

ACTIVITY SHEET 1

UNIVERSAL DECLARATION OF HUMAN RIGHTS SUMMARY VERSION



1. We are all born free and equal. 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 or torture us or treat us cruelly.
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 without a good reason, to keep us there or to send us away from our country.
10. If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.
11. Nobody should be blamed for doing something until it has been 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 to 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 wish.
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 vote 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 enough food, clothing, housing and health care. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.
26. We all have the right to education, and to finish primary school, which should be free. We should be able to learn a career, or to make use of all our skills.
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.

This is a simplified version of the Universal Declaration of Human Rights from Amnesty International UK. For the full version of the Declaration see:

www.amnesty.org.uk/thearticles

ACTIVITY SHEET 2

BINGO CARD



These pictures show some of the rights contained in the UDHR. Find the number of an article relating to each picture and see if you can be the first to a full house!



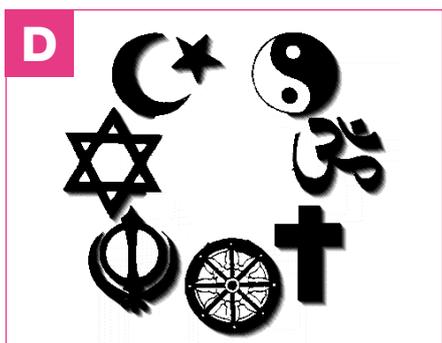
Article number.....



Article number.....



Article number.....



Article number.....



Article number.....



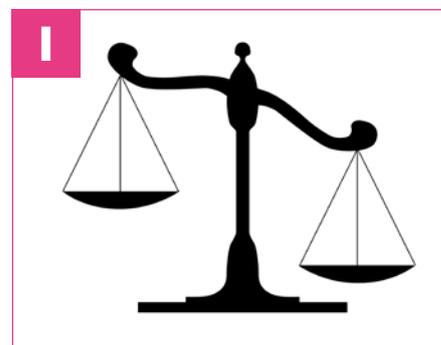
Article number.....



Article number.....



Article number.....



Article number.....

ACTIVITY SHEET 3

GUIDED ANNOTATION



After reading your case study, complete the tasks below. You can refer to your copy of the Universal Declaration of Human Rights (UDHR).

READING FOR INFORMATION

On your case study sheet, use different coloured pens to underline:

1. The person or people whose rights are being abused.
2. Where in the world this is taking place.
3. What the abuse is.
4. Next to this, write down the Article numbers of the human right(s) being abused (use your UDHR sheet).

EXPANDING VOCABULARY

5. Circle any new words in the case study and add them to your vocabulary list. Look up their meanings and discuss with your teacher. See if you can write your own sentence using one of these words.

READING TO EMPATHISE AND IMAGINE

6. Write down three words describing how it must feel to have your human rights abused in this way.







7. Write down three words to describe how you feel about the story in the case study.







ACTIVITY SHEET 4

WRITING A SOLIDARITY LETTER



This sheet will help you to write your letter of solidarity to support victims of human rights abuse.

KEY TERMS:

adjective; describe; give reasons; new vocabulary; information; imagine; strong statement

Your school name
Your school address

Today's date

Dear... [add the name of the person or group suffering abuse]

Paragraph one: Your first sentence should give a personal message of support. Use adjectives to describe how you felt when you found out about the case study. Give a reason why you support them (you might wish to use your Universal Declaration of Human Rights to name the rights they should have and use new vocabulary).

Paragraph two: In your second paragraph include some information about yourself, school or town to show your letter is genuine. In addition, imagine how you would feel if something like this happened to you.

Paragraph three: Make a strong statement about what you think should happen in the future. End with the one message you want the person or group to have from your letter. It might be useful to use some of the vocabulary you have written in your list this lesson.

Yours sincerely

[Sign your name clearly]

ACTIVITY SHEET 5

WRITING AN APPEAL LETTER



This sheet will help you to write your appeal letter to the authorities to defend human rights.

KEY TERMS:

adjectives; describe; human rights; rhetorical questions; short sentences

Your school name
Your school address

Today's date

Dear... [add the name of the person or organisation you are writing to]

Paragraph one: Your letter should be polite and formal. Use adjectives to describe how you felt when you found out about your case study. Give a reason why you support the person/people in the case. Use your Universal Declaration of Human Rights to name the human rights they should have.

Paragraph two: Use some rhetorical questions to make the person imagine how they would feel if this happened to them. For example, how would you feel if someone in your family had to suffer this abuse? How would you feel if you were denied the right to...?

Paragraph three: Sum up what you think should happen in the future. Ask for a response to your letter. You might wish to use short sentences for a strong ending.

Yours sincerely

[Sign your name clearly]

ACTIVITY SHEET 6

LITERACY SCORECARD



TASK:

Check your writing. Award one point each for the following features.
Give your writing a final score out of five.

Teacher note: This score card can be modified.

Literacy feature	Points
The letter is written in paragraphs.	
Capital letters are used at the start of every sentence and for names.	
Every sentence ends with a full stop, question mark or exclamation mark.	
A range of interesting vocabulary is used, eg the words on your list.	
Spelling is accurate.	

Final score

/5

The power of the pen



TEACHER COVER SHEET

Please include this with any letters you submit

Name of teacher

Subject area

School

Address

Tick if you would like to join Teachrights (a great way to receive info on future educational packs).

Please provide an email if you ticked above or would like us to send you updates on cases linked to the literacy pack:

Email (optional)

Number of letters included in this envelope

Please can you tell us the following:

How many students did you use these resources with?

With which year groups?

How would you rate the quality of these resources? (Tick one box)

5 excellent 4 3 2 1 poor

Any other comments?

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After receiving your letters we will send you a pack for your students with some stickers, additional information about Amnesty and any updates on the case.

Mail to:

Education Officer
Education and Student Team
Freepost RLUU-XXEY-CTEE
Amnesty International
17-25 New Inn Yard
London EC2A 3EA