaration of Human Rights.
- These are rights that all human beings should have. You don't earn or deserve these rights, they are yours just because you are human. That is why they are called 'human rights'.
- The world leaders who created these rights said that if everyone had these human rights, then people would not suffer awful things such as murder, torture and poverty. People would instead have the freedom to live a good life.

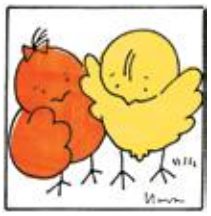
Give each group a copy of the *UDHR summary version*. Display the poster *These Rights Are Our Rights* and show the film *Everybody.*

Ask the children:

- What rights are in the UDHR and not in their list?
- What rights are in their list and not in the UDHR?

THESE RIGHTS ARE OUR RIGHTS

1 We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.



2 These rights belong to everybody, whatever our differences.

3 We all have the right to life, and to live in freedom and safety.

4 Nobody has any right to make us a slave. We cannot make anyone else our slave.

5 Nobody has any right to hurt us or to torture us.

6 We all have the same right to use the law.

7 The law is the same for everyone. It must treat us all fairly.

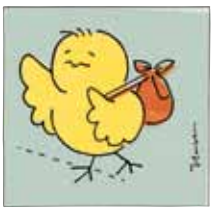
8 We can all ask for the law to help us when we are not treated fairly.

9 Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.

10 If someone is accused of breaking the law they have the right to a fair and public trial.

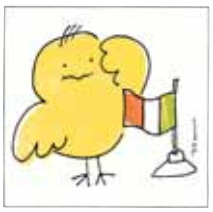
11 Nobody should be blamed for doing something until it is proved. When people say we did a bad thing we have the right to show it is not true.

12 Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.



13 We all have the right to go where we want in our own country and to travel abroad as we wish.

14 If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.



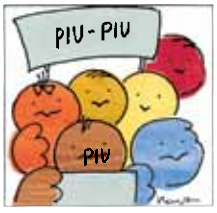
15 We all have the right to belong to a country.

16 Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17 Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18 We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.



20 We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21 We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders.

22 We all have the right to a home, enough money to live on and medical help if we are ill. Music, art, craft, and sport are for everyone to enjoy.

23 Every grown up has the right to a job, to a fair wage for their work, and to join a trade union.

24 We all have the right to rest from work and relax.

25 We all have the right to a good life. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.

26 Education is a right, Primary school should be free. We should learn about the UN and how to get on with others. Our parents can choose what we learn.

27 We all have the right to our own way of life, and to enjoy the good things that science and learning bring.

28 There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29 We have a duty to other people, and we should protect their rights and freedoms.

30 Nobody can take away these rights and freedoms from us.

Poster designed by Margarita Nara (Al Mexico) and Shahid Mahmoud.

The Universal Declaration of Human Rights: A simplified version for younger children

TO ORDER THIS FREE POSTER SEE PAGE 46

Activity 3
A-Z of our rights

Aim: To become familiar with the rights contained in the Universal Declaration of Human Rights by creating a human rights alphabet. **Skills:** Identifying and selecting key features and ideas; learning to access and use information creatively. **Time:** 1 lesson. **Age:** 7+. **What you need:** *These Rights Are Our Rights* poster (page 18, one per child); Amnesty International's animated film *Everybody* (see below); paper and pens. For the Extension activity: Brief A-Z of rights (page 20, one per child); dictionaries.

Amnesty's short animation *Everybody* is a fun way to bring to life the human rights in the Universal Declaration of Human Rights (UDHR). Watch it on www.amnesty.org.uk/primary or order for free by calling 01788 545 553 (quote code ED118 and your delivery address).

Teacher notes

The purpose of this activity is to ensure pupils get a general sense of the rights in the UDHR. Every human right does not need to be represented.

What to do

Watch the film *Everybody*.

Ask pupils for their thoughts on the film. How did it make them feel?

Tell pupils they are going to work together to create a human rights alphabet.

Divide them into groups of four or five and assign each pupil in the group with a letter of the alphabet.

Groups should decide on a human rights word or phrase beginning with each of their letters of the alphabet that represents one or part of the articles from the Universal Declaration of Human Rights, for example:
Allowed to have ideas
Belonging
Care

Give out copies of *These Rights Are Our Rights* (page 18) to help. Pupils will have to think creatively for difficult letters such as **X** and **Z**. Teachers can look at the *Brief A-Z of rights* (page 20) for suggestions.

Come together as a class. Ask each pupil to read their word or statement in alphabetical order.

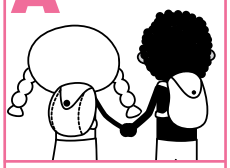
Each pupil should then design a poster showing their human rights word or phrase, to include pictures to represent their point. These posters could be used as a display.

Extension/homework

- Give pupils a copy of the *Brief A-Z of rights*. Ask them to look up the meaning of words they don't understand. Pupils should then try to match each word to the correct article in the UDHR.

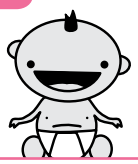
Brief A-Z of rights

A



Asylum

B

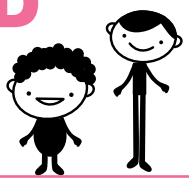


Born free

C

Care

D



Different

E

Education

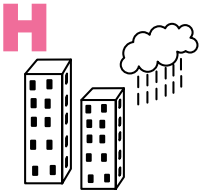
F

Fair

G

Government

H

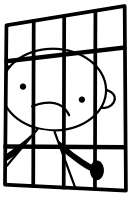


Home

I

Innocent

J

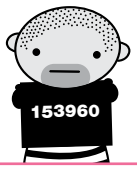


Justice

K

Kind to others

L



Law

M

Meet

N

Nationality

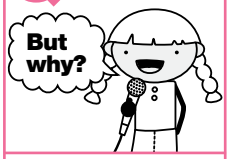
O

Order

P

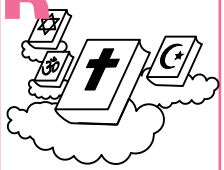
Possession

Q



Question

R



Religion

S

Safety

T

Travel

U

Union

V

Vote

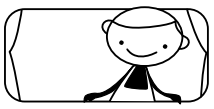
W

Wedding

X

X Ray

Y



Your privacy

Z

ZZZ rest

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

PART 2

Exploring human rights

What do they mean, why do we need them, how are they used – and do they work?

Activity 4
We Are All Born Free

Aim: To explore the Universal Declaration of Human Rights (UDHR). Through class discussion, children familiarise themselves with some fundamental human rights and their meanings. **Skills:** Using creative writing to interpret information and explore values; working with others; discussing options and developing presentation skills. **Time:** 1-2 lessons. **Age:** 7+. **What you need:** We Are All Born Free pictures (pages 23-29, photocopy enough for each pupil to have one picture); Amnesty International's *These Rights Are Our Rights* poster for children with the UDHR spelled out in simple English, available free (to order see page 46).

What to do

Coming from history

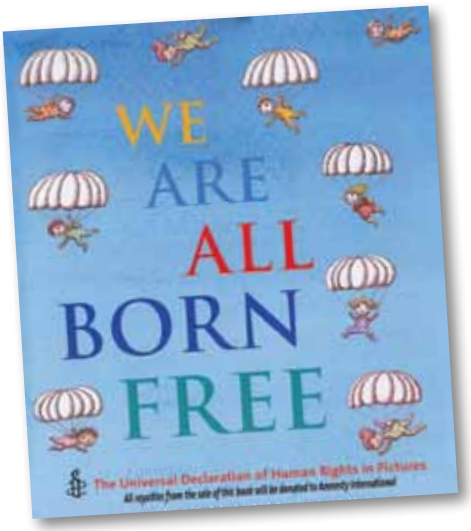
Explain that after World War II, when millions of people lost their lives and millions more were driven from their homes, the leaders of the world got together. They set up a new organisation – the United Nations – to help stop wars between countries and build a better world. One of its first jobs was to draw up a list of human rights that belong to everyone in the world. They called it the Universal Declaration of Human Rights (UDHR). The world's governments promised to tell everyone about these rights and to protect them.

Explain that they can see all 30 of these rights in the poster on display. They include our right to live, to get married, to go to school and to play; our right to food and shelter and to travel, our right to think and say what we believe in; our right to be treated fairly; and our right to peace and order.

Get the children to choose one of the seven pictures from *We Are All Born Free*. Ask them to imagine themselves walking into the world shown in their illustration, and to write a story about what happens to them. As part of their story, the words of the UDHR article in the picture should be included. Once finished, the children who have the same picture should sit together and share their stories.

- Were the stories similiar at all?
- What worked well/what would they do differently?

Groups can then explain what their article means to the whole class.



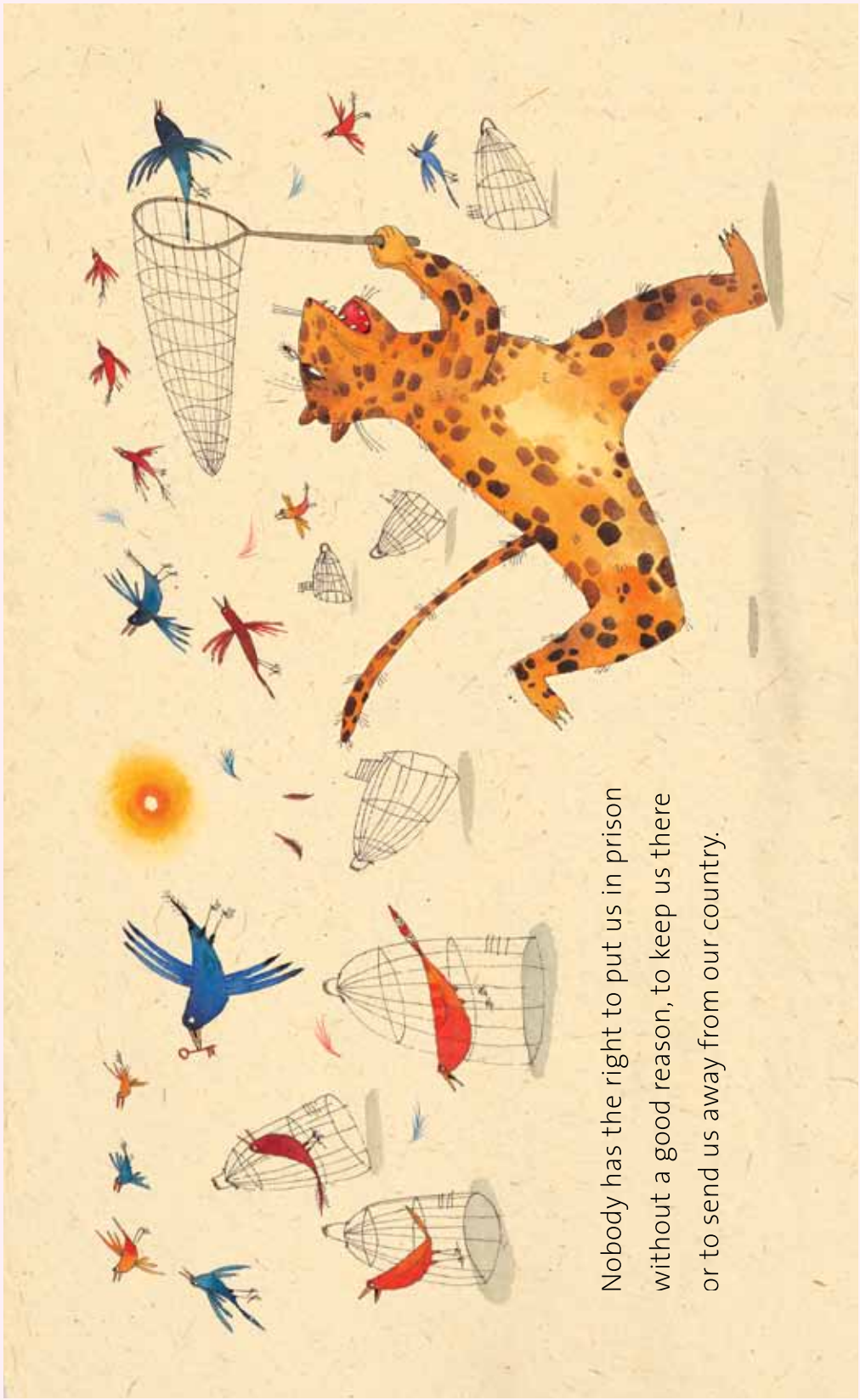
***We Are All Born Free*, published by Amnesty International and Frances Lincoln 2008** (see page 154)

We Are All Born Free pictures
Article 8

WE CAN ALL ASK FOR THE LAW TO HELP US WHEN WE ARE NOT TREATED FAIRLY

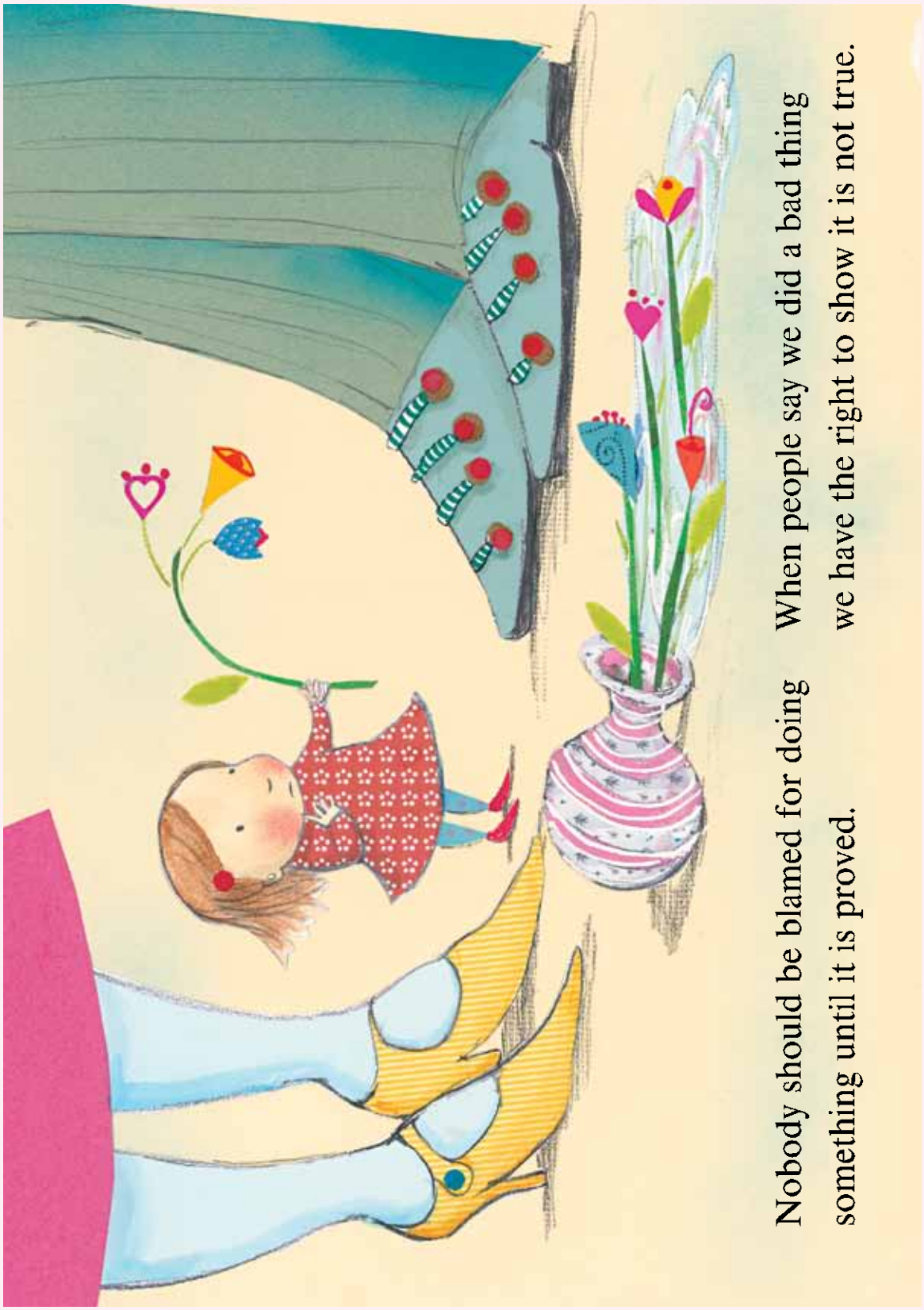
Artist: Ole Könnecke. We Are All Born Free. © Amnesty International/Frances Lincoln Children's Books

We Are All Born Free pictures
Article 9



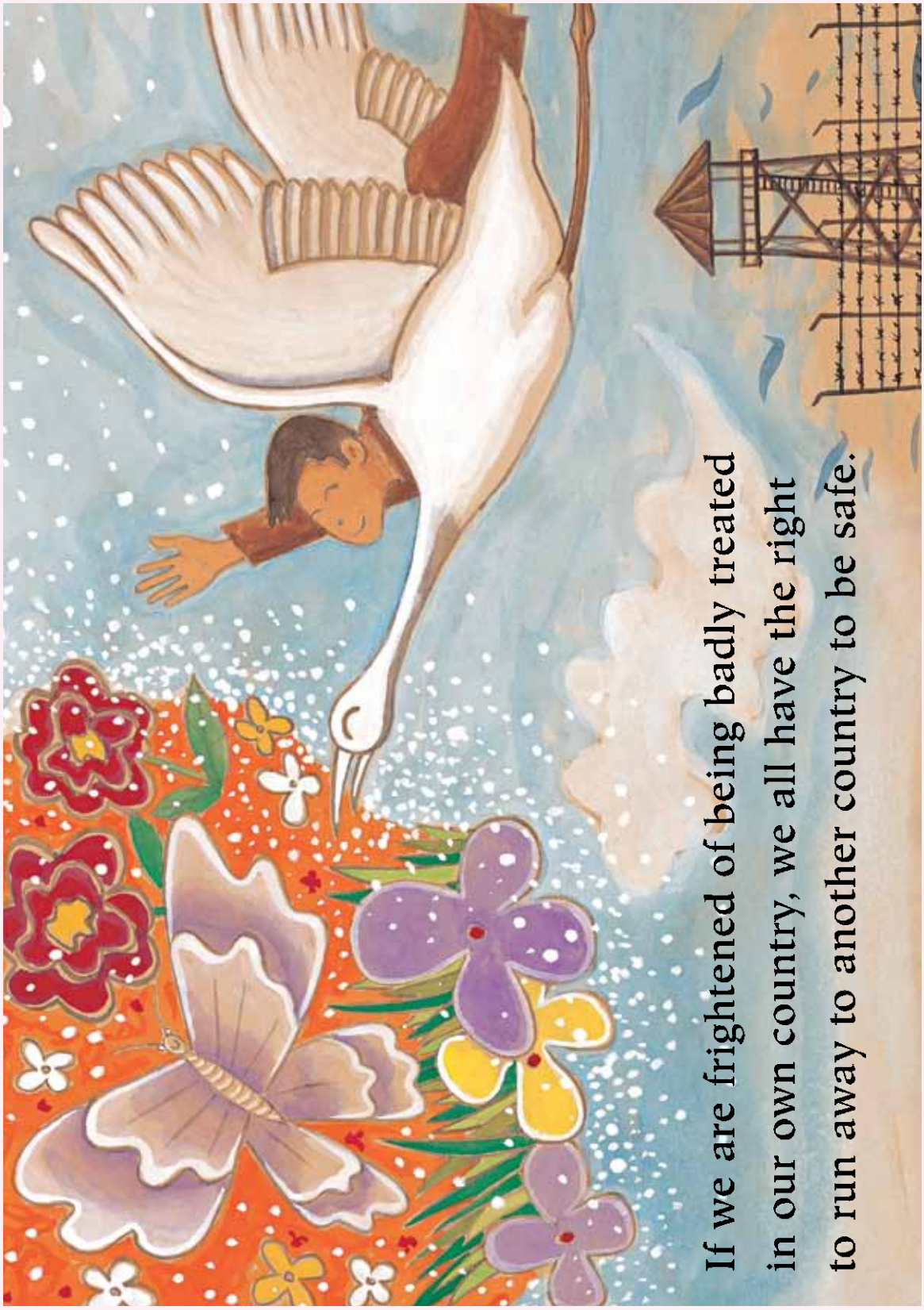
Artist: Piet Grobler. We Are All Born Free. © Amnesty International/Frances Lincoln Children's Books

We Are All Born Free pictures
Article 11



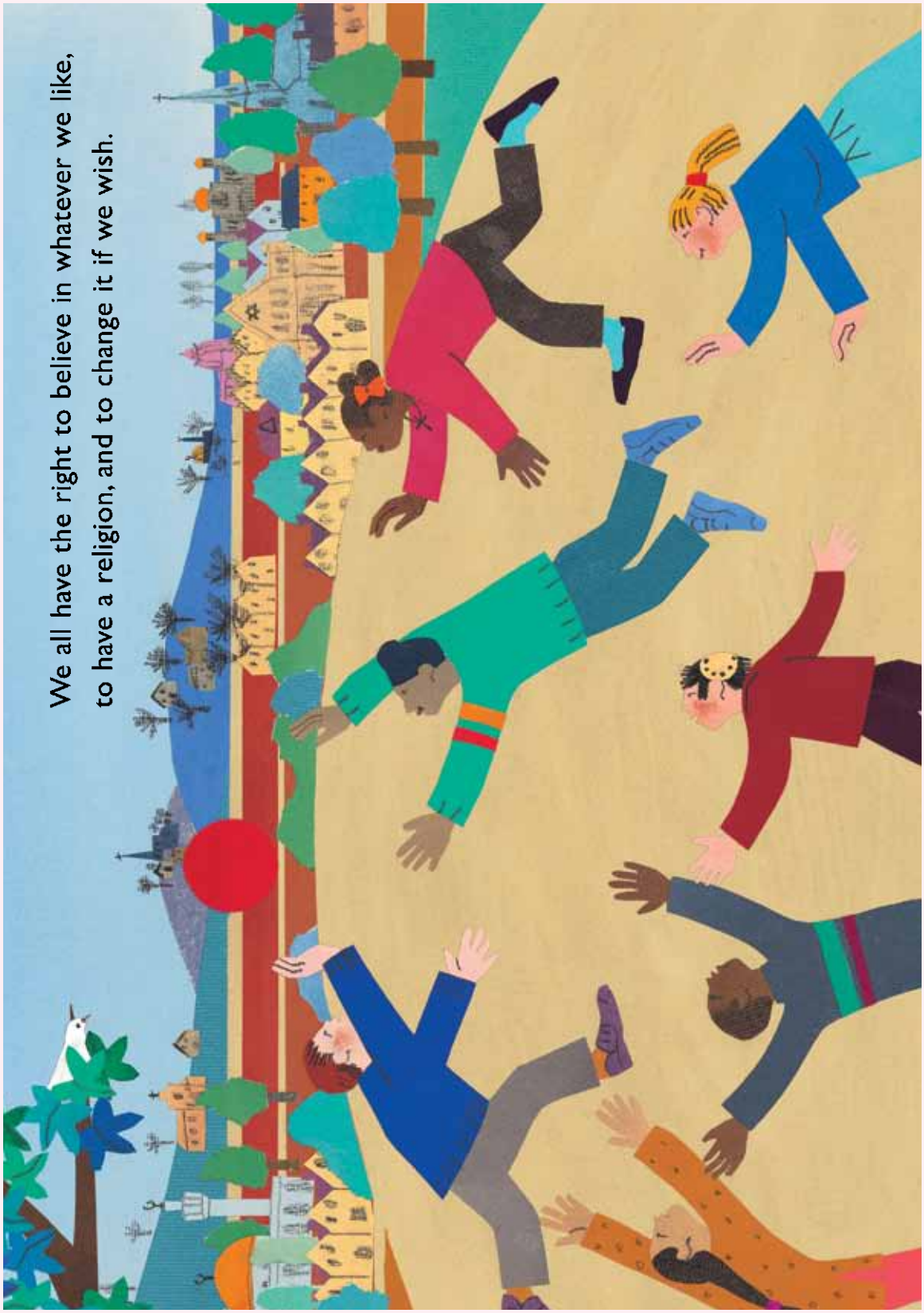
Artist: Polly Dunbar. We Are All Born Free. © Amnesty International/Frances Lincoln Children's Books

We Are All Born Free pictures
Article 14



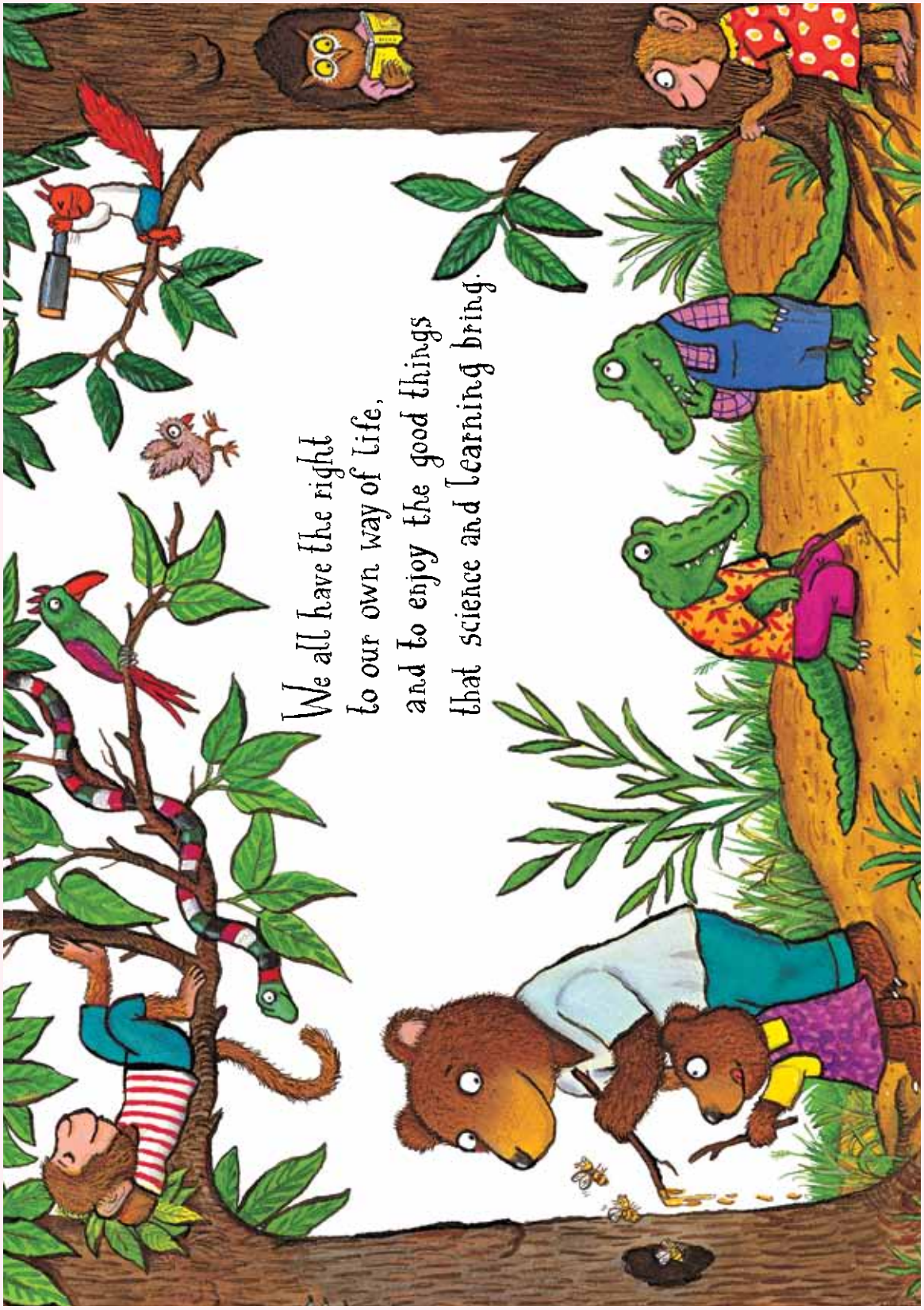
Artist: Hong Sung Dam. We Are All Born Free. © Amnesty International/Frances Lincoln Children's Books

We Are All Born Free pictures
Article 18



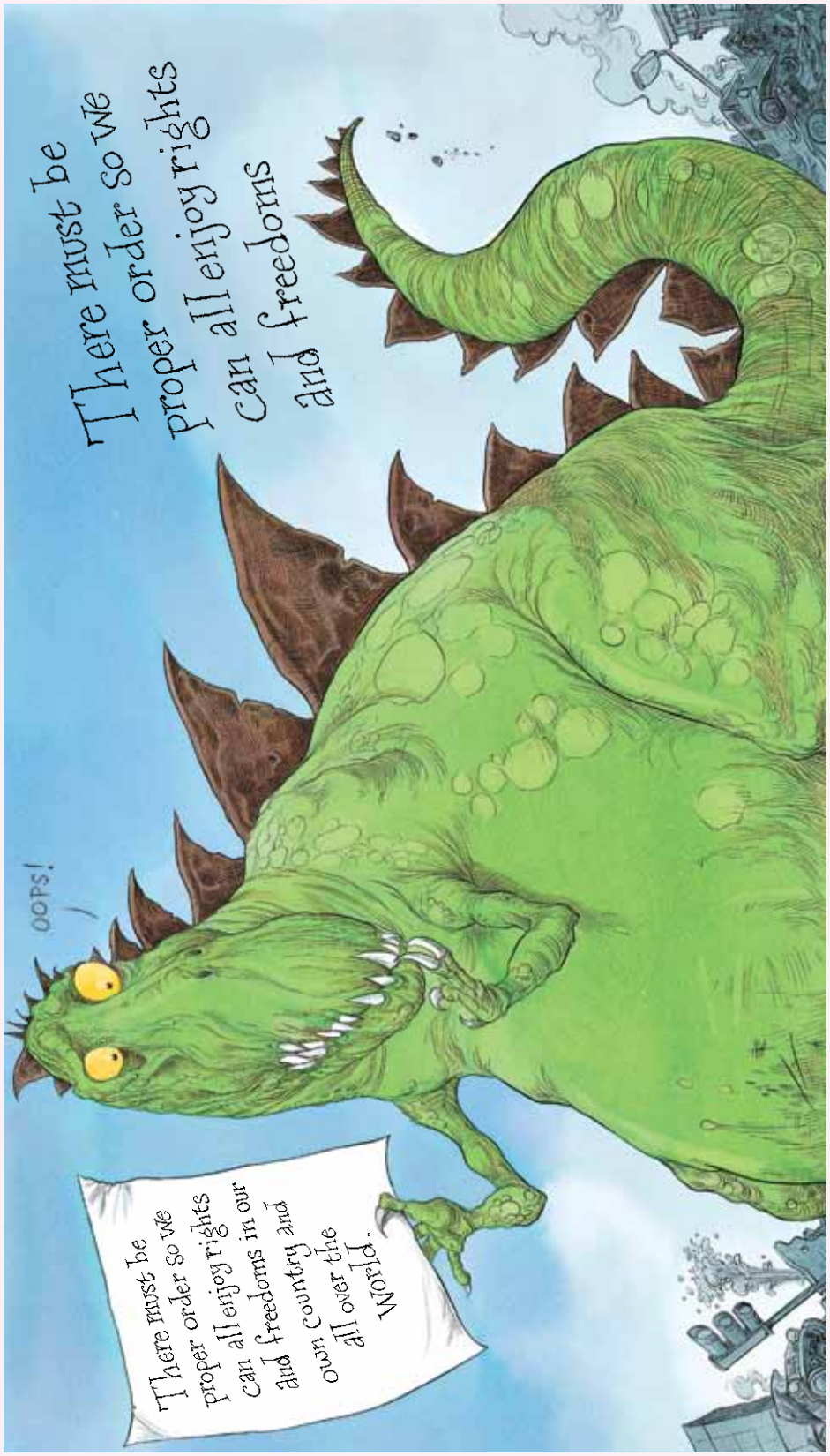
Artist: Jessica Souhami. We Are All Born Free. © Amnesty International/Frances Lincoln Children's Books

We Are All Born Free pictures
Article 27



Artist: Axel Scheffler. We Are All Born Free. © Amnesty International/Frances Lincoln Children's Books

We Are All Born Free pictures
Article 28



Artist: Chris Riddell. We Are All Born Free. © Amnesty International/Frances Lincoln Children's Books

Activity 5
Right up your street

Aim: To investigate and understand how rights apply to everyday life by examining a street scene showing human rights in practice. Through group and class discussion children identify rights being enjoyed, denied and demanded. **Skills:** Selecting information; making decisions and explaining choices; working as a group. **Time:** 1 lesson. **Age:** 7+. **What you need:** Right up your street illustration (page 31, one per group, or downloadable PDF available from www.amnesty.org.uk/primary for whiteboard or PowerPoint use); 30 small stickers in three colours (one set per group); Universal Declaration of Human Rights summary version (page 148, one per group).

What to do

Show the class the *Right up your street* illustration. Explain that this is a scene of every day life – and human rights. It shows people asking for their rights, enjoying their rights or having their rights denied.

Tell the children that they are about to become human rights detectives.

- What do they notice in the picture?
- Where in the world might this (imaginary) street be?
- Is there anything in the picture that they would never see in this country?
- What sort of family might those people at the bus stop be?
- What is happening outside the sweet shop? Look very carefully at the woman inside and the boy running away.
- Do any of the buildings on the street have something to do with human rights?
- What is the young girl doing at the letter box?

Group work

Divide the class into groups of four to five. Hand out a copy of the *Right up your street* illustration, a set of coloured stickers and the *UDHR summary version* to each group.

Groups need to look for human rights situations in the picture. They need to label each one they find with a sticker of the right colour, eg:
Yellow sticker – a human right being denied;
Pink sticker – a human right being enjoyed or exercised;
Green sticker – a human right being asked for.

On each sticker they need to write down the number of the relevant UDHR article/s the situation relates to.

There are at least 30 different human rights situations to be found in the picture.

For younger children, or to save time, this activity can be carried out verbally. Each group should report back their findings to class.

Alternative

This same exercise can be carried out using the Convention on the Rights of the Child (page 149) instead of the UDHR. All of the rights in the UNCRC can be found in the picture.

Eleanor Roosevelt regarded the Universal Declaration of Human Rights as her greatest accomplishment and on the 10th anniversary of the Declaration she said:

'Where, after all, do human rights begin? In small places, close to home; in the everyday world of human beings – the neighborhoods they live in, the schools or colleges they attend, the factories, farms or offices where they work, where every man, woman, and child seeks to have equal justice and opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.'

TRAVEL AG
HOLIDAY FUN
FLY ANY
SUN SEA
MALTA
YOUTH
NEIGHE
HEALTH
OURHOOD CENTRE
LIBRARY
Homeless and hungry
UNION RIGHTS
VOTE
JONES
ELECTION 7 MAY
CENTRAL PRIMARY SCHOOL
BUS STOP
TELEPHONE
JESUS

© Dan Jones

Activity 6
Children's rights picture quilt

Aim: To encourage children to learn about and understand rights contained in the United Nations Convention on the Rights of the Child (UNCRC) by making a children's rights picture quilt illustrating key articles of the Convention. **Skills:** Analysing and interpreting information about rights; exploring values; developing design and graphic skills; teamwork. **Time:** 1-2 lessons. **Age:** 7+. **What you need:** United Nations Convention on the Rights of the Child summary version (page 149, one per child); United Nations Convention on the Rights of the Child statements (page 34, one set, cut up and put in box or hat); Children's rights picture quilt template (page 35). Each pair of children need a piece of fabric or paper as per template (page 35); a large rectangle of fabric or paper to use as backing for the quilt.

What to do

Briefly introduce the United Nations Convention on the Rights of the Child (UNCRC). Tell the class that they are going to find out about these rights and show them in a big display.

Rights of the child

Explain that after the Universal Declaration of Human Rights was agreed, a number of international laws were created to protect the rights of particular groups of people. One of these laws protects the human rights of children.

It is called the United Nations Convention on the Rights of the Child (UNCRC) and was drawn up by the world's leaders more than 20 years ago. It spells out the rights of the world's two billion children and young people under the age of 18, and their need for special care and help. It says what governments should do to help fulfil these rights. It became part of international law in 1989. Nearly all of the countries in the world have promised to make the rights in the UNCRC real for children.

The Convention provides young people with over 40 rights, and says every child has the right to live and to grow up; to be protected from harm, danger and bad treatment; to enjoy family life, health care and education; to be treated fairly; to have their own ideas listened to.

Hand out copies of the *UNCRC summary version* to the class.

Miming

Divide the class into pairs. Pass round a hat or box containing the 16 *UNCRC statements* (page 34). Explain that these are just a selection of the rights that children have.

Each pair should pick out a statement without looking (as in a lucky dip), read it and discuss its meaning (seeking help if necessary). Can they think of one or two words that would sum up what their statement is about?

Pairs should now work out a simple mime to represent their statement.

Other display ideas

Instead of a quilt, children could illustrate their UNCRC statements by:

- painting on tiles;
- sculpting little clay or plaster figures for each right;
- making a collage of fabrics or embroidered squares;
- painting on silk with gutta or outliner and fabric inks;
- making linocut prints.

Children's rights picture quilt continued

Every child has the right to meet their friends and join groups.

Every child has the right to speak their own language and practise their own religion.

Quilt making

Next, ask them to make a sketch on scrap paper to show what their statement is about (examples above). Then they copy their sketch so that it fills the whole square on their sheet of paper or cloth, and colour it in beautifully.

Next, they should write the words on their statement onto the rectangle at the top of their sheet.

When ready, all the children should form a circle. In turn ask pairs to perform their mime. Challenge the rest of the class to guess what right is being portrayed. Then ask the pair performing to read out their statement and show their picture.

The teacher should write 'UN Convention on the Rights of the Child' as a big title to glue across the top of the quilt – get the children to help. (See Children's rights picture quilt template sheets for guidance). The children's pictures, their UNCRC statements and the UNCRC heading should be glued or sewn onto a large backing sheet of paper or cloth.

This can be presented in a school assembly about the UNCRC, with pictures projected on PowerPoint while the artists are performing their mimes and reading out their rights. Their children's rights picture quilt can also be put on public display in the school, perhaps on 20 November (UN International Children's Rights Day).

The United Nations Convention on the Rights of the Child statements

Cut up the UNCRC statements and place into a box for a lucky-dip type activity.

Every child has the right to life.

Every child has the right to privacy.

Every child has the right to a name and a nationality.

Every child has the right to education.

Every child has the right to be with their family or with those who will care for them best.

Every child has the right to be kept safe and not to be hurt or neglected.

Every child has the right to enough food and clean water.

No child should be used as cheap labour or as a soldier.

Every child has the right to an adequate standard of living.

Children who break the law should not be treated cruelly.

Every child has the right to health care.

Every child has the right to speak their own language and practise their own religion.

Every child with a disability has the right to special care and support.

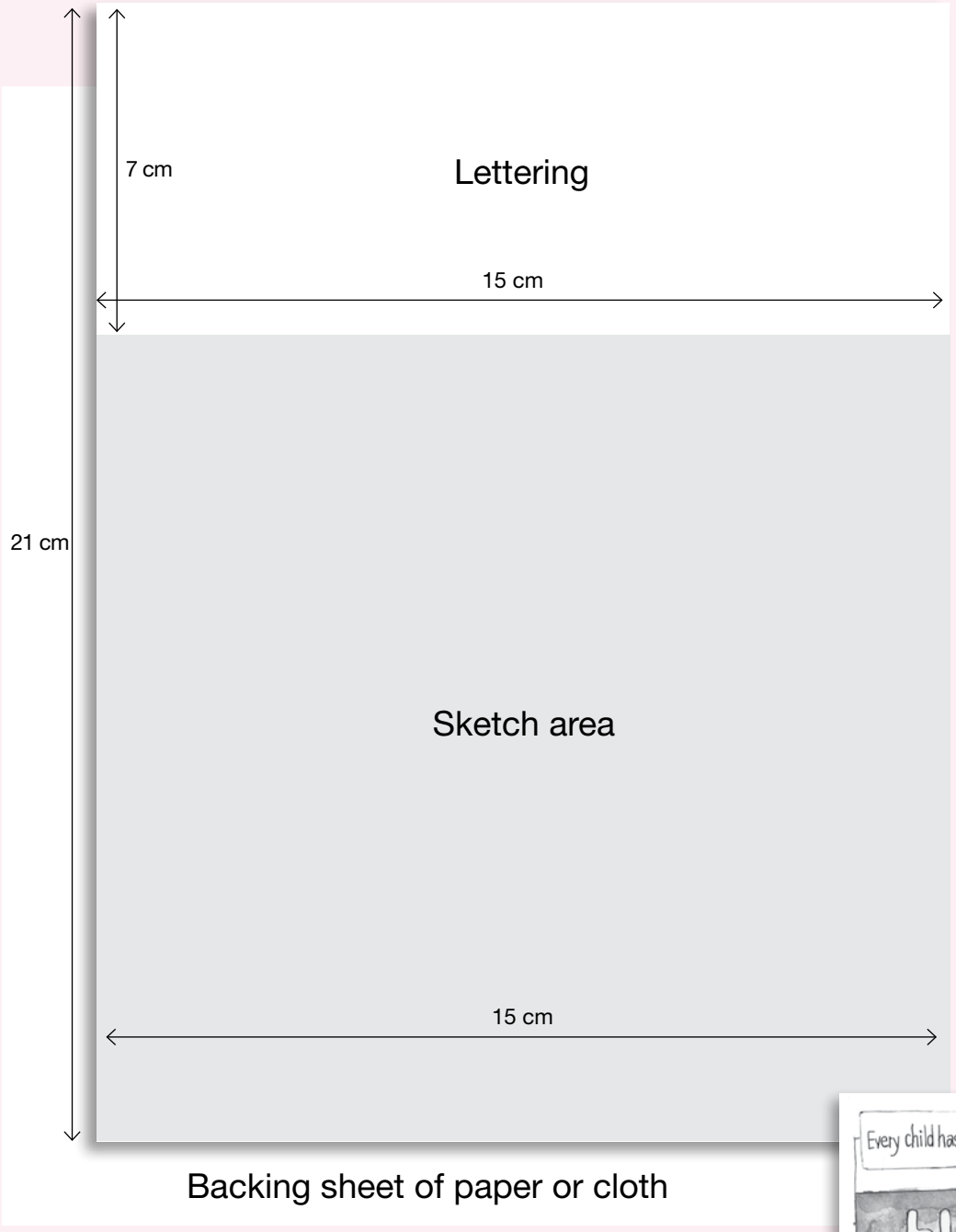
Every child has the right to say what they think and to be heard.

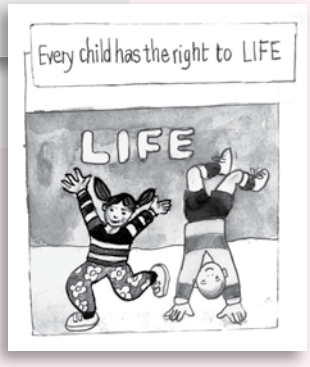
Every child has the right to relax and play.

Every child has the right to meet their friends and join groups.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Children's rights picture quilt template





PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Children's rights picture quilt template continued

This is an example of how your children's rights picture quilt could look.

United Nations Convention on the Rights of the Child

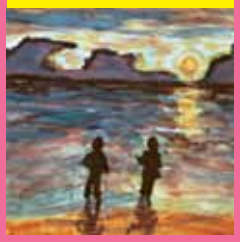
Every child has the right to life.

Every child has the right to a name and a nationality.

Every child has the right to be with their family or with those who will care for them best.

Every child has the right to enough food and clean water.

Every child has the right to an adequate standard of living.



Every child has the right to health care.

Every child with a disability has the right to special care and support.

Every child has the right to relax and play.

Every child has the right to privacy.

Every child has the right to education.

Every child has the right to be kept safe and not to be hurt or neglected.

No child should be used as cheap labour or as a soldier.

Children who break the law should not be treated cruelly.

Every child has the right to speak their own language and practise their own religion.

Every child has the right to say what they think and to be heard.

Every child has the right to meet their friends and join groups.

Pictures of children's rights by primary school children from the UK and the Russian Federation.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Activity 7
Everyday rights

Aim: To help children recognise how different rights are part of everyday life. **Skills:** Reasoning; discussing and justifying opinions. **Time:** 1 lesson. **Age:** 8+. **What you need:** Everyday rights (page 38, one per child); Universal Declaration of Human Rights summary version (page 148, one per child); pencils; space for free movement.

What to do

Hand out a copy of *Everyday rights* to each child. Ask them to spread out and find someone who can answer one of the questions on the sheet. They need to write the person's name in the space. They should try to get as many different children as possible to fill in the blanks, and ask them to explain their answer.

When everyone's sheet has been filled up, bring the class into a circle. Use the Magic microphone technique (explained right) and ask the children to share their thoughts on the answers they've collected. Pupils' names should not be used, to avoid any sensitive or personal disclosures.

Hand each child a copy of the *UDHR summary version*. See if they can identify a human right represented in each statement. They should match it with an article from the UDHR and write its number down on the second line.

Active learning technique

Magic microphone

This is a strategy that helps children to learn to take turns when they are sitting in a circle. The class decides on a pass-around object, eg a toy animal, a hat or a microphone. Only the person who is holding the 'magic microphone' may speak. Everyone else looks at and listens to the speaker. Anyone who does not want to speak just passes on the microphone when it reaches him or her. Some of those often unwilling to speak may be encouraged to do so by having an object to hold.

Everyday rights

Find someone who:

- **has a passport and has travelled abroad**

Name: _____

UDHR article number: _____

- **has been to a mosque, church, synagogue or another place of worship**

Name: _____

UDHR article number: _____

- **has stopped someone from being bullied**

Name: _____

UDHR article number: _____

- **has been to a wedding**

Name: _____

UDHR article number: _____

- **enjoys school**

Name: _____

UDHR article number: _____

- **has been blamed or punished for doing something that they did not do**

Name: _____

UDHR article number: _____

- **can play a sport or a musical instrument**

Name: _____

UDHR article number: _____

- **really likes playtime**

Name: _____

UDHR article number: _____

- **has been to hospital when they were ill**

Name: _____

UDHR article number: _____

- **has disagreed with someone**

Name: _____

UDHR article number: _____

- **can name a political party in the UK**

Name: _____

UDHR article number: _____

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Activity 8
Matching rights

Aim: To become familiar with the rights contained in the Universal Declaration of Human Rights by linking rights to appropriate images through a memory card game. **Skills:** Classifying and grouping information; using play and games to explore ideas; working with others, sharing and cooperating. **Time:** 1 lesson. **Age:** 7+.
What you need: Matching rights cards A and B (page 40, photocopy, mark R for Right or P for picture on the back, laminate, one set per pair).

What to do

Divide the class into pairs and hand them a set of either A or B *Matching rights cards*.

The cards should be shuffled and spread face down on the table. One child should turn over an R and then a P card, reading or describing each card as it is turned over.

If the card and the symbol match, the child keeps both cards. If they do not match, the cards are both placed back face down on the table.

Then it is the other player's go, and the game continues in this way until all the cards have been matched up and taken. The children will soon learn to remember which word or picture card has already been turned over and where it is on the table.

The winner is the player who has the biggest pile of cards at the end of the game.

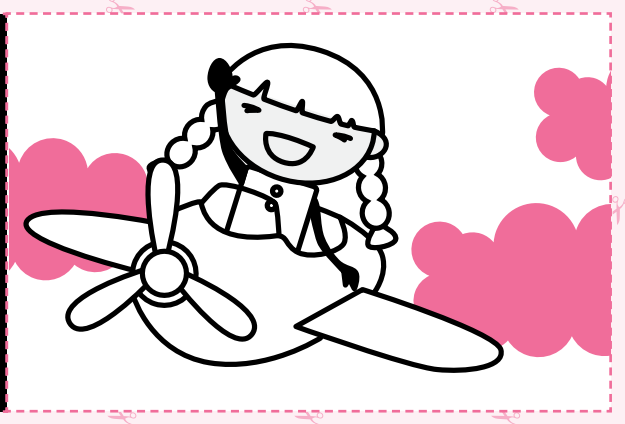
Matching rights, words and pictures

Extension/homework

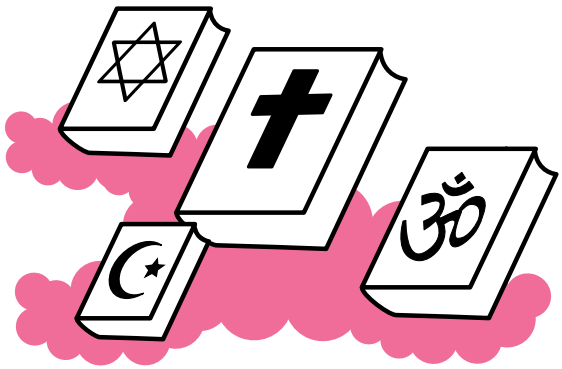
- Ask the children to give an example of each right before they can keep the cards.
- Children can devise their own version of the game, drawing their own pictures or symbols. They can also create a version based on the Convention on the Rights of the Child.

Matching rights cards
Set A

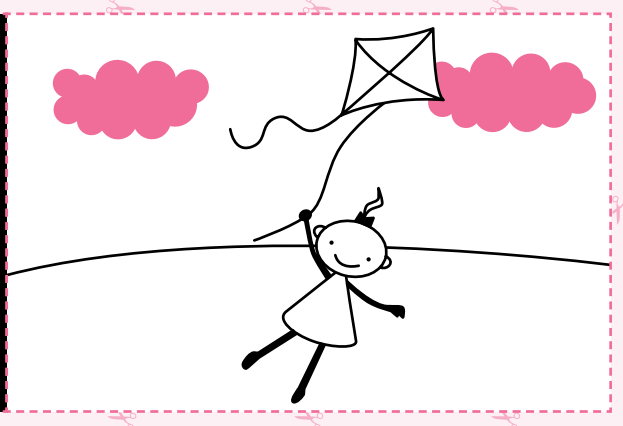
Right to movement



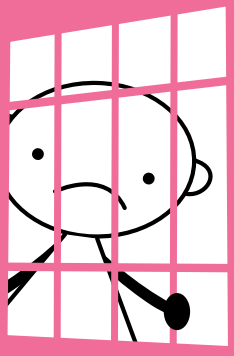
Freedom of belief, conscience or worship



Right to rest and leisure



Freedom from arbitrary arrest

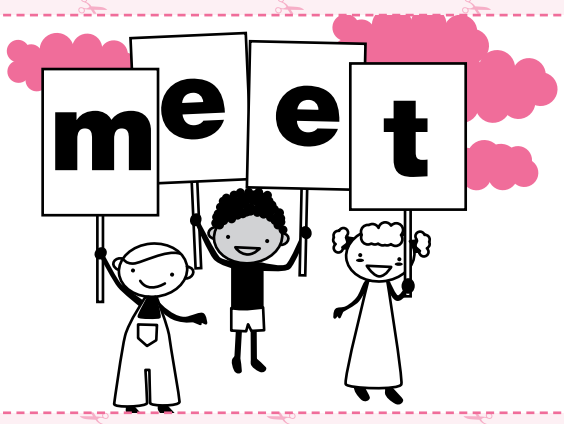


PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Matching rights cards

Set A continued

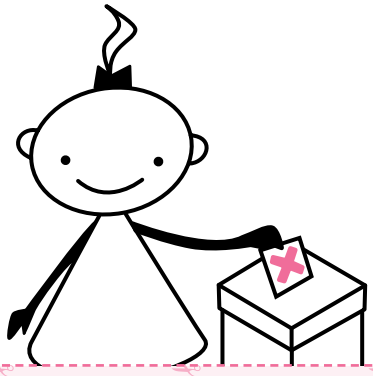
Right to meet with others



Right to have a job

Right to belong to a country

Right to participate in free elections

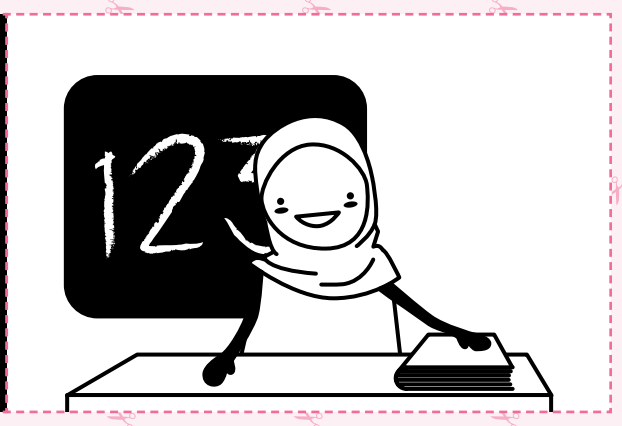


PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

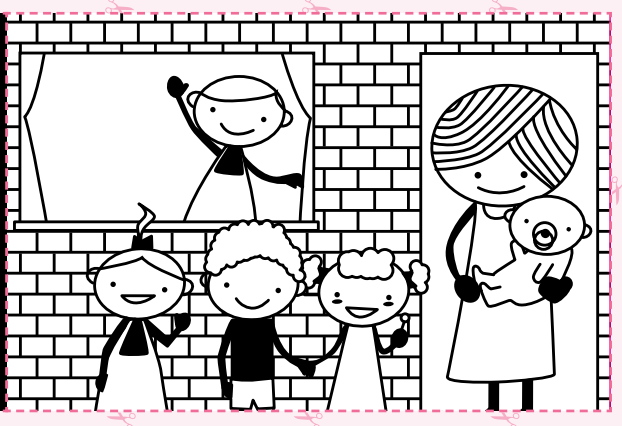
Matching rights cards

Set A continued

Right to education



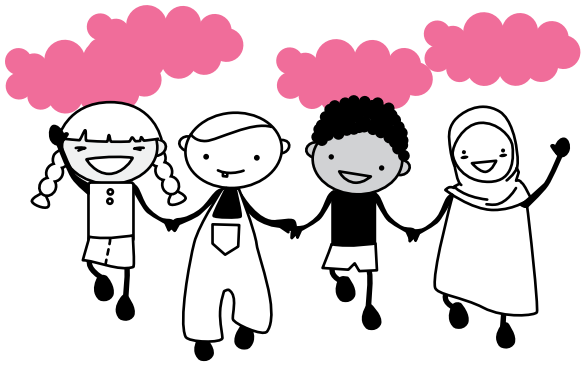
Right to live in your own home free from interference



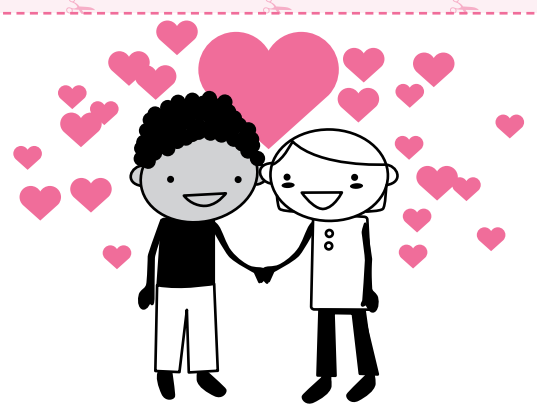
PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Matching rights cards
Set B

Everyone is equal despite differences

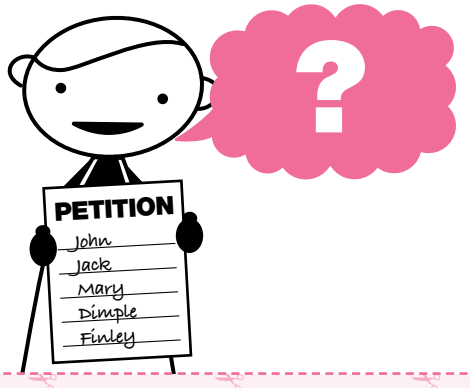


Right to marry



Right to own things

Right to ask questions and challenge those in authority

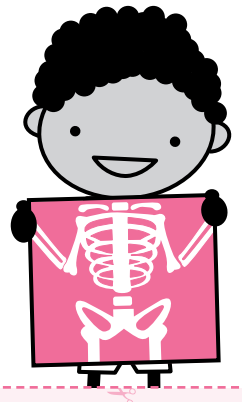


PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

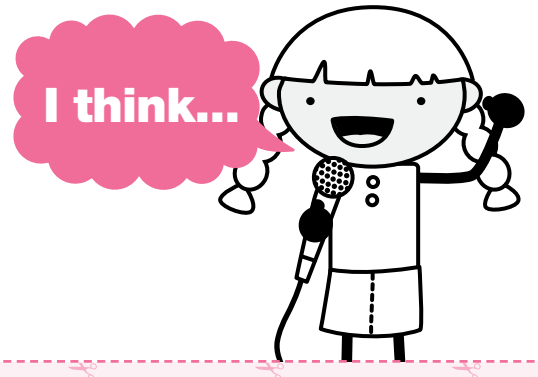
Matching rights cards

Set B continued

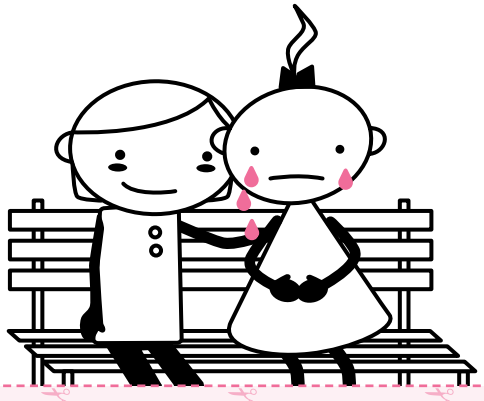
Right to security and health



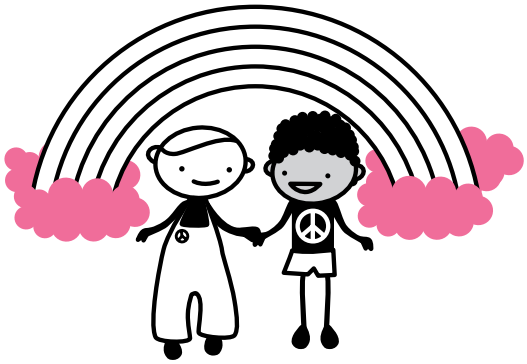
Right to your own thoughts



Right to help others



Right to peace

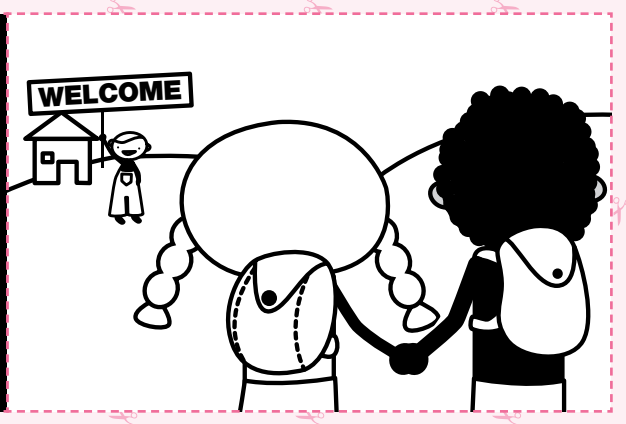


PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Matching rights cards

Set B continued

Right to flee persecution



Right not to be a slave

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Activity 9
Passport to rights

Aim: To understand how human rights apply to themselves as individuals in society by recording the exercise and enjoyment of their own rights in their daily lives. **Skills:** Personal reflection; literacy. **Time:** 2 lessons. **Age:** 7+.
What you need: Scissors; Passport template (page 47, photocopy pages a and b as two-sided copies, one set per child). The passport pages are designed to work back-to-back when cut, and should be folded into a booklet.

What to do

Show the children how to cut up the pages of their passport along the outside lines indicated.

Ask them to assemble and fold the pages into a passport 'book'.

Ask children to fill in as much of their own human rights passport as they can in the classroom, and take the rest away as homework.

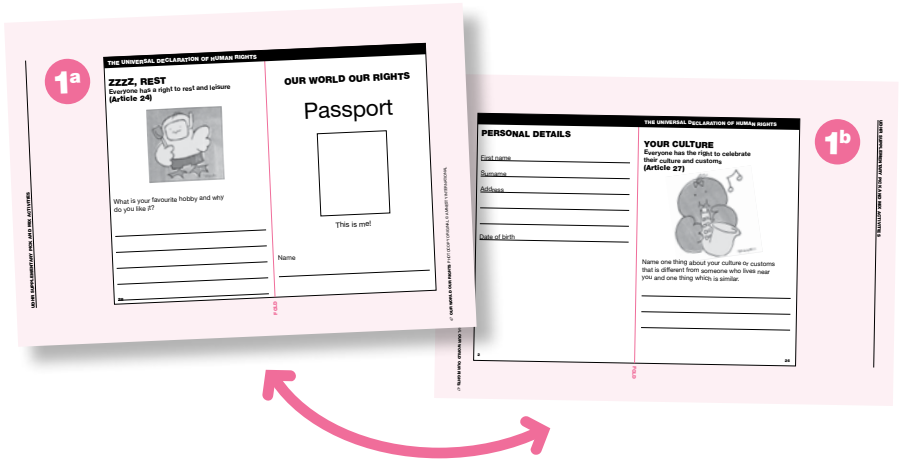
At home they should get help with further details and fill in unanswered questions on their rights.

A week later, ask the children to bring their completed passports back to share and compare in a class discussion.

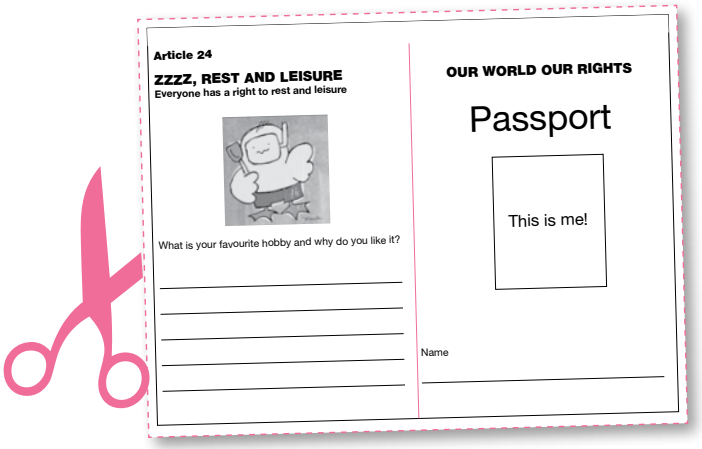
It would be useful to display the A1 size poster *These Rights Are Our Rights* during this activity. It spells out the articles of the Universal Declaration of Human Rights for children (see page 18). To order free, email SCT@amnesty.org.uk quoting product code ED 073.

Passport template

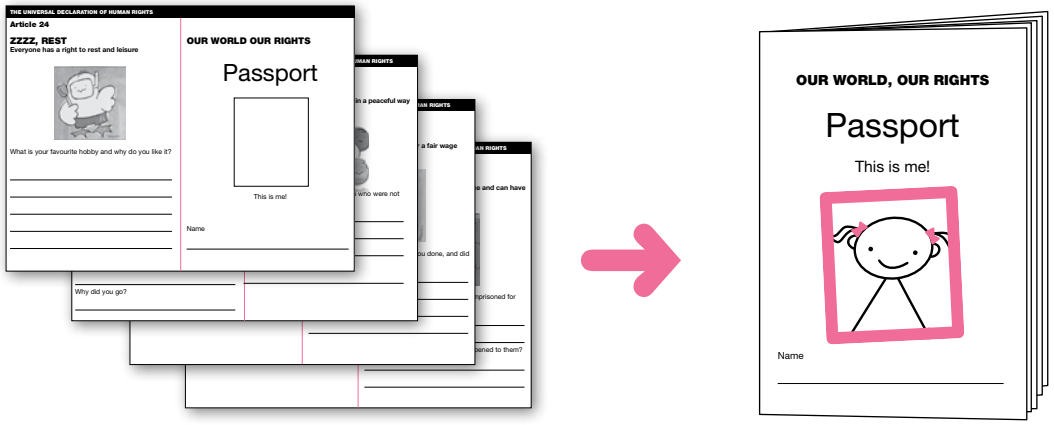
Double sided photocopies



Cut out pages



Collate, staple and fold



PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

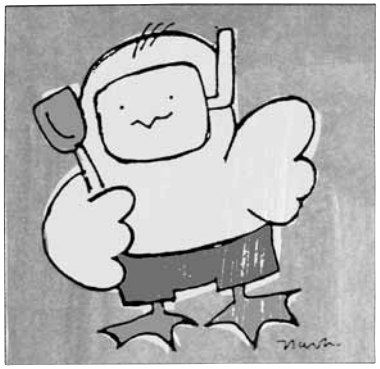
1a

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ZZZZ, REST

Everyone has a right to rest and leisure (Article 24)



What is your favourite hobby and why do you like it?

_____

_____

_____

_____

28

OUR WORLD OUR RIGHTS

Passport

This is me!

Name

_____

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

1b

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

PERSONAL DETAILS

First name _____

Surname _____

Address _____

_____

_____

Date of birth _____

2

YOUR CULTURE

Everyone has the right to celebrate their culture and customs (Article 27)

Name one thing about your culture or customs that is different from someone who lives near you and one thing which is similar.

_____

_____

_____

27

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

2a Passport template continued

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

X-RAY

Everyone has the right to medical care (Article 25)

Have you had an X-ray?

_____

Have you been to hospital?

_____

Why did you go?

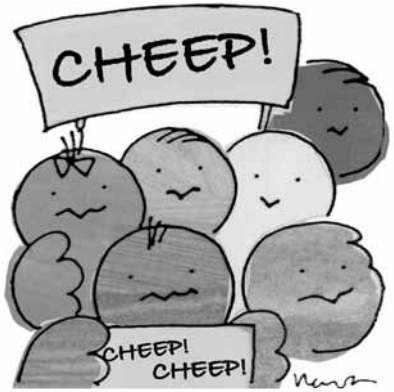
_____

26

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

MEET

Everyone has the right to assemble in a peaceful way (Article 20)



Do you belong to a club or an organisation?

_____

_____

_____

What is it called?

_____

3

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

2b

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

BIRTHRIGHT

No one has the right to take away any of the rights in this Declaration (Article 1)

Write down where you were born.

_____

On which day of the week were you born?

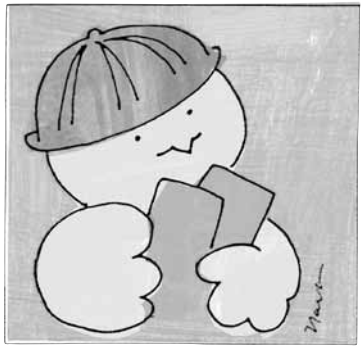
_____

4

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

WORK

Everyone has the right to work for a fair wage (Article 23)



What job would you like to do when you are older?

_____

_____

_____

_____

25

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

3a

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

VOTE

Everyone has the right to take part in choosing the government of their own country (Article 21)

In which year will you be able to vote?

_____

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

OPINION

Everyone has their own thoughts (Article 1)

Have you heard of someone being imprisoned for their beliefs and ideas?

_____

_____

What did they believe and what happened to them?

_____

_____

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

3b

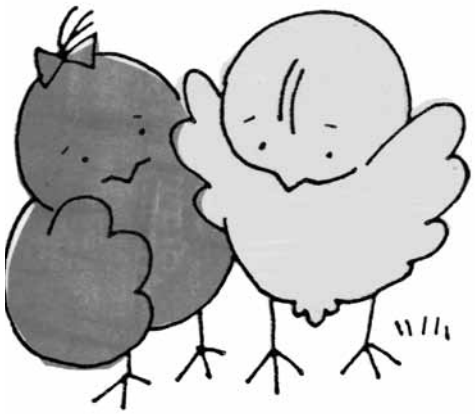
Student worksheet Activity 9

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

DIFFERENCE

Everyone is equal, despite differences in skin colour, sex, religion and language (Article 2)



Write three ways in which you are different from a friend of yours or someone in your class.

_____

_____

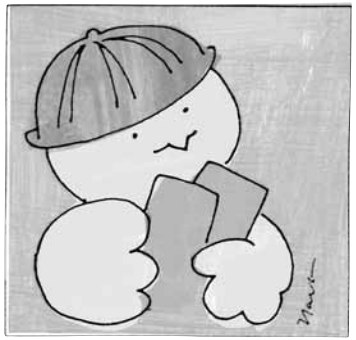
_____

6

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

UNION

Everyone has a right to start and join a trade union (Article 23)



Write the names of three trade unions.

_____

_____

_____

23

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

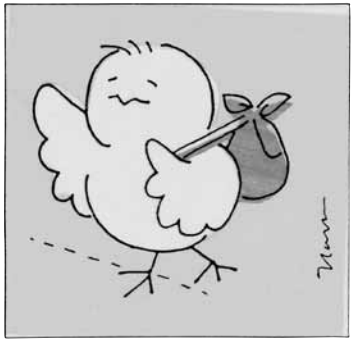
4a

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

TRAVEL

Everyone has the right to travel within a country and to leave and return to their own country (Article 13)



What places in the UK have you visited?

Have you visited any country outside the UK?

22

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

BORN FREE

Everyone is free and we should all be treated in the same way (Article 1)

Give three examples of ways in which girls and boys are not always treated equally.

7

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

4b

FAIRNESS

Everyone has the right to a fair trial (Article 7)

When was the last time you saw someone treated unfairly?

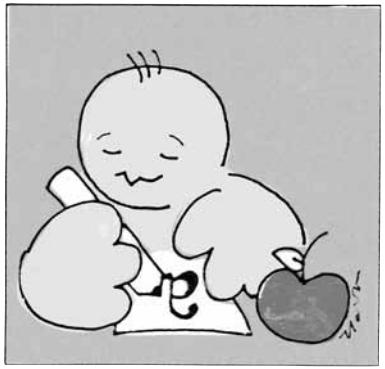
What happened?

What did you do about it?

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

EDUCATION

Everyone has the right to go to school (Article 26)



Which school(s) have you attended?

FOLD

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

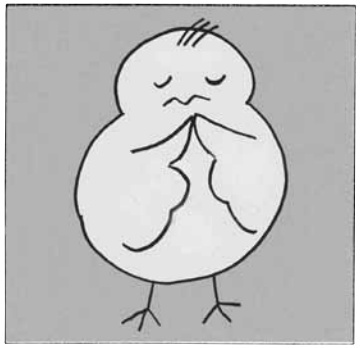
5a

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

RELIGION

Everyone has the right to practise and observe all aspects of their own religion (Article 18)



Do you have a religion?

_____

If so, where do you worship?

_____

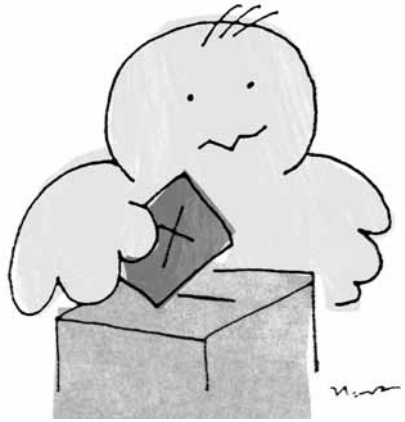
_____

20

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

GOVERNMENT

Everyone has a right to take part in choosing a government of their choice (Article 21)



Which is the political party of the present government?

_____

_____

Do you know the name of another political party?

_____

_____

9

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

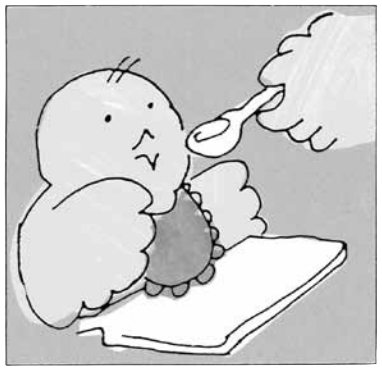
5b

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

HOME

Everyone has the right to have their basic needs met, including food to eat and a home to live in (Article 22)



What are your three favourite foods?

_____

_____

_____

Which one of these is the healthiest?

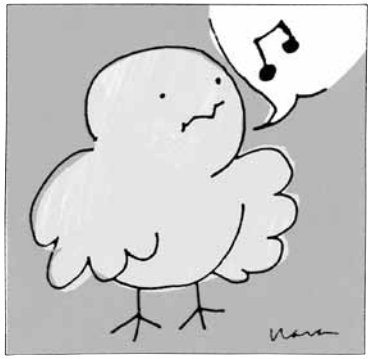
_____

10

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

QUESTION

Everyone has the right to question those in authority in order to receive information (Article 19)



Have you ever questioned someone in authority or written to your MP?

_____

_____

_____

_____

19

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

6a

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

POSSESSIONS

Everyone has the right to own property and possessions (Article 17)

What is your favourite possession?

_____

Why do you like it?

_____

_____

18

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

INNOCENT

Everyone should be considered innocent until guilt is proved (Article 11)

Have you seen someone accused of something they didn't do?

_____

_____

What happened?

_____

_____

11

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

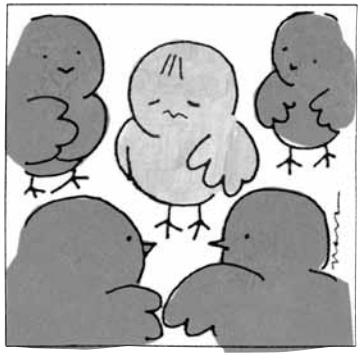
6b

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

COURT

We are all entitled to a fair and free trial in front of a jury (Article 10)



What trial have you read about?

What was the verdict?

12

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

OPINION

Everyone has the right to say what they think (Article 19)

Have you ever been stopped from saying what you think?

Why do you think this was?

17

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

7a

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

NATIONALITY

Everyone has the right to belong to a country (Article 15)

What is your nationality?

_____

Do you own your own passport?

_____

When did you get it?

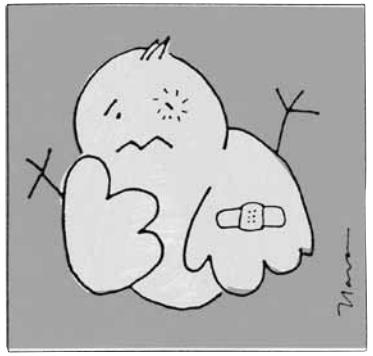
_____

16

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

FREE FROM HURT

Nobody has the right to hurt you or torture you (Article 5)



Name two kind things you did yesterday

1 _____

_____

2 _____

_____

13

FOLD

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Passport template continued

7b

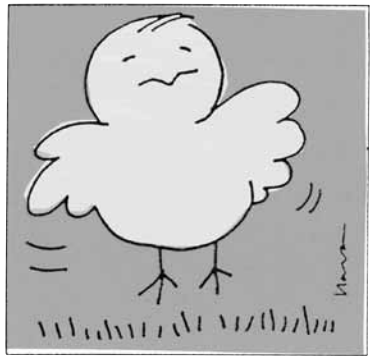
Student worksheet Activity 9

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

SAFETY

Everyone has the right to live in freedom and safety (Article 3)



Who is the youngest member in your family?

_____

When were they born?

_____

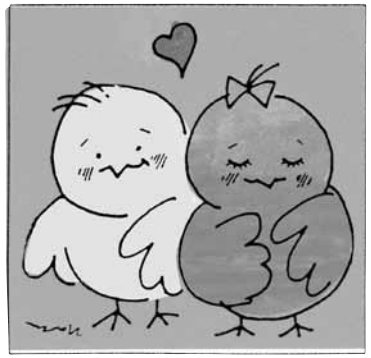
14

FOLD

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

WEDDING

Everyone has the right to marry and have a family should they wish to (Article 16)



Do you think you will ever get married?

_____

What is the earliest date you could get married?

_____

15

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Activity 10
Human rights snakes and ladders

Aim: To think about everyday situations where rights are respected and where rights are abused.
Skills: Numeracy; investigation of human rights in everyday life; cooperation; creative design. **Time:** 1 lesson.
Age: 7+. **What you need:** Snakes and ladders board (page 63, one per group, photocopied to A3 size); Snakes and ladders template (page 64, one per group, photocopied to A3 size); Universal Declaration of Human Rights summary version (page 148, one per group); coloured pens, scissors, counters and dice (per group).

What to do

Ask pupils if they know how to play snakes and ladders. Discuss what happens if you land on a square that has a ladder or a snake on it.

Pupils will make a snakes and ladders board inspired by human rights.

Form groups and hand out the *Snakes and ladders board, Snakes and ladders template* and some coloured pens, card, scissors, counters and dice to each one, along with the *UDHR summary version*.

Rights being enjoyed are the 'ladders' and rights being denied are the 'snakes'. So, explain for each ladder they must think of an example of a right from the *UDHR summary version* being respected or enjoyed, and for each snake, they must think of a right being denied.

Brainstorm some examples as a class, eg:
You are enjoying your right to education by going to school – climb the ladder
You discriminate against someone by calling them a name – slide down the snake

Groups should then work together to make their board game.

Making the board game

1 Cut out the snakes and ladders on the template, colour in and stick at various places on the board grid on different angles.

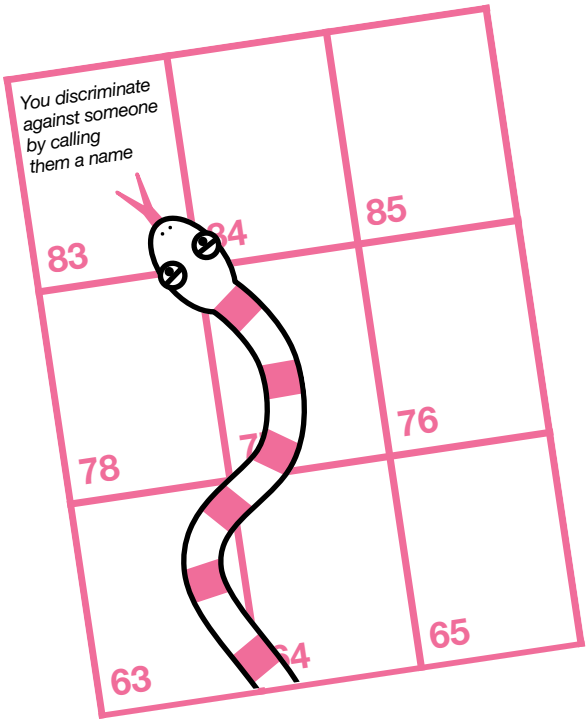
2 For each snake, pupils should think of an example of a right being denied and write this neatly in the square at the top of the snake.

3 For each ladder, pupils should think of a right being enjoyed, and write this neatly in the square at the bottom of the ladder.

4 Once all the boards are complete, allow groups to play. Exchange board games (optional) amongst groups and play them.

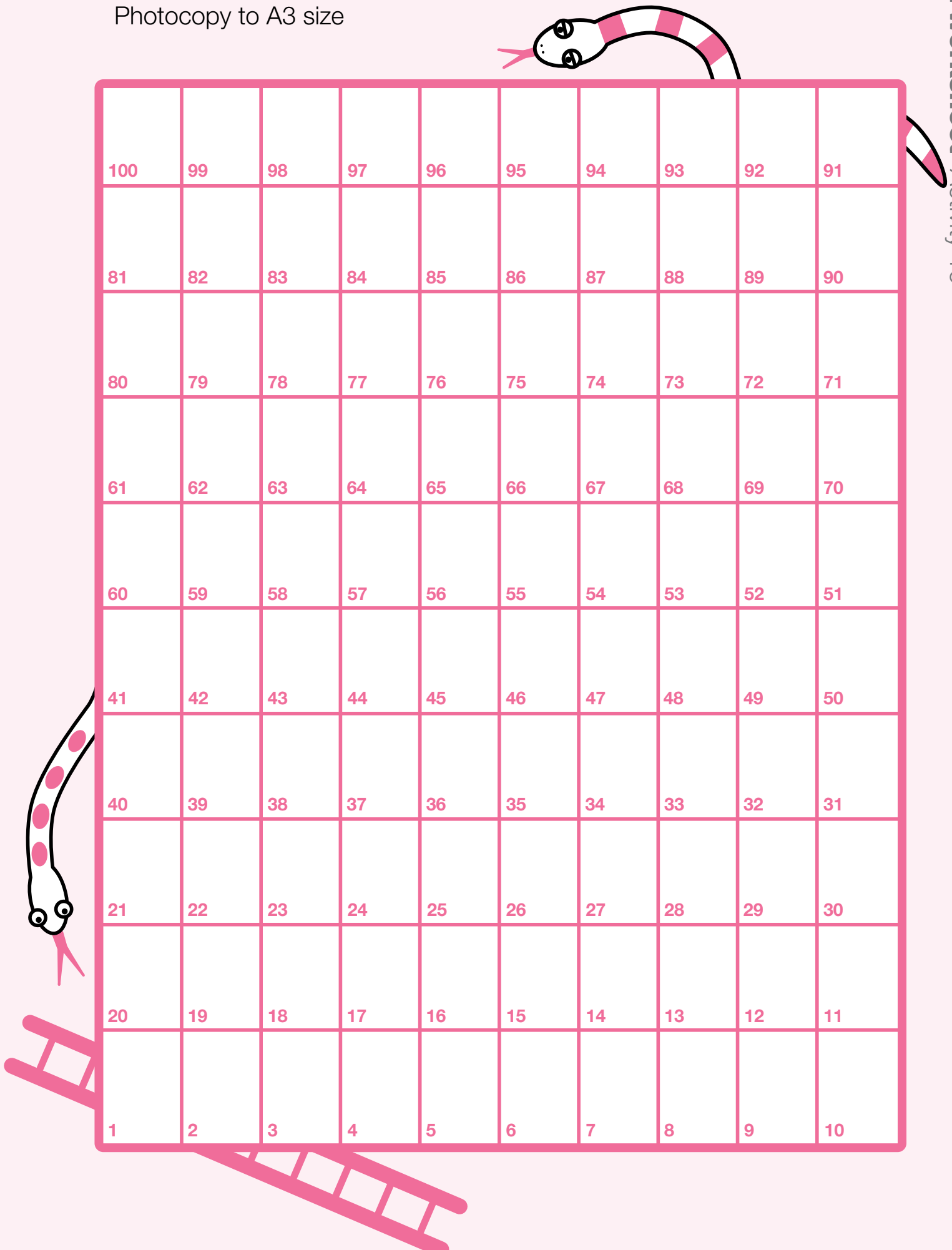
Discussion

Review the exercise with children asking how it felt to work as part of a team and to create a new game that everyone can share.



Snakes and ladders board

Photocopy to A3 size



100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

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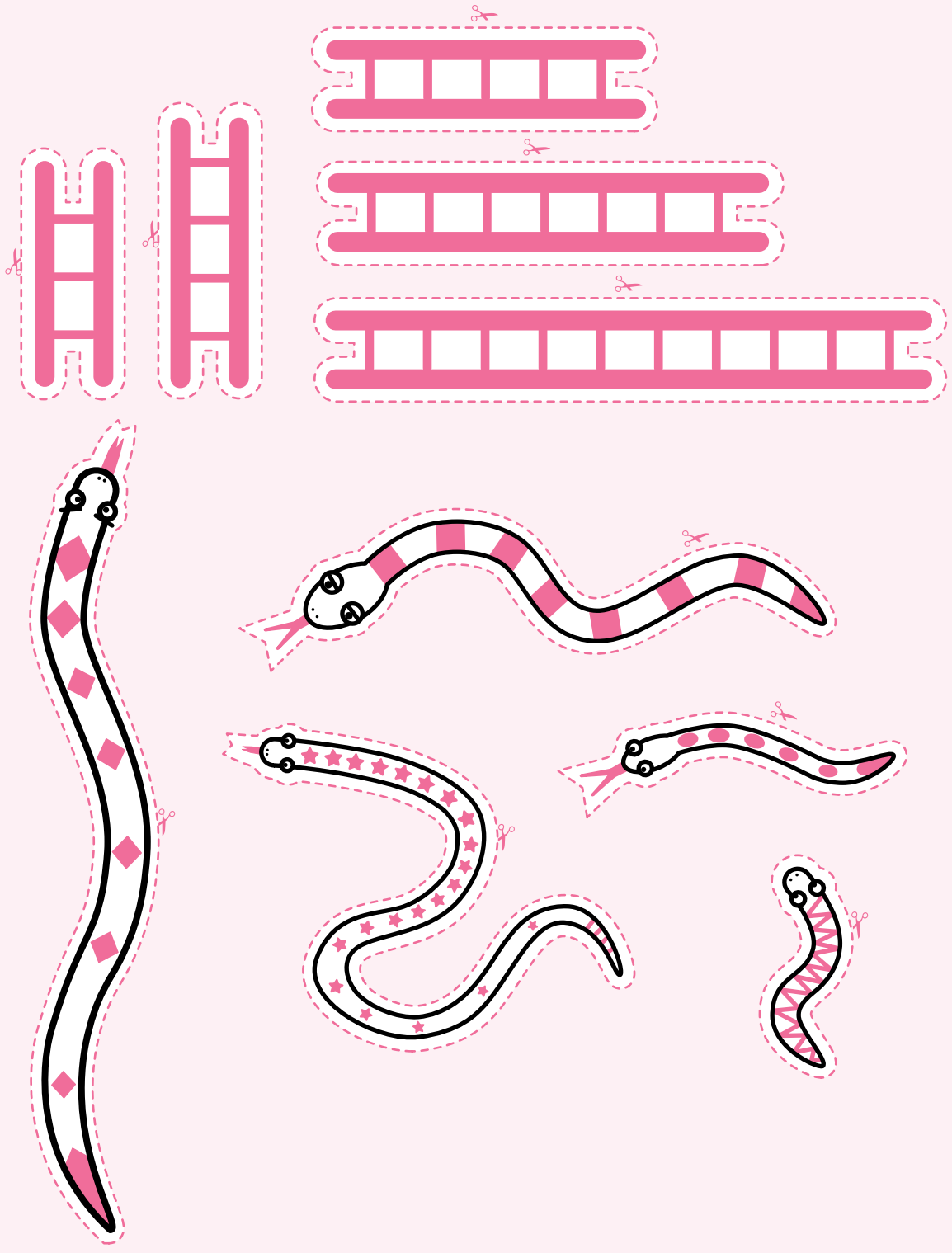
Snakes and ladders template

Photocopy to A3 size

Cut out and stick at various places on the board grid.



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Activity 11
Rights and emotions

Aim: To explore the relationship between rights and emotions by examining how enjoying rights, claiming rights or the denial of rights can lead to a range of different feelings. **Skills:** Understanding how human rights apply in every day life; understanding that particular experiences may lead to particular emotions; developing inter-personal skills; using play and games to explore key ideas. **Time:** 1 lesson. **Age:** 9-11 years. **What you need:** Feelings die template (page 66, one per group); six sheets of card (A3 size); Convention on the Rights of the Child summary version (page 149, one per group) or Universal Declaration of Human Rights summary version (page 148); glue and scissors (per group); marker pens and masking tape (for teacher); music and a CD player.

What to do

This activity needs to be carried out in a hall or where the children can move around easily.

Divide the class into small groups of five or six, and ask them to make their Feelings die, using the template provided. You may wish to help. Explain that written on each face of the die are words and pictures of different feelings.

Ask the class to think of six different places that they might find themselves in, eg at the doctors, a burger bar, Police station, fun fair, on a bus or in a playground. Write each place on seperate A3 sheets of card.

Stick the place cards around the walls of the hall or room. Briefly introduce or remind the class what human rights are. Hand groups copies of the *UDHR* or the *UNCRC summary versions*.

Turn on the music. Groups should move around the hall to the music. When the music stops, each group should stand next to their nearest scenario card, roll their die and look at the emotion it displays.

Discussing rights and feelings

Each group has to imagine how they might experience the feeling on the die in the scenario on their card. What human right is being enjoyed or denied? The right to food? The right to play? The right to safety? The right to medical attention?

Groups should then plan a quick role-play to demonstrate the feeling on their die and a human rights issue involved.

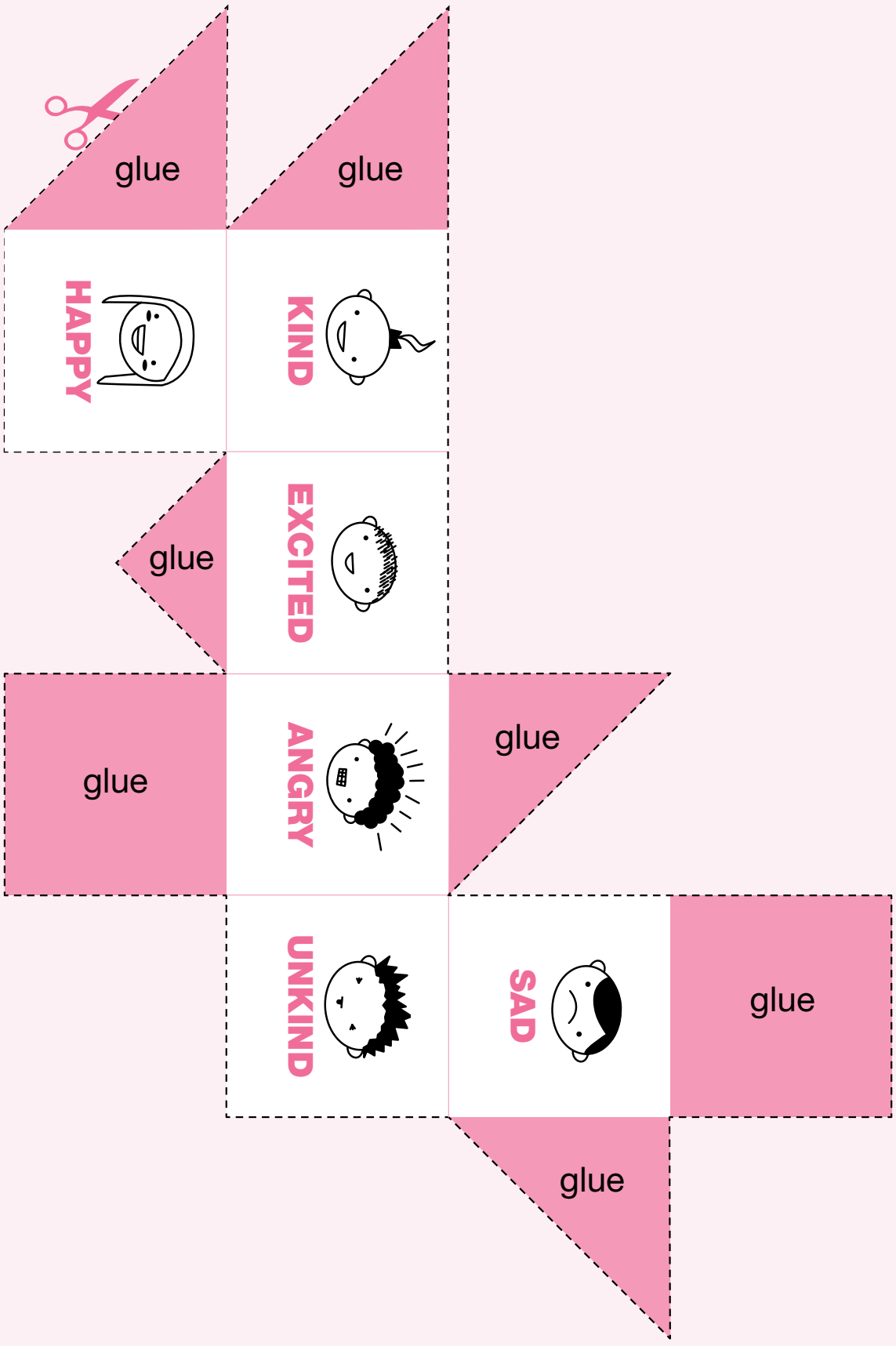
In turn, ask everyone to present their role-plays and talk about their human right.

Start the music again then stop it. Groups should move onto another card, roll their die and repeat the exercise.

Extension/homework

- Students can make a feelings and emotions poster, to illustrate the right denied or enjoyed, and the feeling it resulted in. Display in the classroom.

Feelings die template



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Activity 12

Refugees – they came because they had to

Aim: To encourage children to learn about and understand the situation of refugees and the right to seek asylum through a story and role-play. **Skills:** Developing imagination, empathy and reflection; using inference and deduction; explaining and justifying views; working in a team; taking part in presentation work. **Time:** 2 lessons. **Age:** 9+. Some children in your class may be refugees themselves, or know family members who have been through similar experiences. Please conduct this activity sensitively. **What you need:** Starter discussion (page 69, one per child); Definitions (page 70, one per child); Refugees in the world (pages 71 and 72, one per child); Uncle Ali's family worksheet (page 73, one per group); Uncle Ali's House story (pages 74 and 75, for the teacher); Uncle Ali's death threat (page 76, for the teacher); Flipchart paper and felt tip pens (per group).

What to do

Hand out the *Starter discussion* sheet – pictures of famous refugees. What do all these people have in common? What single experience have they all shared?

Explain that all of them (and millions and millions of other people) had to leave their countries as refugees.

Ask the children for the names of anyone that they can think of, perhaps in their own family, who was a refugee.

Definitions

Now ask the class the write down their own definitions of:

- persecution
- refugee
- asylum seeker

Share, discuss and compare definitions – record answers on the board, adding any necessary words to bring out key elements.

Now hand out the *Definitions* resource sheet.

Point out that **REFUGEE** is itself a refugee word. It came from the French word *réfugier* (meaning 'to flee').

Refugees in the world

Q. Ask the class how many refugees there are in the world.
A. Some 15.2 million – they have had to flee persecution in their own country to seek safety somewhere else.

Hand out copies of *Refugees in the world*. The first map shows some of the main countries that refugees have fled from in recent years: Afghanistan, Sudan, Iraq, the Democratic Republic of Congo, Somalia, Colombia, Burma and Viet Nam.

Q. What percentage of the world's refugees are in the UK?
A. Less than 2 per cent*

The second map indicates countries receiving the most refugees. It shows most refugees flee from one poor country to seek safety in another poor country nearby.

*All statistics are from the annual report of the United Nations High Commission for Refugees, *2009 Global Trends.* www.unhcr.org

Uncle Ali's House

Read *Uncle Ali's House*, an interactive story about one family's experiences (pages 74 and 75). The children will be invited to step into the family's shoes as they face mounting danger and persecution, decide whether to flee, undertake the risky journey to the border and apply for asylum in another country. It's a made-up story, but in many ways, it is also a true story – 15 million times over.

Divide the class into groups of five, and hand out sheets of flipchart paper, felt tip pens and copies of *Uncle Ali's family worksheet*.

Read the story, pausing at relevant points as directed, so the groups can complete the two tasks:

1. Who should go?
2. What should they take with them?

At the end of the story, return to why you said this made up story was true 15 million times over. There are 15 million refugees in the world, many who will have survived similar experiences.

Discussion

- What did it feel like to be in a refugee's shoes?
- Did they think their treatment at the border was fair?
- Has it changed their perception of asylum seekers in this country?

Extension/homework

- Children could express their feelings about this activity in a poem or a picture.

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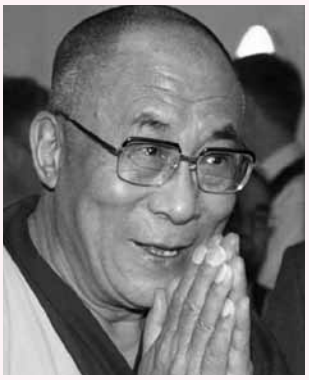
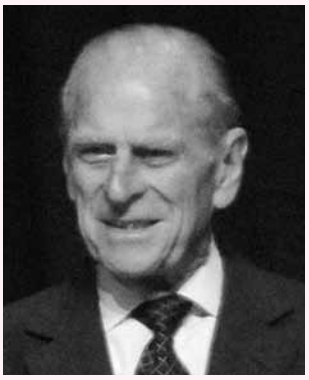
Children take part in the annual Refugee Week, where lots of events take place across the UK exploring refugee experiences. More information at www.refugees.org.uk

Starter discussion

What do these people have in common?



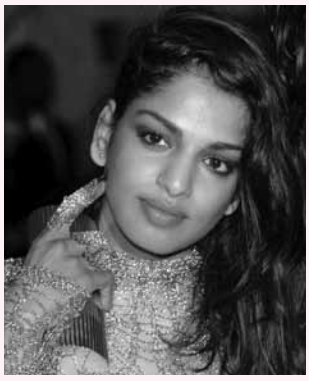
The Dalai Lama



Prince Philip, Duke of Edinburgh

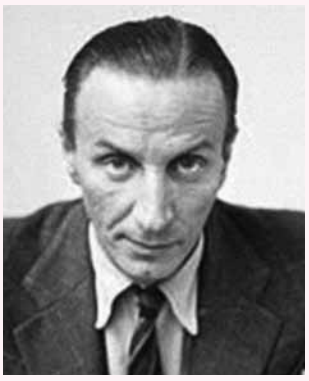
© AP

Mario Stanic, footballer



© AP

MIA, rap artist

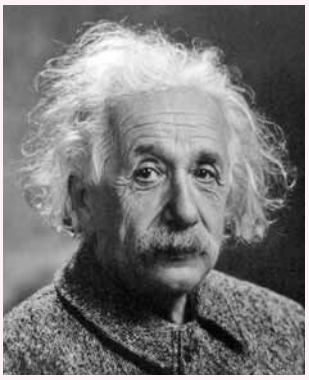


Alec Issigonis, designer of the Mini car

© HarperCollins Publishing Ltd

Judith Kerr, writer of *The Tiger who Came to Tea*

Chief Sitting Bull, Sioux leader



Albert Einstein, scientist

László Biró, inventor of the ballpoint pen

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Definitions

Persecution

Continually treating others in a cruel way because of their race, religion, politics or some other difference. In school, bullying is a form of persecution.

Refugee

A refugee is somebody who a government has agreed has fled from their home country for fear that they would be persecuted for their beliefs or thoughts, for their background or because of the group they belong to. They have been given the right to stay in their new country for as long as necessary.

Asylum seeker

An asylum seeker is somebody who has fled from their home country in fear of persecution, who has asked the government of another country to recognise them as a refugee.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Refugees in the world
Countries producing most refugees

The 2009 Global Trends report; United Nations High Commissioner for Refugees (UNHCR). www.unhcr.org

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Refugees in the world continued

Countries receiving most refugees

The 2009 Global Trends report; United Nations High Commissioner for Refugees (UNHCR). www.unhcr.org

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Uncle Ali's family worksheet

- Dad
- Uncle Ali
- Mum
- The baby
- The boy
- The girl
- Granny

Who should go and who should stay?

What should they take with them? List 10 items.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Uncle Ali's House

Part 1
The persecution

We live in Uncle Ali's house in the city.

Uncle Ali is a very religious and learned man. He was once put in prison for his ideas. He was hurt and now he walks with a limp. Dad works for a newspaper and is a leader of the journalists' trade union – the local newspaper workers organisation. He drives an old car. Mum is at home with the baby. I am a girl of 10 who likes maths and singing. My brother is nine. He plays football and likes chess. Granny has had to use a Zimmer frame since her stroke.

Last month the army took over our country in a military coup (that means that they kicked out the government and soldiers took over). Everything changed. We saw soldiers on the streets. We heard gunfire. People were taken away in trucks. The army made a curfew so everybody has to stay indoors from 9pm. The soldiers have taken over the TV and radio and play military music all day. It is hard to find out what is happening. Some trade unions, including Dad's, have now been banned.

In town some religious leaders have mysteriously 'gone missing'. Three of Dad's mates at work have 'disappeared'. People say the army took them away. Where can they be? Nobody knows.

A poster was stuck on the fence near our house. On the top it said: 'The Enemy Within'. Underneath there was a list of names including Dad's and Uncle Ali's. At the bottom was a picture of a skull and a Kalashnikov gun. It was signed Friends of the Motherland. Who are they? Nobody knows. Mum tore the poster down.

Last week soldiers came to our school looking for the husband of our dinner lady. He wasn't there. So they dragged her away with two of her children and she was shouting: 'But we haven't done anything!'

Yesterday my brother heard the letterbox rattle. He ran downstairs in his pyjamas. He found a crumpled card on the floor with a message made of letters and words cut out of a newspaper and glued on. It said: 'Tonight's the night. Enemy scum you are dead'. It was signed Friends of the Motherland.

Quickly show the copy of the death threat message (on page 76) and ask a child to read it out and explain its meaning. Take the note back. Do not hand copies out.

My brother ran out into the street but nobody was there. Who are these scary people? What does this mean?

Today our phone rang. Uncle Ali picked it up. A voice said that the place where Ali prays was on fire. 'And they are going to bomb your house too. Get out.' Then the phone went dead.

BANG! We hear explosions. Army tanks are in the Town Square. Every road out of town is closed with barbed wire and a military checkpoint. Soldiers are searching traffic. The station is shut. OH NO! They are raiding houses and arresting people.

Dad says we are in danger. What should we do now? Uncle Ali wonders if we could escape over the border to the neighbouring country and seek asylum there as refugees. But it's five days walk away through the hot desert and over the mountain. Mum says it will be dangerous. But won't it be even more dangerous if we stay? And what should we take with us?

STOP the story

Task 1: Who should go?
Hand out a pen and *Uncle Ali's family worksheet* to each group. They must decide who should go and who should stay (if anyone). They have five minutes to decide: Who are the most vulnerable? Who will find it hardest to travel and slow down the group? What might happen to anyone left behind? Groups should talk about their decisions and concerns.

START the story again

Actually my family decides that everyone will go. We will have to travel on foot, often at night, over the desert across dangerous country and up over the cold mountains to get to the frontier. Will we ever make it?

Granny reminds us that we have to carry everything that

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Uncle Ali's house continued

we'll need with us. We must only pack the basic essentials and important bits and pieces that we need to survive the long journey and to get across the border safely and become refugees. Granny says that she can hear the army coming up the street already. Quick! Hurry!

STOP the story again

Task 2: What should they take with them?
Each group must make a list of the 10 essential things that the family must pack for their journey and to get them across the border. They have three minutes to decide what to take.

START the story again

After an exhausting and terrifying journey we all reached the frontier, tired, hungry and scared but alive. The baby was ill. Granny was crying. But we got there. Then we met the Immigration Officer and the guards. We tried to tell them that we wanted to become refugees in their country because we were in danger in our country. But they didn't believe us.

They said: 'Prove your story is true. Maybe you made it all up?' They opened our bags. They made us fill in forms that we didn't understand. Will they let us stay?

Part 2
Border control

In this role play the teacher now takes on the role of an immigration official on the border. The groups take on the role of Uncle Ali's family.

As the Immigration Officer, ask the groups:
- Why have you come to this country?
- Are you looking for a new job?
- Are you trying to move here because we have good health care and good schools?

If the groups tell you that they are escaping from persecution, ask them:
- What proof do you have that you are escaping from persecution?
- What is in your bags?

Examine their lists to see if they have brought any evidence of their persecution with them in their bags... If any of the groups has brought the death threat letter or the poster about 'The Enemy Within', ask to examine it. Can they prove that it is real and not a forgery?

Some groups may have included a knife, a gun or a weapon of some kind on their lists. Tell them that you are arranging to have them arrested in case they are dangerous people or even terrorists.

After the role play, explain that while this activity is fictional, many people fleeing persecution struggle to prove to immigration officials that they deserve to be helped as refugees.

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Uncle Ali's death threat

To accompany *Uncle Ali's House* – only show at correct time in the story. Please be aware that showing this could be sensitive for some children. Do not hand copies out.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

PART 3

Human rights in the curriculum: PSHE/Moral Education

What happens when human rights clash, or are breached, and how to claim them. Ideal for PSHE/Moral Education teaching.

Activity 13
Exploring identity

Aim: To help children understand that we all belong to different groups. We have some things in common with others but we also have different abilities and qualities that contribute to our uniqueness as human beings. **Skills:** Analysing and interpretation; reasoning and considering questions of identity that affect themselves and society; discussing similarity and difference; working as a team. **Time:** 1 lesson. **Age:** 5+. **What you need:** Flipchart or whiteboard; large open space, eg hall or gym.

What to do

Ask the children to stand in a circle holding hands. Call out a characteristic or description from the list opposite. Any child fitting that description should come into the middle and form another circle (if possible) then return to the original circle.

Now ask the children to suggest characteristics, and repeat the process.

Discussion

- Did the groups in the middle always have the same people in them?
- Did boys and girls belong to the same groups?
- Can you always tell a person's characteristics just by looking at them?
- Were groups always the same size?
- Are children all equal?
- Which group surprised you most?
- Was anybody ever left out? How did that make them feel?
- What are the good things about belonging to a group?

Characteristics to call out

- Boys
- Children with more than three brothers and sisters
- Children wearing glasses today
- Children who love *Charlie and Lola*
- Children who love *Thomas the Tank Engine*
- Tall children
- Children who don't like football
- Very kind children
- Children with a pet cat
- Children with a pet crocodile
- Children who like chocolate
- Very noisy children
- Children who know the meaning of their first name
- Children who can speak another language
- Children with hair past their shoulders
- Children who have been to another country
- Children with a birthday in the summer
- Children who go to school
- Children who sometimes wear special clothes

Activity 14
Rights in conflict

Aim: To encourage children to consider aspects of fairness and think about situations where rights clash.
Skills: Understanding how to discuss and justify opinion; working as a team; developing reasoning and analysis.
Time: 1 lesson. **Age:** 9+. **What you need:** Conflict situations (pages 80-82, photocopy and cut up, one situation per group).

What to do

Explain to the class how we can sometimes be creative in resolving conflict situations where everyone (each side) will benefit. Explore the term 'win-win' situation. Ask children to give some examples of 'win-win' situations from their own lives or from the experiences of others.

Divide the class into small groups of five or six. Give out one conflict situation from the resource sheet to each group. Explain that one person in the group should read out the situation to the other group members.

After considering it, groups should answer the questions on the worksheet.

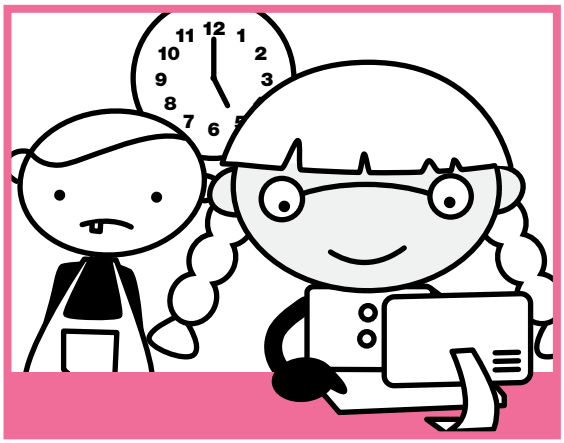
One person in each group should explain their situation to the rest of the class, and another should be chosen to report back on the discussion.

Extension/homework

- All five conflict situations could be performed as a series of mini-dramas. After they have performed, ask children how they felt in the different roles at different stages of the play.

Conflict situations

Situation 1



The computer

Barry paced impatiently up and down the living room floor.

'What's up?' said Mum.

'It's Jennie. She's on the Internet again and I want to use it. I need to find out about the match.'

'If you go and ask your sister, I'm sure she'll let you use it. After all she's been on the computer for ages and it's only fair.'

Barry went upstairs and asked his sister again. But all he got was a slamming door and a screamed, 'No, I'm trying to finish my homework!'

Discussion

- Which actions in this story are fair?
- What rights are involved?
- What happened because of the actions that were taken?
- What could have been a suitable way to resolve this situation?
- If there had been a different outcome, would that new situation have been unfair for someone else?

Situation 2

The towel

Sunil and Suresh were twins and got on really well with each other. One day they went to the local swimming pool. Sunil got back to the changing room first and realised that he had forgotten his towel. Suresh's towel looked exactly the same. There it was lying in the bottom of the locker. Just as he was reaching out to pick it up Suresh came in and saw what he was doing.

'Hey!' said Suresh. 'Get away from my towel! It's not my fault if you've forgotten yours.'

Suresh could not dry off properly and went home very damp. A few days later he was in bed with a bad cold.

His mother called Sunil and spoke to him sharply: 'Don't you know that your brother has a right to be warm, healthy and safe?'

Discussion

- Which actions in this story are fair?
- What rights are involved?
- What happened because of the actions that were taken?
- What could have been a suitable way to resolve this situation?
- If there had been a different outcome, would that new situation have been unfair for someone else?

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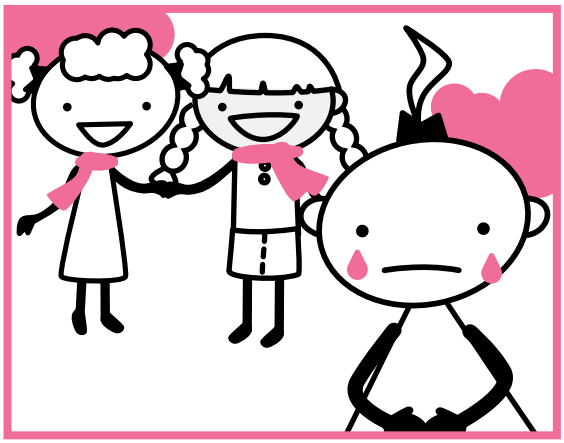
Conflict situations continued

Situation 3



The scarf

Janie desperately wanted to be in a gang. But there was just one problem. Everyone in the gang had a special scarf, just the same as the one worn by their favourite pop star Cassie.

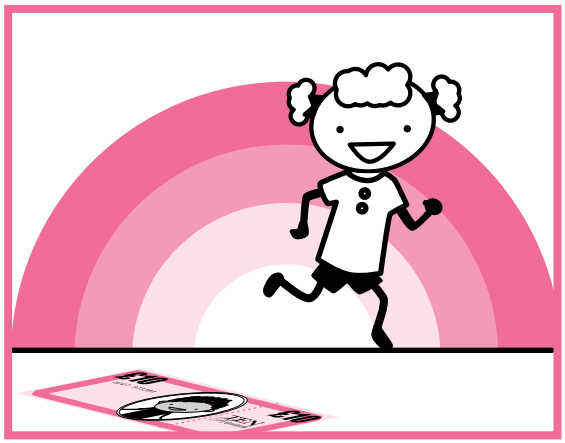
Janie's mum had told her that she would buy her a scarf like that for her birthday next month. Janie tried to understand, but not being able to join the gang made her feel sad and lonely.

One day Janie's friend, Kim, was absent from school. Janie saw that Kim had left her Cassie scarf in the cloakroom. Perhaps it would be OK if she just borrowed it for a little while. She could return it after break time, couldn't she? After all, Kim was her best friend and she knew how important it was to join the gang…

Discussion

- Which actions in this story are fair?
- What rights are involved?
- What happened because of the actions that were taken?
- What could have been a suitable way to resolve this situation?
- If there had been a different outcome, would that new situation have been unfair for someone else?

Situation 4



The jogger

Abdul and his best mate Charlie were running along the jogging track by the sports centre. A woman in a blue tracksuit overtook them. As she ran past, the boys saw something drop out of her back pocket. Charlie ran over to investigate and picked up a £20 note.

'This is our lucky day,' he said. 'Wow! Twenty quid, Abdul. Let's blow it on burgers and chips and pop and ice creams at the corner shop.'

'But it's that lady's,' said Abdul. 'We should give it back to her.'

'She doesn't even know she's dropped it yet. She's gone anyway. And finders keepers,' said Charlie. 'Are you coming or what?'

As the boys left the track with the note Abdul looked back. There was the woman in the blue tracksuit running round on her second circuit.

Discussion

- Which actions in this story are fair?
- What rights are involved?
- What happened because of the actions that were taken?
- What could have been a suitable way to resolve this situation?
- If there had been a different outcome, would that new situation have been unfair for someone else?

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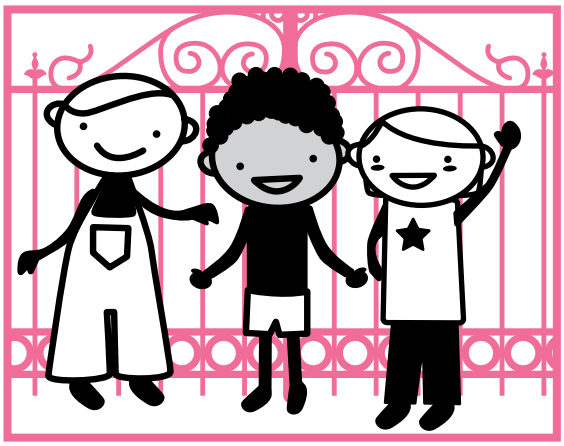
Conflict situations continued

Situation 5



Sneak

Lisa and her friends Maura, Ellie and Lilly were practising their dance routine in the corner of the playground. Lisa saw a group of older boys in a huddle outside the school gates. She had seen them there the day before. What were they up to? She hid behind a tree and watched them carefully.

'D'you know what,' she said when she came back to the dance group. 'I think that lot are selling drugs to the Year 6 kids. We should tell someone quick.'

'But you've got no proof,' said Maura. 'No proof whatsoever.'

'That tall one is Alan,' said Ellie. 'He lives down our street. He wouldn't do anything wrong, and I ain't getting him in no bother.'

'I'm no grass,' said Lilly. 'I'm not sneaking.'

The teacher on duty rang the bell for the end of break. Lisa watched the big boys move off as the playground emptied. She went into school, walking past the teacher, and said nothing.

Discussion

- Which actions in this story are fair?
- What rights are involved?
- What happened because of the actions taken?
- What could have been a suitable way to resolve this situation?
- If there had been a different outcome, would that new situation have been unfair for someone else?

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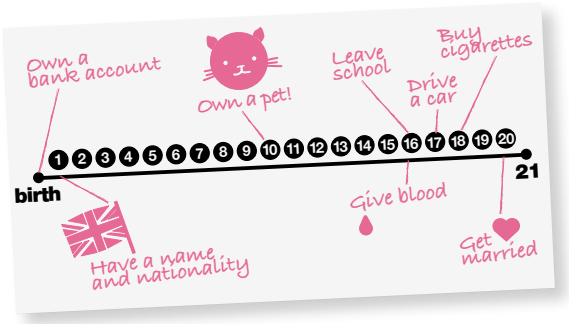
Activity 15
When can I?

Aim: To encourage children to consider at what age they can claim certain legal rights. **Skills:** Data collection and mapping; reasoning; discussing and justifying opinions. **Time:** 1 lesson. **Age:** 9+. **What you need:** When can I? statements (page 84, cut up and place in an envelope, one set per group); The legal age limit timeline (page 85, one per group); large sheet of paper, pencil and ruler (per group).

What to do

Divide the class into groups of five or six.

Ask each group to draw their own age limit timeline. They should draw a line with a ruler across a large sheet of paper, and number below the line from 0 (birth) to 21 (as in the diagram below). They should space the numbers evenly.



Hand out a set of *When can I? statements* in an envelope to each group. Ask them to take it in turns to pick out and read a statement. As a group, they need to decide at what age (between birth and 21 years) they think this activity is legally allowed, and then put the statement at the appropriate place on the timeline.

They should continue doing this until all statements have been placed on the timeline.

Discuss as a class their decisions. Differences of opinion will enable the children to consider the following:

- What is the appropriate age to be able to do certain things?
- Who decides what age is appropriate?
- Do people keep to the age they can legally do things? If not, why not?
- Is it fair that you have to be a certain age to do certain things?

Now hand out a copy of *The legal age limit timeline* (page 85) to each group so they can compare their own timelines with the legal age.

Discussion

- If some of their ages are different to the law, why?
- Would they want to change any of the ages if they were in government?
- What would be the effect of changing ages?
- Is age the best way to decide when people can do certain things?

Extension/homework

- Children can draw or paint a public information poster about an allocated activity on a large sheet of paper, such as 'buy a pet' or 'drive a bus', with the age that this can be done. They can hang all the pictures in the right order on a washing line.

- There are many activities that do not have a legal age limit but families lay down their own rules, eg:
  When do you have to go to bed?
  When can you sleepover at a friend's house?
  When can you make breakfast on your own?
  When can you go out on your bike alone?
  When can you go to school on your own?
  When can you go to the shops or a disco?

Ask the children to make a class chart of the range of ages at which different activities are permitted in their families. Is it the same for girls and boys? If not, why?

When can I? statements

Cut up statements and hand out one set of all 24 in an envelope to each group.

Join the armed forces	Receive full-time education
Get married	Leave school
Drive a car	Work full time
Get yourself tattooed	Legally change your name
Open a bank account and withdraw money	Drive a train or a bus or a big lorry
Have a paid job	Give blood
Have a name and a nationality	Trade from a market stal
Own a bank account	Buy a pet on your own
Go into a pub	Buy an alcoholic drink in a pub
Vote	Buy fireworks on your own
Bet	Buy cigarettes
Fly a plane	Be convicted of a crime

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The legal age limit timeline

This is what the law says you can do.

Birth	• You can own a bank account • You can have your own name and nationality
5	• You must receive a full-time education (at 4 in Northern Ireland)
7	• You can open a bank account and withdraw money
10	• You can be convicted of a crime (at 12 in Scotland)
13	• You can have a paid job (for up to two hours on a weekday) • You can buy a pet on your own (in Northern Ireland)
14	• You can go into a pub (but in Northern Ireland only if you are with an adult and if the pub has a children's certificate)
16	• You can join the armed forces but only with parents' consent • You can buy a pet on your own (in England, Scotland and Wales) • You can get married – with the consent of one of your parents • You can get a full-time job • You can legally change your name • You can leave school
17	• You can drive a motorbike or car (if you have passed the driving test) • You can give blood • You can trade from a market stall
18	• You can buy and drink alcohol in a bar • You can buy a packet of cigarettes • You can buy fireworks without an adult present • You can vote • You can marry without your parent's permission • You can bet • You can get yourself tattooed
21	• You can drive a train or a bus or a big lorry or pilot a passenger plane provided you have a licence

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Activity 16
Can I? Could I? Ability not disability

Aim: To understand the concept of the universality of rights by learning about groups who have to struggle to ensure their rights are met. This includes people with disabilities. **Skills:** Talking and writing about their opinions; explaining views on issues that affect themselves and society; understanding differences and similarities between people arise from a number of factors including disability. **Time:** 1 lesson. **Age:** 9+. **What you need:** Can I? Could I? worksheet (page 87, photocopy, one per child).

What to do

Introduce the topic by talking through words such as 'enabled' and 'disabled' with the class. People can be disabled in many different ways but they have the same rights as everyone else.

Give each child a copy of the *Can I? Could I? worksheet*, and ask them to fill it in by themselves.

As a class, discuss their responses, and answer any questions.

Now they will consider what stops people with specific physical disabilities from taking part in certain activities. Organise the class into groups of five or six. Give each group a situation, eg:

- If I was deaf
- If I couldn't see
- If I was in a wheelchair
- If I had one arm

Now ask the groups to complete the questions in the *Can I? Could I? worksheet* again, as if they were a person in that situation.

Discussion

- How difficult was it to answer the question?
- What information did they use to help them answer their questions?
- How challenging would it be to turn the 'I can'ts' into 'I cans'?
- What adjustments would need to be made?
- What articles in the UDHR apply to people with disabilities? There aren't any specific references to people with disabilities, but encourage them to see that all the articles of the UDHR apply to everyone.

Extension/homework

- Ask the class to make a list of local public places (school, shopping centre, cinema, sports centre, library, etc). Then ask them to investigate whether they are accessible for:
  – wheelchair users;
  – the partially sighted;
  – those with a hearing impairment;
  – people with prams;
  – those recovering from a serious illness;
  – elderly people.

  The class can draw a plan of each place and adapt the building or facility so it can be used more easily.

- Ask children to find out more about key people who have 'visible' (disclosed) disabilities (sports people, celebrities, people in their community, politicians, etc). The following list may be a useful starter.
  – Stephen Hawkins, physicist, Nobel Prize winner (motor neurone disease)
  – Helen Keller, author, political activist and lecturer (deaf and blind)
  – David Blunkett, politican (blind)
  – John Milton, poet (blind)
  – Jack Ashley, politician (blind)
  – Evelyn Glennie, percussionist (deaf)
  – Franklin D. Roosevelt, 32nd President of the United States (paralysed)
  – Cerrie Burnell, TV presenter (born with one arm ending just before the elbow)
  – Maria Runyan, marathon runner (blind)

Ask children to list the things their school could do to ensure that people with disabilities enjoy their rights.

Can I? Could I? worksheet

CAN I? COULD I?	NO – BECAUSE	YES – IF
1. Become a professional ballet dancer		
2. Travel by public transport with a buggy, two small children and heavy shopping		
3. Make a sculpture		
4. Climb Mount Everest		
5. Play the drums		
6. Find your way using a map		
7. Become a member of Parliament		
8. Sail a yacht		
9. Play in a team, representing Scotland		
10. Become a fashion model		

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Activity 17
Using cartoons

Aim: To investigate serious issues through the use of cartoons. **Skills:** Talking about opinions; explaining views. **Time:** 1 lesson. **Age:** 9+. **What you need:** Cartoons (page 89-91, photocopy, two different cartoons per group); pencils and plain paper (per group); Universal Declaration of Human Rights summary version (one per child, page 148).

Teacher notes

The cartoons used in this activity cover a number of issues.

1. Freedom of expression
   Bill Lee, *Shut up! Cartoons for Amnesty,* Amnesty International, 1977.
2. Censorship
   Ivan Steiger, *Shut Up!, Cartoons For Amnesty,* Amnesty International, 1977.
3. Equality
   UNESCO, *Declaration Universelle De Droits L'Homme,* Amnesty International (France).
4. Prisoners of conscience
   Nick Baker and Sally Artz, *… and now for the next sketch, Cartoons for Amnesty,* 1986.
5. Power
   Robert Mankoff, *Making Global Connections*, Hicks and Stenier, 1990.
6. Access and discrimination
   Angela Martin, *Able lives, women's experience of paralysis,* Women's Press, 1989.

What to do

Arrange the class into groups of three or four. Hand out two different (if possible) *Human rights cartoons* to each group.

Ask them to examine their cartoons carefully. What do they see? What message do they think the artist wanted to highlight?

Give them time to consider:

- What is the issue in each case?
- Do they agree with the message in the cartoon?
- Can they think of an example of anything similar to this in their own lives or in something that they have seen or read about?

Hand out copies of the *UDHR summary version*, paper and pencils. Ask students to choose one article from the UDHR sheet and draw their own human rights cartoon.

Ask each group to show their cartoons and present their conclusions to the rest of the class.

Extension/homework

- Students can collect and bring in cartoons on human rights issues.

Human rights cartoons

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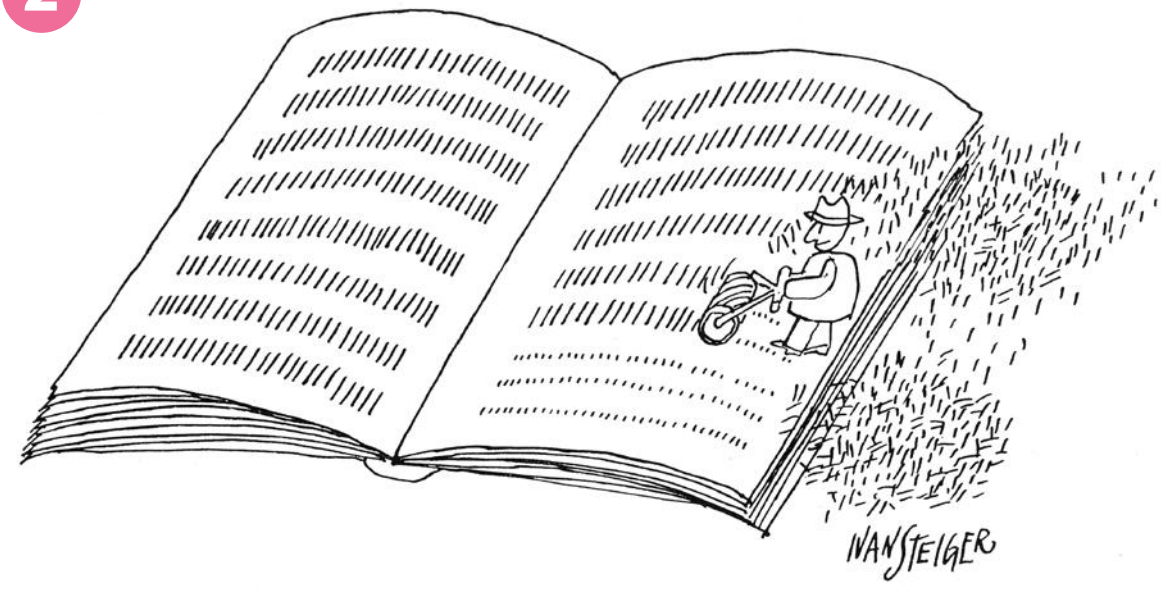

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Human rights cartoons continued

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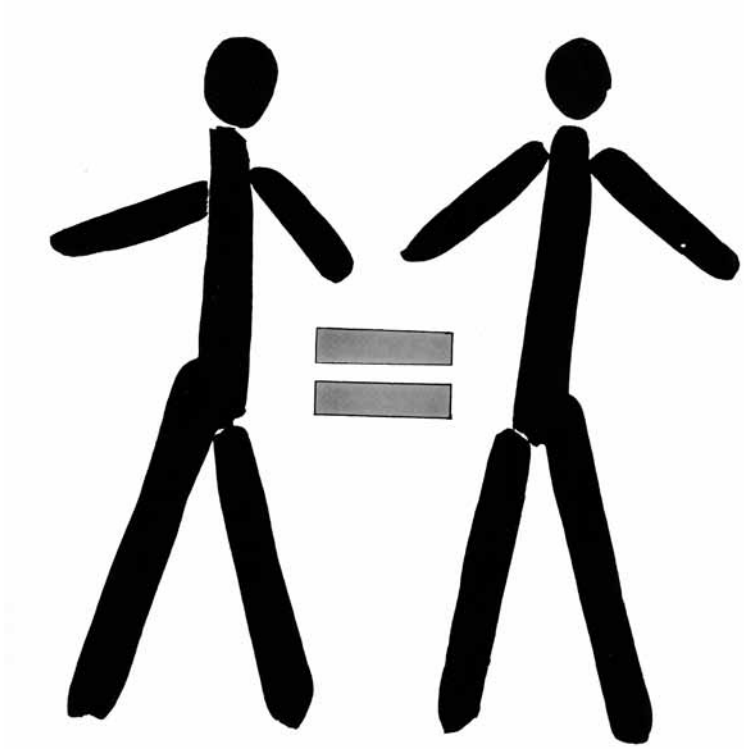

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Human rights cartoons continued

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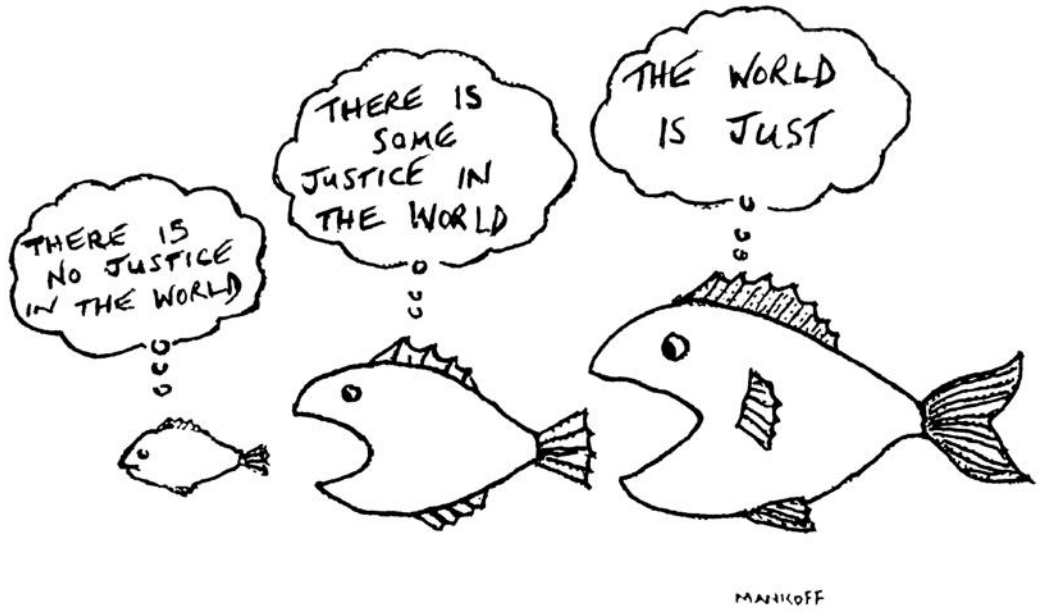

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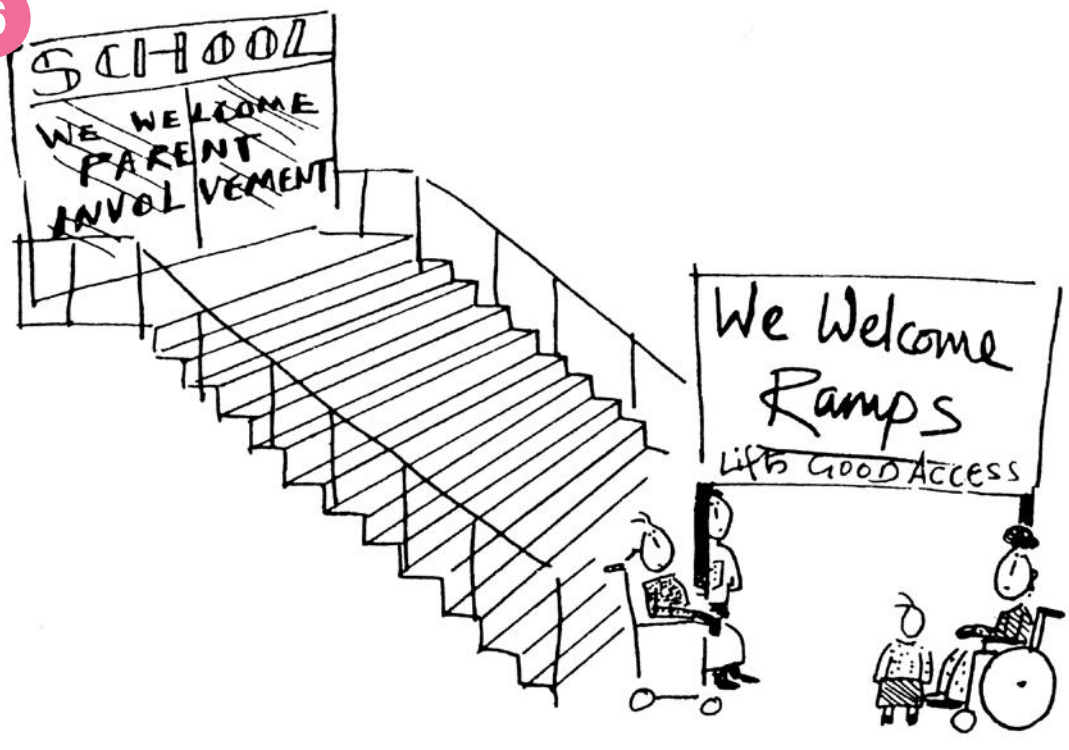

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Activity 18
Neela's Day

Aim: To explore the many and often unintentional ways in which children can be made to feel unequal, and encourage children to think about the effects of different behaviour or speech. This version of the story has a focus on gender. Teachers may wish to adapt it for other purposes. It can be used with older children as an extension to Activity 13 *Exploring identity*. **Skills:** Reflecting, analysing, interpretion and problem solving; working in a team. **Time:** 1 lesson. **Age:** 8+. **What you need:** Balloon picture 1 (page 94, copy and enlarge to A3 and cut out balloon); Balloon picture 2 (page 95, copy and enlarge to A3); Neela's Day story (page 93, for teacher); gluestick.

What to do

Tell the children to sit in a circle. Explain that they are going to hear a story about a girl called Neela who is the same age as them. Show them *Balloon picture 1* and explain that as the story is told and something happens to Neela that makes her feel unhappy, angry or left out, a bit of the balloon will be torn off.

Tell the story about Neela (page 93). Pass the balloon picture around the circle from child to child. If and when the children notice something that will upset Neela, they should raise their hand. If the class agrees, whoever is holding the balloon should tear off one small piece, try to remember where they tore it from and hold on to it carefully. There may be between 12 and 15 pieces torn off the balloon by the end of the story, so make sure only small pieces are torn off. You should note who does the tearing, where in the story and the changes in the text they suggested.

Go through the story again. This time ask the class to suggest what could have been said or done at each key point in the story that could have made Neela less unhappy.

The teacher sticks what remains of Neela's balloon onto *Balloon picture 2*. Now tell the story for a third time but replace the original passage with the changes that were suggested by the class. As you do so, the child who tore off a piece of the balloon at that point in the story should glue it back on again. At the end all the pieces of balloon should be glued back on. The balloon is mended and hopefully Neela is happy.

Discussion

- Have similar things happened in or outside school?
- If yes, did you tell anyone? Or would you tell anyone?
- What can be done?

Extension/homework

- Working in groups, ask the children to write a new story about a different child's day full of small incidents and barriers. Ask groups to exchange stories. Each group can write an 'antidote' to the problems in the story that they have received.

- Find out about and discuss famous women scientists, eg www.women-scientists-in-history.org www.iwaswondering.org
  Emphasise everyone's right to all having the same chances in life.

Neela's Day story

This is a story about Neela. She's the same age as you. She lives with her mum, her dad, and her twin brother Ajay.

One day Neela wakes up and lies in bed. The sun is shining in and she feels really happy.

It's a school day so she gets ready. Ajay dives out of bed and runs to play on the computer.

'Come on Neela,' says Mum, 'I need to plait your hair.'

When her hair is done, Mum asks her to help with the breakfast. 'What about Ajay?' Neela asks. 'Oh, you know how much he loves that computer,' says Mum.

Soon Sean arrives. Neela's Mum takes him to school while Sean's Mum goes to work. Sean and Ajay always run ahead to the corners, but Neela has to hold on to Mum's hand.

When they get to school, Mrs Smithson starts the children on their work. Neela's group has to find out about scientists. They have to get a book and write about a famous scientist. 'I want to be a scientist when I grow up,' says Neela.

'But you can't, scientists are men,' says Michaela.

'No, they're not,' says Neela, 'my auntie's a scientist.' But she can't find any famous women in the book.

Soon it's time for assembly. Neela goes to stand at the front but Mrs Smithson says 'Oh no, I want those noisy boys at the front so I can see them.' She gets sent to the back, but it's not too bad because she can sit next to the other teacher in assembly. But when the assembly begins, two boys are messing about so they get moved to sit next to the other teacher and Neela has to sit in their place.

At playtime Neela and her friends want to play skipping but the teacher on duty makes them go into the other yard so that the boys can play football. Instead she and her friend play tag with some boys from another class. She has a really good time. When she gets back into class Alison teases her for playing with the boys. Then it's time for work. It's Neela's turn to do a graph on the computer with David and Liam. David wants to take over but Liam says, 'That's not fair, we should all have a chance.'

Then Mrs Smithson gives groups a task to do. Neela and Joan work really hard to get it finished in time. When all the groups are finished, Mrs Smithson asks one person from each group to report on their work. Sean reports for Neela's group. 'Well done, Sean,' says Mrs Smithson. 'That's a good piece of work.' Neela and Joan feel sad that Mrs Smithson did not mention them.

In the playground at lunchtime she sees some boys running races. Neela likes running races and when she races with her brother at home she can run just as fast as he can. She asks if she can join in but the boys say: 'No. Girls can't run as fast as boys.' So she goes to join Susie and Rani who are playing with balls against the wall.

In the afternoon Neela's group has to make a musical composition to do with their topic on space. Neela wants the big drum but Mark says it's a boy's instrument and Neela and Susie should play the tambourines. Neela asks the teacher if she can have a go on the drum. 'Of course,' she says. 'The drum is for both girls and boys.'

Soon it's home time. Dad comes to pick them up. Ajay talks to Dad all the way home about the football at dinnertime and the cricket scores on the car radio. They stop off at the park and Neela goes to climb the big climbing frame. Two big boys come over and Dad tells her to get off in case they hurt her.

Neela asks her mum at teatime if she's ever heard of any famous women scientists. 'No, I haven't,' says Mum, 'but I am sure you could be one.' Dad is helping Ajay with his homework. Ajay is working out how far a boy called Josh can hit a cricket ball. Neela wonders why there aren't more girls in the maths books.

Then it's time to go to bed. She has a lovely sleep. When she wakes up the sun is shining in. Neela feels really happy.

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Balloon picture 1

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Balloon picture 2

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Activity 19
The tale of the orange juice

Aim: To begin to understand the interdependence of people around the world by examining how food is grown and processed. **Skills:** Developing listening, interpretation and communication; working as a team; developing global awareness; using creative skills to present ideas. **Time:** 1 lesson. **Age:** 5-7.
What you need: A variety of oranges; Tale of the orange juice picture cards (page 98-101, copy and laminate one set); carton of orange juice and world map (for Extension/homework activities only).

Teacher notes

This activity helps pupils to understand the basic principals of global trade. The purpose is to explore where an everyday item comes from and how it reaches us, and enourage pupils to make links betweeen their own lives and the lives of other people around the world. It also creates a better understanding of the product supply chain and acts as an excellent starting point for considering Fair Trade as a human rights issue.

What to do

Ask the children what they ate for supper last night or for breakfast this morning. How did it get onto their plate? Where did it all come from? What were the processes involved in growing, moving and preparing it? Who did the work?

Now get the children to peel, divide, taste and squeeze the juice out of the oranges you've brought to class – perhaps use a juicer or squeezer.

Discussion

Next, ask the class:

- Where do oranges come from?
- How do they get here?
- How many hands were needed to grow the orange, water it, harvest it, clean, peel, squeeze and pour it, transport it and sell it before the juice ends up on your dinner table?

Picture cards

Explain to the class that they will now tell and act out the story of orange juice – effectively the supply chain and how it passes through many hands, stages and processes from planting to drinking. Randomly scatter the *Tale of the orange juice picture cards* on a table. Ask the children to try to arrange the cards in sequence. Check it's correct (or rearrange) and then tell the *Tale of the orange juice* using the pictures.

Divide the class into pairs, and hand a different *Tale of the orange juice* picture card to them. They must:

- work out what their picture means and how to explain it in a few words;
- plan a mime using their hands to show the action of the worker or the machine in their picture.

Bring all the children together sitting in a circle. In sequence, ask each pair to stand up, display their picture, tell their part of the story and act out their hand mime.

To a rhythm

Repeat the process – but this time to a rhythm. Everyone must clap their hands and then smack their thighs three times in rhythm. The first pair stands up, shows their picture, says their words and acts out their mime. Then all the other children copy this mime, and the clapping resumes. The next pair stands up, and so on round the circle. This display could be repeated in assembly.

Discussion

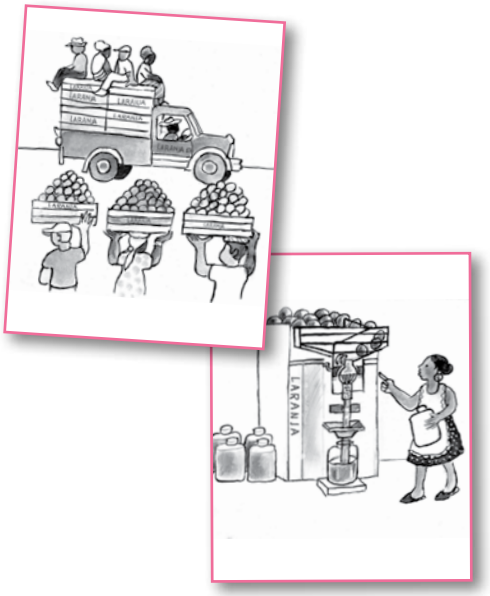
- Ask pupils if they think everyone involved in this story is treated fairly and receives a fair wage?
- Ask pupils if they know what 'Fair Trade' means?
- What can pupils do to try to ensure that people around the world are paid a fair wage?

Extension/homework

- Ask older pupils to trace the orange juice's journey on the world map. Most oranges come from Brazil, the USA, China, Spain, Mexico, India and Israel.
- Pupils could investigate whether Fair Trade products are used in their school.

The tale of the orange juice
sequence of pictures

1. Farmers in Brazil dig the land
2. Farmers plant orange pips
3. Farmers water the seedlings
4. Farmers pick the oranges
5. Farmers lift boxes of oranges onto a truck
6. Factory workers wash and chop the oranges
7. Factory workers squeeze out the orange juice
8. Factory workers put the organge juice into cartons
9. Forklift drivers load crates of juice onto a container
10. Lorry drivers take the container to the port
11. Crane drivers loads the juice onto the ship
12. Sailors steer the ship over the rough sea to the UK
13. Lorry drivers take the container to the supermarket
14. Shop workers put the cartons onto the shelves
15. Shop workers sell us a carton of orange juice
16. Mum pours out the orange juice at home



Tale of the orange juice picture cards

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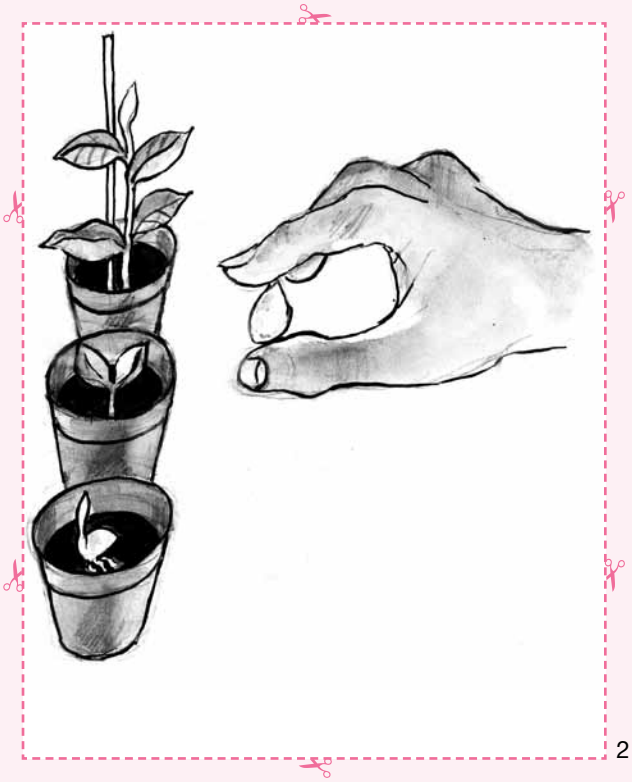

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Tale of the orange juice picture cards continued

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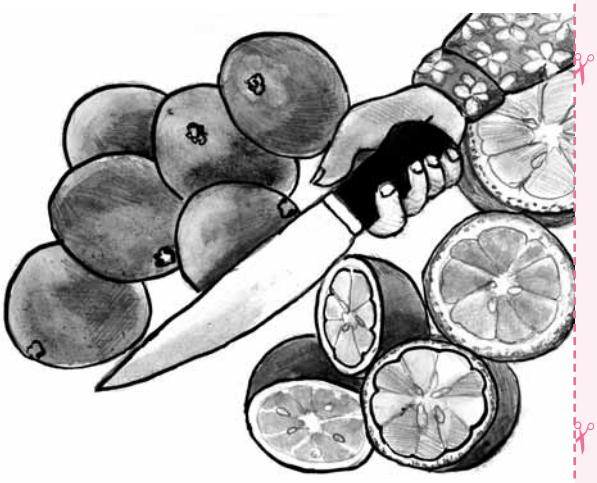

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Tale of the orange juice picture cards continued

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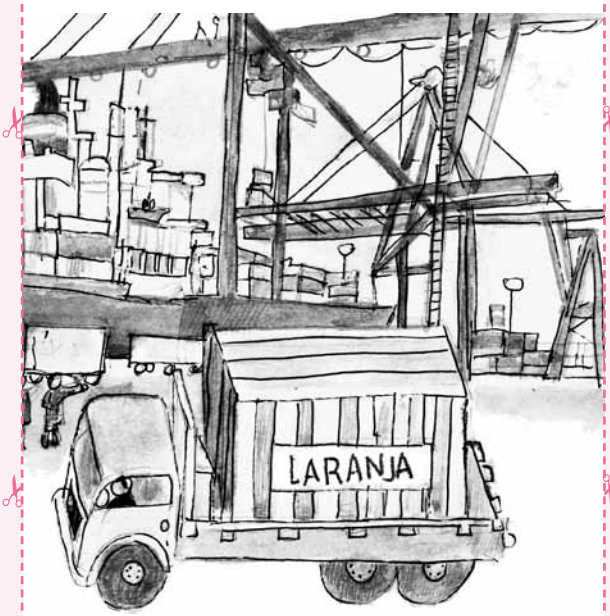

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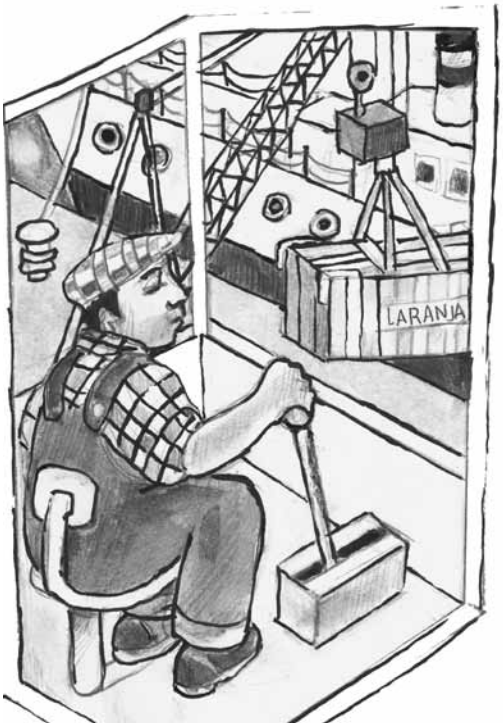

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Tale of the orange juice picture cards continued

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Activity 20
One for you, three for me

Aim: To recognise that the world's food supplies are not divided equally, and introduce the concepts of fairness and justice in a global context. **Skills:** Understanding and interpretation of rights; use of creative skills to present information; discussion and debate to present arguments and ideas; developing oral communication skills. **Time:** 1-2 lessons. **Age:** 5+. **What you need:** Paper plates, rice, glue, colouring pens, scrap material and paper; magazine pictures of food and drink; FEAST table (decorated) and chairs to seat nine or 10 children (one-third of the class); Meal tickets (page 103, cut up, one per child; a box (to put meal tickets in).

What to do

Tell the children that they are going to a (pretend) dinner party. Hand out paper plates.

FEAST

Get them to 'make' a spectacular meal using coloured pens, magazine cuttings and scrap materials so that it completely fills the plate. Ask them to write their name on the back of their plate.

RICE

Now get them to prepare another meal, this time with only a few grains of rice to stick onto their plate. Everyone must write their name on the back of their plate again.

Ask the class to place their FEAST plate on one table and their RICE plate on another. Explain that only some of them will be going to the feast.

Appoint two of the class as waiters – one to serve the FEAST, the other to 'serve' the RICE plates. Invite the rest of the class to pick a meal ticket from the box, as in a lucky dip.

The FEAST waiter must lead the 1/3 FEAST meal ticket holders to the feast plates. They should identify their meal, then wait for the FEAST waiter to hand it to them with a bow, before escorting them to the decorated FEAST table.

The RICE waiter should order the 2/3 RICE meal ticket holders to the other end of the table, and tell them to pick up their rice plates. They should be directed to a crowded corner of the room and told to remain standing during their meal. They are treated with a lack of respect.

Next, all the children (except the waiters) should talk to their neighbour about what they are eating, describing their meal in detail while pretending to eat it.

Discussion

After the 'meal' ask all the children how they felt about the activity.

- What was it like to be in the one third who attended the feast and had plenty to eat?
- And how did the others feel, who only had a few grains of rice?

Explain that there should be enough food in the world to go round for everyone. However, just as in this feast, the world's food is not fairly shared. According to the World Health Organisation, a third of the people in the world today are well fed, or even eat too much, but two thirds of the people in the world are not getting enough. Ask the children what they think should be done about this.

Meal tickets

Cut out a meal ticket for every child in class – one-third should receive a feast ticket, two-thirds should receive the rice ticket. Place in a box. Ask children to pick a ticket as in a lucky dip. See lesson plan for details.

Meal ticket

RICE
2/3

Meal ticket

RICE
2/3

Meal ticket

FEAST
1/3

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Activity 21
Fair play?

Aim: To develop an understanding of the concepts of fairness and justice. **Skills:** Listening, analysing and expressing opinions; sharing experiences and working collaboratively; reflecting on the opinions of others; developing oral communication skills. **Time:** 1 lesson. **Age:** 5+. **What you need:** Fair play prompt cards (pages 105-107, print out one set and laminate).

What to do

Introduce the topic for this lesson: fairness. As a class, look at and talk about the *Fair play prompt cards* of children behaving fairly and of children being treated unfairly.

- Which show a situation that is fair?
- And a situation that is unfair? How do you know this? Explore the meaning of the words 'fair' and 'unfair'.

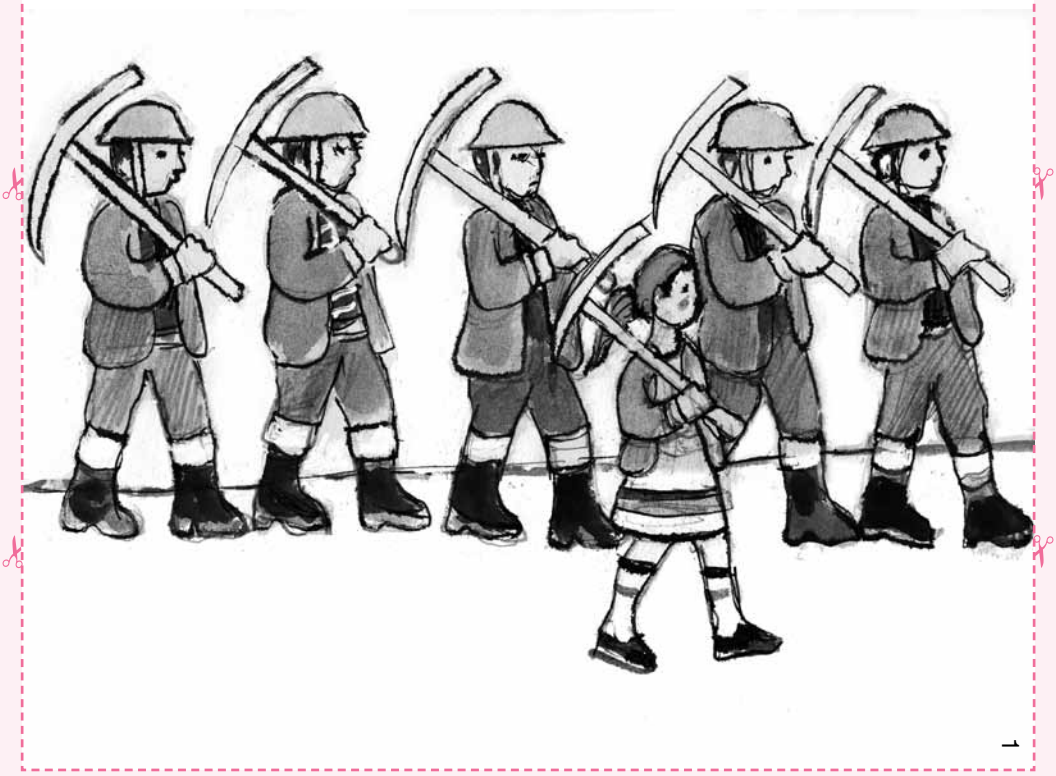
Ask the children to prepare for a circle time activity. Set ground rules for the discussion – for example, ask children not to name other children when sharing their stories.

Go round the circle asking everyone to think of a time when they have said or thought 'That's not fair!' about something they've experienced or seen.

- What happened?
- How does it feel when you think you have been treated unfairly?
- How did they react?
- How could it have been avoided?

Why is it important to try to treat everybody fairly? Ask the class to offer suggestions. Allow time to talk about examples of how they could do this in their everyday life.

Fair play prompt cards



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Fair play prompt cards continued

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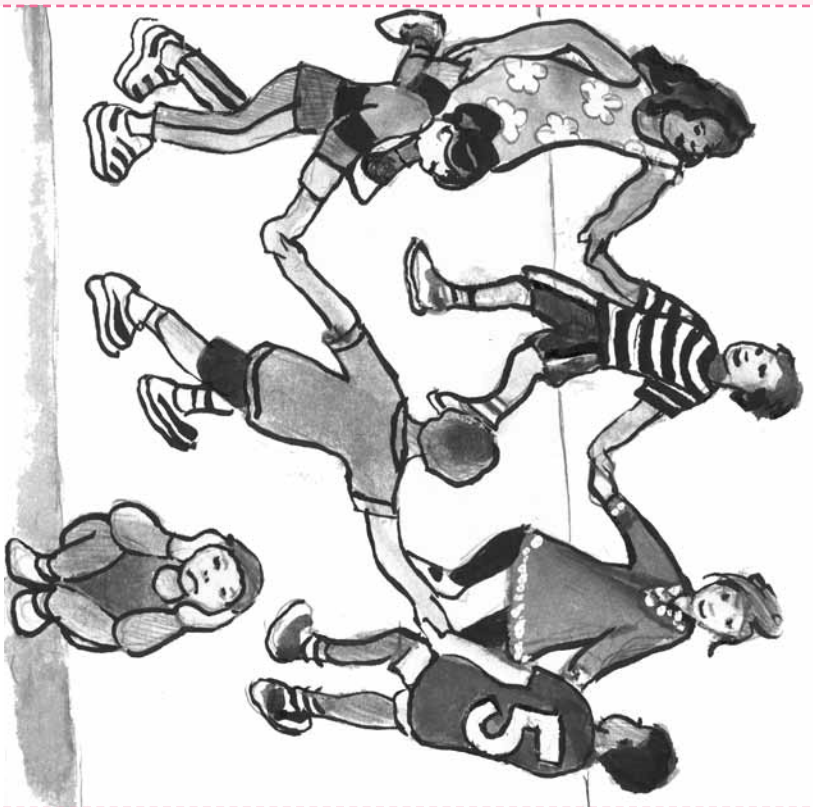

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Fair play prompt cards continued

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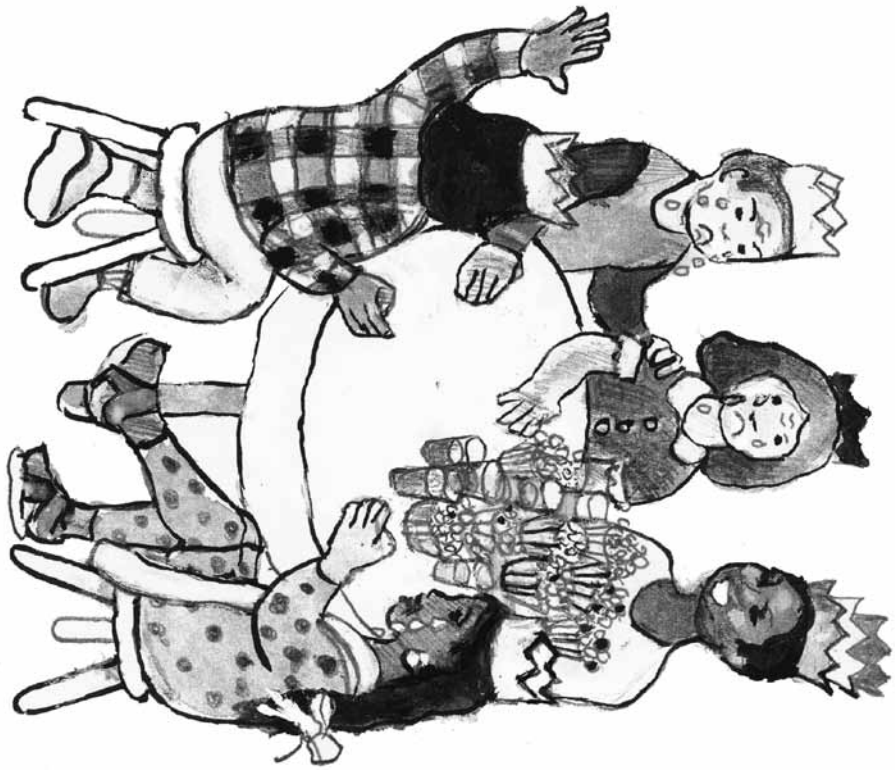

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PART 4

Human rights in the curriculum: English

Exploring human rights values, the human rights movement and campaigners, plus actions for pupils to take on rights issues. Ideal for English teaching.

Activity 22

Celebrating diversity

Oliver Button is a Sissy

Aim: To develop empathy for others by imagining their thoughts and feelings, and to consider issues of discrimination and diversity in relation to the different expectations of girls' and boys' behaviour.
Skills: Exploring feelings and developing empathy; discussing and writing about issues of similarity and difference; using inference and deduction – justifying responses logically and by referring to evidence.
Time: 1 lesson. **Age:** 7+. **What you need:** A copy of *Oliver Button is a Sissy* by Tomie dePaola (Harcourt Publishers Ltd); illustrations from the book (see page 111 and 112 as examples for use but also photocopy more from the book, two different illustrations per group); speech bubble adhesive notes and pens (per group).

What to do

Read *Oliver Button is a Sissy* as a class. It tells the story of Oliver who would rather tap dance, sing and dress up in costumes than play sports like the other boys, and is teased for being different. In the end he stands up to bullies, not by fighting, but by being true to himself.

Divide the class into groups of four to six pupils.

Hand out two different illustrations from the book to each group. Use pages 111 and 112 as two sets if you wish, but choose and photocopy enough different illustrations from the book to go round. Select images that lend themselves well to discussions about thoughts and feelings, fairness and discrimination.

Ask groups to decide what the characters in their illustration would be thinking or feeling at that particular moment in the story. Get them to write these thoughts in the speech bubble adhesive notes and stick them on the image.

Now arrange the illustrations in the correct order of the story, and talk through the bubble thoughts as a class.

Discussion

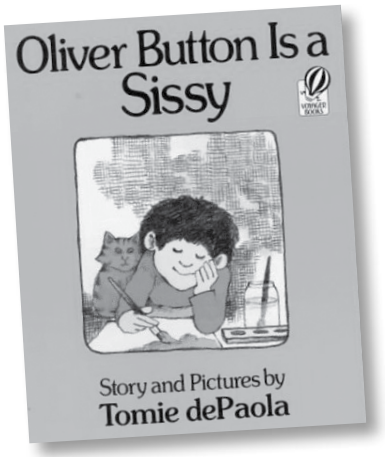
- What would have happened if Oliver's difference had been respected rather than ridiculed?
- What have they learned from this story?
- Has anything like this happened to them?

Extension/homework

- Ask groups to think of similar situations when individuals or groups might be teased for being different. Each group can create role plays showing two versions of the same situation: one where a character is denied respect for being different and one where they are given respect.

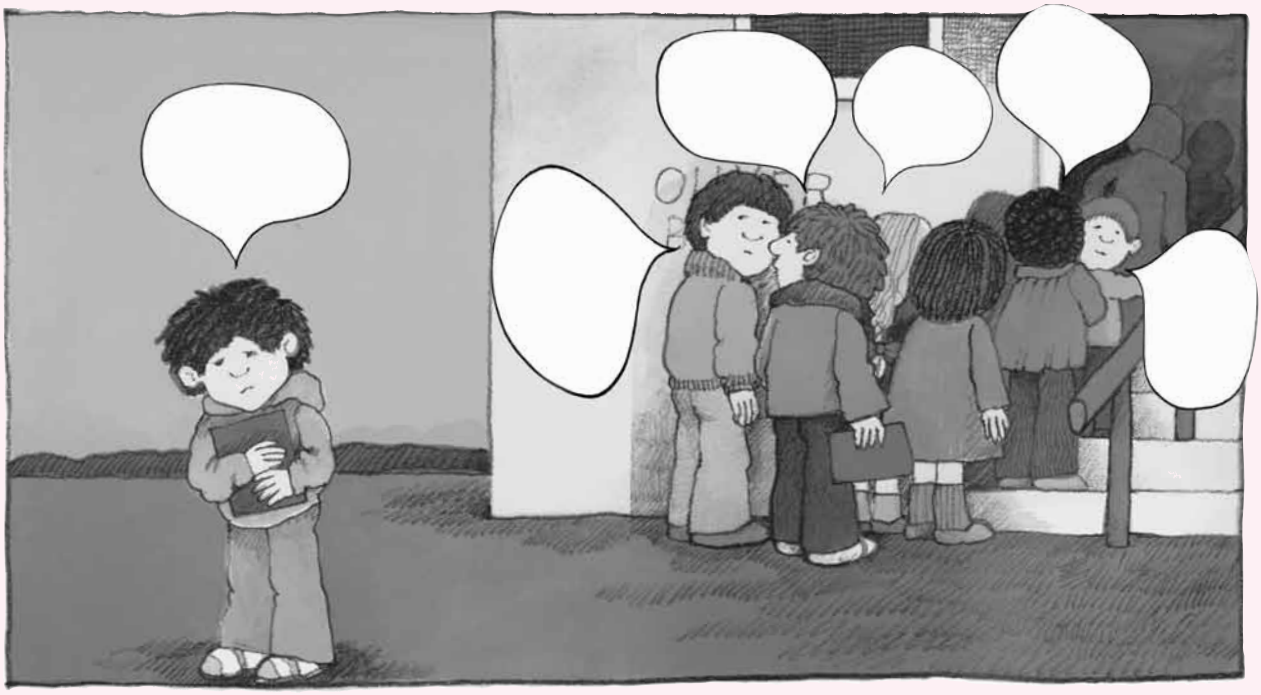
Note

Be aware that this story has the potential to stir up sensitive issues for some children. Listen and respond appropriately.



Celebrating diversity continued

Oliver Button is a Sissy by Tomie dePaola, Methuen. Reproduced with permission.



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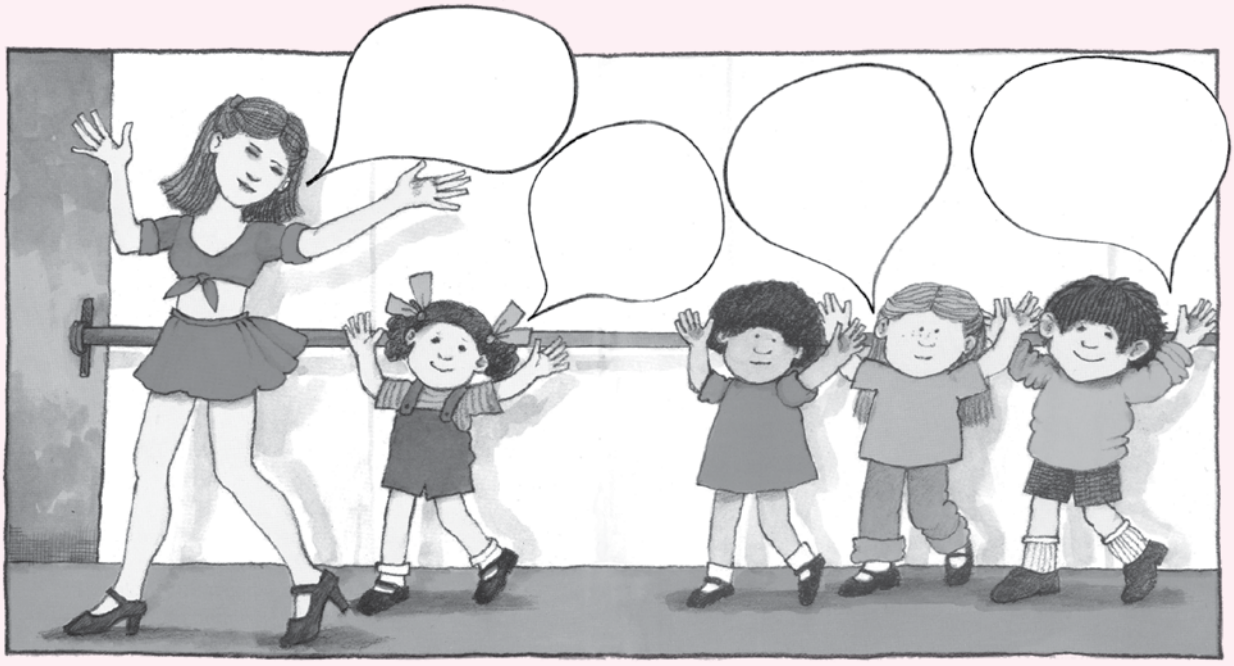
Celebrating diversity continued



Activity 23

Finding the right words to talk about feelings

Michael Rosen's Sad Book

Aim: To help children talk about and understand their feelings and to introduce them to the grieving process. Also an exercise in empathy and human solidarity, both essential elements in human rights education. **Skills:** Listening and expressing opinions; exploring feelings; use of story telling and imagination to obtain insights into attitudes. **Time:** 1-2 lessons. **Age:** 9-11 years. **What you need:** A copy of *Michael Rosen's Sad Book* (Walker Books); Feelings die template (page 66, one per group); scissors and glue stick (per group).

Teachers notes

Michael Rosen's Sad Book was written for children by the much-loved children's poet. It is beautifully illustrated by Quentin Blake. The main character is an adult – Rosen himself. He writes about what makes him sad. He explains that what makes him saddest is thinking about the death of his son Eddie, who died suddenly of meningitis at the age of 18. Rosen talks about the things he does to try to cope with sadness and depression. He tries to look happy because he thinks people won't like him if he looks sad, for example. He also tries to do one thing every day that he can be proud of rather than thinking about the fact that Eddie is no longer with him.

'What makes me most sad is when I think about my son Eddie. He died. I loved him very, very much but he died anyway. Sometimes this makes me really angry. I say to myself, "How dare he go and die like that? How dare he make me sad?"'

Quentin Blake shows Rosen's grief in shades of grey and hunched body language, in contrast to the cheerful colours and open expressions in the illustrations of Rosen's life with Eddie, which are full of joy, fun and celebrations with family and friends.

What to do

Read *Michael Rosen's Sad Book* to the class and discuss. Give the book a couple of reads if necessary.

Prompt a discussion about the children's own feelings and fears and what helps them to overcome them.

Divide the class into groups of five or six, and ask each group to make a Feelings die, using the template provided on page 66, Activity 11.

© Quentin Blake

As they roll the die, it will come up with one of the following words:
HAPPY, UNKIND, SAD, KIND, EXCITED, ANGRY.

- Where can they find that emotion in the book?
- Why is Michael Rosen experiencing that emotion?

Allow enough time for each member of the group to have at least one turn at throwing the die.

Leave time at the end of the lesson to draw the class together, answer questions and discuss any unresolved emotions or feelings.

Extension/homework

- Ask the class to imagine how the story would change if it was written from their own experiences.
- Give them the stimulus sentence: *Something happened to me that made me sad/happy/frightened/angry.* Ask the children to illustrate their story in six drawings.

Note
Be aware that this story has the potential to stir up sensitive issues for some children. Listen and respond appropriately.

Activity 24

Challenging prejudice

The Maligned Wolf

Aim: To consider different points of view, appreciate the importance of both sides of an issue and challenge prejudice. **Skills:** Questioning text to deepen understanding; using creative and critical thinking to consider and write about issues from different points of view. **Time:** 1 lesson. **Age:** 7+. **What you need:** A copy of *Little Red Riding Hood*; The Maligned Wolf story (page 115, for teachers to read out); Sequencing statements (page 116, photocopy onto light card, cut into eight strips and put in an envelope, one set per group).

What to do

Do the children know the story of *Little Red Riding Hood?* Read the story out to the class.

What happened?

How did they feel about Little Red Riding Hood? And the wolf?

Now read out *The Maligned Wolf,* a version of events told from the wolf's point of view.

Explain the meaning of the word 'maligned'.

Divide the class into five or six small groups. Hand out a set of the *Sequencing statements* to each group asking them to put the strips into the correct order.

Discussion

- What are the differences between the two accounts?
- How do the children feel about Little Red Riding Hood and the wolf now?

Explain that sometimes in life we only hear one side of a story. In real life, as in fairy tales, we understand prejudice more if we consider both points of view.

Extension/homework

- Ask the children to take another well-known story in which one character may have been unfairly portrayed, and give it a similar treatment, in groups or on their own, eg the stepsisters' version of *Cinderella,* the story of *Jack and the Beanstalk* by the Giant, or the witch's version of *Hansel and Gretel.*

The Maligned Wolf

The forest was my home. I lived there and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket.

I was suspicious of this little girl right away because she was dressed funny – all in red, and her head was covered up in one of those hoodies as if she did not want people to know who she was. Naturally, I stopped to check her out. I asked her who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange get-up of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead of her to grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right.

The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in bed, dressed like the grandmother.

The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person.

Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better. Her next insult really got to me. I've got this problem with having big teeth, and that little girl made an insulting crack about them. I know I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

Now let's face it, no wolf could ever eat a little girl – everyone knows that. But that crazy girl started running around the house screaming – me chasing her to calm her down. I'd taken off the grandmother's clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack was standing there with his axe. I looked at him and all of a sudden it became clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me.

I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

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Sequencing statements

The wolf lived in the forest and kept it clean.

The little girl was rude about the wolf's big ears, eyes and teeth.

The wolf was suspicious of the little girl because her head was covered by a hoodie, as if she didn't want people to know who she was.

Everybody knows that no wolf could ever eat a little girl.

The wolf didn't like the girl being in his forest and wanted to teach her a lesson.

The lumberjack burst in without being invited, waving his axe.

When the wolf explained the situation to the grandmother, she agreed to hide to teach the little girl a lesson.

The wolf didn't live happily ever after.

Activity 25

Recognising discrimination

The Bear That Wasn't

Aim: To explore issues of identity and discrimination through exploration of the story *The Bear That Wasn't.* **Skills:** Using drama techniques to explore feelings and issues; questioning the text to explore underlying themes and different points of view. **Time:** 1 lesson. **Age:** 7+. **What you need:** A copy of *The Bear That Wasn't* by Frank Tashlin, or the animated film (see below, to buy the book or download the film).

Teacher notes

In 1948 Frank Tashlin, American artist and cartoon film maker, wrote and illustrated *The Bear That Wasn't,* a beautiful subversive story for children and adults about difference and discrimination. A bear goes to sleep for the winter. He wakes from hibernation to find that progress has overtaken his home in the forest. A factory has been built over his cave. Wandering around looking for help, he is accused of being a lazy factory worker. 'But I'm not a man, I'm a bear,' he responds. But no one believes he is a lost bear. He is taken to see the hierarchy of managment from the foreman to the President who try to convince him that he is just 'a silly man who needs a shave and wears a fur coat', and order him back to work. The bear is forced to search for his place in the world, travelling to the zoo and the circus where real bears are. But eventually even the bear begins to believe what people are telling him… he must be a 'silly man'.

What to do

Read the story or show the film to the class.

Ask what the story is about. What does everyone believe about the bear? What are they demanding of him? Can they think of words to describe such attitudes and behaviour? What is it based on?

Ask the class for actual examples that they've experienced where someone is being mistreated or distrusted because of what they look like, what they're wearing, their age, the way they speak, their gender or the colour of skin.

Divide the class into groups of four or five and ask them to recreate scenes from real life that show prejudice stopping people achieving. It might be a pupil not having access to a computer at home for homework or a girl wanting to join the 'boys' basketball team.

Alternatively, ask them to list all the reasons that they can think of that prevent people from achieving what they are capable of.

If possible, they should name someone who has succeeded despite discrimination.

A hardback edition of *The Bear That Wasn't* by Frank Tashlin is available, ISBN 1590173449, New York Review of Books (March 2010). The animated short film based on the book can be downloaded free from **www.facinghistory.org/resources**

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Activity 26

Questioning the text

A Long Way to Cherry Time

Aim: To understand the experiences of prisoners of conscience and the 'disappeared' by investigating an illustrated short story set in Morocco, and to understand the power of letter writing. **Skills:** Reflecting on feelings, experiences and values; discussion, poetry writing and role-play. **Time:** 1 lesson. **Age:** 10+.
What you need: A Long Way To Cherry Time PowerPoint (download from www.amnesty.org.uk/primary); Universal Declaration of Human Rights summary version (page 148, one per child); Abdellatif Laabi's poem *A Long Way to Cherry Time* (page 120, one per child).

Teacher notes

A Long Way to Cherry Time is a short story for children written and illustrated by Dan Jones of Amnesty International. It consists entirely of letters written by and to an eight-year-old Moroccan girl whose Uncle is 'disappeared'.

The story is fictional, but is based on the testimonies of ex-prisoners of conscience and victims of 'disappearance' known to the author and a poem written by Abdellatif Laabi, a political prisoner held in Kenitra jail from 1972-1980.

What do do

Hand out copies of the *Universal Declaration of Human Rights summary version* to the class.

Using the accompanying *A Long Way To Cherry Time* PowerPoint, read out the story. Stop at the points indicated in the Questions box (right) to ask the questions.

From Letter 6, ask everyone to find articles relevant to what is happening in the story in their copy of the *UDHR summary version*, eg Article 5, 9, 10, 18 and 19.

Questions

After reading letters 1 to 2, ask:
1. Who are Djamila and her Uncle?
2. Where are they from?
3. What does Latif do?
4. Why doesn't he answer Djamila's letters?

After reading letter 3, ask:
5. What can have happened to Latif?
6. What do you imagine Djamila's parents think they should do and what they should tell Djamila about Uncle Latif?

After reading letter 4, ask:
7. In what sort of place is Latif being held?

After reading letters 5 to 8, ask
8. Why is Djamila's letter returned?
9. How does the Doctor find out about Latif?

After reading letter 9, ask:
10. What has happened to Latif?
11. How is he feeling now?
12. Does he know if his letters have reached Djamila?

After reading letters 10 to 12, ask:
13. Why did all this happen to Latif?

After reading letter 13, ask:
14. Who is prisoner number 382l?
15. How would Latif have reacted or what would he have thought when Dr Khaitouni came to visit him?

After reading letters 14 to 15, ask:
16. Why does Latif say 'Latif Nobody has become Mr Abdellatif Somebody'?

What would you do?

Explain that Uncle Latif is what some people call a 'prisoner of conscience'. This means that he has been put in prison just because of what he believes in.

Ask the class to separate into pairs and make a list of ideas, beliefs, organisations, teams or music important to them.

What if the government suddenly said that some of the things on their lists are now banned and illegal and they would be sent to prison if they believed, supported or listened to them?

Ask them to write down in a few words:
What they'd think
What they'd do

The characters

Ask the children to pick out one or two of the characters in the story.

- Uncle Latif, the poet
- Djamila Hassan
- Maître al-Hassan
- Marcel Lemec
- The King
- Cousin Abdelrazzak
- The Director
- Dr Khaitouni

For each character that they choose, ask them to write out and complete the following sentences:

A. 'The character of _ _ _ _ _ _ _ _ _ _ _ _ _ _
(put the character's name) behaved in a way that I would describe as _
(put an adjective, like 'brave', 'patient' 'cruel', 'kind').

B. I think this because they did the following things:

_ _
(describe one or two of the actions that they took).

The poem

Hand out a copy of Abdellatif Laabi's poem to every child (page 120).

Discussion

- Ask the children what they think the poem means?
- What symbols does the poet use, and why?
- What are the feelings and thoughts that he is describing?

Ask them to write a letter and a poem from Djamila at 24, Zankat Medina to Uncle Latif in Kenitra prison.

Acting the story

Groups can choose one moment in the story and act it out. The story lends itself to a radio style reading or a performance at an assembly with different children (or members of staff) reading out the letters while the illustrations are projected on a PowerPoint. You could serve sweet mint tea in a glass and Moroccan cakes or dates.

A Long Way to Cherry Time

It's still a long way to cherry time
And to hands filled with immediate presents
The open sky greeting the first morning of freedoms
The joy of talking
And the happy sadness

It's still a long way to cherry time
And to cities filled with wonderful silence
To greet the delicate morning of our loves
The pain of meetings
Mad dreams turned into daily chores

It's still a long way to cherry time
But already I can feel it
It trembles and rises
Sprouting in the heat
Of my love for things to come

The poem is a translation of verses written by the poet Abdellatif Laabi while he was a prisoner of conscience in Kenitra jail, Rabat, Morocco, between 1972-1980.

Activity 27

Challenging censorship

The Animal and Insect Act

Aim: To look at the right to freedom of expression by examining and performing a satirical poem about censorship. **Skills:** Reading and analysing poetry; performing poetry; working as a group. **Time:** 1-2 lessons. **Age:** 10-11 years. **What you need:** *The Animal and Insect Act* poem (page 122, one per child); Universal Declaration of Human Rights summary version (page 148, one per child); dictionaries; Cecil Rajendra and the Internal Security Act (page 123, for the PowerPoint presentation).

What to do

Hand out copies of the poem and the *Universal Declaration of Human Rights summary version* to each child.

Introduce Cecil Rajendra's poem. Explain that it is a satire criticising Malaysia's Internal Security Act, a law that the Malaysian government says will keep its people safe.

Read the poem out to the class asking them to follow it using their copy. Ask them to look up any unfamiliar words in dictionaries.

Discussion

What are the ideas behind this poem?
Ask:

- What do you think the Internal Security Act stops people from doing?
- Why do you think Cecil Rajendra uses animals and insects instead of people in his poem?
- What does the word 'censorship' mean? What does Cecil Rajendra feel about censorship in his country?
- Why do you think the Malaysian government wanted to stop him travelling abroad?
- What does the word 'satire' mean – and how does Cecil Rajendra use it?

Performance

Hand out copies of *Cecil Rajendra and the Internal Security Act* resource sheet. Get the class to prepare a sound performance of the whole poem. This should be accompanied by a short PowerPoint introduction to include:

- Article 19 of the UDHR;
- portrait of Cecil Rajendra;
- map of Malaysia;
- a few words about the Internal Security Act.

The poem should be performed to the accompaniment of magnificent sound effects, percussion and all sorts of jungle noises. Also display the poem's illustration or the children's own pictures and posters.

The Animal and Insect Act

By Cecil Rajendra

Finally, in order to ensure absolute national security they passed the Animal and Insect Emergency Control and Discipline Act.

Under this new Act, buffaloes, cows and goats were prohibited from grazing in herds of more than three. Neither could birds flock, nor bees swarm…
This constituted unlawful assembly.

As they had not obtained prior planning permission, mud-wasps and swallows were issued with summary Notices to Quit. Their homes were declared subversive extensions to private property.

Monkeys and mynahs were warned to stop relaying their noisy morning orisons until an official Broadcasting Licence was issued by the appropriate Ministry. Unmonitored publications and broad-casts posed the gravest threats in times of a National Emergency.

Similarly, woodpeckers had to stop tapping their morse code messages from coconut tree-top to chempaka tree. all messages were subject to a thorough pre-scrutiny by the relevant authorities.

Java sparrows were arrested in droves for rumour-mongering. Cats (suspected of conspiracy) had to be indoors by 9 o'clock. Cicadas and crickets received Notification to turn their amplifiers down. Ducks could not quack nor turkeys gobble during restricted hours. Need I say, all dogs – alsatians, dachshunds, terriers, pointers and even little Chihuahuas – were muzzled.

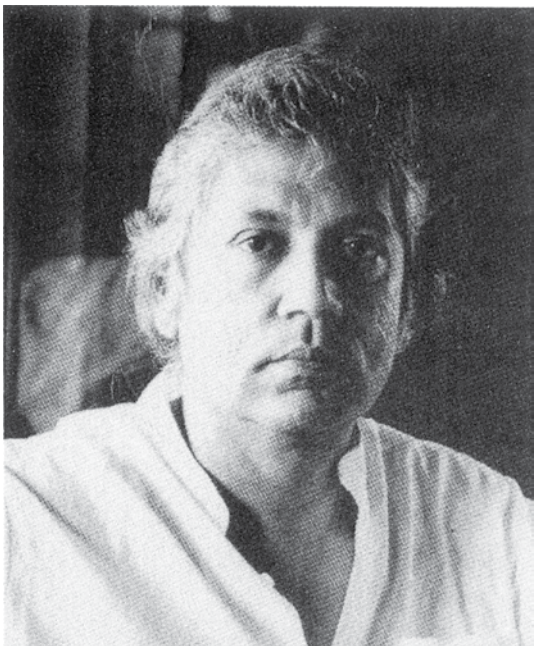
In the interests of security penguins and zebras were ordered to discard their non-regulation uniforms. The deer had to surrender their dangerous antlers. Tigers and all carnivores with retracted claws were sent directly to prison for concealing lethal weapons.

And by virtue of Article Four, paragraph 2(b) sub-section sixteen under no circumstances were elephants allowed to break wind between the hours of six and six. Their farts could easily be interpreted as gunshots. Might spark off a riot…

A month after the Act was properly gazetted the birds and insects started migrating south the animals went north and an eerie silence handcuffed our forests.

There was now Total Security.

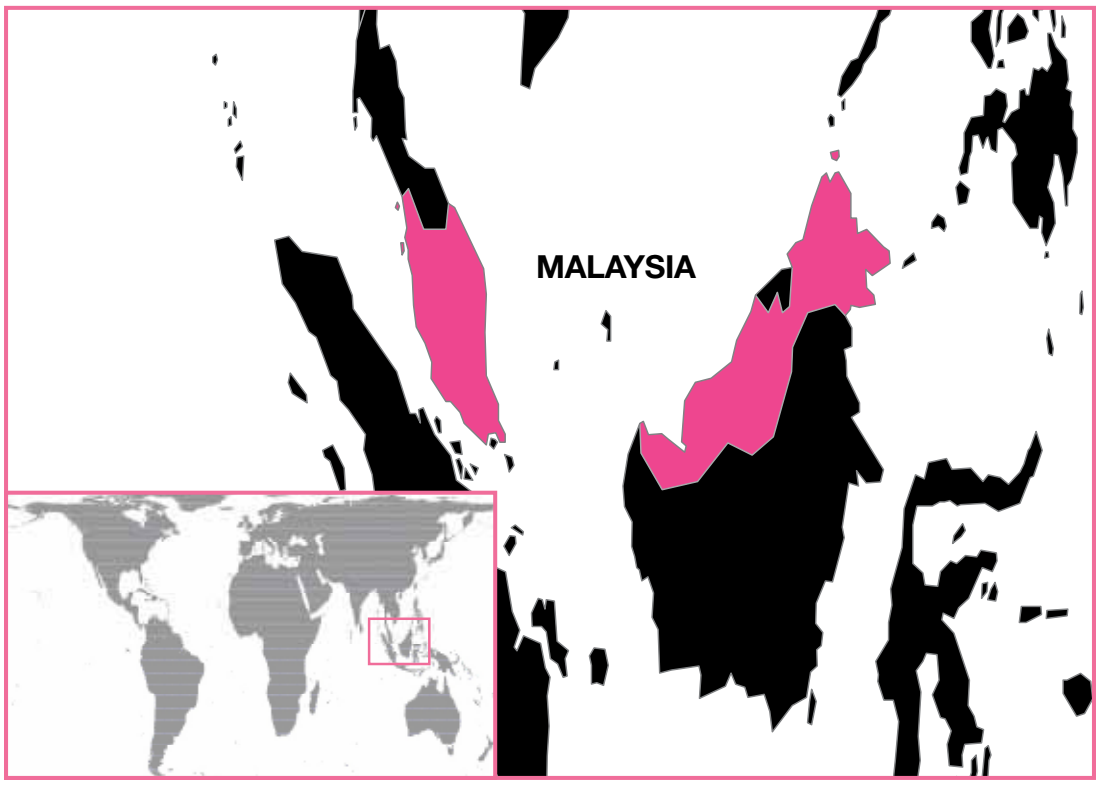
Cecil Rajendra and the International Security Act



Cecil Rajendra and the Internal Security Act

Cecil Rajendra is a Malaysian poet and a human rights lawyer. His 'committed poetry' often features issues like war and want, human rights, refugees, ecological issues and injustice. His poems have not made him popular with the Malaysian government. In 1994 his passport was taken away to prevent him going abroad to read his poetry.

His poem, *The Animal and Insect Act*, satirises the repressive nature of Malaysia's Internal Security Act. This law can stop you holding a meeting, saying and broadcasting what you think or belonging to an organisation that the government dislikes. It also limits where you can live and work.



Activity 28

Identifying who is responsible

Wildlife

Aim: To understand that actions have consequences. To identify who is responsible in a particular situation and evaluate to what extent. **Skills:** Exploring the text to identify and evaluate the actions of different characters. **Time:** 1 lesson. **Age:** 10+. **What you need:** *Wildlife* (pages 125-126, for teacher); felt tips and a ruler (per group); Universal Declaration of Human Rights summary version (page 148, one per group); a flipchart sheet (per group, draw a large circle with a dot in the centre).

Teacher notes

Wildlife is a story about the antisocial actions of a boy who vandalises the school pond out of frustration and anger. It presents his action as wrong but also offers an opportunity to understand what might lie behind his behaviour.

Classes often have to cope with disruptive children, and children may ask: Why should this child be treated differently? Why should the rest of the class be sympathetic and tolerant?

This story may provide a starting point for considering such issues.

What to do

Read *Wildlife* to the class (page 125-126).

Divide the class into groups of four or five and ask them to discuss who was responsible for the pollution of the pond and for the fish dying? Anthony? The Head teacher? Mr Newbold? Miss Ladwa? Annie?

Give each group a large sheet of paper and marker pens. Ask them to draw up a list of people that they feel were in any way responsible for the dead fish. They should then make a pie chart to show how they would divide the blame up, eg was Anthony more to blame than Mr Newbold? If so, why? If not, who is more to blame? Each group should be prepared to justify how they divide their blame pie chart.

Hand out copies of the *Universal Declaration of Human Rights* (UDHR). It was adopted by world leaders in 1948. Does it have anything to say about the human right to a clean environment? Should it have? Discuss as a class.

Ask groups to give reasons why the UN should include a new article on environmental rights for the Declaration. They should suggest the wording for such an article.

Wildlife

'Now class, come and sit on the carpet,' called Miss Ladwa. 'I've got some exciting news.'

'Anthony!' she called to the last boy to make a move. 'Hurry up or you'll miss it, won't you?' As slowly as he dared, Anthony crossed the classroom and sat himself on the very edge of the carpet, so that most of his bottom was still on the cold, hard floor. The hard edge of the carpet quickly began to hurt.

'Anthony, you're keeping everyone waiting and it's not fair on the others, is it? Now sit properly.' Anthony wriggled on to the carpet as the whole class turned round to stare at him. Anthony could not really say why he behaved like this. In lots of ways he wanted to be just like everyone else in the class, but he wasn't. He didn't know why, but he found it so hard to remember things. Sometimes, when Miss Ladwa was able to sit down with him and explain things properly, he would find them easier, but it never seemed to last. The next day, it was no better than before. No one else seemed to have this problem. It was all right for them.

'As you know,' Miss Ladwa was saying, 'now that Mr Newbold has retired, he is not going to look after the school pond any more and so we thought it would be a lovely idea if each class took it in turn.' There was a buzz of excitement around the room. 'Now, I've just been speaking to the Head and she wants our class to go first.'

The next day, after play in the afternoon, work on the pond began. Miss Ladwa decided that one group of children could go out each day. Anthony was put in the first group with Jacko and Sahel, two boys he often played football with, and the two girls who were the best in the class at almost everything, Annie and Dipika. Dipika was all right. Anthony quite liked her, but Annie was different altogether. She lived on a farm a few miles away and all she could talk about was her horses and her sheep. It got everyone down, even Dipika sometimes. Miss Ladwa got the group together and gave them their instructions. 'Today the best thing would be to do a survey of the pond. Have a look at the state of the water and see if the pond itself needs cleaning.' The group turned to go. 'Oh, and why don't you also do a survey of the long grass between the pond and the road. See what signs of wild life you can find.'

When they got to the pond, Annie and Dipika immediately started noting things down on their clipboards and Jacko and Sahel decided they would count the number of fish, even though the water was so murky it was difficult to see anything.

'What about you, Anthony,' said Dipika. 'What do you want to do?'

'Dunno,' said Anthony, with the slightest flick of his head and shoulders. Miss Ladwa had learned to dread that gesture.

'You've got to do something,' said Dipika cheerfully. 'Miss said we had to work together and help each other. What about collecting all the litter?'

'What about it?' asked Anthony.

'Well, all right then, do a survey of the long grass and see what you can find.'

Without a word, Anthony turned and walked away from the pond, his hands in his pockets, kicking the tufts of long grass as he went. What he was looking for, he had no idea.

Some way from the pond, Anthony's foot kicked against something. It was an oil can which someone had thoughtlessly thrown over the hedge from the nearby road. Anthony stooped down to pull up the can, and as he did so, two baby frogs started up in fright. Anthony stooped down and picked up one of them before it could escape and, cupping it in two hands, he ran back to the others. Just at that moment, Miss Ladwa was walking over to see how they were getting on.

'Look what I've got, Miss,' he called.

'What is it, Anthony?' she asked as everyone gathered around.

'Come on, Ant, what you got? Show us,' urged Jacko. Anthony slowly removed his top hand, trying not to frighten the little frog. The group was now so close, their heads were nearly touching. From the corner of his eye, he could see Annie watching closely but, unlike the others, she had a kind of sneer on her face, a look which told Anthony she would never admit that he could ever have anything good.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Suddenly, he jerked the hand with the frog right up into Annie's face. She screamed and swung her arm upwards, knocking Anthony's hand away. The little frog flew into the air, landing several feet away on the hard footpath. Anthony dashed over to where the baby frog lay completely still on the tarmac. As the group followed to see what had happened, Anthony lashed out at Annie, hitting her hard on the shoulder. She turned away, crying.

'Anthony, go indoors at once,' ordered Miss Ladwa, sternly. 'You are not to hit people like that. Go and wait by my desk.'

With tears in his eyes, Anthony turned to go in. For a second something had gone right for him. But it hadn't lasted. Annie had spoilt it for him and he hated her. As he entered the classroom, everyone seemed to stop and look at him. He didn't care how he was punished. Just at that minute he didn't care about anything.

When Miss Ladwa came back into the classroom, she asked everyone to pack up quickly because it was home time. When the classroom had emptied, Anthony was still standing by the desk but his teacher was clearly in a hurry.

'Anthony,' she said, 'how many times have I told you not to hit other people?'

Anthony said nothing. Miss Ladwa looked at her watch. 'Look,' she said, 'I can't stop now, I'll deal with this in the morning.'

Anthony followed his teacher slowly out of the classroom. Already the school was quiet, except for the hum of a distant vacuum cleaner. His path took him past the pond and he stopped. Someone had piled all the leaves in a soggy heap near the water's edge next to a disgusting heap of decomposing litter – crisp packets and sweet wrappers of all kinds.

Suddenly, Anthony remembered his baby frog and he went to the spot where it had fallen but it was nowhere to be seen. He wondered whether someone might have thrown its little body on to the flower bed by the side of the path but it wasn't there either. His frog had gone.

At once, his anger returned. All his feelings of being different, of being looked down on by the others, of being no good, flooded back. He ran to the piles of rubbish and kicked them as hard as he could, scattering them back across the water. Then he raced over to the oil can, where he had first found his frog. Not caring whether he was seen or not, he threw the can into the pond as hard as he could. As it filled with water, the can began to sink, slowly at first, then much quicker until it disappeared with a gurgle. Anthony stared at the water until it became still again and then, as the first rainbow traces of oil appeared on the surface, he turned to go. Not feeling anything at all, he walked on. As he reached the school gate, Dipika was waiting for him.

'Anthony,' she called, 'I've got something for you.' To his delight Anthony saw in her hands his baby frog.

'After you were sent in, it began to move,' she said, 'so I put it in some grass and wrapped it in my cardigan until home time.' Then she added: 'I knew you were upset.'

Anthony did not know what to say. That someone had thought about him and his feelings made him feel, somehow, that he mattered. Then he remembered the pond and suddenly he realised what he had done. Grabbing the frog with a quick 'Thanks', he raced back into school.

By now the oil was spreading unstoppably, across the water. The leaves and litter lay still on the surface but there, in the middle of the pond, just as Anthony had feared, floated the upturned bodies of two dead fish.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Activity 29
A special visitor

Aim: To learn about the movement for human rights around the world by investigating the work of a number of human rights defenders. **Skills:** Investigating the importance of upholding human rights. Exploring and understanding responsibilities of supporting and protecting rights. Researching human rights infringements. Developing research, analysis, presentation, communication and team work. **Time:** 2 lessons plus homework. **Age:** 10+. **What you need:** Human rights campaigner case studies (page 128-134, copy, one case study per group); world map (per group); drawing materials; Internet access; a row of seven seats at the front of class.

What to do

Divide the class into seven small groups.

Explain that you are going to look at the lives of seven individuals who have worked for human rights. Some are very famous, others are not, but all have made an important stand in their lives.

Hand each group a different case study.

Ask each group to imagine that the person they have been given has visited their school and taken an assembly. They will need to do some research into the life of their 'visitor' and be prepared to be interviewed 'in role' as this character.

To prepare, they must:
- Read the case carefully.
- Make a picture of their visitor.
- Find further information about their visitor on the Internet or in the school library.
- Draw the logo of the campaigner's organisation (if appropriate).
- Draw a map to show where their visitor is from.

Ask groups to choose one person to role-play their visitor.

The rest of the group should help the role player to prepare by asking questions and devising answers if the 'visitor' can't think of any. They might start off by asking their name, where they come from and what their organisation is called. How did their work start? Was there a special moment that changed their lives?

When each of the groups and the 'visitors' feel ready, the 'visitors' should sit at the front facing the class.

Invite each group to 'interview' a different 'visitor', asking questions to find out more about their lives.

Display

Now ask each group to prepare a display about their visitor. This could include:
- The name of their campaigner in large letters on a sheet of paper or card.
- A large portrait of their campaigner – drawn, painted or photocopied.
- The name of the campaigner's organisation.
- The place on the map where their campaigner comes from.
- An account or story for the local newspaper about their campaigner's visit to their school and what happened.

Human rights campaigner case studies

Thomas Clarkson

Thomas Clarkson was born in 1760 and attended Cambridge University. In 1785, the university ran an essay competition (in Latin) on the subject of slavery. In the 18th century Britain was the world's leading slave trading nation, transporting over two million Africans across the Atlantic – more than all other countries put together. Thomas interviewed people who had personal experience of the slave trade. His essay won the competition prize and he translated it into English. One day, out riding his horse, he felt that God wanted him to spend his life fighting for the abolition of the slave trade.

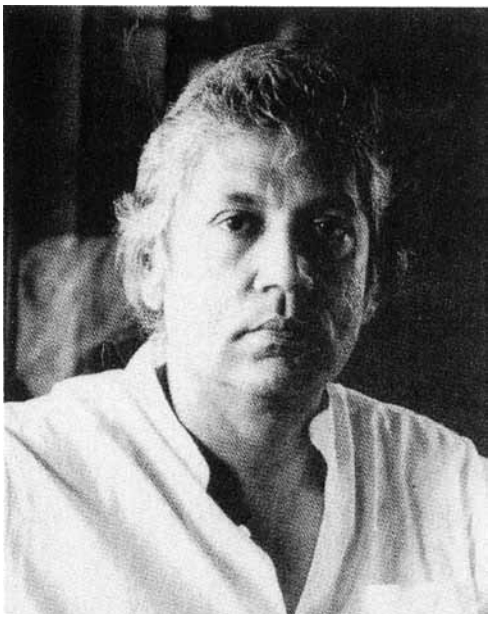
In 1787 Thomas formed The Society for the Abolition of the Slave Trade with a small group of other campaigners including the MP William Wilberforce and Granville Sharp, a lawyer working through the courts to free slaves. It grew into a mass movement across the country. Thomas collected evidence for the campaign. He travelled all over the country, to all major seaports, talking to seamen who had sailed the slave ships. He collected horrific equipment used on board – leg-shackles, iron handcuffs, thumbscrews, branding irons – and drew diagrams of how slaves were crammed into British slave ships. It was dangerous work – at one point some slave traders tried to kill him, but he survived. He published his findings in *A Summary View of the Slave Trade and of the Probable Consequences of its Abolition*.

Twenty years later, Parliament finally passed a law abolishing the slave trade in 1807, and in 1833 passed the Slavery Abolition Act that gave all slaves in the British Empire their freedom.

Note: 'Abolition' means an official ending of, or banning – eg the law that banned the slave trade, and the law that banned slavery itself.
(Source: Encarta World English Dictionary)

Human rights campaigner case studies continued

Cecil Rajendra



Cecil Rajendra is a lawyer in Malaysia, but he also writes poetry and has been called one of Asia's finest and most controversial poets.

In 1990, he started the Human Rights Society of Malaysia (HAKAM), and has spoken out against laws in his country that threaten freedom of speech. He organised free legal help for poor people in Penang where he lives. Cecil has also worked for the rights of tribal minorities in Malaysia. He has campaigned against logging and against the destruction of the tropical forests of his country.

In 1965, Cecil first published his poetry while still a law student in London. He has now written 19 poetry books. Much of his poems are what he calls 'committed poetry' about the state the world is in and wrongs that he sees around him. There are verses about the devastation caused by the Tsunami; as well as war, hunger, freedom of speech, censorship, refugees, and the destruction of the environment.

His work is not all serious. He has written funny poems for small children and a book about Rose Chan, a glamorous Malaysian beauty queen.

Cecil's poetry has been published in over 50 countries. One of his best known poems is *The Animal and Insect Act*, his satire against Malaysia's ceonsorship and security legislation. However, sometimes his writing has made him unpopular with the Malaysian government. Cecil has been arrested several times and in the 1990s the authorities seized his passport to stop him from travelling abroad to speak out against logging in the tropical forests.

In 2005, Cecil Rajendra won the Malaysian Lifetime Humanitarian Award for his legal aid work and his inspirational poetry. That same year, he was also nominated for the Nobel Prize for Literature.

Human rights campaigner case studies continued

Iqbal Masih

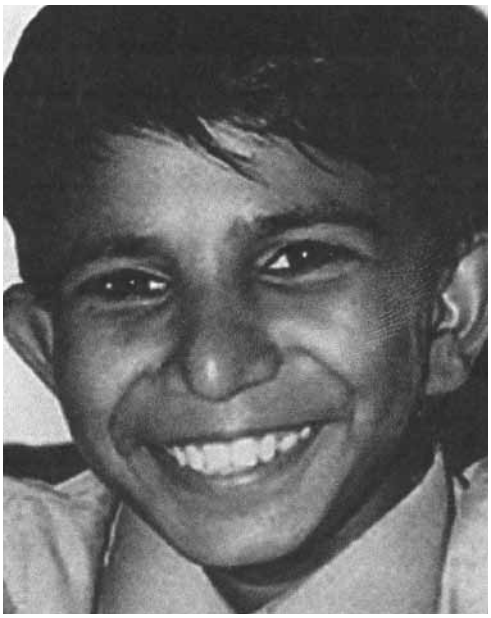
Iqbal Masih was born in 1982 into the very poor Christian minority community near Lahore in Pakistan.

When he was four his parents borrowed £30 from a local employer to pay for Iqbal's older brother to be married. Iqbal had to work as a bonded labourer in a carpet factory until the debt was paid off. He became one of the world's 250 million child labourers. For the next six years Iqbal had to squat, often chained, next to a carpet loom in a factory with no natural light, tying knots for fourteen hours a day, six days a week. His master was a cruel man, beating and shouting at his child weavers whenever they did anything wrong. They were not allowed to talk. Iqbal's growth became stunted, his back curved, his hands callused and fingers gnarled from the repetitive tying of knots.

When he was 10, Iqbal heard that there was to be a meeting in the town of the Bonded Labour Liberation Front (BLLF). Iqbal and some other children escaped from the factory and went to the meeting. They learned that the Pakistani government had cancelled all outstanding loans to employers.

Iqbal stood up in the meeting and spoke about his life, the injustice of his situation and the cruelty of his master. His speech was printed in the local newspapers. He refused to return to the factory. He joined the BLLF. He met a lawyer, who gave him a letter of freedom that Iqbal presented to his former master. At last, he was free.

Iqbal went to live with his Grandma and started attending school. He joined the movement to free all slave children in Pakistan. He went round the country freeing many child slaves who were working as bonded labourers in the brickfields, the carpet factories and the workshops making footballs. He was taken by the BLLF to speak in Europe and the USA about bonded child labour,



and he also called for a boycott of carpets made by enslaved children like he had once been.

Iqbal received death threats because of his campaigning work. In 1995, when he was 12 years old, he was shot dead in suspicious circumstances in a field near his house.

Human rights campaigner case studies continued

Peter Benenson

Peter Benenson was an English lawyer. One morning he read a newspaper article about two young people in Portugal who had a meal in a pub. When the pair finished eating they stood up, raised their glasses of wine and drank a toast. They said one word: 'Liberdade!' (meaning 'Freedom!' in Portuguese). They were arrested, charged with subversion (trying to overthrow the government) and were sent to jail for seven years.

This made Peter Benenson very angry. He decided to start an organisation to work for human rights and to protest if governments took people's rights away. He asked the Editor of the *Observer* newspaper to give him a page to tell people about his idea. In May 1961 Peter Benenson's *Appeal for Amnesty* was printed. He wrote about freedom of speech, the right to asylum and unfair trials. He called for an end to torture. He wrote about *The Forgotten Prisoners* – people thrown in jail just for what they thought and believed in. Amnesty's logo – a candle surrounded by barbed wire – was designed. The candle represents hope and the barbed wire represents prison. Thousands of people wrote in to join the new organisation. Amnesty International was born.

Now Amnesty International is the biggest human rights organisation in the world. It has 2.8 million members and supporters in 150 countries. Amnesty campaigns to defend all the rights in the Universal Declaration of Human Rights. This movement helps individuals who are in danger, investigates human rights abuses and takes action to stop them. Amnesty opposes executions, violence against women and bad laws. It supports people's fundamental rights to decent housing, education and health care, and members ask governments to deal with cases where people's basic human rights are being trampled on.

On Amnesty's 25th birthday Peter Benenson lit a candle wrapped in barbed wire in St Martins-in-the Fields Church in London and said:

'The candle burns not for us, but for all those whom we failed to rescue from prison, who were shot on the way to prison, who were tortured, who were kidnapped, who "disappeared". That is what the candle is for.'

Human rights campaigner case studies continued

Wangari Maathai

Wangari Maathai was born in Kenya in 1940. She studied there and in the United States. In 1971 she became Dr Maathai, the first woman in East Africa with a PhD, and worked as a university professor.

Wangari was worried that her country was becoming a desert. For every nine trees that were planted, a hundred were being cut down. She saw forests disappearing, water polluted and soil washed away. There was a shortage of firewood and food for animals. She spoke out against rich landlords taking land from others and the government clearing woodland areas.

In 1997 Wangari started the Green Belt Movement (GBM). The organisation trained 30,000 poor women and children to become foresters, teaching them to prepare the land, to plant and look after tree seedlings and care for trees. Across Kenya the GBM has planted 10 million trees, developed hundreds of forest areas and started 600 tree nurseries. It has helped stop the soil from being washed away and the desert from getting bigger. It has also provided wood for millions of people to use as fuel for cooking and heating in their homes.

Sometimes Wangari's activities got her into trouble with the Kenyan authorities. She protested when the president planned to build huge business blocks across city parks, and to sell off the Karuna Forest. She fought for democracy. She championed women's rights. She complained when people were thrown into jail for their opinions. Sometimes she was beaten up, sent death threats and jailed.

Wangari was elected as an MP in 2002 and became a government minister. In 2004 she was honoured for 'her contribution to sustainable development, democracy and peace' as the first woman in Africa to be awarded a Nobel Peace Prize.

Human rights campaigner case studies continued

Eglantyne Jebb

Eglantyne Jebb was born in Shropshire in 1876. She studied History at Oxford University, taught in a primary school and then worked for a charity helping the poor.

In 1913 there was war in the Balkans. Eglantyne was sent to Macedonia to organise help for refugees. She was horrified by the suffering of the thousands of children caught up in the conflict.

She returned to England just before World War I broke out in 1914. This war ended in 1918. There was widespread hunger in Germany and Austria. More than half a million people starved to death. Children were dying on the streets of Berlin and Vienna. Eglantyne and her sister Dorothy Buxton joined a pressure group trying to persuade the British government to end a blockade which was stopping food from reaching people who needed it. They set up The Save the Children Fund (SCF) at a meeting on 19 May 1919 at the Albert Hall in London. Some people threw eggs and tomatoes, shouted 'Hang the Kaiser' and booed Eglantyne as a 'traitor helping the enemy's children'. But SCF quickly raised a lot of famine relief money from the British public.

In 1920, SCF became an international movement helping needy children and developing children's welfare projects throughout the world. In 1920 SCF was helping refugees and war-affected children in Turkey and Greece, and by 1921 was helping to feed half a million starving children in Communist Russia (to further public criticism).

In 1923, Eglantyne drew up a charter of rights for the children of the world. In 1924 this was adopted by the League of Nations as the Geneva Declaration of the Rights of the Child. This was the foundation for the United Nations Convention on the Rights of the Child. Today Save the Children is working in over 100 countries.

Human rights campaigner case studies continued

Shami Chakrabarti

Shami Chakrabarti was born in 1969 in London of Indian parents. After graduating from the London School of Economics gaining a law degree, she worked as a lawyer in the Home Office's legal department. In 2001 she became in-house lawyer at Liberty, one of the UK's leading human rights organisations.

Since 1934, Liberty has campaigned to defend human rights and civil liberties in the UK, such as fighting police brutality and film censorship in the 1930s to campaigning for young people's rights today.

In 2003, Shami Chakrabarti was appointed director of Liberty and became heavily involved in their campaign against torture and their successful 'charge or release' campaign to defeat proposals to increase the period that terror suspects could be held without charge to 42 days. Through her work at Liberty, she also speaks out for free-speech, fair trials, free and fair elections, and freedom of thought.

She is passionate about linking the law with human rights issues and has said that while studying she 'learnt to see the law as a means of delivering change for people'.

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Activity 30

Taking action for human rights

Part 1 Human rights organisations

Aim: To learn about human rights by exploring the aims and activities of voluntary organisations concerned about human rights. **Skills:** Working as part of a group, research, interpreting information, presenting information creatively. **Time:** 1-2 lessons. **Age:** 9+. **What you need:** Taking action task briefs (page 136, one per pupil or present as PowerPoint); The Amnesty International story (page 137, for Tasks A, B, C); Human rights organisation cards (page 139-141, for Task D); Universal Declaration of Human Rights summary version (page 148, for Task D); Peter Benenson photo and *Observer* article (page 138, for Task A); large sheets of drawing paper; felt tip pens or crayons; Internet access (for Task D, if appropriate).

What to do

Explain to the class that there are four different tasks for them to choose from. Hand out copies of the *Taking action task briefs.*

Ask them to pick one, or allocate as appropriate, particularly if they have already showed a specific interest, ensuring there is a good spread across all four tasks. They should work in groups of two to three; however those completing Task D should work in pairs.

For Tasks A, B, C

Hand out copies of *The Amnesty International story* to each group. Explain that they will be exploring the history and work of Amnesty International. Give them time to read and understand it – you might want to simplify the information depending on the ability of your class.

For Task A

Distribute the *Peter Benensen photo and Observer article* The Forgotten Prisoners, which launched Amnesty International.

For Task D

Allocate a different *Human rights organisation card* to each pair. There are five organisations altogether, so up to 10 children can participate in this task.

Groups will also need large sheets of drawing paper and felt tip pens and crayons.

Visit each group and listen to their ideas, help as appropriate, give regular time reminders and make sure they are on the right track.

Allow time at the end of the lesson for everyone to present the results of their work.

The Tasks

TASK A

Create a strip cartoon with up to eight pictures telling the story of how Amnesty International started, incorporating Peter Benenson and the *Observer* article he wrote which launched Amnesty International.

TASK B

Make a poster to explain the meaning of Amnesty International's symbol – the candle wrapped in barbed wire.

TASK C

Create a two-minute TV advert (role play) or a radio appeal about the work that Amnesty International does today. Include an appeal for people to help in its work using information from the Amnesty International story.

TASK D

Research and present the work and aims of another organisation campaigning for human rights. Working in pairs, students should use the human rights organisation card they are provided with, and the Internet (if appropriate). Then:

- draw its logo out on a big sheet of paper;
- select one article from the Universal Declaration of Human Rights that matches a concern of this organisation;
- prepare a one-minute talk about their organisation to the rest of the class.

Taking action task briefs

Choose the task you would like to complete, or the teacher will assign one to you. Work in small groups; those completing Task D should work in pairs.

TASK A

Create a strip cartoon with up to eight pictures telling the story of how Amnesty International started. Remember to include Peter Benenson and the original *Observer* article he wrote which launched Amnesty International.

TASK B

Make a poster to explain the meaning of Amnesty International's symbol – the candle wrapped in barbed wire.

TASK C

Create a two-minute TV advert (role play) or a radio appeal about the work that Amnesty International does today. Include an appeal for people to help in its work using information from the Amnesty International story.

TASK D

Research and present the work and aims of another organisation campaigning for human rights. Working in pairs, use the human rights organisation card you are provided with and the Internet (if appropriate) for additional research. Then:

- draw its logo out on a big sheet of paper;
- select one article from the Universal Declaration of Human Rights that matches a concern of your organisation;
- prepare a one-minute talk about your organisation to the rest of the class.

The Amnesty International story

Peter Benenson was an English lawyer. One morning he read a newspaper article about two young people in Portugal who had a meal in a pub. When the pair finished eating they stood up, raised their glasses of wine and drank a toast. They said one word: 'Liberdade!' (meaning 'Freedom!' in Portuguese). They were arrested, charged with subversion (trying to overthrow the government) and were sent to jail for seven years.

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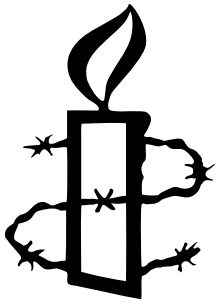
Now Amnesty International is the biggest human rights organisation in the world. It has 2.8 million members and supporters in 150 countries. Amnesty campaigns to defend all the rights in the Universal Declaration of Human Rights. The movement helps individuals who are in danger, investigates human rights abuses and takes action to stop them. Amnesty opposes executions, violence against women and bad laws. It supports people's fundamental rights to decent housing, education and health care.

Amnesty International members ask governments to deal with cases where people's basic human rights are being trampled on. They organise exhibitions and meetings, give out leaflets, run concerts, put up posters, contact their MPs and take part in events and demonstrations.



Amnesty International UK logo

Peter Benenson lights the Amnesty candle on Amnesty's 25th birthday

Peter Benenson and Observer article

Left **Amnesty International's founder, Peter Benenson**

Below **The Forgotten Prisoners: The 1961 Observer article which launched Amnesty**

THE OBSERVER WEEKEND REVIEW

London, Sunday, May 28, 1961 21

SIX POLITICAL PRISONERS: left, Constantin Noica, the philosopher, now in a Rumanian gaol; centre, the Rev. Ashton Jones, friend of the Negroes, recently in gaol in the United States; right, Agostino Neto, Angolan poet and doctor, held without trial by the Portuguese. Their cases are described in the article below.

Left, Archbishop Beran of Prague, held in custody by the Czechs; centre, Toni Ambatielos, the Greek Communist and trade unionist prisoner, whose wife is English; right Cardinal Mindszenty, Primate of Hungary, formerly a prisoner and now a political refugee trapped in the United States Embassy, Budapest.

ON BOTH SIDES of the Iron Curtain, thousands of men and women are being held in gaol without trial because their political or religious views differ from those of their Governments. Peter Benenson, a London lawyer, conceived the idea of a world campaign, APPEAL FOR AMNESTY, 1961, to urge Governments to release these people or at least give them a fair trial. The campaign opens to-day, and "The Observer" is glad to offer it a platform.

The Forgotten Prisoners

OPEN your newspaper any day of the week and you will find a report from somewhere in the world of someone being imprisoned, tortured or executed because his opinions or religion are unacceptable to his government. There are several million such people in prison—by no means all of them behind the Iron and Bamboo Curtains—and their numbers are growing. The newspaper reader feels a sickening sense of impotence. Yet if these feelings of disgust all over the world could be united into common action, something effective could be done.

In 1945 the founder members of the United Nations approved the Universal Declaration of Human Rights:—

Article 18.—Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom either alone or in community with others in public or private, to manifest his religion or belief in teaching practice, worship and observance.

Article 19.—Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

There is at present no sure way of finding out how many countries permit their citizens to enjoy these two fundamental freedoms. What matters is not the rights that exist on paper in the Constitution, but whether they can be exercised and enforced in practice. No government, for instance, is at greater pains to emphasize its constitutional guarantees than the Spanish, but it fails to apply them.

There is a growing tendency all over the world to disguise the real grounds upon which "non-conformists" are imprisoned. In Spain, students who circulate leaflets calling for the right to hold discussions on current affairs are charged with "military rebellion." In Hungary, Catholic priests who have tried to keep their choir schools open have been charged with "homosexuality." These cover-up charges indicate that governments are by no means insensitive to the pressure of outside opinion. And when world opinion is concentrated on one weak spot, it can sometimes succeed in making a government relent. For instance, the Hungarian poet Tibor Dery was recently released after the formation of "Tibor Dery committees" in many countries; and Professor Tierno Galvan and his literary friends were acquitted in Spain this March, after the arrival of some distinguished foreign observers.

London office to gather facts

The important thing is to mobilise public opinion quickly, and widely, before a government is caught up in the vicious spiral caused by its own repression, and is faced with impending civil war. By then the situation will have become too desperate for the government to make concessions. The force of opinion, to be effective, should be broadly based, international, non-sectarian and all-party. Campaigns in favour of freedom brought by one country, or party, against another, often achieve nothing but an intensification of persecution.

That is why we have started Appeal for Amnesty, 1961. The campaign, which opens to-day, is the result of an initiative by a group of lawyers, writers and publishers in London, who share the underlying conviction expressed by Voltaire: "I detest your views, but am prepared to die for your right to express them." We have set up an office in London to collect information about the names, numbers and conditions of what we have decided to call "Prisoners of Conscience," and we define them thus: "Any person who is physically restrained (by imprisonment or otherwise) from expressing (in any form of words or symbols) any opinion which he honestly holds and which does not advocate or condone personal violence." We also exclude those who have conspired with a foreign government to overthrow their own. Our office will from time to time hold Press conferences to focus attention on Prisoners of Conscience selected impartially from different parts of the world. And it will provide factual information to any group, existing or new, in any part of the world, which decides to join in a special effort in favour of freedom of opinion or religion.

In October a Penguin Special called "Persecution 1961" will be published as part of our Amnesty campaign. In it are stories of nine men and women from different parts of the world, of varying political and religious outlook, who have been suffering imprisonment for expressing their opinions. None of them is a professional politician; all of them are professional people. The opinions which have brought them to prison are the common coinage of argument in free society.

Poet flogged in front of family

One story is of the revolting brutality with which Angola's leading poet, Agostino Neto, was treated before the present disturbances there broke out. Dr. Neto was one of the five African doctors in Angola. His efforts to improve the health services for his fellow Africans were unacceptable to the Portuguese. In June last year the Political Police marched into his house, had him flogged in front of his family and then dragged away. He has since been in prison in the Cape Verde Isles without charge or trial.

From Rumania, we shall print the story of Constantin Noica, the philosopher, who was sentenced to twenty-five years' imprisonment because, while "rusticated," his friends and pupils continued to visit him, to listen to his talk on philosophy and literature. The book will also tell of the Spanish lawyer, Antonio Amat, who tried to build a coalition of democratic groups, and has been in prison without trial since November, 1958; and of two white men persecuted by their own race for preaching that the coloured races should have equal rights—Ashton Jones, the sixty-five-year-old minister, who last year was repeatedly beaten-up and three times imprisoned in Louisiana and Texas for doing what the Freedom Riders are now doing in Alabama; and Patrick Duncan, the son of a former South African Governor-General, who, after three stays in prison, has just been served with an order forbidding him from attending or addressing any meeting for five years.

'Find out who is in gaol'

The technique of publicising the personal stories of a number of prisoners of contrasting politics is a new one. It has been adopted to avoid the fate of previous amnesty campaigns, which as often have become more concerned with publicising the political views of the imprisoned than with humanitarian purposes.

How can we discover the state of freedom in the world to-day? The American philosopher, John Dewey once said, "If you want to establish some conception of a society, go find out who is in gaol." This is hard advice to follow, because there are few governments which welcome inquiries about the number of Prisoners of Conscience they hold in prison. But another test of freedom one can apply is whether the Press is allowed to criticise the government. Even many democratic governments are surprisingly sensitive to Press criticism. In France, General de Gaulle has intensified newspaper seizures, a policy he inherited from the Fourth Republic. In Britain and the United States occasional attempts are made to draw the sting of Press criticism by the technique of taking editors into confidence about a "security secret," as in the Blake spy case.

Within the British Commonwealth, the Government of Ceylon has launched an attack on the Press, and is threatening to take the whole industry under public control. In Pakistan the Press is at the mercy of the Martial Law administration. In Ghana, the opposition Press operates under great disabilities. In South Africa, which leaves the Commonwealth on Wednesday, the government is planning further legislation to censor publications. Outside the Commonwealth, Press freedom is especially in peril in Indonesia, the Arab world, and Latin American countries such as Cuba. In the Communist world, and in Spain and Portugal, Press criticism of the Government is rarely tolerated.

Churchill's dictum on democracy

Another test of freedom is whether the government permits a political opposition. The post-war years have seen the spread of "personal regimes" across Asia and Africa. Wherever an opposition party is prevented from putting up candidates, or from verifying the election results, much more than its own future is at stake. Multi-party elections may be cumbrous in practice, and the risk of coalitions makes for unstable government; but no other way has yet been found to guarantee freedom to minorities or safety to non-conformists. Whatever truth there may be in the old remark that democracy does not fit well with emergent nationalism, we should also remember Winston Churchill's dictum: "Democracy is a damned bad system of government, but nobody has thought of a better."

A fourth test of freedom is, whether those accused of offences against the State receive a speedy and public trial before an impartial court; whether they are allowed to call witnesses, and whether their lawyer is able to present the defence in the way he thinks best. In recent years there has been a regrettable trend in some of those countries that take pride in possessing an independent judiciary: by declaring a state of emergency and taking their opponents into "preventive detention," governments have side-stepped the need to make and prove criminal charges. At the other extreme there is the enthusiasm in Soviet countries to set up institutions which, though called courts, are really nothing of the sort. The so-called "comradely courts" in the U.S.S.R., which have power to deal with "parasites," are in essence little more than departments of the Ministry of Labour, shifting "square pegs" into empty holes in Siberia. In China the transmigration of labour by an allegedly judicial process is on a gigantic scale.

The most rapid way of bringing relief to Prisoners of Conscience is publicity, especially publicity among their fellow-citizens. With the pressure of emergent nationalism and the tensions of the Cold War, there are bound to be situations where governments are led to take emergency measures to protect their existence. It is vital that public opinion should insist that these measures should not be excessive, nor prolonged after the moment of danger. If the emergency is to last a long time, then a government should be induced to allow its opponents out of prison, to seek asylum abroad.

Frontier control more efficient

Although there are no statistics, it is likely that recent years have seen a steady decrease in the number of people reaching asylum. This is not to much due to the unwillingness of other countries to offer shelter, as to the greatly increased efficiency of frontier control, which to-day makes it harder for people to get away. Attempts to reach agreement on a workable international convention on asylum at United Nations have dragged on for many years with little result.

There is also the problem of labour restrictions on immigrants in many countries. So long as work is not available in "host" countries, the right of asylum is largely empty. Appeal for Amnesty, 1961, aims to help towards providing suitable employment for political and religious refugees. It would be good if in each "host" country a central employment office for these people could be set up with the co-operation of the employers' federations, the trade unions and the Ministry of Labour.

In Britain there are many firms willing to give out translation and correspondence work to refugees, but no machinery to link supply with demand. Those regimes that refuse to allow their nationals to seek asylum on the ground that they go abroad only to conspire, might be less reluctant if they knew that, on arrival, the refugees would not be kicking their heels in idle frustration.

The members of the Council of Europe have agreed a Convention of Human Rights, and set up a commission to secure its enforcement. Some countries have accorded to their citizens the right to approach the commission individually. But some, including Britain, have refused to accept the jurisdiction of the commission over individual complaints, and France has refused to ratify the Convention at all. Public opinion should insist on the establishment of effective supra-national machinery not only in Europe but on similar lines in other continents.

This is an especially suitable year for an Amnesty Campaign. It is the centenary of President Lincoln's inauguration, and of the beginning of the Civil War which ended with the liberation of the American slaves; it is also the centenary of the decree that emancipated the Russian serfs. A hundred years ago Mr. Gladstone's budget swept away the oppressive duties on newsprint and so enlarged the range and freedom of the Press; 1861 marked the end of the tyranny of King "Bomba" of Naples, and the creation of a united Italy; it was also the year of the death of Lacordaire, the French Dominican opponent of Bourbon and Orleanist oppression.

The success of the 1961 Amnesty Campaign depends on how sharply and powerfully it is possible to rally public opinion. It depends, too, upon the campaign being all-embracing in its composition, international in character and politically impartial in direction. Any group is welcome to take part which is prepared to condemn persecution regardless of where it occurs, who is responsible or what are the ideas suppressed. How much can be achieved when men and women of good will unite was shown during World Refugee Year. Inevitably most of the action called for by Appeal for Amnesty, 1961, can only be taken by governments. But experience shows that in matters such as these governments are prepared to follow only where public opinion leads. Pressure of opinion a hundred years ago brought about the emancipation of the slaves. It is now for man to insist upon the same freedom for his mind as he has won for his body.

PETER BENENSON

Appeal for Amnesty, 1961

THE AIMS

1. To work impartially for the release of those imprisoned for their opinions.
2. To seek for them a fair and public trial.
3. To enlarge the Right of Asylum and help political refugees to find work.
4. To urge effective international machinery to guarantee freedom of opinion.

To these ends, an office has been set up in London to collect and publish information about Prisoners of Conscience all over the world. The first Press Conference of the campaign will be held to-morrow, where speakers will include three M.P.s, John Foster, Q.C. (Con.), F. Elwyn Jones, Q.C. (Lab.), and Jeremy Thorpe (Lib.).

All offers of help and information should be sent to: Appeal for Amnesty, 1, Mitre Court Buildings, Temple, E.C.4.

To read the full text of this article go to www.amnestyusa.org and click on 'About us'.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Human rights organisation cards

Save the Children

www.savethechildren.org.uk

Save the Children UK is an international charity working in the UK and more than 50 countries around the world. It began in London in 1919 and promotes children's rights.

The organisation helps children caught up in fighting and affected by wars, runs feeding programmes for children who are dying of hunger, and provides disaster relief and emergency rescue work, eg to children affected by earthquakes or floods. It puts money towards schools, so children in poor communities can learn to read and write. It also funds health projects.

In the UK, Save the Children works with young people at risk, child refugees, children separated from their parents and children from minority communities, eg children in hospital and travellers.

LIBERTY

www.liberty-human-rights.org.uk

Liberty is one of the UK's leading human rights organisations.

Since 1934, it has campaigned to defend human rights in Britain, such as fighting police brutality and film censorship in the 1930s to campaigning against punishment without trial today.

Today, Liberty also campaigns for young people's rights, including the right to express their views and to participate in decisions which affect them, and the right to peaceful protest and free speech, eg demonstrations.

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Human rights organisation cards continued

ARTICLE 19

www.article19.org

ARTICLE 19 works to promote, protect and develop freedom of expression (being able to express your opinions) and freedom of information (having access to all kinds of information, including that held by governments).

Started in 1987, its name is from Article 19 of the Universal Declaration of Human Rights. Everyone has the right to freedom of opinion and expression; the right includes freedom to hold opinions without interference and to receive and share information and ideas through any media, eg books, radio and television.

Article 19 monitors threats to people's right to say what they think and get information, puts pressure on governments to protect freedom of expression and defends people and groups who are persecuted for expressing their ideas.

CHILD POVERTY ACTION GROUP

www.cpag.org.uk

The Child Poverty Action Group (CPAG) campaigns for the end of child poverty in the UK and a better deal for low-income families and children.

It was founded in 1965 by sociologists Dr Harriett Wilson, Professor Peter Townsend and others who were concerned about family poverty.

Today, one in three children in the UK still lives in poverty. CPAG aims to explain what causes child poverty, its impact on children's lives and how to end it. CPAG argues for changes in government policy to help families who are struggling on low incomes.

It provides information on welfare benefits, and sometimes takes cases to court to ensure that people receive all the help they are entitled to.

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Human rights organisation cards continued

Shelter

www.shelter.org.uk

Shelter is a national charity that campaigns to end homelessness and bad housing. It was originally launched in 1966 by Reverend Bruce Kenrick, who was horrified by the state of the housing and the number of homeless families around his parish.

Today, Shelter helps more than 170,000 people a year all across the UK in need of housing advice and support. They could be homeless or living in housing that is rundown, overcrowded or dangerous.

Shelter believes everyone should have a home in a place where they can thrive. For instance, children living in bad housing are more likely to suffer from poor health, bullying, miss school and run away.

Shelter fights for more investment in housing, and for new laws to improve the lives of homeless and badly housed people, eg Shelter has called on the government to provide more affordable homes.

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Activity 30

Taking action for human rights

Part 2 Junior Urgent Action

Aim: To develop the skills necessary for pupils to participate in taking effective action for human rights through letter writing. To provide opportunities for investigation, problem solving and decision-making. **Skills:** Developing analysis and interpretation; communication and persuasive writing. **Time:** 1-2 lessons. **Age:** 7+. **What you need:** Junior Urgent Action sample sheet (page 144, one per pupil); paper and pencils; card, colouring pens and tissue paper (for Extension/homework Forget-me-not activity); Positive impact of messages (page 146, for the teacher, for Extension/homework activity).

Teacher notes

Every month Amnesty International UK sends out free monthly Junior Urgent Actions (JUAs) to teachers, specifically designed for children aged 7 to 11 to stand up for human rights through letter-writing.

Junior Urgent Actions ask for appeals on behalf of someone in need, sometimes another young person. They are written in a language children can understand. The teacher receives a copy of the original case sheet, along with a map and background of the relevant country, discussion questions and 'how-to' letter-writing guide. All graphic details of ill treatment or torture are edited out, and the cases are not political.

The aim is for the children to be moved to help young victims from every corner of the world by writing to in-country government officials and urging their intervention. Already young people have written on behalf of victims of human rights violations in over 50 different countries, including street children ill-treated by police in Brazil and child soldiers in Uganda.

Greeting cards

Once a year, between November and January, many schools also take part in the young people's version of Amnesty International's Greetings Card Campaign (suitable for age 8+). Children compose and mail their own messages of support and cards or letters of solidarity to prisoners of conscience and their families and to people who have been attacked or threatened for defending human rights. Background notes, letter writing guidance, ideas for creative actions and other information are supplied on each case.
Visit **www.amnesty.org.uk/gcc**

Important information

Please note that all cases featured in Junior Urgent Actions and the Greetings Card Campaign are time sensitive; Amnesty researchers identify the best time to take action for individuals at risk, and the most appropriate type of action to take. Our actions often need to change – or to stop completely – in response to changes in the individual's circumstances. Sending letters after an action has been closed could sometimes be counter-productive. **The JUA included in this pack has now closed.** It is included as a sample only and provides an opportunity for children to develop and practise key skills to enable them to take action for human rights. **Please do not send the letters that your pupils write**. Instead, explain that they are practising standing up for human rights and use their work to make a display in your school to show what can be done to defend human rights.

To find out the latest information regarding the Serrano Cruz sisters visit:
www.amnesty.org.uk/serranocruz
To find out how to join Amnesty's Junior Urgent Action scheme, email **SCT@amnesty.org.uk**
To find current cases for Junior Urgent Action visit **www.amnesty.org.uk/primary**

What to do

Tell the class that they are going to practise defending human rights.

Explain what Amnesty International's Junior Urgent Action network is, making it clear that letters, cards and support can make governments and people across the world pay attention when people are treated unfairly. A card can also make someone feel less alone and give them hope. That is why letter writing is so important.

Hand out a copy of the *Junior Urgent Action sample*

sheet to each pupil as an example, pausing to discuss the key questions as a class or in pairs. Ask the children to compose and write their own letter of appeal to the government official in El Salvador about this human rights case. Use the guidance provided on the 'Take action' part of the *Junior Urgent Action sample sheet*. Provide sentence stems or a writing frame where necessary.

Appeal letters should be carefully, neatly and politely written in the child's own words. It may be a good idea to get the class to write their own draft, followed by a final copy after a spelling check, perhaps accompanied by a drawing or decoration. Children may want to say something about themselves or their area or some connection with the country they are writing to or the case they are writing about. We suggest that they should sign it with their first name only and give the school as an address.

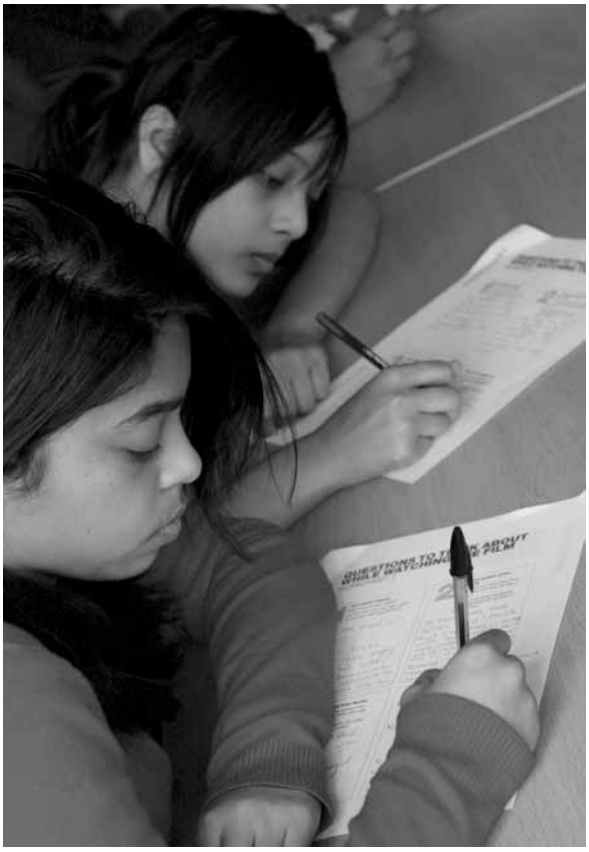
It is often useful for groups of children to compare letters. These are appeals, so the letter should clearly explain what the problem is and ask for something to be done by the official. Always ask for a reply.

The correct name and address of the official should be written on the top left with the date underneath. The details of the person sending the letter – name, age and school address – should be written on the bottom of the page on the left. The name of the person in the case should appear as a heading to the letter in CAPITAL LETTERS.

Explain that this is just practice and their letters will not be sent off but used to create a display to show others what can be done to defend human rights.

Extension/homework

- Students can create their own greetings cards and send a message of support to the Serrano Cruz family. They could also complete the creative *Forget-me-not* activity. See the *Junior Urgent Action sample sheet* for more details. Again, explain that this is just practice.
- You can update the class on the Serrano Cruz case (see www.amnesty.org.uk/serranocruz) and share the *Positive impact of messages* (page 146).
- Your class can complete a current Junior Urgent Action or the Greetings Card Campaign.



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Junior Urgent Action sample sheet

THIS CASE IS NOW CLOSED
Please do not send off letter or cards for this case.

Junior Urgent Action

February 2009

Show your support for Ernestina and Erlinda Serrano Cruz

Can you imagine what it would be like if someone in your family was taken away and you couldn't find out where they were or what had happened to them? Well, that's what happened to Ernestina and Erlinda's family. Read on to find out more.

For the safety of the family, please do not include political comments in your message (such as references to the El Salvadorean Government). Also, send Christian or non-religious messages only – please do not send messages of other religions.

Where?

El Salvador is in Central America.

How well do you know Central America?

Can you name any other countries that are near El Salvador?

Can you name the ocean to the South of El Salvador?

Language – Spanish.

(map from the CIA website, The World Factbook)

What happened?

In 1982, during a civil war in El Salvador, Ernestina and Erlinda were captured by soldiers. They were only seven and three years old at the time. The girls' family have not seen or heard from them since and, sadly, do not even have photos to remind them of the girls. The family had to wait until the war was over before they could ask the authorities to find out what had happened to them.

Their mother took the case to different courts but there has never been a proper investigation. Unfortunately, Ernestina and Erlinda's mother died in 2005 without ever seeing her daughters again. Their family continues to call for a proper investigation to find out what happened to the girls.

Background

In the 1980s there was a *civil war* in El Salvador. Civil war means that people from the same country fight each other. During the war, more that 700 children were 'disappeared' which means that they were taken away against their will. Some were put into orphanages and others were put up for adoption in El Salvador and other countries, even as far away as Europe.

Thanks to human rights groups in El Salvador, more than 300 'disappeared' children have been found and reunited with their families.

Sadly, the rest are still missing.

Sample

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Junior Urgent Action sample sheet continued

Can you find the keywords?

E	W	Q	P	S	I	G	R	N	T
P	F	I	R	D	P	A	C	N	N
O	L	Z	E	P	D	O	E	Z	E
H	O	Q	S	N	F	M	H	N	R
Q	W	J	I	N	N	V	P	D	D
X	E	L	D	R	O	N	N	W	L
E	R	N	E	S	T	I	N	A	I
E	S	V	N	E	F	L	T	K	H
Y	O	S	T	H	G	R	C	C	C
G	R	O	D	A	V	L	A	S	A

ACTION
CHILDREN
ERLINDA
ERNESTINA
FIND
FLOWERS
GOVERNMENT
HOPE
PRESIDENT
RIGHTS
SALVADOR

What do you think?

- Why do you think it is important to find the children who were taken?
- What do you think the government should do to help find Ernestina and Erlinda?
- What do you think might happen when a disappeared child is reunited with their family?
- NOW take action!

● take action! ● take action! ● take action! ● take action! ● take action!

You can help Ernestina and Erlinda's family in three ways:

1. Write a letter

Please write a polite letter to the Attorney General of El Salvador. You could say:

- That the government must carry out a proper investigation into the forcible disappearance of Ernestina and Erlinda Serrano Cruz.
- That the government should find out where Ernestina and Erlinda are now and tell their family.
- It is important that whoever took them is brought to justice.

Send your letter to:
Lic. Félix Garrid Safie
Fiscal General de la República
Fiscalía General de la República
Final Calle Oriente y 19
Residencial Primavera
Santa Tecla
La Libertad

2. Send a message of support to Ernestina and Erlinda's family

Start: Estimada Familia Serrano Cruz/Dear Serrano Cruz family

Suggested message:
Les acompañamos en sus esfuerzos por encontrar a Ernestina y Erlinda y en el reclamo de justicia por su desaparición. Saludos.
Which means: We accompany you in your efforts to find Ernestina and Erlinda and in calling for justice for their disappearance.

Language: Spanish, English or your own language

Please send a religious (Christian) or non-religious card to:

Familia Serrano Cruz
c/o Asociación Pro-Búsqueda de Niñas y Niños Desaparecidos
Urbanización Buenos Aires 1
29 Avenida Norte # 1161
San Salvador EL SALVADOR

Important information
For the safety of the family, please do not include political comments in your message (such as references to the El Salvadorean Government). Also, send Christian or non-religious messages only – please do not send messages of other religions. Postage to El Salvador is 56p for an airmail letter.
If you make flowers and send them as a small package it will cost more and will need to be weighed.

3. Send a forget-me-not.

Between November 2008 and January this year, children from Amesbury School in Surrey (below) showed their support for the family by sending forget-me-nots. You could finger paint your forget-me-not or make it out of tissue paper and include a short message in the middle. Perhaps you could say 'we are thinking of you.' You could make the flowers from paper and write your message on the petals. You could also make a banner spelling out the words using tissue paper flowers and send them with your messages.

Why forget-me-nots?
We have chosen this flower as a symbol to show that we have not forgotten Ernestina and Erlinda. We will remember them and continue to campaign for them to be reunited with their family.

Greetings Card Campaign

Lots of children and young people have already taken action for Ernestina and Erlinda. People all over the UK have been sending greetings cards with messages to the family – the family have told us that they really appreciate these messages. By taking action, you will be joining the thousands of people who are showing their support for the girls. See www.amnesty.org.uk/serranocruz for more information.

Amnesty International
PROTECT THE HUMAN

Amnesty International, Human Rights Action Centre, 17–25 New Inn Yard, London EC2A 3EA
Telephone: 020 7033 1596 Fax: 020 7033 1503 Email: student@amnesty.org.uk

sample

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

Positive impact of messages

© Pro-Búsqueda

Above **Pro-Búsqueda display cards sent to the Serrano Cruz family**

In early 2009 many children and adults sent messages of support to the Serrano Cruz family. Their cards were sent to the El Salvador human rights organisation Pro-Búsqueda, who passed on the cards to the family. Here is an article that featured in Pro-Búsqueda's magazine in Autumn 2009. You can share this with your students to highlight the positive impact that their solidarity actions can have.

The cards arrived by the sack load from England, Canada, Spain and South Korea. Every week between December and March, the postman arrived carrying a bag filled with solidarity, colour, hope and strength for the Serrano Cruz family. More than 25 young volunteers from a local college worked to put over 5,450 cards in order.

Most of the cards had Christmas designs, big and small, with painted designs, doves of peace, but among them were some very pretty, special cards: cards made by hand by children and teenagers from colleges and schools linked to Amnesty International. These cards are special not only because of their texture and design, but also because they are seeds of peace for a new world, growing in children who have committed themselves to the struggle for justice, the crucial struggle of our time.

The volunteer students used the cards very creatively: they made them into leaves on a tree during the concert organised by Pro-Búsqueda on the national Day for Disappeared Children on 29 March 2009. They also used the cards to design a very eye-catching mural on the wall of the Pro-Búsqueda office.

For many months the cards arrived at the offices of Pro-Búsqueda, but one day in May they were handed over to Suyapa Serrano, Erlinda and Ernestina's sister, and the main witness in the case. She was surprised to see so many and such beautiful Christmas cards sent to her and the Serrano Cruz family, and with much enthusiasm began to decorate the door of her house with the colour of the warmth, the love and the strength of the thousands of people who sent the cards, so that one day, when Erlinda and Ernestina are found, they will know that thousands and thousands of people were searching for them.

Appendices

Universal Declaration of Human Rights
summary version

1 We are born free and equal, and should treat others in the same way.

2 We have all these rights in the Declaration, no matter who we are, where from or what we believe in.

3 We have the right to life, and to be free and feel safe.

4 Nobody has any right to make us a slave. We cannot make anyone else our slave.

5 Nobody has any right to hurt, torture or humiliate us.

6 Everyone has the right to be protected by the law.

7 The law is the same for everyone. It must treat us all fairly.

8 We can all ask for the law to help us when we are not treated fairly.

9 Nobody has the right to put us in prison, or to send us away from our country, without good reasons.

10 If we are accused of breaking the law, we have the right to a fair and public trial.

11 Nobody should be blamed for doing something until it has been proved that they did it.

12 Nobody has the right to enter our home, open our letters or bother us or our families without a good reason.

13 We all have the right to go where we want to in our own country and to travel abroad.

14 If someone hurts us, we have the right to go to another country and ask for protection.

15 We all have the right to belong to a country.

16 When we are legally old enough, we have the right to marry and have a family.

17 Everyone has the right to own things or share them.

18 We all have the right to our own thoughts and to believe in any religion.

19 We can all think what we like, say what we think and share ideas and information with other people.

20 We all have the right to meet our friends and work together in peace to defend our rights. It is wrong to force someone to belong to a group.

21 We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.

22 The place where we live should help us to develop and to make the most of all the advantages (culture, work, social welfare) on offer. Music, art, craft and sport are for everyone to enjoy.

23 Every grown up has the right to a job, fair wages and to join a trade union.

24 We all have the right to rest and free time.

25 We all have the right to a decent living standard, including enough food, clothing, housing and medical help if we are ill. Mothers and children and people who are old, out of work or disabled have the right to be cared for.

26 We all have the right to education.

27 We have the right to share in our community's arts and sciences, and any good they do.

28 There must be peace and order to protect these rights and freedoms, and we can enjoy them in our country and all over the world.

29 We have a duty to other people, and we should protect their rights and freedoms.

30 Nobody can take away these rights and freedoms from us.

This is a simplified version of the Universal Declaration of Human Rights from Amnesty International UK. It has been developed for the purpose of enabling younger children to understand the rights in the Declaration. For the full version of the Declaration see **www.un.org/en/documents/index.shtml**

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United Nations Convention on the Rights of the Child summary version

1 Everyone under the age of 18 has ALL of these rights. You have the right to…

2 Be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live.

3 Have adults always do what is best for you.

4 Have all of these rights protected by your government.

5 Be given support and advice from your parents and family.

6 Life.

7 Have a name and a nationality.

8 An official identity.

9 Not be separated from your parent/s, unless it is for your own good.

10 Be reunited with your parent/s if they have to move to another country.

11 Not be taken out of your country illegally.

12 Have your own opinion, which is listened to and taken seriously.

13 Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.

14 Think and believe whatever you want to and practice any religion, with guidance from your parent/s.

15 Be with friends and join or set up clubs, unless this denies other people their rights.

16 Have your privacy and family respected.

17 Get reliable information from newspapers, books, radio, television and the Internet, as long as it is not harmful to you.

18 Be brought up by your parents, if possible.

19 Be protected from being hurt or badly treated in any way.

20 Special protection and help if you can't live with your parents.

21 The best care possible if you are adopted or in foster care.

22 Special protection and help if you are a refugee.

23 Access to education and any support you may need if you have a disability.

24 The best health and medical care possible, and information to help you stay healthy.

25 Have your living situation checked regularly if you are looked after away from your family.

26 Help from the government if you are poor or in need.

27 A basic standard of living: food, clothing and a safe place to live.

28 An education.

29 An education that develops your personality and abilities, and encourages you to respect other people, cultures and the environment.

30 Enjoy your own culture, religion and language, even if these are not the same as most people in your country.

31 Rest, play and relax.

32 Be protected from work that harms your health or education.

33 Be protected from dangerous drugs and their trade.

34 Be protected from sexual abuse.

35 Not be kidnapped or sold.

36 Be protected from being taken advantage of or exploited in any way.

37 Not to be punished in a cruel or hurtful way.

38 Protection and care in times of war. If you are under 15 you should never be forced to join an army.

39 Special help if you have been hurt, neglected or badly treated.

40 Be helped and treated fairly if you are accused of breaking the law.

41 Be protected by national or international laws which provide better rights than the ones in this list.

42 ALL children and adults should know and learn about these rights.

This is a simplified version of the United Nations Convention on the Rights of the Child prepared by Save the Children. The Convention has been signed by 191 countries.

The Convention has 54 articles in total. Articles 43-54 are about how governments and international organisations should make sure children have access to their rights.

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Assessing learning checklist

This checklist can be used at the beginning, middle and end of the programme to record developments in pupils' understandings, skills and attitudes in relation to the key concepts of the programme.

1. To what extent have pupils demonstrated that they can make appropriate use of human rights vocabulary (eg needs, wants, rights, responsibilities)?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

2. To what extent are pupils able to recognise issues of human rights and responsibility in everyday scenarios?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

3. To what extent are pupils able to identify situations which illustrate conflicts of human rights?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

4. To what extent are pupils able to provide examples of and talk about the promotion and protection of human rights?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

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5. To what extent do pupils demonstrate a capacity to listen respectfully?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

6. To what extent do pupils demonstrate a capacity to communicate ideas and perspectives clearly?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

7. To what extent do pupils demonstrate a capacity to work collaboratively in groups?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

8. To what extent do pupils demonstrate a capacity to propose solutions to human rights conflicts or problems?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

9. To what extent do pupils demonstrate a capacity to engage in class discussions and debates?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

10. To what extent do pupils demonstrate a capacity to identify attitudes which may be limiting or prejudicial?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

PHOTOCOPY ORIGINAL © AMNESTY INTERNATIONAL

11. To what extent do pupils demonstrate a capacity to identify changes in their own attitudes?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

12. To what extent do pupils display a capacity to reflect on their attitudes to the ideas and opinions of others?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

13. To what extent do pupils display a capacity for tolerance of others whose attitudes differ from their own?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

14. To what extent do pupils recognise the link between attitudes and actions?

☐ very considerable ☐ considerable ☐ average ☐ minimal ☐ insignificant

Please cite examples:

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Further resources

The No-nonsense Guide to Human Rights
Olivia Ball and Paul Gready, New Internationalist Publications Ltd, October 2006.
A clear and concise overview of human rights through history and today's human rights debates.

Teachers and Human Rights Education
Audrey Osler and Hugh Starkey, Trentham Books, April 2010.
This book clarifies the relevance of human rights to teachers' everyday work. The authors draw on a range of international examples to illustrate how schools can enable young people to work towards the ideals of justice and peace in both the school community and the wider world. The application of human rights principles is applied as the basis for living together in diverse societies.

Children's Rights in Education (Children in Charge)
Stuart Hart, Martha Farrell Erickson and Malfrid Flekkoy, Jessica Kingsley Publishers, June 2001.
An overview of the current state of children's rights in education around the world, including chapters on: national accountability; the rights of children with special needs; respecting children's views in education; and how the United Nations Convention on the Rights of the Child can be implemented.

Teachers, Human Rights and Diversity
Edited by Audrey Osler, Trentham Books, March 2005.
Authors from different countries share examples and case studies to illustrate how young citizens can learn to apply the principles of human rights and equality in resolving complex and controversial issues.

Changing Citizenship: Democracy and Inclusion in Education
Audrey Osler and Hugh Starkey, Open University Press, April 2005.
Supports teachers in understanding the links between global change, including multiculturalism and the everyday realities of teachers and learners.

Toolkit for Tackling Racism in Schools
Stella Dadzie, Trentham Books, March 2000.
This resource pack supports teachers and others who seek to address issues of racism and diversity in schools and the curriculum. Practical and accessible, it outlines the key issues and provides clear strategies and approaches to challenging racist assumptions and attitudes both in and outside the classroom.

LIFT OFF Cross Border Human Rights Education Initiative for Primary Schools
Irish National Teachers' Organisation (INTO), the Ulster Teachers' Union (UTU), Amnesty International (Irish and UK sections), 2001.
Lift Off is a cross border human rights education project in Northern Ireland and the Republic of Ireland developed by teachers. It helps primary schools to incorporate human rights principles into their policies and practices, particularly through whole school based approaches to human rights education, extending beyond the classroom to involve the wider school community and incorporating human rights principles into everyday policies and practices.
It consists of three books:
- *The Right Start* (4-7 year olds)
- *Lift Off* (8-10 year olds)
- *Me, You, Everyone: Rights and Responsibilities* (9-11 year olds)
  Download **www.liftoffschools.com**

Banners and Dragons: the Complete Guide to Creative Campaigning
Dan Jones, Amnesty International UK, 2003.
A collection of ideas and practical techniques for making a campaign for a good cause come to life.

www.amnesty.org.uk/books
A range of books published, co-published or endorsed by Amnesty International for all ages and interests.

Time for Rights
UNICEF UK, Save the Children UK, 2002.
A teaching pack especially designed to support work for citizenship and PSHE/PSE through a variety of interactive activities. Age range: 9 to 13. It helps pupils think about rights and responsibilities and what this means in their own and other people's lives. Units include: What are children's rights? What do rights mean to me? What do rights mean in the community? Download information and activities for free at **www.unicef.org.uk** (click on schools, then education resources).

Compass: A Manual on Human Rights Education with Young People
Council of Europe Publishing, 2002.
A manual on human rights education providing youth leaders, teachers and other educators, with concrete ideas and practical activities to engage, involve and motivate young people to form a positive awareness of human rights in their own ways and in their own communities. Download information and activities for free at **www.coe.int/compass**

Global Citizenship: The Handbook for Primary Teaching
By Mary Young, Oxfam, October 2001.
A guide to teaching the curriculum in a way that promotes social justice and equity. It's packed full of activities and resources for use in assemblies and classroom teaching. Some of the activities are downloadable at **www.oxfam.org.uk/education/resources/global_citizenship/**

Global Communities: Learning about Refugee Issues (Primary pack)
Refugee Week and Department for International Development (DFID), 2005.
The primary pack includes a range of activities and worksheets for exploring global refugee and migration issues. Aims include: raising awareness of the interconnectedness of the world today; showing that refugees are ordinary people who are coping with difficulties; exploring some of the myths and stereotypes around refugees. Downloadable at **www.refugeeweek.org.uk/infocentre/resources-on-refugees/educational-resources/global.htm**

Everyone Can Win: Responding to Conflict Constructively
Helena Cornelius and Shoshana Faire, Simon & Schuster Australia (revised second edition), August 2006.
Sets out to show how with improved communication and compassionate problem solving, both sides can be winners and achieve a happy solution in a conflict situation. It includes advice, stories, exercises and proven techniques.

Step-By-Step Guide to Successful Circle Time for SEAL
Jenny Mosely, Positive Press Ltd, March 2006.
A step-by-step introduction to Quality Circle Time, a tried and tested method of developing the Social and Emotional Aspects of Learning (SEAL).

Promoting Children's Well-being in the Primary Years (Right from the Start)
Edited by Andrew Burrell and Jeni Riley, Network Educational Press Ltd, January 2005.
A collection of ideas and strategies for encouraging the development of positive values and attitudes in young children.

Values and Visions: A handbook for spiritual development and global awareness
Sally Burns and Georgeanne Lamont, Hodder Murray, January 1996.
Offers guidelines, worksheets and a range of practical classroom activities for spiritual and moral development in primary schools. Topics covered include freedom, justice and equality. RE and citizenship teachers will find it particularly useful.

We Are All Born Free
Forewords by John Boyne and David Tennant, Frances Lincoln in association with Amnesty International, October 2008.
A beautiful picture book celebrating the Universal Declaration of Human Rights, for children from six years old. Artists and illustrators from all over the world offer their personal interpretation of the Articles, making them easy to understand for young readers.

Learning about human rights in the primary school
A free educational primary resource from Amnesty International, with ten tested activities exploring human rights themes with 5 to 11 year olds.

Exploring Children's Rights: Nine short projects for primary level
Rob Gollob and Peter Krapf, Council of Europe, 2007.
A manual containing nine small projects of four lessons each, for students in their first nine years of school. Detailed lesson instructions can be followed by beginners or used in teacher training. Download for free from **www.theewc.org/library**

Compasito: Manual on human rights education for children
Nancy Flowers, Council of Europe, 2009.
Forty-two practical activities to engage and motivate children aged 7 to 13 years-old to recognise human rights issues in their own environment. Helps children to develop critical thinking, responsibility and a sense of justice, and shows them how to help better their school or community. Download for free from **www.eycb.coe.int/compasito/default.htm**

First Steps to Rights
UNICEF UK, 2009.
A teaching pack designed to introduce young children to the basic rights of all children and the responsibilities that accompany them. It features activities around themes including families, food and water and includes 15 A3 colour photos with a global perspective to use with groups or class.

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Useful organisations and websites

Amnesty International UK
Teaching resources on internationally recognised human rights this worldwide movement campaigns for.
www.amnesty.org.uk/education

Association for Citizenship Teaching (ACT)
Resources and training on human rights related topics for Citizenship teachers in England.
www.teachingcitizenship.org.uk

Anne Frank Trust
Uses Anne Frank's life and diary to challenge prejudice and reduce hatred.
www.annefrank.org.uk

Anti-Slavery International
Classroom activities and assembly ideas on integrating slavery into the curriculum.
www.antislavery.org

British Institute of Human Rights (BIHR)
Ways to raise the awareness of human rights in the UK.
www.bihr.org.uk

CAFOD (Catholic Agency for Overseas Development)
Resources for primary and secondary schools and youth workers on action for global justice.
www.cafod.org.uk/resources

Centre for Global Education
Courses and support for the formal education sector on introducing global issues into the curriculum.
www.centreforglobaleducation.org

The Children's Legal Centre
Information and legal advice about young people.
www.childrenslegalcentre.com

Children's Rights Alliance for England (CRAE)
Advice on protecting children's human rights.
www.crae.org.uk

Child Poverty Action Group
Campaigning for the abolition of poverty among children and young people in the UK.
www.cpag.org.uk

Christian Aid
Resources on global development issues for primary and secondary teachers and youth leaders.
www.christianaid.org.uk/learn

Citizenship Foundation
Practical ways to raise the quality of teaching and learning in Citizenship, including case studies and resources.
www.citizenshipfoundation.org.uk

Department for Education
Information about Citizenship and the National Curriculum.
www.education.gov.uk

DEP (Development Education Project)
Classroom resources and projects to promote diversity and a just and sustainable world.
www.dep.org.uk

Development Education Association (DEA)
Raising awareness of global development issues, with a focus on schools and youth work.
www.dea.org.uk

Equality and Human Rights Commission (EHRC)
Promoting equality and human rights by providing advice, guidance and how to raise awareness.
www.equalityhumanrights.com

Facing History
Supports teaching on the Holocaust and other genocides, prejudice and racist ideologies.
www.facinghistory.org

Global Dimension
From climate change to poverty, a useful database linking to a huge range of teaching resources and background materials.
www.globaldimension.org.uk

Human Rights Education Associates (HREA)
Online repository of human rights education and training materials including portal Human Rights Schools to promote understanding and application of a human rights based approach to schooling.
www.hrea.org

Human Rights Resource Centre
Teaching materials and training opportunities from the University of Minnesota Human Rights Centre.
www1.umn.edu/humanrts/edumat/

Institute for Citizenship
Supports teachers to interpret the Citizenship curriculum in innovative ways.
www.citizen.org.uk/education

Liberty
Action and information on work to protect civil liberties and promote human rights for everyone.
www.liberty-human-rights.org.uk

Lift Off Schools
Website for the Lift Off schools initiative in Northern Ireland and the Republic of Ireland. Useful teaching resources and information on whole school projects.
www.liftoffschools.com

Minority Rights Group (MRG)
A world directory of Minorities and Indigenous peoples for activists and teachers.
www.minorityrights.org/directory

One World Action
A charity working to end poverty and make a just world.
www.oneworldaction.org

OXFAM
Ideas, resources and support for developing the global dimension in the classroom and the whole school.
www.oxfam.org.uk/education

Peace Education Network
Resources from Key Stage 1 to 5 across the curriculum to help build a peaceful world.
www.peace-education.org.uk

Red Cross
Teaching tools ideal for Citizenship teaching, including quizzes, lesson plans, assemblies and school speakers.
www.redcross.org.uk/education

Red Nose Day
Pick your Key Stage and choose a range of curriculum-based lesson plans, activities and project ideas to help your students discover the importance of global issues.
www.rednoseday.com/at-school/teach

Refugee Council
Basics on asylum, resources and getting involved in work with refugees and asylum seekers.
www.refugeecouncil.org.uk

Refugee Week
How to join in the annual week-long programme of events in celebration of the contribution of refugees to the UK.
www.refugeeweek.org.uk

Save the Children
Teaching resources to get young people thinking about their rights and the issues faced by others.
www.savethechildren.org.uk/education

Schools Out
Works towards equality in education for lesbian, gay, bisexual and transgendered people.
www.schools-out.org.uk

Shelter
Teaching resources focusing on the battle to end homelessness and bad housing in the UK.
www.shelterclassroomkit.org.uk

Stonewall
Supports schools to prevent and tackle homophobic bullying, and create an inclusive learning environment.
www.stonewall.org.uk

Survival International
Educational work promoting respect for tribal peoples and their rights.
www.survivalinternational.org

Teachers TV
Programmes on a range of issues relevant to human rights education.
www.teachers.tv/

Tourism Concern
Resources related to ethical and sustainable tourism.
www.tourismconcern.org.uk/

UNICEF UK
A Teacher's Zone section includes education resources and information on the Rights Respecting School Award.
www.unicef.org.uk/tz

United Nations Association of Great Britain and Northern Ireland (UNA-UK)
Resources and opportunities for youth participation in the youth wing of the United Nations.
www.una-uk.org/youth/

The Woodcraft Folk
Resources on self-confidence and learning about peace, friendship and cooperation.
www.woodcraft.org.uk

Worldwide Fund for Nature (WWF)
Resources and information on conservation.
www.wwf.org.uk

Websites for young people

Amnesty Youth
For 11-18 year olds who are already taking action for Amnesty or want to get involved.
www.amnesty.org.uk/youth

Beat Bullying
Empowers young people to lead anti-bullying campaigns in their school and local communities.
www.beatbullying.org

British Youth Council (BYC)
For the under 25s who want their voice heard on various campaigns such as Votes at 16, Climate Change and Higher Education Funding.
www.byc.org.uk

Britkid
Games, role-plays and news section dedicated to the issues of race and racism.
www.britkid.org

CBBC Newsround
News on key topical issues such as asylum seekers.
www.news.bbc.co.uk/cbbcnews

Changemakers
Youth-led programmes, grant schemes and volunteering opportunities for young people who want to lead positive change.
www.changemakers.org.uk

Christian Aid's Global Gang
Games and stories about young people in different parts of the world, plus campaign resources.
www.globalgang.org

Explore Parliament
Parliament and general elections explained, what the House of Commons and House of Lords look like, and content for 5 to 11, 11 to 14 and 14 to 18 years old.
www.parliament.uk/education

Global Eye
Interactive material on global issues for primary and secondary schools.
www.globaleye.org.uk

GlobalLinks
Encourages 7 to 14 year olds to ask questions, share ideas, vote on issues and take action.
www.globallinks.org.uk

Headliners
Online newspaper produced by young people aged 8 to 16.
www.headliners.org

HeadsUP
Discussion space for up-to-date political debate for under-18s.
www.headsup.org.uk

Kick It Out
Join the campaign to kick racism out of football.
www.kickitout.org

Oxfam Coolplanet
Information on Oxfam – who they are, what they do, how to get involved.
www.oxfam.org.uk/coolplanet/kidsweb/index.htm

United Nations Cyberschoolbus
Promoting education about international issues and the United Nations.
www.un.org/cyberschoolbus

UNICEF Tagd
Information on campaigning and fundraising for young people passionate about global issues.
www.tagd.org.uk

Y Vote Mock Elections
An introduction to the mechanics and issues involved in an election.
www.mockelections.co.uk

Human rights calendar

Key dates on which people worldwide celebrate human rights.

January
- Martin Luther King Day (third Monday of January each year)
- **27** Holocaust Memorial Day

February
- **5** UNICEF Day for Change
- **12** Red Hand Day for Child Soldiers
- **21** International Mother Language Day

March
- **8** International Women's Day
- Commonwealth Day (second Monday in March every year)
- **21** International Day for the Elimination of Racial Discrimination
- **22** World Water Day

April
- **7** World Health Day
- **22** Earth Day

May
- **1** International Workers' Day (or Labour Day)
- **3** World Press Freedom Day
- **15** International Day of Families
- **21** World Day for Cultural Diversity

June
- **4** UN International Day of Innocent Children Victims of Aggression
- **5** World Environment Day
- **12** World Day Against Child Labour
- **20** International Children's Day
- **20** World Refugee Day
- **26** United Nations Day in Support of Victims of Torture

July
- **11** World Population Day

August
- **9** International Day of the World's Indigenous People
- **12** International Youth Day
- **23** International Day for Remembrance of the Slave Trade and its Abolition
- **30** International Day of the Disappeared

September
- **21** International Day of Peace

October
- **16** UN World Food Day
- **17** International Day for the Eradication of Poverty
- **24** United Nations Day

November
- **16** International Day for Tolerance
- **20** UN International Children's Rights Day (UN Convention on the Rights of the Child agreed 1989)
- **25** International Day for the Elimination of Violence against Women

December
- **3** International Day of Disabled Persons
- **5** International Volunteer Day
- **10** Human Rights Day (the anniversary of adoption of the UDHR in 1948)

Members of Amnesty's TeachRights scheme receive information about upcoming key dates with links to teaching resources. See **www.amnesty.org.uk/teachrights** for more information.

Sources

Introduction pages 6-7
LIFT OFF Cross Border Human Rights Education Initiative for Primary Schools.

Activity 1 page 14
Adapted from Eamonn Scott and Deidre Reeves, St Vincent's RC Primary School, Rochdale, Yorkshire.

Activity 2 page 17
Amnesty International from various sources.

Activity 3 page 19
Deirdre Reeves and Eamonn Scott, St Vincent's RC Primary School, Rochdale, Yorkshire.

Activity 4 page 22
We Are All Born Free, Amnesty International.

Activity 5 page 30
Amnesty International.

Activity 6 page 32
Amnesty International; LIFT OFF Cross Border Human Rights Education Initiative for Primary Schools.

Activity 7 page 37
Adapted from an activity used by Margot Brown at the Centre for Global Education, York.

Activity 8 page 39
Centre for Global Education.

Activity 9 page 46
Adapted from an activity by Eamonn Scott, St Vincent's RC School, Rochdale, Yorkshire. Passport designed by Li-Ann Tan.

Activity 10 page 62
Adapted from *The Right Start,* LIFT OFF Cross Border Human Rights Education Initiative for Primary Schools.

Activity 11 page 65
Adapted from an activity developed by Strathclyde Woodcraft Folk, Glasgow, and one by Christian Dell, St Mary's School, Wakefield, Yorkshire.

Activity 12 page 67
Amnesty International.

Activity 14 page 79
Adapted from *That's Not Fair,* Barry and Trish Miller, LIFT OFF Cross Border Human Rights Education Initiative for Primary Schools.

Activity 15 page 83
Adapted by the Centre for Global Education from various souces. Information from The Children Legal Centre and Essex Police.

Activity 16 page 86
Adapted from an activity by Ruth Sellar, Selby High School, Selby, Yorkshire.

Activity 17 page 88
Centre for Global Education.

Activity 18 page 92
Adapted from an activity by Elizabeth Cowton, Russell Hall First School, Bradford. Neela's Day by Frankie Galloway in *Personal and Social Education in the Primary School*, Pergamon Educational Publications, 1989.

Activity 19 page 96
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Activity 20 page 102
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Activity 21 page 104
Adapted from *The Right Start*, LIFT OFF Cross Border Human Rights Education Initiative for Primary Schools.

Activity 22 page 110
Christian Dell, St Mary's RC Primary School, Wakefield, Yorkshire.

Activity 23 page 113
Adapted from an activity by Christian Dell, St Mary's RC Primary School, Wakefield, Yorkshire.

Activity 24 page 114
Adapted from an activity by Christian Dell, St Mary's RC Primary School, Wakefield, Yorkshire.
The Maligned Wolf by Leif Fern is reproduced with his permission.

Activity 25 page 117
Developed from an exercise by Facing History and Ourselves (www.facinghistory.org), an international genocide education project.

Activity 26 page 118
Amnesty International.

Activity 27 page 121
Adapted from an activity in *Freedom* by Caroline Adams, Marietta Harrow and Dan Jones.

Activity 28 page 124
Wildlife by Don Rowe and Jan Newton is reproduced with permission from *You, Me, Us* (Home Office, 1995).
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Activity 29 page 127
Amnesty International.

Activity 30 page 142
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Our world Our rights

Learning about human rights in primary and middle schools

This resource for teachers of pupils aged 5-13 brings human rights to life in the classroom. It includes 30 step-by-step lesson plans and activities for use across the curriculum in England, Wales, Scotland and Northern Ireland.

Topics cover:

- Exploration of the Universal Declaration of Human Rights and the Convention on the Rights of the Child, their meaning and values
- Key learning techniques for exploring human rights
- A human rights approach in PSHE, Citizenship, Moral Education and English

'I hope this book will help you think, wonder, and have opinions. I hope that it will help you come to decisions, and I hope it will help us all really see that the world is for every human being, not more for some and less for others.'

Michael Rosen, Poet, broadcaster and former Children's Laureate

'This is an excellent resource to support pupils' understanding of human rights. It is easy to use, comprehensive and provides quality activities.'

Keith Sadler, Senior Primary Adviser and OfSTED trained inspector

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