



Amnesty International

PUTTING HUMAN RIGHTS ON THE MAP

HUMAN RIGHTS IN THE CURRICULUM

A human rights resource for teachers of KS2-3 Geography, Citizenship and related subjects

BACKGROUND

Human rights violations and triumphs are universal: they happen not only 'out there' in far-flung countries, but also in the local community. There are many times in the course of everyday life in the United Kingdom when people act in ways which show rights in action: when debating and publicly criticising policies made by national or local government; when worshipping in the religious building of their choice or choosing not to worship at all; when joining a trade union; when choosing to travel overseas or to other parts of our own country. To be able to recognise the amenities that enable people to use these rights, to locate them on a map and to evaluate which amenities and rights are a priority for local communities, are key skills in mapping human rights.

This resource asks students to identify and locate amenities that make it possible for people to exercise their rights, and to explore controversies arising from conflicting rights.

www.amnesty.org.uk/education

PROTECT THE HUMAN

PUTTING HUMAN RIGHTS ON THE MAP



Where after all do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any map of the world. Yet they are the world of the individual person: The neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt, Remarks at the United Nations, 1953

About this resource

This resource contains four different activities on mapping human rights in the local community. Each activity includes Teacher's Notes to guide you through the activities. The activities can be taught sequentially as part of a scheme of work on 'mapping human rights' in Geography lessons, fulfilling cross-curricular Citizenship requirements. The activities can also be used individually, adding a human rights dimension to any Geography course on mapping skills or adding a Geographical dimension to any Citizenship lesson on human rights.

This resource is part of Amnesty International's **Human Rights in the Curriculum** series, raising awareness of human rights issues through curriculum-linked lessons and resources. Full curriculum links for this resource are provided at the end of the document. For more free resources see www.amnesty.org.uk/education

Source: Most of these materials were developed from a project to introduce human rights into the secondary Geography Curriculum initiated by the Education In Human Rights Network and funded by the Community Fund. The project was directed by Margot Brown, Centre for Global Education, York St John, York YO3 17EX, with the help of secondary geography teachers in Yorkshire.



ACTIVITY 1

RIGHT UP YOUR STREET

What the activity is about

This activity is designed to encourage children and young people to investigate and understand human rights. Students examine a scene of everyday life. Through discussion and research, they familiarise themselves with human rights as set out in the Universal Declaration of Human Rights and their meaning in a local situation.



What you will need

For the teacher

- An overhead transparency or PowerPoint image of the *Right Up Your Street* picture (from teaching resources on www.amnesty.org.uk/education).

For each group of 4 or 5 students

- An A3 or A4 copy of the picture *Right up your Street*
- Coloured stickers or cut up post-it notes
- A copy of the simplified Universal Declaration of Human Rights (see page 7)
- A copy of the *Right Up Your Street* Chart (see page 6)

What to do

Introduction

- Show the picture *Right Up Your Street* to the class
- Tell the students that they are about to become human rights detectives
- Ask what they notice in the picture

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ACTIVITY 1 contd

- Ask where in the world they think this (imaginary) street might be
- Do they notice anything in this picture that they would never see on a street in this country?

Explain that this is a picture about human rights. In the picture some people are enjoying their rights, some are demanding their rights and some people are not having their rights respected.

Get students to look very carefully at:

The scene outside the sweetshop. What is happening here? Is this about to become a miscarriage of justice?

The scene by the bus stop. What sort of people might the family by the bus stop be?

What human rights are involved here? (Look at the Universal Declaration of Human Rights.)

Group work

Now give out the materials and the *Right Up Your Street* picture to groups.

Students examine the picture for scenes of human rights being:

i) **demanded** , ii) **enjoyed** or iii) **denied**.

They mark each human rights situation that they find with a coloured sticker. In the middle of the sticker they write a letter of the alphabet for each right detected.

They write the same letter in the relevant column of the *Right Up Your Street* chart.

They look through their copy of the Universal Declaration of Human Rights and see if they can find an article matching this situation. What right is involved here? They write the number of the article next to the corresponding alphabet letter on the chart.

Each group should try to detect **10** different rights situations in the picture.

Group discussion

- Can students identify any human rights issues they can see in the picture that are not mentioned in the Universal Declaration of Human Rights?
- Do any of the rights in the Universal Declaration only apply to particular groups of people?
- A number of structures and buildings are shown in the picture (for example the public telephone, the town hall, the sweetshop and the mosque). These are amenities that provide services to the community. Which amenities can groups identify?
- Which of these amenities can be linked to rights? Which are 'luxuries'?
- Could somebody's right to use any of these amenities conflict with other people's rights?
- Do all people have access to the same amenities wherever they live? If not, why not?

Source: Activity developed by Dan Jones, Nancy Flowers and Ian Pearce for Amnesty International.
Picture by Dan Jones 2006



ACTIVITY 1

RIGHT UP YOUR STREET TEACHER'S ANSWER SHEET

Some scenes from the picture are listed below, matching the scene to the human right involved.

Rights demanded	Scene	UDHR Article
Right to a home	Homeless man	25
Workers' rights	The union demonstration	23
Women's rights	Women with placard	2

Rights exercised	Scene	Article
Right to peaceful assembly	The march in the street	20
Right to freedom of expression	The soap box speaker	19
Right to freedom of thought, conscience and religion	The group in the foreground. The different places of worship	18
Right to health	Neighbourhood health centre	25
Right to equal treatment	Wheelchair	2

Rights denied	Scene	Article
No one shall be subjected to cruel, inhuman or degrading treatment or punishment	The chain gang The child being beaten	5
Right to presumption of innocence	Child accused of stealing sweets	11

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

(An abbreviated version for children and young people, by Amnesty International UK)



- 1 We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2 These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.
- 3 We all have the right to life, and to live in freedom and safety.
- 4 Nobody has any right to make us a slave. We cannot make anyone else our slave.
- 5 Nobody has any right to hurt us or to torture us.
- 6 We all have the same right to use the law.
- 7 The law is the same for everyone. It must treat us all fairly.
- 8 We can all ask for the law to help us when we are not treated fairly.
- 9 Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
- 10 If we are put on trial, this should be in public. Those 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 that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.
- 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 very 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 want.
- 19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.
- 20 We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21 We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.
- 22 We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.
- 23 Every grown-up has the right to a job, to get a fair wage for their work, and to join a trade union.
- 24 We all have the right to rest from work and relax.
- 25 We all have the right to a good life, with enough food, clothing, housing, and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.
- 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. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.
- 27 We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
- 28 We have a right to peace and 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.

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ACTIVITY 2

COMMUNITY NEEDS DIAMOND RANKING

What the activity is about

This activity looks at the needs and wants of a community and explores people's values and attitudes to the development of local services. Students express their opinions and clarify their thinking as they discuss, negotiate, take account of another's perspective and make decisions about community needs, law and order, and public services. Issues that can arise from this activity include personal preferences versus community benefits, diversity within communities, and the difference between the needs and wants of different sections of the population. Many of the skills and issues covered here are also crucial to citizenship education, eg decision-making, negotiating, taking responsibility and understanding the needs of others.

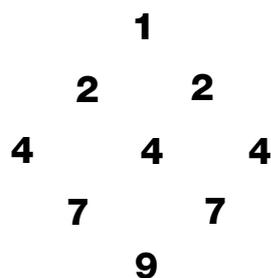
What you will need

For each group of students

- A set of 12 cards, 10 naming some different amenities in a town and two blank cards, all stored in an envelope
- A3 sheet
- Glue stick or alternative
- A copy of the Universal Declaration of Human Rights (UDHR)

What to do

Ask each pair of students to fill in another amenity in each of the blank cards. Now sort the 12 cards into nine **essential** and three **less essential**. Now rank the nine **essentials** in diamond formation.



The criterion for ranking is 'the most important amenity for the community'. This is placed at the top, the two second most important are placed next, and so on. The groups are asked to reach agreement on where the cards are placed. When the groups have completed their ranking they should stick their diamond onto an A3 sheet, which is displayed to the class. A spokesperson for each group can explain and justify the group's priorities to the class.

Can the class negotiate a consensus on the most and least important amenities? Is the most important amenity accessible and useful to all members of the community? Which amenities can be linked to specific rights in the UDHR? Are any of these rights in conflict with each other?

**COMMUNITY NEEDS DIAMOND RANKING
AMENITY CARDS**



Shops	Telephone box
Health centre	School
Police station	Leisure centre
Place of worship	Petrol station
Bottle bank	Post office

Source: Activity developed by Margot Brown, Centre for Global Education, York St John College, York

ACTIVITY 3



NOT IN MY BACKYARD

What the activity is about

This activity about changes in land use heightens student awareness of the ‘not-in-my-back-yard’ (NIMBY) syndrome. It highlights questions about amenities that can generate controversy. It focuses on environmental issues and moral rights. It has strong links with citizenship in the community. Some suspension of belief is required in this exercise: you will need to point out to students that in reality it would be highly unlikely that all of these land uses (including the development of a landfill site and a nuclear power station) would be taking place down their street at the same time!

What you will need

- For each student, ‘NIMBY’ worksheet (see below)
- A copy of the Universal Declaration of Human Rights (UDHR)

What to do

Ask students to imagine that there is a proposal to locate each of the amenities listed on the street where they live. Ask them to fill in the first column of their sheet with personal reactions according to the following scale:

5 = Highly desirable in my street

4 = Desirable

3 = Don’t mind one way or the other

2 = Undesirable

1 = Highly undesirable in my street

What changes may result from the location of any of these amenities in their street – for example:

- changes in visual appearances
- changes in the way people travel
- changes in traffic volume
- changes in the population of the neighbourhood
- changes to the quality of air and water
- changes in the amount of noise

After discussion students can record their reactions to the same amenities being located in each of the other columns.

Now ask students to circle each of the amenities that they have scored with a 2 or 1 in their own street. Working with a partner, students discuss what possible courses of action they could follow to stop the development of these amenities in their community.

These might include:

- writing to a local MP or Councillor
- leafleting the neighbourhood
- objecting to a planning application
- arranging a public meeting or demonstration
- organising a petition
- other ideas

ACTIVITY 3 NOT IN MY BACKYARD contd

Do any of the amenities listed support people's rights? Which are these? What rights do they support? What responsibilities do people have who claim these rights? What conflicting rights can students find in this exercise, eg the video games arcade – Right to Leisure (UDHR Article 24) versus Right to Privacy (UDHR Article 12).

Follow-up

Many local areas experience problems with 'new' amenities such as new roads or buildings. Students can investigate a local issue from the perspective of rights and responsibilities, using material from local papers.

This activity could also be set within a global context investigating, for example, toxic waste dumping; nuclear power stations; deforestation for ranching; safari parks; oil terminals; chemical plants and others.

Source: Developed by Margot Brown of the Centre for Global Education and Amnesty International UK from ideas in *Studies of Society and Environment*, Issue 3/98, Melbourne, Australia and 'Green Mapping' in *Green Teacher*, Issue 58 Summer 1999 Toronto, Ontario, Canada.



ACTIVITY 3

**NOT IN MY BACKYARD
CHART**

	In your street	In a nearby street	In another neighbourhood
Bottle bank			
Small park			
All-night take-away café			
Landfill site			
Video games arcade			
Mosque			
Half-way house for those recovering from mental illness			
Pub with live music and a late weekend licence			
Health centre			
Nuclear power station			
Traveller site			
Measures to slow traffic			
After school activity club			



ACTIVITY 4

MAPPING HUMAN RIGHTS THE LOCAL COMMUNITY

What the activity is about

This activity encourages the use of mapping skills to identify access to rights in communities.

Stage 1 focuses on developing a **human rights map key symbol** using a sample map.

Stage 2 looks at human rights in the vicinity of your own school using a local map.

Stage 3 is a quiz that looks at simple grid referencing.

What you will need

For each group of four or five students, one copy of each of the following documents:

- The map of York (see Worksheet on page 16)
- An equivalent scale map for the area around your school
- A copy of the Universal Declaration of Human Rights (see below)
- Coloured sticky labels for making map keys
- Scissors

What to do

STAGE 1: York mapwork

- 1 Hand out the map of York and a copy of the UDHR.
- 2 Students try to match places on the map to human rights articles in the UDHR (eg **the Military Barracks** – the right to work, **Article 23. The racecourse** – the right to leisure, **Article 24**).
- 3 Each group then devises a map key symbol for each human rights site they find. The key symbol must be very simple and must effectively represent the right identified (eg **an open book** might signify the right to education, **Article 26**).

The students reduce each design to no more than 2cm in diameter. They then draw, trace or photocopy it on to a 2cm square or circle of coloured sticky-backed paper.

The students write the number of the relevant UDHR article at the bottom of each map key symbol. (Key symbols should be 'neutral' and not belong to any particular group, eg not a cross as a symbol for places of worship) Students can make as many copies of the key symbols as necessary.

- 4 As a final task, group members stick their map key symbols in appropriate places on the map and make a human rights key for their map.



ACTIVITY 4 THE LOCAL COMMUNITY contd

STAGE 2: Mapwork in your area

Give out the map of the area around your school (or chosen local area). Ask groups to mark the local 'human rights locations' using the key that they have devised for the map of York.

- Which articles can they identify? Which are missing?
- Why might this be?
- Are there any rights in conflict here?

Amenities like libraries, schools, cinemas and leisure centres are theoretically open to all but in practice not everyone may have access to them. Are the public buildings in your local area accessible to:

- wheelchair users?
- people with impaired hearing/sight?
- adults with small children in buggies?
- Is public transport in the area accessible to everyone?
- What other groups might have difficulty in getting their rights met locally?
- Are their rights being denied because of physical features, or because they are not made to feel welcome?

Optional activities

Ask students to devise a questionnaire to find out how people in the community feel about their area from a rights perspective. They can carry out a field study and record their findings.

Who would students contact to request changes to meet the rights of all members of the community? Ask them to write a letter explaining the problem and asking for the changes they think should be made.

STAGE 3: Map reference quiz

The teacher calls out a Map Reference and the number of a UDHR article and asks for the first student to connect them (eg **J 12 Article 18**, York Minster the **Right to Belief**).

Groups can also make quiz questions for each other: give a grid reference, eg **15 H** and ask 'What article and what right is this?'

Follow-up

Locality maps are a common feature of teaching packs on economically developing countries. This mapping activity can be adapted to look at the rights of communities overseas.

Sources: Developed from ideas in *Studies of Society and Environment*, Issue 3/98, Melbourne, Australia and 'Green Mapping' in *Green Teacher*, Issue 58 Summer 1999, Toronto, Ontario, Canada.

ACTIVITY 4



MAPPING HUMAN RIGHTS TEACHER'S CRIB

Article 13

(Right to freedom of movement)

Transport services H13

Article 13

(Right to freedom of movement)

Houses (everywhere)

Shops K13

Farmland J18, M17

Article 18

(Freedom of religion)

Places of worship H11, H13, H14, H15, J11, J12, J13, J17, K12, K13, K14, K18

Article 19

(Right to receive or express opinion, right to information)

Post office J13, H13, L17

Information centre H13

Libraries J12

Article 20

(Right to peaceful assembly)

Assembly Rooms J12

Article 21

(Right to public service and democracy)

The Guildhall J12

Army barracks K16, L16

Article 23

(Right to employment)

University of York H12, M16, N16

Schools H12

Post office J13, H13, L11, L17

Army K16, L16

Article 24

(Right to rest and leisure)

Museums K12, K14, H14, H12

Gallery J12, J13

Golf course N18

Rowntree Park J15

Bootham Park H11, J11

Racecourse G17

Shops K13

Theatre J12, J13, K11

Hotel K14

Sports facilities H11

Playing field H11, H12

Article 25

(Right to health, decent standard of living)

Hospitals J11, J12, M15

Accident and emergency J10

Ambulance station K13

Fire station J14

Article 26

(Right to Education)

University of York M16, N16

Primary schools H14, H16, L14, L18,

K12, M11, M12

Secondary schools H15, J12

Article 27

(Right to culture and the arts)

Museums K14, H14, H12

Library J12

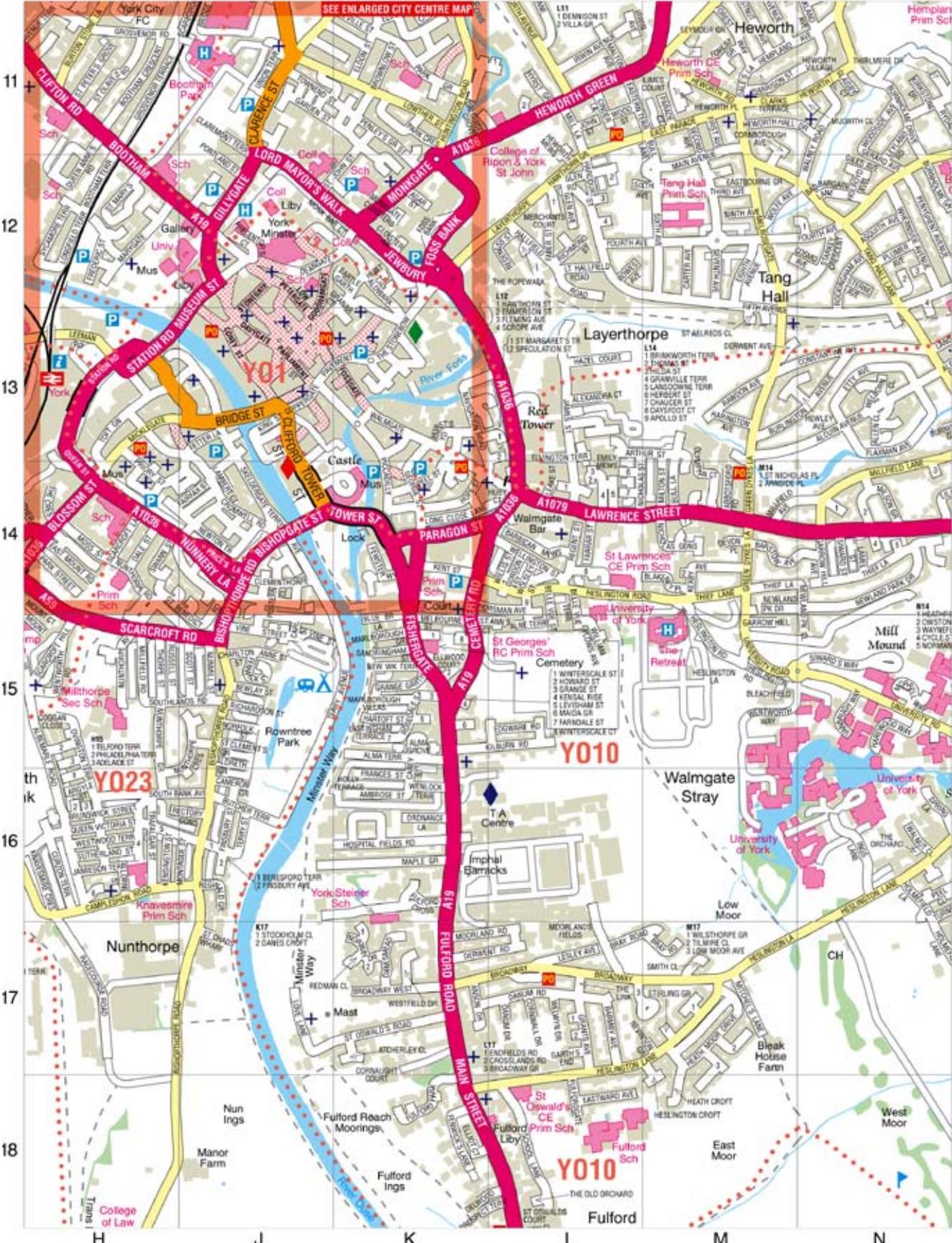
Art galleries J12

Centre for Early Music K13

ACTIVITY 4



MAP OF YORK



Map © Philip's 2006, © Crown copyright 2006

CURRICULUM LINKS



England

KS2 Geography

1 Geographical enquiry and skills

In undertaking geographical enquiry, pupils should

- 1a. be taught to ask geographical questions
- 1b. be taught to collect and record evidence
- 1d. be taught to: identify and explain different views that people, including themselves, hold about topical geographical issues

2 In developing geographical skills pupils should be taught:

- 2a. To use appropriate geographical vocabulary
- 2c. To use atlases and globes, and maps and plans at a range of scales
- 2d. To use secondary sources of information, including aerial photographs
- 2g. Decision-making skills

3 Knowledge and understanding of places

Pupils should be taught

- 3a. to identify and describe what places are like
- 3c. to describe where places are

7 In their study of countries and themes, pupils should:

- 7a. Study at a range of scales-local, regional and national
- 7c. Carry out fieldwork investigations outside the classroom.

KS3 Geography

1 Geographical enquiry and skills

In undertaking geographical enquiry pupils should be taught

- 1a. to ask geographical questions
- 1c. to collect, record and present evidence
- 1e. to appreciate how people's values and attitudes, including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues.

2 In developing geographical skills pupils should be taught:

- 2a. To use an extended geographical vocabulary
- 2c. To use atlases and globes and maps and plans at a range of scales
- 2e. To draw maps and plans at a range of scales, using symbols, keys and scales and to select and use appropriate graphical techniques to present evidence on maps and
- 2g. Decision-making skills

4 Knowledge and understanding of patterns and processes

- 4a. Pupils should be taught to describe and explain patterns of physical and human features and relate these to the character of places and environments

6 Pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes

- 6g i) the changing characteristics of settlements, including the reasons for the location, growth and nature of individual settlements
- 6g ii) skills and understanding through the study of two countries and 10 themes: the changing characteristics of settlements, including how and why the provision of goods and services in settlements varies
- 6g iv) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes: the changing characteristics of settlements, including patterns and changes in urban and land use

7 In their studies of countries and themes pupils should:

- 7a. Study at a range of scales – local, regional, national, international and global.

CURRICULUM LINKS contd**Northern Ireland**

Curriculum links relate to the current guidelines for the Revised Curriculum for NI

KS2 The World Around Us

- Developing an awareness of aspects of the environment
- Analyse and use secondary sources such as maps
- Use resources such as maps to identify and describe places and environments investigated.

Strand 1: The Way We Live

- Study a range of places
- The effects of a lack of basic resources on a place and people's lives
- How we might act on a local or global issue

KS3 Environment and Society Learning Area: Geography Strand

Develop knowledge, understanding and skills:

- Develop geographical skills and concepts
- Enquiry skills, eg drawing conclusions relating to secondary resources
- Critical thinking skills to make informed decisions.
- Develop a sense of place through the study of issues of topical significance, in order to develop an understanding of: the ways in which places are interdependent; the need for social and economic change to be sustainable

Objective 1: Developing pupils as individuals

Personal understanding: Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global

Objective 2: Developing pupils as contributors to society

Citizenship: Explore how we can play a role in helping to promote a fairer world for all
Ethical awareness: Research and debate ethical issues in geography

KS3 Learning for Life and Work: Local and Global Citizenship Strand**Human Rights and Social Responsibility**

Young people should have opportunities to:

- Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.
- Investigate key human rights principles as outlined in the Universal Declaration of Human Rights.
- Investigate the principles of social responsibility and the role of individuals, society and government in promoting these.



CURRICULUM LINKS contd

Scotland

Curriculum links relate to the current guidelines for the new Curriculum for Excellence.

Environmental Studies:

People and place

Using maps: Level C: Describe the main features of different types of maps

Conflict and decision making in society, Level E: For an economic development, describe the main social impact on the local area

People in society

People and needs in society strand. Level C-E: Suggest/identify the ways in which individuals/local/national agencies can help meet societies' needs.

Rules, rights and responsibilities in society strand. Level D-E: Suggest some of the rights and responsibilities of citizens in a democracy; describe some main factors in selected human rights issues.

The activity supports the development of students as:

Successful learners able to:

- learn independently and as part of a group
- make reasoned evaluations

Responsible citizens able to:

- make informed choices and decisions
- develop informed, ethical views of complex issues.

Effective contributors

- communicate in different ways and in different settings
- solve problems.

Wales

KS2 Geography

1. Geographical Enquiry and Skills

When studying places and environments, pupils should be given opportunities to:

- 1: Observe and ask questions about geographical features and issues
- 2: Collect, record and present evidence to answer questions
- 3: Analyse evidence, draw conclusions or opinions and communicate findings in an appropriate way

3 Theme

- 4: Begin formulating ideas and opinions about geographical issues and events

KS3 Geography

1. Geographical Enquiry and Skills

- 3: analyse and evaluate the evidence, draw conclusions and communicate findings, ideas and information in an appropriate way
- 7: Use maps at a variety of scales
- 10: Use problem solving and decision making to address geographical issues