

Learning about

A resource from Amnesty International

human rights

Activities to explore human rights with 11-18 year olds

in the

Secondary School

AMNESTY
INTERNATIONAL



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INTRODUCTION



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'I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by learned engineers. Children poisoned by educated physicists. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So I am suspicious of education.

My request is: help your students become more human... Reading, writing and arithmetic are important only if they serve to make our children more human.'

Letter written by an anonymous teacher to a US school, published by H. Ginott, 1972

'I have been thrilled to see shy students come out of their shells and grow enormously in confidence thanks to their involvement in Amnesty... they now see the world from a different perspective.'

Sue Bingham, teacher

WHY TEACH HUMAN RIGHTS?

Children and young people face human rights issues every day. They see migrants washed up on beaches on TV, follow terrorist attacks on social media, and experience bullying, discrimination and other forms of injustice.

Given the chance, most are eager to grapple with the big moral issues involving human rights: war, torture, poverty, religion, migration, women's rights and freedom of expression.

Understanding human rights is not an abstract concept. It helps young people understand the real world – their world. The classroom is a perfect place for that understanding to begin.

For over two decades, Amnesty UK's Human Rights Education has reached tens of thousands of students in the UK. Our resources pave the way for animated classroom discussions. Why are human rights important for us all and what does protecting them mean to us?

Research suggests human rights education can make schools safer, decrease incidences of bullying and give students a greater awareness of their community. Teachers report that student attitudes and behaviour improve after lessons based around Amnesty resources. In the longer term, the best guarantee of a society that respects and protects human rights is an active citizenry: people who know their rights and defend them.

**‘Tell me and I will forget; show me,
and I may remember; involve me
and I will understand.’**

Proverb

ABOUT THIS RESOURCE

This resource contains eight lesson plans, which use innovative ways to explore human rights. They can be stand-alone lessons or used in planning themed or drop-down days across the school. This pack contains all the resources you need to make a Human Rights Day or just one lesson engaging and memorable. We have provided subject suitability for each lesson.

For advice or to learn more about how your school can become more human rights friendly, contact us on **020 7033 1500** or **sct@amnesty.org.uk** or go to **amnesty.org.uk/education**

BEYOND THE CLASSROOM

We encourage schools to work towards developing a whole-school approach – integrating human rights values into every aspect of school life. It’s not just that human rights are taught but that teachers show respect and ensure equality, disputes are resolved fairly, and all voices are heard. In these ‘human rights friendly’ schools, teachers find new ways to build human rights principles into all their work.

A whole-school approach can be phased into your school through small activities or larger initiatives. Here are some ideas to get you started.

- Develop an elected Junior Leadership Team to be consulted on decisions that affect the student body.
- Explore ways in which human rights can be integrated across the curriculum.
- Look at the school mission statement to make sure it promotes and represents the school in a human rights friendly way.
- Run a human rights awareness day.
- Conduct an audit of existing school policies to identify where they impact on human rights.
- Use whole-school assemblies to vote democratically on important school decisions.
- Choose a topic that is affecting the student population at the moment – eg cyber-bullying – and see how it can be explored, challenged and overcome by looking at it through a human rights lens.
- Set up an Amnesty youth group.
See [amnesty.org.uk/youth](https://www.amnesty.org.uk/youth)

To learn more **[amnesty.org.uk/education](https://www.amnesty.org.uk/education)**

OTHER RESOURCES

We provide free classroom resources aimed at a wide range of ages and subjects. Most are available as a quick and easy download. Topics include: refugees, the death penalty, LGBTI rights and women’s rights. Creative learning resources focus on poetry, photography, reporting, fiction and performance. To browse our collection, see **[amnesty.org.uk/education](https://www.amnesty.org.uk/education)**

We can also bring human rights to your school through the following:

TeachRights

Six thousand people are signed up and receive six e-newsletters a year with updates on our new resources, training opportunities, news and competitions.
[amnesty.org.uk/teachrights](https://www.amnesty.org.uk/teachrights)

Youth groups

Amnesty youth groups across the UK, most based in schools, help develop the skills needed to campaign for human rights. Find out how to join or set one up.
[amnesty.org.uk/youth](https://www.amnesty.org.uk/youth)

Amnesty speakers

Over 28,000 children and young people were reached by our school speakers in 2017. No matter what subject area, an Amnesty speaker will bring it to life with gripping real-life stories and powerful films. Speakers run free workshops, lessons and assemblies.
[amnesty.org.uk/speakers](https://www.amnesty.org.uk/speakers)

Continuing professional development

Teachers deal with human rights issues every day. Integrating Human Rights Education into the classroom can transform teaching. Our training includes bespoke workshops and innovative new ways to engage students as well as a three day ‘Amnesty Teacher’ course to develop the skills and knowledge in your subject and how to share learning in your schools and communities.
[amnesty.org.uk/teacher-training-course-cpd](https://www.amnesty.org.uk/teacher-training-course-cpd)

Classroom to community blog

The Human Rights Education team at Amnesty UK blogs on how to help you connect campaigning to the classroom, bring human rights to life and other education news. It includes great ideas from passionate volunteers and educators.
[amnesty.org.uk/blogs/classroom-community](https://www.amnesty.org.uk/blogs/classroom-community)

LESSON 1

Understanding human rights

AIM Introducing students to human rights using images, a hands-on activity and a short film.

YOU'LL NEED

- **PowerPoint** Understanding human rights
- **Resource Sheet 1** Preamble to the Universal Declaration of Human Rights abridged and simplified (one per pair)
- **Resource Sheet 2** Human rights articles (for teacher, cut up into cards and put in envelopes)
- **Resource Sheet 3** Universal Declaration of Human Rights summary version (one per student)
- Sheets of blank paper
- Coloured pens
- **Film clip** *You are powerful* (YouTube, search title, 1 min 30 seconds)

For extension/homework only

- Amnesty's **My Rights Passport** (one per child, order a free class pack of 25: 01788 545553, product code ED112)

Eleanor Roosevelt © UN



LEARNING OBJECTIVES

- To know about the history of human rights
- To understand some of the principles behind human rights
- To identify human rights abuses

STARTER 15 minutes

PLEASE NOTE: This activity uses shocking images from the Holocaust.

- Set up the PowerPoint. Show slides 2-4. These can also be given as handouts. Ask the class what has been taken away from the people shown in the pictures.
- Show slide 5. Divide the class into groups and ask them to brainstorm 'What are human rights?' Ask each group to write three words to sum up their ideas. Make a class list of these words.

MAIN 15 minutes

- Explain that it was in the wake of World War II that world leaders got together to work out how to avoid future atrocities such as the Holocaust. They did exactly what the class has just done.

- The eventual document they created in 1948 is called the Universal Declaration of Human Rights (UDHR). It sets out all the rights every human should have. Show slide 6.

Preamble

- Explain that they are now going to look at the introduction to the UDHR. Hand out Research Sheet 1 Preamble to the Universal Declaration of Human Rights. Ask students in pairs to read the document and highlight the three words they think are most important.
- Feedback these words to the class and compare them with the class list made in the starter activity. How similar were the ideas of the class with those of the leaders of the world in 1948?

DEVELOPMENT 20 minutes

- Divide the class into groups of four, and ask them to take an envelope and keep it secret. Each envelope contains a different human right from the UDHR (Resource Sheet 2).
- Tell the groups that they have been asked by the United Nations to create a two-minute advertisement for young people illustrating the importance of the right they have picked. You could also suggest different audiences for their advertisement: children, professionals, people of retirement age.
- Using mime, narration, drama, illustrations, slogans – groups must show their right being denied or enjoyed.
- After they have prepared their advertisement, hand out Resource Sheet 3 Universal Declaration of Human Rights summary version to each group.

- Each group must now act out their advertisement. Other groups need to guess the article being shown by referring to Resource Sheet 3, write it down and hold it up.
- Discuss why each right is important to protect and ask students if they can think of any examples where it is denied – in this country or around the world.

PLENARY 10 minutes

- Watch Amnesty's film *You Are Powerful* but do not reveal the title. Ask students to note down the human rights articles being violated during the film. Discuss.
- Now ask them to guess the title of the film. Do they think Amnesty has chosen a good title? Does knowing about human rights make the class feel more powerful?

EXTENSION/HOMEWORK

Hand out copies of Amnesty's *My Rights Passport*, which set out all the articles of the UDHR.

Thought provokers

- If they had to make a new right, what would it be?
- Which right would they eliminate and why?
- Are all these rights enjoyed by everybody in the world? What about in the UK?

Activities

- Choose a human right which particularly interests them and research how it varies around the world.
- To take part in a current campaign action, see amnesty.org.uk/jua



LESSON 1: Resource Sheet 1

Preamble to the Universal Declaration of Human Rights abridged and simplified

If everyone can recognise the essential dignity and worth of all human beings and if everyone can recognise that all human beings have some basic, equal rights, then this will lead to freedom, justice and peace in the world.

Disrespect for human rights has led to horrific acts that have outraged people across the world. We all want a world where people can enjoy freedom of speech and belief and freedom from fear and want. If these rights are made law, then people will be protected from tyranny and oppression.

It is important that people understand these rights and freedoms as this will lead to a better, fairer standard of life for everyone. We have dedicated ourselves to promote universal respect for these rights.

We see the Universal Declaration of Human Rights as a common goal for all people and all nations. We hope that every individual and every organ of society will try by teaching and education to promote respect for these rights and freedoms. We hope that both individuals and governments will try their best to make sure that these rights are fully respected both in their own country and across the world.

Highlight three words you think are most important.

LESSON 1: Resource Sheet 2

Human rights articles

Cut up the Universal Declaration of Human Rights articles and put in separate envelopes.

Article 26

We all have the right to an education.

Article 4

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

Article 5

Nobody has any right to torture us or treat us cruelly.

Article 22

We all have the right to a home, enough money to live on and medical help if we are ill.

Article 3

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

Article 17

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

Article 19

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

Article 18

We all have the right to believe in what we want to believe and to have a religion.

Article 2

Human rights belong to everybody, whatever our differences.

Article 12

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

Article 24

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

Article 9

Nobody has the right to put us in prison without a good reason.

LESSON 1: Resource Sheet 3

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 to 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 version of the Universal Declaration of Human Rights has been simplified by Amnesty International UK and is especially useful for younger people. For the full version of the Declaration see [amnesty.org.uk/universal](https://www.amnesty.org.uk/universal)

LESSON 2

Human rights in the UK

Part 1: New planet

AIM Students will create their own set of human rights for a new planet before comparing these to the Human Rights Act.

YOU'LL NEED

- A large sheet of paper (per group)
- Pens/pencils
- **Resource Sheet 1** Human Rights Act summary version (per student)
- Background information Human Rights Act (for teacher)

LEARNING OBJECTIVES

- To consider what human rights should be protected by law and who should be responsible for their protection
- To compare possible approaches taken to protect human rights, highlighting that there is no single approach

STARTER 10 minutes

- Explain to the class that a new planet has been discovered. The new planet is identical to earth in terms of environment and wildlife, but no humans have ever been to or lived on this new planet. There are no laws, no rules and no history.
- The students are the first settlers, and they must decide on the human rights which are to be protected by law on this new planet.
- Split the students into groups and ask each group to come up with a name for the planet.

MAIN 35 minutes

- Still in their groups, ask them to decide on and list 10 human rights that should be protected by law.
- Ask each group to introduce their planet to the other groups, and explain the 10 rights they have chosen to protect and why.
- As each group presents, compile a master list (combining those which are similar) to cover all the human rights proposed by the class.
- Look at the Human Rights Act 1998 (hand out Resource Sheet 1). How does the class master list compare to the rights listed in the Act? Would the class like to add any new rights to the master list now?
- Has everything in the Human Rights Act been mentioned in the class master list? If not, discuss the importance of those not included.
- Do the students believe any rights from their master list should be included in the Human Rights Act and so protected under UK law?

DISCUSSION 15 minutes

- Why is it important for this new planet to have a list of protected rights?
- Who should be responsible for enforcing these rights?
- Would you be happy if these basic freedoms weren't properly protected?

Use this discussion as a means of explaining and discussing the way in which human rights are protected in the UK. Emphasise to students that there is no right or single approach to the protection of human rights.



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LESSON 2

Human rights in the UK

Part 2: Courtroom drama

AIM Students continue their learning of the Human Rights Act in the UK and use speaking, listening and writing skills to analyse and present a range of real-life cases in a courtroom drama.

YOU'LL NEED

- **PowerPoint** Human rights in the UK
- **Resource Sheet 1** Human Rights Act summary version (one per student)
- **Worksheet 1** Courtroom drama (each case on a separate sheet)
- Human Rights Act background information (for teacher)
- Teacher notes
- **Film** *Human Rights Explained In a Beautiful Two Minute Animation* (YouTube, search title)
- **Film** *Jan's story* (keeptheact.uk/jans-story-i-began-to-feel-like-a-human-being-again)

For extension/homework only:

- **Worksheet 2** Two sides to every story (one per student)

LEARNING OBJECTIVES

- To be able to name rights contained within the Human Rights Act
- To be aware of how judges make difficult choices in human rights cases
- To use persuasive techniques and appropriate language when writing and presenting

STARTER 15 minutes

- Set up the PowerPoint. Show and read through slides 2 and 3 and check everyone understands the lesson's objectives.
- Explain to students that in the UK our human rights are protected by the Human Rights Act (HRA) and they are going to find out what those rights are.
- Hand out Resource Sheet 1 Human Rights Act summary version to each student. Show slides 4-9 and after each slide ask students to refer to the resource sheet and indicate which article the picture is referring to. The answer will come up on the screen on the second click.

NOTE: The slides just give a few examples of the rights in the HRA, the rest are on the sheet.

- Explain that the HRA is a law that protects us all from having our human rights taken away by the state. It means public authorities, for example a school, hospital or government ministers, must respect our rights and if they don't we can go to our local court and enforce them.
- If you prefer, show a two-minute clip called *Human Rights Explained In a Beautiful Two Minute Animation* by rightsinfo.org.
- Show the film clip *Jan's story* (3.21 mins). She suffered from multiple sclerosis and used the Human Rights Act to secure a better quality of life for herself.

TEACHER NOTE: Jan was given such a low level of care from her local council that she was forced to spend all day, every day in bed. 'It was degrading and it was inhumane,' said Jan. Thanks to the Human Rights Act, which requires local authorities to make sure their decisions don't put people in these conditions, she argued for them to increase support enough that she could start living her life again. Sadly Jan passed away in 2018.

DISCUSSION

- Why is the Human Rights Act so important for Jan?
- Without support she is trapped in bed. How do you think that makes her feel? How would you feel if it was you?
- What can we do in our everyday lives to ensure that the rights of people with disabilities are respected?
- If we lose our rights who will pay the biggest price?

MAIN 40 minutes On trial

Explain that if anyone feels their human rights have been abused, the Human Rights Act means you can bring your case to a UK court to be assessed by a judge. The judge often makes hard choices between the rights of different groups of people, or between the rights of one person and the safety of the public.

Students will now consider real human rights cases and role play the courtroom scene. Some act as the prosecution and some as defence and they must convince the rest of the class using persuasive writing and speaking techniques.

- Divide the class into six groups.
- Allocate each group a case from Worksheet 1 Courtroom drama.
- Explain that the group must write a script and deliver a two-minute courtroom drama to present both sides of the case. The prosecutors and defenders in each case will try to persuade the class that they are right – the class will act as a collective judge (juries are not generally used in these cases).
- Ask each group to read the case together and discuss the human rights relevant to everyone involved in the case.
- The group should then allocate roles – narrator, prosecution lawyers and defence lawyers (you can have more than one lawyer on each side depending on group size).
- Show slide 10. When writing and presenting their script, students should use as many persuasive techniques as possible. The narrator should help with the scriptwriting for the lawyers as well as writing his/her part, so she/he gets chance to practice persuasive writing as well. If time allows, ask them to research relevant expert opinion and statistics to add to their case.
- The prosecutors and defenders in each case should compete to persuade the rest of the class to agree with their view on the case.

- Ask each group to deliver their presentation. After each one, ask the class who was most persuasive – did they agree with the prosecution or defence? Give your feedback on the presentation.
- Now explain what judgement the real judge gave in each case – refer to Teacher notes. What do they think?

TEACHER NOTE: Each group has 10 minutes to read the case, discuss and write the script. This allows two minutes for presentation, one minute to move about and two minutes feedback for each group.

PLENARY 5 minutes

- Re-read the learning objectives on slide 11. Without looking at their Resource Sheet, ask the class to name some rights in the Human Rights Act.
- Show slide 12. Ask the class to stand at one end of the room if they think the Human Rights Act is a good thing, and the other end of the room if they think the Human Rights Act is a bad thing. Ask a few of them to justify their opinion. If anyone is undecided, ask them to read the Act again and consider which rights they don't want for themselves.

EXTENSION/HOMEWORK

Give each of the students a copy of Worksheet 2 Two sides to every story and ask them to compare the media coverage of the case of the Bolivian migrant and the cat.

TEACHER NOTE: Both pieces from Worksheet 2 are extracts from longer articles.

You can read the full *Daily Mail* article at dailymail.co.uk/news/article-1221353/Youve-got-cat-OK-stay-Britain-officials-tell-Bolivian-immigrant.html

You can read the full *Guardian* article at guardian.co.uk/commentisfree/2011/oct/04/theresa-may-cat-human-rights-act

Discuss

The facts are presented differently in each article because the author at the *Daily Mail* is against the Human Rights Act and the author at the *Guardian* is in favour of the Act.

Is it right that newspapers hold a view on political issues or should they be independent?

Different techniques are used to get the point across. Both articles use humour. The *Daily Mail* uses shorter sentences and less complicated language, and uses quotes from important-sounding people.

Which article is most effective?

LESSON 2: Resource Sheet 1

The UK Human Rights Act summary version

Article 2 Everyone has the right to life.

Article 3 Everyone has the absolute right not to be tortured or treated in a way which is cruel or humiliating.

Article 4 Everyone has the right not to be required to do forced or compulsory labour and the absolute right not to be treated as a slave.

Article 5 Everyone has the right to liberty and security.

Article 6 Everyone has the right to a fair trial.

Article 7 Everyone has the right not to be punished for doing something if your action was not against the law when you did it.

Article 8 Everyone has the right to respect for their private and family life, their home and their letters, emails and phone calls.

Article 9 Everyone has the right to believe what they want, and to hold their own opinions. This includes the right to hold religious beliefs.

Article 10 Everyone has the right to express their views and opinions. You have a right to receive information and have your say – as long as you respect other people.

Article 11 Everyone has the right to get together with other people in a peaceful way and everyone has the right to join a trade union.

Article 12 Everyone has the right to marry and have a family. The national law sets the minimum age this can take place at.

Article 14 You have the right not to be treated unfairly in the enjoyment of your rights because of your age, race, religion, sex, disability or any other status.

The First Protocol: Article 1 Everyone has the right to enjoy their possessions.

The First Protocol: Article 2 Everyone has the right to an education.

The First Protocol: Article 3 Everyone has the right to vote in elections to choose which government they want to run the country. The law states the minimum age someone can vote.

The Thirteenth Protocol: Article 1 Nobody can be sentenced to death for any crime.

LESSON 2: Worksheet 1

Courtroom drama

CASE STUDY 1

Use of ‘kettling’ to contain young protesters at the ‘Climate Camp’

On 1 April 2009, two large demonstrations took place in the City of London. One was held near the Bank of England and was about how, in the protesters’ opinion, banks in the UK have mismanaged money.

The second one was about climate change – the protesters were asking for governments to do more to protect the environment and prevent climate change. This protest was known as the ‘Climate Camp’, and was about a quarter of a mile away from the other protest.

The protesters at the bank tried to set fire to the Bank of England offices, threw missiles and stole computer equipment. However, the climate change protest was very peaceful, with music being played and no violence.

The police decided to ‘kettle’ all the protesters at the bank protest. This meant that they forced all the protesters to stay in one area and prevented them from moving outside of that area for the whole afternoon. This was to prevent the violence from spreading to other parts of the city and affecting other people.

The police also decided that when the protesters at the Bank of England were being allowed to leave, the protesters at the Climate Camp would also be kettled. They said this was to prevent the violence from the Bank of England demonstration spilling over into the Climate Change protest.

Two of the protesters who were ‘kettled’ by police at the Climate Camp brought a case against the police in the High Court arguing that the police had breached their human rights. They felt that it was unfair for them to be ‘kettled’ when their protest was peaceful.

TASK

Read the text together as a group.

Refer to the Human Rights Act and make a note of which human rights are relevant in this case. (Think of the rights of the protesters and the rights of other people in the areas where the protests were taking place.)

Decide who is going to play the following roles in the courtroom and write the script for your presentation.

NARRATOR: You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

THE PROSECUTION LAWYERS: You will speak on behalf of the protesters from the Climate Camp. You must argue why you think the police were wrong to ‘kettle’ them. You must persuade the rest of the class that you are right, and justify your opinion.

THE DEFENCE LAWYERS: You will speak on behalf of the police. You must argue why you thought it was necessary to ‘kettle’ the protesters at the Climate Camp. You must persuade the rest of the class that you are right, and justify your opinion.

Which side will be the most persuasive?

LESSON 2: Worksheet 1

Courtroom drama

CASE STUDY 2

Hitting children is part of my religion

'Corporal punishment' (hitting children if they break the rules) is against the law in UK schools.

A group of headteachers, parents and teachers at four schools took a case to court claiming that this law was against their Christian religion, and therefore breached their human rights.

They felt that parents should be allowed to decide whether or not their children could be hit by teachers as a punishment.

The parents and teachers argued that certain sections in the Bible say that it is important to discipline children by hitting them, so that they learn how to behave properly. 'He who spares the rod hates his son, but he who loves him is diligent to discipline him.' *Proverbs 13:24*

The other side of the argument is that the law against corporal punishment is there to protect the rights of children in schools.

Experts say that hitting children as a punishment causes distress, pain and other harmful effects. The American Psychological Association (APA) claims that corporal punishment is 'violent and unnecessary, may lower self-esteem, and is liable to instil hostility and rage without reducing the undesired behaviour'. The APA also states that corporal punishment is likely to train children to use physical violence.

TASK

Read the text together as a group.

Refer to the Human Rights Act and make a note of which human rights are relevant in this case. Think about the rights of the children and their parents.

Decide who is going to play the following roles in the courtroom and write the script for your presentation.

NARRATOR: You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

THE PROSECUTION LAWYERS: You are speaking on behalf of the parents and teachers who think that they should be allowed to hit children in school. You must persuade the rest of the class that you are right, and justify your opinion.

THE DEFENCE LAWYERS: You are speaking on behalf of the government. You are arguing that the law is right to prevent teachers from hitting children in schools. You must persuade the rest of the class that you are right, and justify your opinion.

Which side will be the most persuasive?

LESSON 2: Worksheet 1

Courtroom drama

CASE STUDY 3

Rio Ferdinand

Rio Ferdinand was appointed captain of the England football team in February 2010. On 25 April 2010 the *Sunday Mirror* wrote an article about Rio Ferdinand's relationship with Carly Storey. According to the article, Carly was still Rio's girlfriend even after he had married Rebecca Ellison in June 2009.

The newspaper article said that before 2006, Rio had a 'wild reputation' as someone with lots of different girlfriends, but in an interview with another newspaper, the *News of the World*, in 2006, he claimed that he was no longer like that and vowed not to cheat on his wife. The newspaper claimed that Rio was lying as he was still being unfaithful to his wife and hadn't changed at all.

Rio Ferdinand took the *Sunday Mirror* to court claiming that the newspaper had breached his human rights by publishing stories about his private life.

The *Sunday Mirror* argued that they were right to print the story to correct the public image that Rio had created of himself as a 'family man' as they felt that this was false. They questioned whether he was a good enough role model to be captain of the England football team.

TASK

Read the text together as a group.

Refer to the Human Rights Act and make a note of which human rights are relevant in this case. Think about Rio's rights, and the rights of those working for the newspaper.

Decide who is going to play the following roles in the courtroom and write the script for your presentation.

NARRATOR: You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

THE PROSECUTION LAWYERS: You are speaking on behalf of Rio Ferdinand. You must persuade the rest of the class that his human rights have been abused by the newspaper, and justify your opinion.

THE DEFENCE LAWYERS: You are speaking on behalf of the *Sunday Mirror* newspaper. You must persuade the rest of the class that the paper was right to print the story, and justify your opinion.

Which side will be the most persuasive?

LESSON 2: Worksheet 1

Courtroom drama

CASE STUDY 4

Criminal sent to live in the country where he was born

This case is about a man who was born in Pakistan in 1971 and came to live in the UK when he was seven years old.

Since 1992 he has constantly been in trouble with the police and has been in prison several times for robbery, violence, driving a car without a licence and dangerous driving.

In 2006 the government ordered that the man should be sent to live in Pakistan where he was born, and should not be allowed to live in the UK. They felt that they had to send him back to Pakistan in order to protect the other people in the UK from his violence and other crimes.

The man claimed that this breached his human rights because he has six children in the UK between the ages of 12 and 17 and because his mother is very ill with diabetes and a heart condition.

He was no longer with the mother of his children. He said he speaks to his children every day on the telephone but hadn't seen them since 2000.

TASK

Read the text together as a group.

Refer to the Human Rights Act and make a note of which human rights are relevant in this case. (Think of the rights of the man and the rights and safety of other people living in the UK.)

Decide who is going to play the following roles in the courtroom and write the script for your presentation.

NARRATOR: You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

THE PROSECUTION LAWYERS: You speak on behalf of the man from Pakistan. You must persuade the rest of the class that he should be allowed to stay in the UK, and justify your opinion.

THE DEFENCE LAWYERS: You speak on behalf of the government. You must persuade the rest of the class that the government were right to send the man back to Pakistan, and justify your opinion.

Which side will be the most persuasive?

LESSON 2: Worksheet 1

Courtroom drama

CASE STUDY 5

Closure of care homes

A local authority in the north of England wanted to close two care homes for older people to save money.

They said that they would talk to the people living in the care homes and their families to make sure they took their views into account when making their decision.

After a series of meetings the council's Scrutiny and Review Panel met and decided to close the homes. The people living in the homes took the council to court arguing that the council had not considered their human rights when deciding to close the care homes.

The local authority argued that they had to close the homes to save money and that this would mean they could protect other services such as healthcare and education for the wider community.

TASK

Read the text together as a group.

Refer to the Human Rights Act and make a note of which human rights are relevant in this case. Think of the rights of the elderly people, and the rights of the wider community who receive services from the council.

Decide who is going to play the following roles in the courtroom and write the script for your presentation.

NARRATOR: You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

THE PROSECUTION LAWYERS: You will speak on behalf of the residents of the care homes and their families. You must persuade the class that the council were wrong to close the care homes, and justify your opinion.

THE DEFENCE LAWYERS: You will speak on behalf of the council. You must persuade the class that the council did not have the money to keep the care homes open and that they did take into account the rights of the residents of the care homes.

Which side will be the most persuasive?

LESSON 2: Worksheet 1

Courtroom drama

CASE STUDY 6

Quality of life for two young disabled girls

Two young girls (aged 11 and 13) with severe learning and physical disabilities lived at home with their mum and stepfather.

They needed 24-hour care and help with all activities of daily life. The girls had care workers from the council who would come to help the family.

At home, a hoist was often used to lift the young girls to and from bed or bath. They also enjoyed swimming, horse riding and shopping and because there was no hoist available when they were out of the house, their care workers often had to lift them.

The council brought in a new rule which said that they would no longer let any of their care workers do any heavy lifting. This was designed to protect the health of council workers in general but it also meant that they could no longer take the girls out of the house.

The girls' family took the council to court claiming that the ban on lifting was affecting the girls' quality of life and human rights.

TASK

Read the text together as a group.

Refer to the Human Rights Act and make a note of which human rights are relevant in this case. Think of the rights of the girls and the rights of the care workers.

Decide who is going to play the following roles in the courtroom and write the script for your presentation.

NARRATOR: You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

THE PROSECUTION LAWYERS: You will speak on behalf of the girls and their family. You must persuade the rest of the class that the actions of the council were against the girls' human rights, and justify your opinion.

THE DEFENCE LAWYERS: You will speak on behalf of the council. You must persuade the class that the ban on lifting was necessary to protect the rights of the council's care workers, and justify your opinion.

Which side will be the most persuasive?

LESSON 2: Teacher notes

COURTROOM DRAMA: JUDGEMENTS GIVEN ON THE CASES

CASE 1: KETTLING

At first a court ruled that the police ‘kettle’ (containment) of Climate Camp protesters on 1 April 2009 was unnecessary and unlawful. The judges commented that tactics used were ‘unduly inflexible’ and used ‘unjustified force’. While it is legal for police to use ‘kettling’ as a last resort where there is a real risk of violence, the judges in this case felt that the risk was not high enough to justify its use.

The rights of the protesters that are relevant in this case are the ‘right to meet together in a peaceful way’ (Article 11), the ‘right to express your views and opinion’ (Article 10) and the ‘right to liberty and security’ (Article 5). Any limits placed on these rights must be necessary and proportionate. The judges had to balance these against the general need for public order and safety.

However, in December 2011, the police appealed against this decision and different judges decided that the kettling of the Climate Camp protesters had been justified because the two protests were only a quarter of a mile apart and there had been some links between the two protests (they were advertised on the website with similar names and had been part of a group of protests happening around that time). They therefore felt that the police had taken the decision in good faith and that there was a real risk of a breach of the peace.

Case: *Moos & Anor, R (on the application of) v Police of the Metropolis [2011] EWHC 957*

Source: bailii.org (search *kettling climate camp*)

CASE 2: HITTING CHILDREN IS PART OF MY RELIGION

The court ruled against the parents and teachers who wanted to use corporal punishment. While the judges accepted that the law against corporal punishment did interfere with the parents’ right to freedom of religion under Article 9, this right had to be balanced against the rights of the children. The judges felt that the statutory ban had a legitimate aim. Children were vulnerable and the aim of the legislation was to protect them and promote their wellbeing. Corporal punishment involved deliberately inflicting physical violence. The legislation was intended to protect children against the distress, pain and other harmful effects physical violence may cause. The judges therefore put the children’s rights (particularly Article 3 of the Human Rights Act – the right not to be tortured or treated in a way which is cruel or humiliating, and other children’s rights in the United Nations Convention on the Rights of the Child) above the parents’ right to hold their religious beliefs.

Case: *Williamson v Secretary of State for Education*

Source: bailii.org (search *case name*)

CASE 3: RIO FERDINAND

The judge ruled in favour of the *Sunday Mirror* in this case. The judge had to balance Rio’s right to private and family life (Article 8) against the newspaper’s right to express their views and opinions (Article 5). The judge found that, although the claimant’s right to private and family life was relevant, there was a public interest in correcting a false image promoted by the claimant. It was also held that the article contributed to a debate as to the claimant’s fitness to be a role model in the light of his appointment as England football captain.

Read more: dailymail.co.uk/news/article-2043331/Rio-Ferdinand-affair-Footballer-loses-kiss-tell-privacy-case-Sunday-Mirror

Case: *Ferdinand v Mgn Ltd (Rev 2) [2011] EWHC 2454 (QB)*

Source: bailii.org (search *Rio Ferdinand sunday mirror*)

CASE 4: CRIMINAL SENT TO LIVE IN THE COUNTRY WHERE HE WAS BORN

In this case the court ruled that the deportation of the man back to Pakistan was lawful, so he was not allowed to return to the UK. The judges had to balance the man's right to privacy and family life (Article 8) with the duty of the state to protect its citizens from crime and violence. Although the judges accepted that the man had family in the UK, he also had family in Pakistan. The judge felt that as he had not seen his children since 2000, the strength of his family ties in the UK were weak. In addition, four of his children had been considered 'at risk' by social services due to the man's behaviour towards them and their mothers, so the judges felt they might be better off without him. In relation to the risk he posed to the wider community in the UK, this was felt to be very high as he had continued to commit crime even after his release from prison.

Source: *bailii.org*

CASE 5: CLOSURE OF CARE HOMES

In this case the local authority was ordered to re-consider their decision to close the homes. The main human right involved in the case was the right to privacy and family life (Article 8), but the closure may also affect other rights such as Article 1 of the First Protocol: Right to enjoy possessions. Under the Human Rights Act, all public authorities have a duty to consider human rights in any decisions they make. The judge felt that in this case the local authority had not considered the rights of the old people in the care homes. The judge therefore ruled that the decision should be reviewed taking into account human rights concerns.

Source: *Human Rights Act Toolkit, J Watson and M Woolf, LAG 2008*

CASE 6: QUALITY OF LIFE FOR DISABLED YOUNG GIRLS

In this case the judge had to weigh up the girls' rights to private and family life (Article 8) with the safety and health of the care workers. The judge ruled in favour of the girls and said that the ban on lifting would have to be modified in order to allow the care workers to do some safe lifting which would enable the girls to participate in the leisure and cultural activities which others could enjoy. (Article 14 is also relevant here in that the girls had a right not to be discriminated against because of their disabilities.) The judge also mentioned that the refusal to lift the girls could have an impact on their rights under Articles 2 or 3, if they fell and were forced to remain in an unsafe or embarrassing situation.

LESSON 2: Worksheet 2

Two sides to every story

Read the background information, Extract A and Extract B, and answer the questions at the end.

BACKGROUND INFORMATION

Research by an organisation called Liberty shows that most people in the UK think human rights are important. However, the Human Rights Act is controversial. The government and some people in the media want to get rid of it, while others think it is really important to keep it. These different views are expressed in the newspapers.

In 2011 the then Home Secretary, Theresa May, referred to a human rights case in a speech at the Conservative Party conference:

‘We all know the stories about the Human Rights Act... The illegal immigrant who cannot be deported because – and I am not making this up – he had a pet cat. This is why I remain of the view that the Human Rights Act needs to go.’

Her speech was referring to the case of a Bolivian man and his right to family life. This case has been written about in the newspapers in very different ways.

EXTRACT A

Migrant facing deportation wins right to stay in Britain... because he's got a cat

From a report by the *Daily Mail* in October 2009

It may have been one of the least plausible attempts to avoid deportation – but it worked. An illegal immigrant was allowed to stay in Britain because he had a cat, it was revealed yesterday.

The unnamed Bolivian was spared deportation after he told a court that he and his girlfriend had bought the animal as a pet.

Immigration judges ruled that sending him back home would breach his human rights by interfering with his family life.

The decision by the Asylum and Immigration Tribunal caused 'disappointment' at the Home Office and amazement among anti-immigration campaigners, who questioned why the existence of a pet cat could be considered relevant to an immigration case.

Sir Andrew Green of the Migration Watch think tank said the argument over the cat was 'utterly absurd' and reflected badly on the attitudes of judges.

However one immigration judge, Judith Gleeson, remarked in the official ruling that the cat 'need no longer fear having to adapt to Bolivian mice'.

The cat ruling was made by immigration judge James Devittie after the Bolivian submitted evidence that claimed joint ownership of the pet with his girlfriend demonstrated he was settled in Britain and it would break human rights rules to remove him.

The solicitor who represented the Bolivian, Barry O'Leary, told the *Sunday Telegraph* that the cat was one detail among many in the case.

He said: 'When giving the reasons for the success the judge did comment on the couple's cat,' he said. 'It was taken into account as part of the couple's life together. The Home Office asked for the decision to be reconsidered.'

'They argued it should be reconsidered because the decision was wrong in law, and one error they cited was that too much consideration was given to the couple's cat.'

Sir Andrew Green said: 'Drawing pets into the consideration of issues of such importance is so utterly absurd that you could not make it up.'

'This is symptomatic of the attitude held by many judges, which is complete disregard for the impact of such decisions on the future of our community.'

(Daily Mail/Solo Syndication)

EXTRACT B

Theresa May's twisted tale of a Bolivian's cat

From an article by James Welch in *The Guardian*, 4 October 2011

The Tory conference may have lapped up May's example of Human Rights Act abuse, but she misrepresents the case.

'I'm not making this up,' said the [then] Home Secretary, as she regaled the Tory faithful with yet another Human Rights Act folly: an 'illegal immigrant' could not be deported because he had a cat.

I'll start with a minor point: the man, a Bolivian, was not an 'illegal immigrant'. He came to this country quite legally as a student but stayed beyond the expiration of his visa.

More significantly, his right to remain in this country had nothing to do with his cat. For four years before his case came before the immigration courts the man lived with a British woman. They did all those coupley things: bought crockery, went out clubbing, got a pet cat. The shared cat was one of a number of factors used by the couple as evidence that their relationship was genuine.

The couple relied on a Home Office policy that applied at the time (issued in 1996 under the last Conservative government) under which someone who had been in a relationship with a British citizen (or someone of another nationality who was 'settled' here) for at least two years would be given the right to stay. The Home Office rejected the application and the couple appealed.

By the time the appeal was heard the policy had been revoked but still applied to existing applications. The immigration judge allowed the appeal for that reason. The man was allowed to stay. The ruling had nothing to do with the cat, although the senior immigration judge who heard the case ended her ruling with a rather feeble – and in retrospect unfortunate – joke: the cat 'need no longer fear having to adapt to Bolivian mice'.

(Guardian News & Media Ltd, 2011)

Questions

- Read Extract A. What is the purpose of the article?
- Read Extract B. What is the purpose of the article?
- Compare Extracts A and B. How do the authors present the facts differently?
- Compare Extracts A and B. Which author is most effective at persuading the reader of their point of view and why?

LESSON 2

Human Rights Act background information

WHAT IS THE HUMAN RIGHTS ACT?

The Human Rights Act 1988 (HRA) protects the human rights of everyone in the UK. It helps protect our freedom, safety and dignity, and helps us hold authorities to account when things go wrong.

It came into force in this country on 1 October 2000 with two main aims:

- To bring the human rights protected by the European Convention on Human Rights into UK law. Before this, it was more difficult for ordinary people to enforce their human rights. You had to go all the way to the European Court of Human Rights in Strasbourg to challenge the UK government if it violated your rights. The HRA therefore makes human rights more accessible – it is generally quicker, cheaper and more practical to bring a case before the UK courts.
- To bring about a new culture of respect for human rights in the UK. Human rights are not just about the law and taking cases to court, they are relevant to many of the decisions people make and the situations people experience daily.

WHY THE ACT MATTERS

The HRA has a real application in our everyday lives and protects every one of us. Every year huge numbers of ordinary people in this country successfully use the Act. It has been used to protect older people abused in care homes, to ensure that disabled children are provided with transport to get to school, and to protect women from domestic violence. It's been used by hospital patients facing homelessness after discharge and rape survivors whose experiences haven't been properly investigated by the police.

The significance of the Human Rights Act is not restricted to decisions about individuals; it has been used to support policymaking and practice at an institutional level and can be applied to broader areas of society such as civic participation, involvement and community development.

WHAT RIGHTS DOES THE HRA PROTECT TODAY?

- The right to life
- The right not to be tortured or treated in an inhuman or degrading way
- The right to a fair trial
- The right to be free from slavery or forced labour
- The right to liberty and security
- The right to no punishment without law
- The right to respect for private and family life, home and correspondence
- The right to freedom of thought, conscience and religion
- The right to freedom of expression
- The right to freedom of assembly and association
- The right to marry and have a family
- The right not to be discriminated against in relation to any of these rights contained in the European Convention on Human Rights
- The right to peaceful enjoyment of possessions
- The right to education
- The right to free elections
- Abolition of the death penalty

HOW THE HUMAN RIGHTS ACT WORKS

The Human Rights Act works in four main ways.

- All public authorities in the UK, including state schools, must respect the rights contained in the Human Rights Act in everything that they do. Public authorities are not just under a duty not to commit human rights abuses – sometimes public authorities have to be proactive in ensuring that human rights are respected, protected and fulfilled.
- Anyone who believes that their rights have been breached by a public authority can bring a claim against it. This can be in the UK courts, or in a range of other procedures including tribunals, hearings and complaints procedures. Anyone in the UK can bring a claim under the Human Rights Act – the Act is not limited to UK citizens.
- Wherever possible, existing laws have to be interpreted and applied in a way that fits with the human rights contained in the Human Rights Act. If it is impossible to interpret an existing piece of primary legislation

in this way, the courts will issue what is known as a 'declaration of incompatibility'. This sends a clear message to legislators that they should change the law to make it compatible with human rights. This sets up a 'democratic dialogue' between the branches of government, while ensuring that ultimately Parliament remains sovereign.

- For all new laws, the Minister responsible for the Bill must make a statement confirming that it is compatible with the Human Rights Act (or explain why it is not). This means that human rights have to be considered in the process of developing legislation.

WHAT IS A PUBLIC AUTHORITY?

'Public authority' is not fully defined in the Human Rights Act but should be interpreted broadly. It includes all central government departments and local authorities, as well as state schools, NHS trusts, prisons, the police, courts and tribunals.

BALANCING DIFFERENT HUMAN RIGHTS

Not all the rights in the Human Rights Act are of the same type. Some are 'absolute' rights, which means they can never be interfered with by the state, while others are 'non-absolute', which means they can be interfered with in certain circumstances.

There are three main types of rights:

ABSOLUTE RIGHTS cannot be interfered with or limited in any way. Examples of absolute rights are the right not to be tortured or treated in an inhuman or degrading way and the right not to be treated as a slave.

LIMITED RIGHTS can be limited in specific and finite circumstances, which are set out in the Human Rights Act. An example of a limited right is the right to liberty, which can be limited in certain cases, for example where someone has been convicted of a crime by a court or is being detained because of mental health problems.

QUALIFIED RIGHTS can be interfered with in order to protect the rights of other individuals or the public interest, for example to protect national security or ensure public order. The majority of rights in the Human Rights Act are qualified rights. Any interference with a qualified right must be:

- in pursuit of a legitimate aim, for example to protect the rights of others or for the wider good
- lawful
- necessary
- proportionate (appropriate and not excessive in the circumstances).

Examples of qualified rights are Article 8 (the right to respect for private and family life), Article 9 (freedom of thought, conscience and religion), Article 10 (freedom of expression), and Article 11 (freedom of assembly and association).

NOTE: This information on the Human Rights Act has been adapted from *Right Here, Right Now*, Ministry of Justice/British Institute of Human Rights, 2009

HUMAN RIGHTS IN NORTHERN IRELAND

A major development in the peace process in Northern Ireland was the Multi-Party Agreement. It was signed in April 1998 by ten political parties in Northern Ireland involved in the negotiations as well as the governments of the United Kingdom and the Republic of Ireland. The Agreement allowed the Northern Ireland Human Rights Commission to prepare advice on a Bill of Rights for Northern Ireland. This would define rights additional to those in the European Convention on Human Rights and would reflect the particular circumstances of Northern Ireland. Yet the people of Northern Ireland are still campaigning for a Northern Ireland Bill of Rights. For more info on this see [amnesty.org.uk/northern-ireland-bill-rights](https://www.amnesty.org.uk/northern-ireland-bill-rights)

HUMAN RIGHTS IN SCOTLAND

HUMAN RIGHTS ACT 1998 ('HRA')

The HRA applies to Scotland in exactly the same way as it does to the rest of the UK. Scottish public authorities, Scottish courts and tribunals, and persons in Scotland certain of whose functions are of a public nature, must act in a way that is compatible with the human rights set out in Schedule 1 to the HRA ('**Convention rights**'). A failure to do so can result in the Scottish courts granting any relief or remedy that it considers just and appropriate, including an order requiring the public authority decision maker to retake their decision. The courts do have the power to award damages where necessary to ensure 'just satisfaction', but financial compensation is not automatic and is unlikely to be awarded where there is an alternative option to remedy the human rights violation.

SCOTLAND ACT 1998

Human rights are given additional protection in Scotland through the Scotland Act 1998 ('**Scotland Act**'), the legislation which implements the devolution settlement for Scotland and established the Scottish Parliament. The ways in which the Scotland Act goes further than the HRA in guaranteeing and protecting Convention rights are outlined below.

No power to make laws which are incompatible with human rights

The Scottish Parliament has the power to create laws which apply in Scotland by passing an Act of the Scottish Parliament ('**SP Act**'). The Scottish Parliament has not been given the power to make laws that breach human rights. Section 29 of the Scotland Act ensures that any SP Act passed by the Scottish Parliament is not law to the extent it is incompatible with any of the Convention rights in the HRA. This is because passing such a law would be outside the legislative

competence granted to the Scottish Parliament by the Scotland Act. In cases where the legality of a SP Act, or a particular provision of it, is challenged on this basis, the High Court of Justiciary, the Court of Session and the Supreme Court each have the power to strike down the relevant SP Act or provision on the grounds that it is outside the competence of the Scottish Parliament.

Therefore, unlike laws passed by the UK Parliament, which continue to be legally enforceable even if declared by a court to breach human rights in accordance with section 4 of the HRA, a SP Act (or certain provisions of a SP Act) passed by the Scottish Parliament will no longer be considered to be law if a court decides that it breaches human rights.

In order to prevent this occurring, section 31(1) of the Scotland Act provides that the person in charge of the Bill (usually the relevant Minister) should make a statement that the Bill falls within the legislative competence of the Scottish Parliament and section 31(2) further provides that the Presiding Officer must then take a decision that it does come within the Scottish Parliament's competence. This is, of course, a wider and more far-reaching provision than section 19 of the HRA which simply requires the Minister in charge of a Bill in either House of the Westminster Parliament to make a statement of compatibility that the provisions of the Bill are compatible with Convention rights (a statement which Parliament can choose to ignore).

In the same way that section 3 of the HRA requires the courts to interpret UK legislation as far as is possible to enable compatibility with the relevant Convention rights, section 101 of the Scotland Act requires courts to take a similar approach in relation to SP Acts and Scottish Government subordinate legislation. In circumstances where legislation or certain provisions could be read in such a way as to be incompatible with human rights, courts should interpret that legislation in such a way that it is instead compatible and therefore continues to be considered as law. The main difference between the provisions is that section 3(1) of the HRA requires an expansive and purposive interpretation - 'so far as is possible to do so [...] must be read and given effect in a way which is compatible with the Convention rights' -, while section 101(2) of the Scotland Act states that the provision should be 'read as narrowly as is required for it to be within competence'.

No power for Scottish Ministers to act incompatibly with human rights.

When the Scottish Parliament was established, the Scottish Ministers were given the ability to exercise powers within devolved competence. These powers were previously exercised by UK Government Ministers pre-devolution.

The Scottish Ministers cannot exercise these powers in a way which would breach human rights. Section 57(2) of the Scotland Act provides that a member of the Scottish Government does not have the power to make

subordinate legislation or to do any other act in so far as the legislation or act is incompatible with the Convention rights. This is similar to the position under the HRA, albeit slightly more stringent, given that under the HRA a court can only strike down secondary legislation made by a Government Minister, provided that the secondary legislation was not required to be drafted in that way because of a provision of primary legislation.

Human rights claims

Section 100 of the Scotland Act sets out the procedural restrictions on bringing a human rights claim under the Act. As under the HRA, only individuals who would be considered to be victims of the alleged human rights breach will be able to bring a claim under the Scotland Act. In addition, where the breach complained of is an act of a Scottish Minister, the claimant is usually required to bring proceedings before the court within one year of the date on which the alleged breach took place.

THE FUTURE OF THE HUMAN RIGHTS ACT

In 2015, the UK government called for the Human Rights Act to be replaced by a British Bill of Rights and 'curtailing the role of the European Court of Human Rights.'

Supporters of the Act suggest that:

- this would result in a watered-down system of rights in the UK, with differential access that would undermine the inherent universality of human rights;
- human rights are not for politicians to dispense with when it's politically convenient, they're there to protect ordinary people and uphold the basic standards of a civilised society;
- if the UK scraps the Human Rights Act then it will lose legitimacy and effectiveness in speaking out against human rights abuses elsewhere.

SAVE OUR ACT

Amnesty International campaigns for positive human rights change in the UK and across the world. The Human Rights Act is an excellent example of national human rights protection and helps thousands of people each year. Amnesty believes that the Act matters, and campaigns to keep it: savetheact.uk

LESSON 3

Mia dia, y los derchos

(My day and rights)

AIM A Spanish lesson using the Universal Declaration of Human Rights. Students learn to describe their daily routine and compare human rights they experience with those of two young Spanish-speaking people. Activities could be split over two lessons depending on students' ability in Spanish.

YOU'LL NEED

- **Resource sheet 1** Daily routines of Alejandro and Shirley (cut up as cards and place in envelopes, one per pair)
- **Resource sheet 2** Universal Declaration of Human Rights Articles in Spanish and English, to cut up as cards and place in envelopes
- Coloured pens or highlighters
- Map

LEARNING OBJECTIVES

- To learn about the lives of young people in Spanish-speaking countries
- To practice key Spanish vocabulary in reading and writing about daily routine
- To identify human rights and situations where rights are enjoyed or denied

STARTER 5 minutes

- Ask students which countries speak Spanish as their first/main language.
- Ask them to find these countries on a map – and pinpoint Mexico.

MAIN ACTIVITY 1 20 minutes

Explain that students will study the daily routine of Alejandro and Shirley.

- Key vocabulary: depending on the ability of the class, you may wish to first introduce or remind pupils of reflexive verbs and other key vocabulary to do with the daily routine.
- Working in pairs, give students an envelope with the daily routine of either Alejandro or Shirley cut up into paragraphs. Ask each pair to read the paragraphs and put them in the correct order from morning until night.

- Each pair should then join with another pair who worked on the other daily routine (Alejandro or Shirley) and compare the two. Ask pairs to highlight unknown vocabulary on the cards and use a dictionary to create a vocabulary bank.
- Discuss each case study and create a general vocabulary bank with input from the whole class.

MAIN ACTIVITY 2 15 minutes

Students will consider which rights of the UDHR are experienced by Alejandro and Shirley.

- In groups, give pupils an envelope with 20 cards inside – 10 UDHR articles in Spanish, and 10 in English. They must match the Spanish articles with their English equivalent.
- Ask students to select the rights that are enjoyed by Shirley. Discuss.
- Ask students to select the rights that are denied to Alejandro. Discuss.

DEVELOPMENT 15 minutes

Mi día – students will complete an individual writing task.

- Using the vocabulary bank written in Activity 1, ask students to create a schedule of their own daily routine. They should aim to include as much information as possible, as many reflexive verbs as possible and to be as honest as possible.
- In pairs ask students to swap routines and from the UDHR cards select the rights that are enjoyed by their partner. Are any rights denied? Depending on the ability of the class the teacher may wish to take back the English UDHR cards so that the students can only use the articles in Spanish.

PLENARY 5 minutes

Students will now compare the rights they experience with those of Alejandro and Shirley.

- Ask students to feed back the rights they enjoy in their daily routine.
- Consider and discuss which human rights they enjoy that Alejandro and Shirley do not, if any?
- You may wish to explain that human rights are universal and apply to everyone equally. Ask students what they think could be done so that Alejandro can enjoy his human rights.

EXTENSION/HOMEWORK

- Ask students to use the internet to find an organisation that campaigns for the rights of street children.
- Tell the students that Amnesty has an office in Mexico.

Me levanto muy pronto en mi casa. Vivo con mis padres y mis dos hermanos en una habitación pequeña.

Muchas veces tengo hambre cuando me levanto. A veces tomamos desayuno pero no siempre.

Si ganamos algo de dinero por la mañana compramos algo de comer. A veces compramos cosas para vender para ganar mas dinero. Cuando la gente sale del trabajo a la hora de comer abrillantamos sus zapatos y les vendemos cigarrillos o caramelos.

LESSON 3: Resource Sheet 1

Daily routines

Alejandro y su día, en Mexico

Edad: 13

Cut up and place in envelopes, one per pair of students



Me levanto muy pronto en mi casa. Vivo con mis padres y mis dos hermanos en una habitación pequeña.

Muchas veces tengo hambre cuando me levanto. A veces tomamos desayuno pero no siempre.

Si ganamos algo de dinero por la mañana compramos algo de comer. A veces compramos cosas para vender para ganar más dinero. Cuando la gente sale del trabajo a la hora de comer brillantamos sus zapatos y les vendemos cigarrillos o caramelos.

Muchas veces estamos cansados por la tarde y buscamos sitio en un parque para dormir y descansar. Bebemos agua de la fuente en el parque. A veces otros niños se juntan con nosotros y intercambiamos cosas que hemos encontrado o comprado.

Al atardecer, intentamos ganar un poco más de dinero. Me gusta jugar al fútbol al atardecer, cuando no hace mucho calor. Después de jugar, volvemos a casa y cenamos juntos y hablamos del día.

Me lavo y me voy a la cama en el cuarto que comparto con mi familia. Siempre me duermo antes que mis hermanos o padres.

LESSON 3: Resource Sheet 1

Daily routines

Shirley y su día, en Mexico

Edad: 13



Me levanto y tomo mi desayuno y salgo de mi casa a las 7:00, más o menos. Vivo cerca del Parque México. De allí tomo el micro-para ir a mi colegio, Puckllasunchis. Del centro de la ciudad tengo que caminar todo el resto. Llego a mi colegio a las 7:40, más o menos. Mi hermana Diana va al mismo colegio que yo.

Antes de las clases tenemos tutoría y los tutores recogen las notas de nuestros padres, que nos dan permiso para hacer algunas actividades o para las reuniones. A esta hora también nos recuerdan lo que tenemos que hacer en las brigadas de trabajo. Es una forma de rotación, donde nos dan responsabilidades en el colegio para la semana. Las clases empiezan a las 8.

Empieza el recreo. Primero tomamos nuestro refrigerio: té o jugo con pan con jamón, queso o salchicha y fruta. Luego tenemos las lecciones hasta las 2:30. Durante estas horas tenemos la sesión de lectura.

Termina el colegio a las dos y media. Tomo el micro de regreso a casa. Cuando llego a casa, me cambio, almuerzo y luego ayudo a fregar los platos mientras mi hermana arregla el comedor.

Empiezo a hacer mis tareas. Luego juego con mi hermana o miro la televisión. También me gusta saltar a la comba y jugar vóleibol.

Ayudo a preparar la comida y luego generalmente veo la televisión.

Me lavo y me voy a la cama

LESSON 3: Resource Sheet 2

Universal Declaration of Human Rights articles Spanish

<p>Todos los seres humanos nacen libres e iguales en dignidad y derechos. Deben comportarse fraternalmente.</p>	 <p>Toda persona tiene derecho a la libertad de reunion y de asociacion pacíficas. Nadie podrá ser obligado a pertenecer a una asociación.</p>
<p>Todo individuo tiene derecho a la vida, a la libertad y a la seguridad.</p>	<p>Toda persona tiene derecho a la propiedad, individual y colectivamente.</p>
<p>Toda persona tiene derecho a tomar parte libremente en la vida cultural de la comunidad, a gozar de los artes y a participar en el progreso científico y en los beneficios que de el resulten.</p>	<p>Todo ser humano tiene derecho, en todas partes, al reconocimiento de su personalidad jurídica.</p>
<p>Toda persona tiene derecho a la seguridad social.</p>	<p>Toda persona tiene derecho al descanso, al disfrute del tiempo libre, a una limitación razonable de la duración del trabajo y a vacaciones periódicas pagadas.</p>
<p>Toda persona tiene derecho a un nivel de vida que le asegure la salud y el bienestar, y en especial la alimentación, el vestido, la vivienda, la asistencia médica y los servicios sociales necesarios. La Maternidad y la infancia tienen derecho a cuidados y asistencia especiales.</p>	<p>Toda persona tiene derecho a la educación. La educación elemental y fundamental debe ser gratuita y promover el respeto a los derechos humanos.</p>

LESSON 3: Resource Sheet 2

Universal Declaration of Human Rights articles English



<p>We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way.</p>	<p>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.</p>
<p>We all have the right to life, and to live in freedom and safety.</p>	<p>Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.</p>
<p>We all have the right to our own way of life, and to enjoy the good things that science and learning bring.</p>	<p>Everyone has the right to be protected by the law.</p>
<p>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.</p>	<p>We all have the right to rest from work and relax.</p>
<p>We all have the right to enough food, clothing, housing and healthcare. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.</p>	<p>We all have the right to education, and to finish primary school, which should be free. We should be able learn a career, or to make use of all our skills.</p>

LESSON 4

Freedom of expression

AIM Students explore the right to free speech using film, informative text and case studies. They can launch their own campaigning project.

YOU'LL NEED

- **PowerPoint** Freedom of expression
- **Resource Sheet 1** About Amnesty International
- **Resource Sheet 2** Freedom of expression success stories
- **Resource Sheet 3** Campaign planning
- **Film clip** *Signatures* (vimeo.com/14028444, 2 mins 30 secs)
- **Film clip** *You are powerful* (YouTube, search title, 1 mins 30 secs)
- **Film clip** *Bullet* (vimeo.com/14028538, 1 min)

LEARNING OBJECTIVES

- To consider the human right to freedom of expression and the implications of its denial in different contexts
- To critically evaluate the role of Amnesty International in upholding freedom of speech
- To explore creative approaches to taking action and campaigning

STARTER 5 minutes

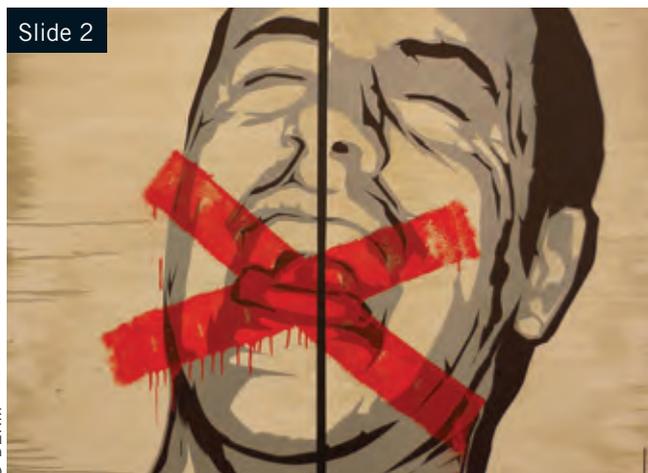
- Show the image depicting the denial of freedom of expression (slide 2). Discuss with the students what they think it represents.
- Explain that during the lesson they will be looking at the right to freedom of expression, Article 19 of the Universal Declaration of Human Rights (slide 3).
- Share the lesson objectives (slide 4).

MAIN 15 minutes

Students will consider cases where the right to free speech has been denied and others have spoken up on their behalf.

- Using Resource Sheet 1 About Amnesty International, read out the section How Amnesty began. Show slide 5.
- In pairs, ask students to discuss what could/should have been done about the case of the Portuguese students. Ask each pair to report back one or two ideas to the class.
- Read out Part 2 – Amnesty now. Show slide 6.
- Show *Signatures* – an Amnesty film demonstrating the power of an individual signature on a letter or petition.

Slide 2



DEVELOPMENT 35 mins

- Explain that there are still many examples of human rights abuses around the world, and that the work of human rights defenders and Amnesty International is as important as ever.
- There are many cases of people who have been harassed, persecuted, attacked, imprisoned and even murdered because they speak up. Explain they will now look at some specific cases where people have been imprisoned for exercising their right to free speech. Show slide 7.
- Arrange the students into small groups. Give each group a different case from Resource Sheet 2 Freedom of expression success stories.
- Ask students to consider Amnesty's role in these cases. What action did Amnesty take? How did it help to change the situation? What more could have been done at the time?
- Ask students to consider the role of the individuals in the case in defending human rights. What were they standing up for? What actions did they take? What happened as a result of that action?
- Ask each group to report back to the class.
- Students will now design their own campaign for a current case.

TEACHER NOTE: This is a class exercise rather than an action. If people would like to get involved in taking action for Amnesty, see amnesty.org.uk/youth

Show slide 8 and hand out Resource Sheet 3 Campaign planning.

There are two cases to focus on:

- Bayram Mammadov and Giyas Ibrahimov
- Fomushoh Ivo Feh

Students will need to read the case history and then discuss how they could set up a creative Amnesty campaign for their case. What action would they take? How would they encourage others to get involved? Who would they want to get involved? How would they drum up publicity? What would they hope to achieve?

Ask each group to present their plan of action to the class.

PLENARY 5 minutes

Show film clip *You Are Powerful*, or *Bullet* if more age-appropriate. Explain to the students that even though we may think we cannot achieve change when faced with big challenges, we all have the power to make a positive difference.

EXTENSION/HOMEWORK

Ask students to research Peter Benenson's 1961 *Observer* article which launched Amnesty. See: amnesty.org.uk/six-prisoners What sticks out to you? Write a list.



LESSON 4: Resource Sheet 1

About Amnesty International

PART 1 HOW AMNESTY BEGAN

It all started with one simple idea. Anyone, anywhere can do something to help make the world a better place.

It began in 1960 when Peter Benenson, a 40-year-old British lawyer, was outraged to read in his newspaper that two students in Portugal had been jailed for seven years after raising their glass in a toast to freedom.

He turned his outrage to action. On 28 May 1961, Peter Benenson's article *The Forgotten Prisoners* appeared in the *Observer* newspaper. It told the stories of people who were in prison simply because of their ideas.

This was the opening paragraph:

'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... 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.'



Peter Benenson © AI

PART 2 AMNESTY NOW

In the article, Peter Benenson urged his readers to help free people imprisoned for peacefully expressing their views. His idea was to bombard governments with letters of protest. The article was reprinted in newspapers around the world and received an overwhelming response. Within eight weeks the first Amnesty International meeting had taken place. In its first year, Amnesty International offices were set up in seven countries.

Today, more than half a century and a Nobel Peace Prize later, Amnesty is a global movement with more than 7 million members and supporters standing up for humanity and human rights. Amnesty is now the biggest non-governmental human rights organisation in the world, present in more than 150 countries.

Amnesty campaigns for justice wherever it is denied. It protects people, defends their right to freedom, truth and dignity and supporters all over the world intervene when individuals are at risk.

At the start, Amnesty's work focused on political prisoners. Now it addresses the full range of human rights from the deadly arms trade to corporate crime, from the death penalty to gender equality, from child slavery to freedom of expression.



LESSON 4: Resource Sheet 2

Freedom of expression success stories



CASE 1

Jailed for promoting democracy

WHO

Fred Bauma and Yves Makwambala

WHERE

Democratic Republic of Congo (DCR)

WHAT HAPPENED?

At university Fred and Yves formed a youth group LUCHA – Fight for Change. In March 2015, they were arrested with 26 others in March 2015 during a press conference to launch the Filimbi youth movement. It aimed to strengthen civic education among young people ahead of the 2016 general elections.

Fred and Yves were kept in secret detention for two weeks without access to family and lawyers. They were then charged with various trumped-up offences including ‘plotting conspiracy against the head of state’ which carries the death penalty.

WHAT DID AMNESTY DO?

Fred and Yves featured in Amnesty’s annual Write for Rights campaign in 2015, and more than 170,000 people all over the world wrote to the authorities demanding their immediate release.

OUTCOME

They were released in August 2016 after being imprisoned for 17 months.

‘I started receiving letters from Amnesty supporters, which were really powerful and helped me to stay strong. They protected us because the authorities knew thousands of people were watching.’

Fred Bauma

LESSON 4: Resource Sheet 2

Freedom of expression success stories



CASE 2

Jailed for speaking their minds

WHO

Phyoe Phyoe Aung and Burmese students

WHERE

Myanmar

WHAT HAPPENED?

In March 2015, young activist Phyoe Phyoe Aung and more than 100 students were violently arrested during protests against a new educational law they believe limits free speech and democracy in the educational system. Phyoe Phyoe Aung is secretary general of Myanmar's largest student unions. The students were imprisoned and charged with a range of crimes including 'taking part in an unlawful assembly' and 'rioting', and many faced more than nine years' imprisonment. It was seen as part of the country's attempt to stifle peaceful activism.

WHAT DID AMNESTY DO?

Amnesty campaigned heavily for the students' release. Phyoe Phyoe Aung was the subject of an Urgent Action which was sent out globally, and she also featured as a 2015 Write for Rights case.

OUTCOME

Phyoe Phyoe Aung and many of the students were released in April 2016, and all charges were dropped.

'I am so grateful to Amnesty and all of the people who participated in the campaign for my release. International movements like yours put pressure on governments for our physical freedom, but knowing we have your solidarity also supports us mentally.'

Phyoe Phyoe Aung

LESSON 4: Resource Sheet 2

Freedom of expression success stories



CASE 3

Jailed for reporting the news

WHO

Peter Greste

WHERE

Egypt

WHAT HAPPENED?

In 2013, journalist Peter Greste was asked to work some extra Christmas cover at a different newsroom and headed to Cairo to report for Al Jazeera English. Just after Christmas, he and two other colleagues were arrested out of the blue – basically because they had reported the news.

In January 2014, Peter and his colleagues were charged with broadcasting false news and aiding the activities of the outlawed Muslim Brotherhood, which the authorities list as a terrorist organisation. They were sentenced to a minimum of seven to 10 years in jail. It sparked an international outcry.

WHAT DID AMNESTY DO?

Amnesty made it known that the ruling was politically-motivated, intended to silence media outlets critical of the current authorities ruling Egypt. Supporters called for the journalists' release throughout their detention.

OUTCOME

After more than 400 days in prison, the Al Jazeera trial was ruled unlawful in February 2015. Peter was released on the grounds that he was immediately deported from Egypt to his native Australia. His two colleagues were freed in September that year following a presidential pardon.

'You can't have a free society without a free press. In Egypt today you know that you can't provide balance as long as you can end up in prison like us.'

Peter Greste

LESSON 4: Resource Sheet 3

Campaign planning

Current case 1

WHO

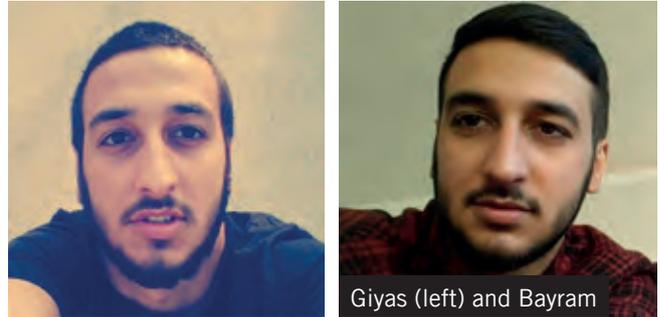
Bayram Mammadov and Giyas Ibrahimov

WHERE

Azerbaijan

WHAT HAPPENED

Youth activists Bayram and Giyas, 22, were angry with the Azerbaijani government, which strictly controls what people can do or say in the country. They protested by spraying a graffiti message on a statue of the former president.



After posting a picture of it on Facebook, they were arrested in May 2016 and tortured into ‘confessing’ to serious drug crimes. In December both were each sentenced to 10 years in prison.

WHAT HAS AMNESTY DONE?

Young people all over the UK have sent graffiti messages to both students to keep their spirits up – and show the prison authorities how much international attention is on the case. Letters have also been sent to the President of Azerbaijan asking him to drop all charges and release them.

If you worked for Amnesty International, what would you do to campaign for the release of Bayram and Giyas?

- How would you set up a creative campaign for them?
- What action would you take?
- How would you encourage others to get involved?
- Who would you get involved?

Don't forget the different ways that Amnesty campaigns on behalf of people, eg letter-writing, lobbying (for example persuading MPs to use their influence to get something done), online actions, demos, awareness-raising, showing support, public events, work with celebrities.

Please note: *this is a class exercise and not a real action.*
To work on a current case, see amnesty.org.uk/jua

LESSON 4: Resource Sheet 3

Campaign planning

Current case 2

WHO

Fomusoh Ivo Feh

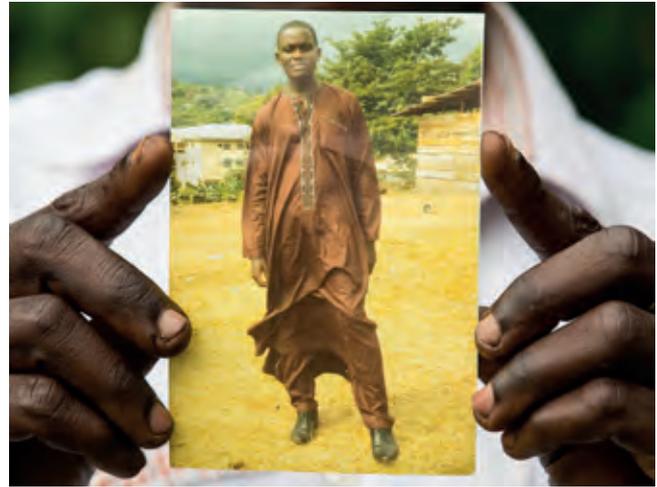
WHERE

Cameroon

WHAT HAPPENED

Secondary school student Fomusoh Ivo Feh was set to start university in Cameroon, when he received a joke text from a friend: 'Boko Haram recruits young people from 14 years old and above. Conditions for recruitment: 4 subjects at GCE, including religion.'

The message was a joke about how difficult it is to find a job in Cameroon – so even an armed group like Boko



Haram require highly-qualified recruits. Ivo forwarded the message to another friend, who sent it on again. But after a teacher saw the text and showed it to the police, Ivo and his two friends were arrested in late 2014. The charges against him include attempting to organise a rebellion against the state. Right now, he is in prison facing a 20-year prison sentence.

WHAT HAS AMNESTY DONE?

Ivo featured in Amnesty's 2016 Write for Rights annual campaign. People wrote to the President of Cameroon demanding that he drop all charges against Ivo and his friends and free him. Letters of support were also sent to him, some football themed because he is a huge fan football fan.

If you worked for Amnesty International, what would you do to campaign for the release of Fomusoh Ivo Feh?

- How would you set up a creative campaign?
- What action would you take?
- How would you encourage others to get involved?

Don't forget the different ways that Amnesty

campaigns on behalf of people, eg letter-writing, lobbying (for example persuading MPs to use their influence to get something done), online actions, demos, awareness-raising, showing support, public events, work with celebrities.

Please note: *this is a class exercise and not a real action. To work on a current case, see amnesty.org.uk/jua*

LESSON 5

Refugees and asylum

AIM Using a true story and a dramatic role play activity, students understand and empathise with asylum seekers and refugees.

YOU'LL NEED

STARTER

- **PowerPoint** Refugees and asylum
- **Resource sheet 1** Farzad's story (one for teacher)

MAIN

- **Resource sheet 2** Teacher script for role play (one for teacher)
- **Resource sheet 3** Jiberische questionnaire for each student (optional)
- Felt tip pens and large sheets of paper for each group

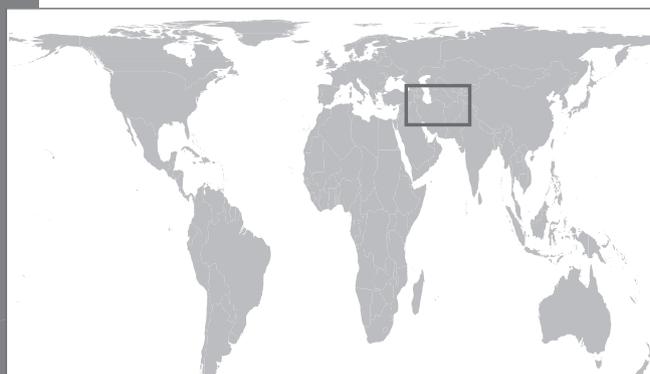
LEARNING OBJECTIVES

- To help students understand why people become asylum seekers and refugees
- To understand the interdependence of countries
- To further explore topical issues and empathise with the situation of people seeking asylum

STARTER 20 minutes

Students will consider why people become refugees using facts and a case study.

- Ask students to define the key words on slide 2, and compare them with the international definitions on slide 3.
- Ask the class questions about numbers of refugees (slide 4) and compare their ideas with the answers (slide 5).
- Ask the students what they already know about Afghanistan. Tell them that you are going to read the true story of Farzad, a refugee who arrived in the UK from Afghanistan. Read and discuss Farzad's story.



DEATH THREAT LETTER



MAIN 35 minutes

A role play for students to empathise with the situation of refugees.

- Divide the class into groups of five or six, giving each group a large piece of paper and coloured pens. Read the story on Resource sheet 2 Teacher script for role play to the class, asking each group to imagine that they belong to the family described. Show the class the death threat letter on slide 6 if you wish.
- Ask each group to make the two decisions detailed on the sheet. Who should go? What should they take with them?
- Continue the role play as the immigration official, handing each group a copy of the Jiberische Questionnaire (optional).
- Decide who should be allowed in to the country and who should go back.

DEVELOPMENT 10 mins

Come out of role and discuss with the students:

- How did they find the experience of being an asylum seeker?
- Has it changed their perception of asylum seekers in this country?

EXTENSION/HOMEWORK

Students can carry out further research at amnesty.org.uk/asylum

WHAT IS THE HUMAN RIGHTS CONTEXT?

The Articles of the Universal Declaration of Human Rights particularly relevant to this lesson are:

Article 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.

Article 23

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

For a simplified version of the Universal Declaration of Human Rights go to amnesty.org.uk/udhr

USEFUL VOCABULARY

Trade Union

An organised group of workers formed to protect and further their rights and interests.

Military coup

An illegal attempt to overthrow those in power by force. It comes from the French coup d'état which translates as 'blow of state'.

LESSON 5: Resource Sheet 1

Farzad's story

Farzad is a refugee who fled Afghanistan when he was 15. This is his story.

Farzad was born in Kandahar, Afghanistan, in 1995. His mother died during childbirth and his father, a tailor, was poor. He went to religious classes at the mosque and worked at the market with his father.

In August 2010 men belonging to the Taliban came to Farzad's home and demanded money from his father. They threatened him and told him it was his duty to pay them so they could defend the country against foreign invaders. Farzad's father said he could not afford to give them any money. The men replied that if they were not given money they would take Farzad with them.

The next day Farzad's father went to find the money. While he was gone the men from the Taliban returned. Farzad tried to run away but the men hit him and forced him into a car. Farzad struggled to escape but they beat him and drove away.

After driving for a short time they arrived at a gated compound. There was a commotion when Farzad got out of the car, and he escaped, by running as fast as he could through the gate and along the maze of side streets. He made his way back to the centre of town and towards the market. He could not go to his father's stall because the men would be searching for him there so instead he ran to find Babar, a friend of his father.

Babar had already heard that Farzad had been kidnapped and he was amazed when he saw him. Babar brought Farzad to his father who was overjoyed to see him. He was scared that the Taliban would come back to get him, and decided that they must escape Afghanistan immediately. With their life savings Babar helped them make secret arrangements to leave.

They fled to Pakistan, where they were told that they had to separate: children were to take one journey and the adults another. They were told that they would be reunited soon.

Many days later Farzad arrived in Greece and was put on a lorry. He didn't know where he was, or where he was going. He was frightened. He travelled in constant darkness in the lorry container and was only able to go to the toilet at night. He was hungry and thirsty. Eventually the lorry stopped and the driver took him outside onto a street. He pointed to a large building and told him it was a police station in the UK, where he would be reunited with his father.

Farzad entered. He was cold, tired and very dirty. A woman asked him questions in a language he didn't understand and then pointed to a chair. He was so confused. Many hours later a man arrived who could speak his language.

LESSON 5: Resource Sheet 1

Farzad's story continued

Farzad explained his story. At first, the authorities were not sure whether to believe him. He did not have his passport or birth certificate and they thought he may have been 18 and not 15. After some debate it was agreed Farzad was only 15 and he was placed with a British Iranian family.

After three months the UK Border Agency wrote to Farzad to tell him that they did not believe his story and his asylum case had been refused. However, they accepted he was 15 and told him he could remain in the UK until he was 17½. Then they would review his case.

Farzad's lawyer decided to appeal and a few weeks later Farzad went to court with his carers, his social worker and his lawyer. In court Farzad had to tell his story again and became very distressed and anxious.

The judge listened very carefully. After considering the case the judge decided Farzad's story was true and it was too dangerous for him to return to Afghanistan, especially in the absence of his father. Farzad was granted refugee status and allowed to stay in the UK.

LESSON 5: Resource Sheet 2

Teacher script for role play

Divide the class into groups of five or six. Read the story below to the class and tell them to imagine they are members of the family in the story.

SETTING THE SCENE

Dad works as a journalist on the local newspaper. Mum is a mechanic. They have recently had a baby. They have a boy and a girl at school. Granny is in a wheelchair and housebound since her stroke. Uncle Ali, who is very religious, was a political prisoner for a number of years. He walks with difficulty and a limp since prison. Mum and Dad have an old car. Dad has been a leading figure in the local journalists' trade union. The situation in the country has been changing quite dramatically recently.

Two months ago

A military coup took place. There was a lot of gunfire on the streets. Tanks and armoured cars were everywhere. A lot of people were killed and others arrested. A curfew has been imposed and everyone must now stay indoors after dark. The military rulers have taken over the TV and radio. It is very hard to know what is really going on.

A month ago

Dad was told that the new military rulers had arrested a number of people. Others, including religious figures, politicians, writers and trade unionists, have simply 'gone missing'. Nobody knows where they are.

A fortnight ago

An article appeared in a local newspaper (which supported the military coup). Underneath a drawing of a skull and coffin was a long list of people in the town that it said were enemies of the state. Both Dad's name and Uncle Ali's appeared on this list. It was signed: 'Friends of the Motherland'.

Last week

Soldiers came to the school looking for the dinner lady's husband. He was not there. So they took away the dinner lady and her children instead.

Four days ago

It was announced that several trade unions, including the journalists' union, had been banned.

LESSON 5: Resource Sheet 2

Teacher script for role play continued

Three days ago

A note (you can show the students the sample on PowerPoint slide 6) was pushed through the door of the family home. It was made of letters cut out of newspapers. It said Dad was 'a spy and an enemy agent' and that 'his days are numbered'. It was signed 'Friends of the Motherland'.

Two days ago

Someone rang up Uncle Ali and told him he'd better get out, as some people were planning to set the house on fire.

Yesterday

Some children at the school said that snatch squads of soldiers had been searching the streets in a nearby neighbourhood and arresting people, including some members of Dad's trade union.

Today

There has been the sound of gunfire in the main square and trucks full of military have been arriving in front of the Town Hall. There are roadblocks stopping all cars. All trains are being searched. The family meets together for a hurried discussion. What are they going to do? Dad says the family should flee, and seek political asylum abroad as refugees. It is less than an hour to the border by car, but that journey would be very risky. By foot would mean a whole week's journey through the desert and then the high forest across dangerous country to the frontier. Now they hear the military are starting to search their street. They have 10 minutes to make their minds up, get organised and get out.

DECISIONS

1. Who is to go?

Each group must decide who should go, and who should be left behind or sent off to relatives, or hidden somewhere. Should they take Mum, Dad, the baby, Uncle Ali, Granny, the children? Ask each group to be ready to feed back their decision and discuss it.

2. What should they take with them?

Each group must make a list of the 10 most important things to take with them to get across the border to claim asylum as refugees. When everyone is agreed, they write the list down or draw pictures of the chosen items on the sheet of paper.

LESSON 5: Resource Sheet 2

Teacher script for role play continued

DISCUSSION

Groups report back on who they decided should go and what was on their lists. Tell them to keep their lists safe.

ROLE PLAY (CONTINUED)

Tell the class that after a long, difficult and frightening journey, they arrive tired and hungry at the border. The teacher now takes on the role of an Immigration Officer at passport control.

Arriving at border control

Ask the students who they are and what they are doing here. When they say they are in danger and need a place of safety in your country, ask them to tell you what happened. Tell them their story sounds improbable and you suspect they are bogus. Do they have any proof for this story in their bags? Ask them to unpack their bags (read their items from their list). Evidence could include Dad's union card, the anonymous death threat and the newspaper article.

If any of them have listed a weapon among their 10 things, ask what they intend to do with it and ask if they are terrorists. Confiscate the weapons. If they have brought family photographs, confiscate them too, saying they may well prove useful in your investigations.

Jiberische questionnaire (optional)

Now hand out a copy of the Jiberische questionnaire to each group. Ask them to fill it out. Tell them that questions 9 and 10 are very important in their case and they should take care to answer them properly. Students may be able to work out some of the questions using code (eg some are written backwards) but some will just need guess work.

Receive back the Jiberische questionnaires and decide if the answers are satisfactory. If not and if the groups cannot provide any proof for their story, send them back as 'failed asylum seekers'.

Explain that asylum seekers are often asked to fill in forms in a language they don't understand, which may be used to decide their case.

LESSON 5: Resource Sheet 3

Jiberische questionnaire

COUNTRY:

You may answer in English or Jiberische

Treeyt masabi wedend

1. TSRIF ENAM?

SADET

2. REDNEG

ELAM

ELAMAF

3. SSEDRA

DESIN PAIE

POSTCODE (POSTCODE)

4. THRIB FO ETAD (EE/HH/RRRR):

/ /

5. PASSEPORTA DETAILLA

DEUSSI

6. JABEN DISE SDIK MAYSIE?

EMAN:

RISTIANEN:

YOMEN:

7. KOM DEN NITIL ENKLAN SA?

M EFTIL PLANE

HARAT

EUROSTARA EUROSTAR

8. YEFT DA ENKLAN FERITA IPLEEDI?

9. DELTAD ENKLAN DARINDI MAGLINDA?

10. WAREI DAR FLOGET HARINDI LA NDT?

11. DOKUMENDEN (DOCUMENTS)

HAT DAR DOKUMENDEN JANGA HARI ?

12. WAREI DAR FESTENE GUL GARITA MER VI?

LESSON 6

Is it a crime to be gay in Boldovia?

AIM Using role play, students will explore LGBTI rights in an imaginary country before researching current parallels. Suggested age 14-18.

YOU'LL NEED

- **Resource Sheet 1** Background on Boldovia (one per student)
- **Resource Sheet 2** Role cards

LEARNING OBJECTIVES

- To understand that being lesbian, gay or bisexual is still illegal in some countries
- To discuss what rights we have in relation to our sexuality
- To identify ways of persuading people to uphold and defend the rights of sexual and gender minority groups

STARTER 5 minutes

- Ask students to read the handout describing the background situation in 'Boldovia'. The situation in the fictional country of Boldovia has some parallels to the situation in Romania in 1997, when homosexual acts between consenting adults were still illegal, as they were in a third of the countries around the world.

MAIN 35 minutes

- Divide the class into small groups. Appoint one group to be the Committee. They listen to the evidence in order to make recommendations about homosexuality to the Boldovian government. They must prepare questions to put to all the groups offering testimony.
- Other groups are given the role play cards. They prepare their testimony to present to the Committee. After they have heard all the testimonies the Committee debates and agrees its recommendations. The rest of the class, out of role, take notes on:
 - Which testimonies were the Committee most persuaded by?
 - Are any Committee member's personal views dominating the debate?
 - What do they think of the Committee's decisions and reasons?

PLENARY 15 minutes

The whole class can then debrief using the following prompts:

- How did it feel to be in their group?
- Did they agree with the testimony of their own group?
- Which testimony did they most/least agree with and why?
- What do they think of the Committee's decision?
- What will be the consequence of the decision?

EXTENSION/HOMEWORK

Visit the Amnesty International UK website (amnesty.org.uk) to find out Amnesty's current urgent actions for people suffering persecution on the basis of sexuality and gender identity and take action. Join Amnesty International UK's LGBTI Network amnesty.org.uk/join-lgbti-activist-network

LESSON 6: Resource Sheet 1

Background on Boldovia

You live in the newly democratic (imaginary) Eastern European state of Boldovia. After decades of totalitarian government, the country seeks to join the Council of Europe – the organisation of the European democracies that have more tolerant laws towards homosexuality than Boldovia.

The Council of Europe will not consider closer political, economic and cultural ties with Boldovia until it decriminalises homosexuality. The Boldovian government has appointed a Committee to review existing legislation.

One of the most controversial laws under review is Section 8 of the Penal Code. This law condemns homosexuality as ‘an abomination against nature’. The punishment for promoting homosexuality is two years in jail. The punishment for adults found guilty of involvement in homosexual acts is five years in jail. The uncorroborated testimony of a single person is enough to convict someone under the Act. Section 8 has been used to arrest and discredit many people in Boldovia who were not gay men or lesbians.

A Committee of six members of the Boldovian Parliament has been set up to take testimony from the public, and to recommend if Section 8 should be repealed and, if so, what the consequences might be. The committee will listen to representatives of:

- The Boldovian police
- The Boldovian Council for Civil Liberties
- The Boldovian Council of Faiths
- The Boldovian Brigade of Light for Family Values
- The Boldovian Institute for Social Research
- The Boldovian Medical Association
- The Boldovian Campaign for Lesbian, Gay and Bisexual Equality
- Amnesty International

LESSON 6: Resource Sheet 2

Role cards

ROLE CARD 1 THE BOLDOVIAN POLICE

You represent the police force of Boldovia.

A survey of Boldovian police revealed the following, sometimes conflicting opinions:

- Most police do not like lesbian, gay and bisexual people or homosexuality.
- Some police are lesbian, gay or bisexual. The illegality of homosexual acts gives rise to blackmail of those involved.
- Homosexual acts between consenting adults are victimless crimes.
- Given the increasing rate of violent crime in Boldovia, resources that are now being used to arrest and jail lesbian, gay and bisexual people could be better used elsewhere.
- Decriminalisation of homosexuality may lead to an increase in pornography and prostitution.
- The current high rate of violent attacks on lesbian, gay and bisexual people would decrease if homosexuality were decriminalised.
- Police attitudes towards lesbian, gay and bisexual people would probably remain hostile even if Section 8 were abolished.

ROLE CARD 2 THE BOLDOVIAN COUNCIL FOR CIVIL LIBERTIES

You represent the newly established Boldovian Commission for Civil Liberties.

Human rights and civil liberty organisations in Boldovia and abroad believe that:

- Sexual minorities should have the right to expect complete equality under Boldovian law as do all other minorities.
- Sexual activity between consenting adults is a private matter and is not appropriate for state legislation.
- As Boldovia is now a signatory to the European Convention on Human Rights, it must respect the European Court of Human Rights, which has ruled that it is illegal for nations to criminalise lesbian, gay and bisexual relationships between consenting adults.

ROLE CARD 3 THE BOLDOVIAN COUNCIL OF FAITHS

The Boldovian Council of Faiths speaks for all the main religious faiths in the country – Islamic, Jewish and all the main Christian churches, Orthodox, Catholic and Protestant.

The council contains a conservative element and a liberal element – both of whom are represented on the delegation. The council claims to speak for 68 per cent of the Boldovian population.

Some of your council's liberal members believe:

- Lesbian, gay and bisexual people should receive support and not punishment.
 - The laws against homosexuality should be abolished.
 - State recognition of lesbian and gay marriages is 'going too far'.
- Some of your council's conservative members believe:
- Holy scriptures condemn homosexual acts as a sin.
 - The state should strengthen traditional morality.
 - Your followers can be mobilised to pressure lawmakers against repealing Section 8.

ROLE CARD 4 THE BOLDOVIAN BRIGADE OF LIGHT FOR FAMILY VALUES

The brigade is a conservative group, small in number but very vocal, with some support in the new government and the media. You believe that:

- God ordained the natural order of things – men and women – Adam and Eve, not Adam and Adam.
- Homosexuality is a perversion and a mental illness.
- Lesbian, gay and bisexual people should be pitied and should receive treatment to try and cure them.

- This is best done in prison.
- No child will be safe from influence and abuse if lesbian, gay and bisexual people are allowed to become teachers, parents, or youth workers.
- The traditional family unit is the only place to bring up children. The brigade will strongly resist any attempts by the government to broaden the definition of ‘family’.

ROLE CARD 5 BOLDOVIAN INSTITUTE FOR SOCIAL RESEARCH

You are a member of the state body that organises social research in Boldovia.

From your information you believe that:

- Approximately one Boldovian in 10 is a lesbian or a gay man – figures that reflect international statistics.

- Children suffer no harm from having a lesbian or gay parent.
- The current high rate of suicide among lesbians and gay men would be reduced if homosexuality were decriminalised.

ROLE CARD 6 BOLDOVIAN MEDICAL ASSOCIATION

The Boldovian Medical Association represents the doctors of Boldovia.

- Health care and health education should reach as much of the population as possible.
- It is impossible effectively to teach safe sex and HIV prevention without acknowledging the reality

of sexual diversity, and the widespread practice of same-sex relationships in Boldovia.

- More people would be tested for HIV infection if lesbian, gay and bisexual relationships were not illegal.

ROLE CARD 7 BOLDOVIAN CAMPAIGN FOR LESBIAN, GAY AND BISEXUAL EQUALITY

- You are members of the recently formed Boldovian Campaign for Lesbian, Gay and Bisexual Equality.
- Some of your members are prominent Boldovian lesbians and gay men. You have gathered international support for your campaign for equal status and rights for lesbian, gay and bisexual

people. The main points of your campaign are:

- Lesbian, gay and bisexual people should be full citizens with equal protection under the law.
- All laws against homosexual acts among consenting adults and against the promotion of homosexuality should be abolished.

ROLE CARD 8 AMNESTY INTERNATIONAL (AI)

You represent an international human rights organisation. AI maintains that it is a violation of human rights to imprison people on the grounds of their sexual or gender identity. You are therefore demanding that: Section 8 be repealed and

homosexuality be decriminalised in Boldovia. All persons imprisoned because of consensual relations with a partner of the same sex should be released immediately.

LESSON 7

Taking action

AIM A short film and a case study inspire students with ideas for campaigning. This lesson can be used to introduce a cross-curricular project giving students a real-life context to gain writing, media, critical thinking and group-work skills necessary for campaigning. It also can be used as an extra-curricular session to start or inspire an Amnesty Youth group.

YOU'LL NEED

- **PowerPoint** Taking action
- **Resource Sheet 1** Universal Declaration of Human Rights summary version
- **Teacher notes** Background to UDHR
- **Film** *I Talk Out Loud* (vimeo.com/29140974, 9 minutes)
- A2 sheets of paper and coloured pens

LEARNING OBJECTIVES

- To understand and carry out action to promote human rights
- To identify topical issues where human rights are under threat
- To organise or join campaigns for those deprived of freedoms and rights

STARTER 10 minutes

Students consider whether their actions can make a difference to the world.

- Using slide 2 as a prompt if you wish, ask students to choose a number from 1-10 depending on how much they agree with the statement 'I don't think my actions or opinions are really going to make a difference to the world.' (1 is strongly disagree and 10 is strongly agree).
- Discuss students' opinions as a class.
- Ask students to choose a number for a second statement, 'When I care about an issue I want to speak up or do something to make a change.' Discuss opinions.
- Explain that you are going to look at how young people can express their opinions and take action for human rights.

MAIN ACTIVITY 1 25 minutes

Students consider a case where human rights are under threat and come up with their own campaigning ideas.

- Introduce students to the case of Sakineh Mohameddi Ashtiani, using slide 3.
- Hand out copies of Resource Sheet 1 Universal Declaration of Human Rights summary version and ask students to identify which rights are violated by stoning someone to death. Discuss. Refer to the Teacher notes on the UDHR to give students more information.
- Show the class the film *I Talk Out Loud* about a group of students taking action for Sakineh Mohameddi Ashtiani. The film is nine minutes long so there may only be time to show a section of the film.



Sakineh Mohameddi Ashtiani © Private



- After the film ask students in small groups to discuss responses to the questions on slide 4. Feed back ideas to the class.
- Show slide 5. Reveal that Sakineh's sentence was commuted and she was freed in 2014 after nine years on death row.

MAIN ACTIVITY 2 20 minutes

- In small groups ask students to imagine they are a team of campaigners and activists. Give out paper and pens. Ask them to make a list of ten things they could do to save Sakineh from stoning. Encourage them to think as widely as possible (possible suggestions: letter writing/petition/school assembly/organise a demonstration/put on a play/make a film/get in the press/see their MP/visit the Iranian Embassy).
- Now ask students to write down next to each idea the skills and resources they would need to carry them out. Students should tick off the things they can do easily and circle the things that would be more difficult.
- Ask each group to pick one thing they could do easily and one thing that would be a big challenge taking much more work.
- Ask each group to present their ideas to the class.
- To work on a real life case, see amnesty.org.uk/jua

PLENARY 5 minutes

- Ask students to think again about the two statements they considered at the start of the lesson ('I don't think my actions or opinions are really going to make a difference to the world' and 'When I care about an issue I want to speak up or do something to make a change').
- Have any students changed their position? Discuss why.
- Explain that people who take action can make a difference. Take more examples of success from amnesty.org.uk/issues/good-news
- Find out how to start a youth group at your school at amnesty.org.uk/talkoutloud

LESSON 7: Resource 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 to 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 version of the Universal Declaration of Human Rights has been simplified by Amnesty International UK and is especially useful for younger people. For the full version of the Declaration see [amnesty.org.uk/universal](https://www.amnesty.org.uk/universal)

LESSON 7: Teacher notes

Background to UDHR

WHAT ARE HUMAN RIGHTS?

Human rights are what every human being needs to live a healthy and fulfilled life and to participate fully in society. They are entitlements – you have them just because you are human.

Human rights are:

- universal – they apply to everyone equally
- inalienable – they cannot be taken away from people
- indivisible – they are all connected: failure to protect one right can lead to abuse of other rights, just as taking action to fulfil one right can lead to the fulfilment of other rights

Human rights are underpinned by a set of common values that have been prevalent in societies, civilisations and religions throughout history, such as fairness, respect, equality, dignity and autonomy.

WHAT IS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

Atrocities committed by states during the Second World War, and in particular the appalling abuses of the Holocaust, led the newly formed United Nations to establish a Human Rights Commission in 1947. A group of government leaders came together, chaired by Eleanor Roosevelt, to draft a new document in an attempt to prevent such human rights abuses from happening again. The vision of these leaders was not only influenced by events in Europe; other world events such as the assassination of Gandhi in India and the beginning of apartheid in South Africa were also at the forefront of their minds.

The resulting document, the Universal Declaration of Human Rights (UDHR), was adopted by the countries of the UN in 1948 and it remains the most famous and most important of all human rights frameworks in the world. The preamble recognises a universal entitlement to rights for all humans, and sets the aim of contributing towards freedom, justice and peace in the world. Human rights are defined in the subsequent 30 articles.

The UDHR is not legally binding for countries, but it has formed the basis of a range of treaties that are legally binding, such as the Convention on the Rights of the Child, and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment. Regional groups of countries and individual states have incorporated these human rights into their own treaties, such as the European Convention on Human Rights and the UK Human Rights Act.