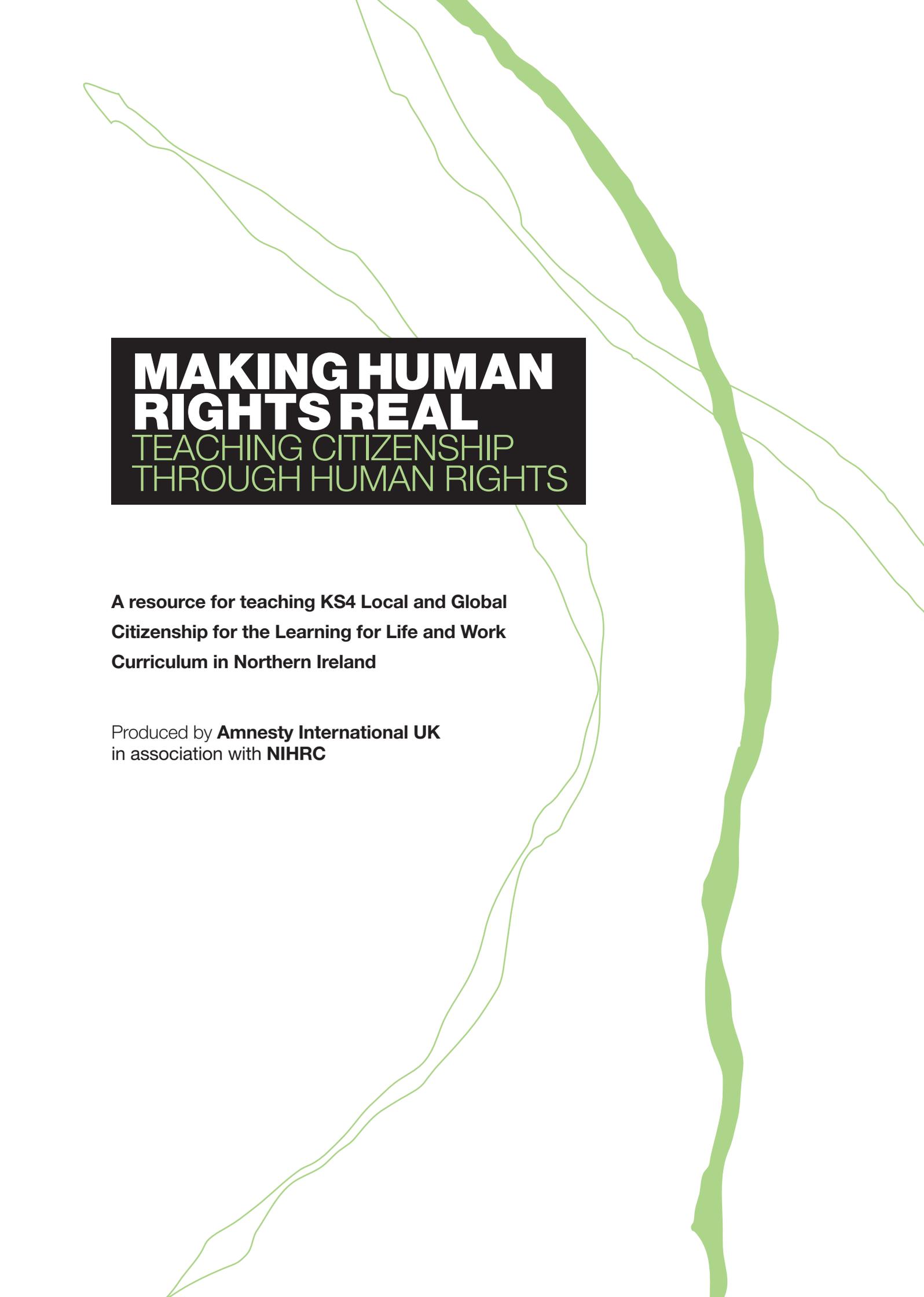


MAKING HUMAN RIGHTS REAL

TEACHING CITIZENSHIP THROUGH HUMAN RIGHTS

A resource for teaching KS4 Local and Global
Citizenship for the Learning for Life and Work
Curriculum in Northern Ireland

Produced by **Amnesty International**
in association with **NIHRC**



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Acknowledgements

This teaching resource was written by Lesley McEvoy, Lecturer in Education (Coordinator of the Social Science and Citizenship PGCE), School of Education, Queen's University, Belfast. The resource was commissioned and edited by Amnesty International UK and co-funded by Amnesty and the Northern Ireland Human Rights Commission.

The concept of 'Teaching Citizenship through human rights' was inspired by the book *Right Here, Right Now*, a resource for KS3 Citizenship teachers in England (Crown Copyright 2008). *Right Here, Right Now* was part of the 'Human rights in schools' partnership project led by the Ministry of Justice (MoJ) and the British Institute of Human Rights, and involving Amnesty International UK and the Department for Children, Schools and Families (DCSF).

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FOREWORD

This comprehensive and creative manual produced by Amnesty International UK is an excellent and welcome resource that will be of practical value to those teaching Local and Global Citizenship in post-primary education. It will assist young people and teachers to develop their understanding of the importance of safeguarding individual and collective rights in order to ensure that everyone in our society is treated fairly.

It aims to encourage an exploration of the fundamental concepts and principles of human rights and recommends methodologies for facilitating discussions on controversial issues. Useful background information is provided and 15 teaching topics are complemented by step-by-step instructions and accessible materials. The manual explores the origin and nature of rights, their protection in international and domestic law, and their promotion through social justice, democratic participation and equality. I am particularly happy to see that these resources will help empower young people to contribute to the ongoing debate on human rights protections for Northern Ireland.

Students and teachers are also afforded an opportunity, through working with this material, to develop the practical experience of engaging in a rights-based action project and to make human rights a part of their daily lives. Lesley McEvoy works in education and what she has written here is applicable to the challenges teachers face in educating young people and helping them develop as individuals.

The Northern Ireland Human Rights Commission is committed to ‘education in all its forms directed towards the promotion of human rights, equality, dignity of the person, respect for diversity and tolerance.’ This timely publication will help guarantee that young people in schools become fully engaged in considering the meaning of this commitment and its impact upon them as members of a diverse society.

Professor Monica McWilliams
Chief Commissioner
Northern Ireland Human Rights Commission



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MAKING HUMAN RIGHTS REAL

Introduction

Using this resource

This resource is intended to facilitate effective teaching and learning of Key Stage 4 (KS4) Local and Global Citizenship in Northern Ireland through a human rights approach.

This resource contains:

- step-by-step lesson plans on 15 topics;
- resource and work sheets for photocopying;
- background information on human rights;
- an overview of the pedagogy that underpins the topics.

The resource aims to provide:

- a comprehensive pathway through the key concepts of human rights and the core knowledge required to understand how human rights are protected and promoted at a global, regional, national and local level;
- an overview of how human rights treaties protect the human rights of people living in Northern Ireland;
- a range of active learning methodologies to enhance and develop students' key skills;
- opportunities for critical reflection on a range of issues and opportunities for students to take action on issues in their local and global community;
- an awareness and appreciation of the values underpinning human rights treaties.

Local and Global Citizenship curriculum links

The topics in this resource fulfil the statutory requirements for this aspect of the curriculum by taking a human rights based approach to the four key themes underpinning Local and Global Citizenship:

- Human rights and social responsibility
- Diversity and inclusion
- Equality and social justice
- Democracy and active participation

The themes have informed the following statements of minimum requirement which outline the statutory curriculum for Local and Global Citizenship.

Students should be able to:

- respond to the specific challenges and

- opportunities which diversity and inclusion present in Northern Ireland and the wider world;
- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop their understanding of how to participate in a range of democratic processes;
- develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;
- develop awareness of the role of non-governmental organisations.

In the non-statutory curriculum guidance for KS4 Local and Global Citizenship 'Human rights and social responsibility' is identified as 'the core theme for local and global citizenship'. As such, it can be used as a 'lens' through which the other three themes are explored. The guidance explains the statements of minimum requirement, and indicates that students are required to have a sound understanding of the principles of human rights, knowledge of key human rights documents and the ability to apply these ideas to local and global contexts.

For more information on the KS4 curriculum, including the non-statutory guidance materials, see www.nicurriculum.org.uk

This statutory curriculum has also been used as the basis for the Local and Global Citizenship component of the optional GCSE 'Learning for Life and Work'. For more information on the requirements of the GCSE, see www.ccea.org.uk

The Module overview and curriculum links table (page 9-16) shows how the lesson activities support the statutory requirements of Local and Global Citizenship at KS4 and also the Local and Global Citizenship component of the 'Learning for Life and Work' GCSE.

Local and global issues

Topic activities have been designed to help students understand how international, regional and national human rights treaties protect

the human rights of people living in Northern Ireland. Most of the activities focus on human rights issues in a local context. However, Topics 1 to 5, 8 and 13 provide opportunities for exploration of human rights issues in global contexts.

For further resources supporting the global dimension, enabling students to consider international human rights issues see:

- www.amnesty.org.uk/education
- www.globaldimensioninschools.org
- www.hrea.org
- www.un.org/cyberschoolbus
- www.bigpic.biz

Continuity and progression from Key Stage 3

The activities in this resource have been designed to introduce students to the central concepts of human rights and to apply these to other citizenship issues. Students do not need any prior ‘human rights’ or ‘citizenship’ knowledge. However, because it is anticipated that students may have completed a Key Stage 3 (KS3) course in Local and Global Citizenship, the lessons are designed to approach these ideas from new angles and to extend student understanding of core citizenship issues from a human rights perspective. The Progression section of the Module overview and curriculum links table (page 9-16) outlines how the topic plans facilitate progress from KS3 to KS4. The anticipated knowledge and understanding of human rights from KS3 is based on the statements of minimum requirement in the statutory curriculum, and how these have been interpreted in a number of curriculum resources developed to support Local and Global Citizenship at KS3:

Local and Global Citizenship: a resource for post-primary schools (CCEA/ELB)

Bill of Rights in Schools (BORIS): a resource for post-primary schools (NIHRC)

KS3 Learning for Life and Work, Books 1, 2 and 3 (Hodder, Northern Ireland)

Pedagogy

The activities in this resource are underpinned by human rights education pedagogy. This is an approach to education that prioritises:

- Learning *about* human rights – learning that enables understanding of human rights concepts, laws and issues.
- Learning *through* human rights – learning in an environment where respect for core values and for the right of all young people to participate is central.
- Learning *for* human rights – learning that provides students with the opportunity to take action to protect and promote human rights.

For more information on Human Rights Education, including useful guidance on teaching controversial issues, see p166.

Differentiation

A range of methodologies is used throughout the resource to cater for differences in ability and in preferred learning styles: acknowledging difference in how students learn and how they express what they have learned increases the likelihood that each student will meet the learning objectives for the lesson. Further opportunities for differentiation are identified in the resource. We also encourage teachers to adapt the resource as appropriate to suit the ability and needs of their students. Some teachers may also find it appropriate to adapt activities from this resource for KS3 and Post 16 Citizenship.

Assessment opportunities

This resource encourages the use of Assessment for Learning strategies, using assessment to raise rather than simply measure student achievement. Throughout the topics students are encouraged to use the self-assessment grid. This provides an opportunity for students to assess their own learning against the lesson objectives and to reflect on how they can develop further. Opportunities for peer assessment are also included in this resource. Assessment for Learning techniques such as these are important ways of demonstrating respect for each student’s right to participate in and influence his or her education (see Learning through human rights, p166).

Teacher-led assessment can also be devised around the activities in this resource. Group discussions and presentations provide opportunities for informal assessment, allowing the teacher to ascertain student understanding of key concepts and issues. Teachers are encouraged to give feedback during the *process* of an activity rather than just on the end product. In each topic students are also asked to do a written exercise or to record information onto a worksheet. This offers teachers a further opportunity to assess levels of understanding and the extent to which the learning objectives have been met. Teachers might want to consider offering comments only rather than grades, as in line with Assessment for Learning pedagogy.

Suggestions for mid-unit and end of unit summative assessments, are suggested below.

Topic 5: The research activity in this topic includes an opportunity for peer and self-assessment as a mid-unit summative assessment. Encourage students to set their own criteria for assessment in line with the lesson objectives.

Topic 10: The documentary style role-play produced by each group could be used to generate an assessment.

Topic 15: The action project can be used as an end of unit assessment. It allows students to demonstrate their *knowledge and understanding* of human rights, the *skills* they have developed and their awareness of the *values* that underpin human rights treaties.

Topics 10 and 15: you could either generate your own criteria by which to assess the final product or create an opportunity for peer and self-assessment using the approach taken in Topic 5.

For information on Assessment for Learning in the Northern Ireland Curriculum, see www.nicurriculum.org.uk/assessment_for_learning/

Using the lesson plans to develop your own curriculum

The topics in the resource have been designed to flow as a complete unit of work, but can easily be adapted to suit your own curriculum needs. For example, your students may have developed a solid understanding of human rights at KS3 and you may wish to focus on the application of human rights to particular issues at KS4 or to develop a human rights based action project. Or, you may wish to select topics from this resource to supplement or complement other human rights resources. The table on the next page indicates how the topics could be developed into smaller units of work and incorporated into your curriculum for Local and Global Citizenship.

Suggested curriculum units

A basic introductory unit of work on human rights covering definitions, the UDHR and the role of individuals, society and government in developing a human rights culture	Topic 1, 3, 4, 14
A unit of work on international human rights standards and treaties	Topic 1 or 2, 3, 4, 5, 6, 7
A short unit of work to develop student understanding of human rights discourse if they are already familiar with human rights treaties	Topic 1, 2, 4, 14
A focused unit of work on human rights in the UK and Northern Ireland	Topic 1, 6, 8, 9, 10
A unit of work applying human rights to Northern Ireland citizenship issues	Topic 10, 11, 12, 13, 14
A unit of work preparing students to take action on a human rights issue in their community	Topic 1, 5, 6, 9, 14, 15
'Stand-alone' activities to use at the end of your own units of work on diversity, equality, social justice and democracy	Topic 10, 11, 12, 13

Module overview and curriculum links

Topic 1 What are human rights?

Learning objectives

Students should be able to:

- compare, contrast and classify a range of definitions of 'human rights';
- understand that human rights are about preserving human dignity and preventing the abuse of state power;
- compose a comprehensive definition of 'human rights'.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues.

Progression

At KS3 Students should be familiar with human rights as 'needs' rather than 'wants'. This may have been extended to the idea of human rights as 'entitlements'.

In this KS4 lesson Students' understanding of human rights 'discourse' is extended in the articulation of human rights as 'protecting human dignity' and 'preventing the abuse of state power'.

Topic 2 Are human rights a good idea?

Learning objectives

Students should be able to:

- give examples of historical figures who have contributed to the development of the idea of human rights;
- recall a range of issues associated with the struggle for human rights;
- explain how ideas connected with human rights (such as human dignity and preventing the abuse of power) have existed throughout history.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues.

Progression

At KS3 Students should be familiar with the origins of the Universal Declaration of Human Rights (UDHR) in the aftermath of World War II.

In this KS4 lesson Students' knowledge of the 'human rights story' to include pre-20th century notions of rights, dignity and accountability of government.

Topic 3 Origins and content of the UDHR

Learning objectives

Students should be able to:

- recall the events leading up to the writing of the UDHR and explain the terms 'universal' and 'declaration';
- give examples of the types of human rights protected by and the values underpinning the UDHR;
- explain the significance of the UDHR.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues.

Progression

At KS3 Students should be familiar with the origins of the UDHR, its basic contents and the values that underpin it.

In this KS4 lesson Students will become familiar with the preamble of the UDHR and the categories of human rights it contains, and evaluate its content from a range of perspectives. Through an awareness of the drafting process they should understand international human rights treaties as the result of compromise and therefore a 'floor' and not a 'ceiling' of human rights protection.

Topic 4 When human rights conflict

Learning objectives

Students should be able to:

- identify absolute and non-absolute rights;
- describe how human rights need to be balanced and limited;
- explain how human rights are indivisible.

Curriculum links

Pupils should be enabled to:

- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.

Progression

At KS3 Students should have explored examples of conflicting human rights, most likely in the context of the UN Convention on the Rights of the Child (UNCRC), and be familiar with the idea of human rights being limited and balanced.

In this KS4 lesson Students will extend their knowledge of the concepts surrounding human rights to include the idea of absolute rights and those that may be limited. They will also extend their human rights vocabulary to include the universality, inalienability and indivisibility of human rights.

Topic 5 Promises made: human rights treaties

Learning objectives

Students should be able to:

- describe the types of human rights protected by international human rights treaties;
- explain how the United Nations checks (monitors) how governments are keeping the promises they have made (complying with international treaties);
- assess how well their country (and other countries) are complying with international treaties.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues.

Progression

At KS3 Students should be aware of the following international human rights treaty: the UN Convention on the Rights of the Child and its contents. They should be aware that this treaty contains ‘promises made’ by government and also have some knowledge of how well these promises are being kept in local and global contexts. They will have limited understanding of how these treaties are monitored.

In this KS4 lesson Students will extend their knowledge to include a wide range of international human rights treaties including the international covenants arising from the UDHR. This will also include specific treaties to protect the rights of women and children, to prohibit torture and to prevent racial discrimination. Students will also become familiar with the role of the UN Committee in monitoring state compliance with these treaties.

Topic 6 Promises kept? Monitoring children’s rights

Learning objectives

Students should be able to:

- understand the UN’s role in monitoring how governments perform and carry out their promises under human rights treaties they have agreed to;
- understand the roles of NGOs in ensuring that governments are protecting human rights;
- develop a persuasive argument aimed at defending children’s rights.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues.

Progression

At KS3 Students should be aware of the following international human rights treaty: the UN Convention on the Rights of the Child and its contents. They should be aware that this treaty contains ‘promises made’ by government and also have some knowledge of how well these promises are being kept in local and global contexts. They will have limited understanding of how compliance with these treaties is monitored.

In this KS4 lesson Students will extend their knowledge and understanding of how compliance with the UNCRC is monitored. They will also become familiar with recent concluding observations of the UN Committee on the Rights of the Child on the state of children’s rights in the UK and Northern Ireland.

Topic 7 Protecting human rights in Europe

Learning objectives

Students should be able to:

- describe the human rights protected by the European Convention on Human Rights (ECHR);
- explain the impact of the ECHR on protection of human rights in Europe.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues.

Progression

At KS3 Most students will not have explored either the ECHR or its incorporation into domestic legislation as the Human Rights Act.

In this KS4 lesson Students will add to their understanding of human rights protection by developing an awareness of it at a regional and national level. They will become familiar with the contents of the ECHR, its significance and impact in Europe and the role of the European Court of Human Rights.

Topic 8 Protecting human rights in the UK

Learning objectives

Students should be able to:

- explain the role of the Human Rights Act in protecting human rights in the UK (and in particular in Northern Ireland);
- describe situations which may constitute a breach of the Human Rights Act;
- defend their view of the significance of the Human Rights Act.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.

Progression

At KS3 Most students will not have explored either the European Convention on Human Rights or its incorporation into domestic legislation as the Human Rights Act.

In this KS4 lesson Students will add to their understanding of human rights protection by developing an awareness of it at a regional and national level. They will explore the Human Rights Act, the rationale for its incorporation into domestic law and the function it serves.

Topic 9 Additional rights for Northern Ireland?

Learning objectives

Students should be able to:

- explain why many people think we need additional human rights protection in Northern Ireland;
- give examples of human rights not covered by the Human Rights Act which could be included in human rights law in Northern Ireland;
- evaluate which additional human rights are most relevant for society in Northern Ireland.

Curriculum links

Pupils should be enabled to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues;
- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.

Progression

At KS3 Some students will be aware of the proposed Bill of Rights for Northern Ireland and may have considered issues such as equality and poverty in the context of human rights.

In this KS4 lesson Students will consider how various countries have incorporated context-specific rights protections into their constitutions. Students will consider and justify which specific human rights warrant particular protection in Northern Ireland.

Topic 10 Human rights and diversity in Northern Ireland

Learning objectives

Students should be able to:

- describe the challenges and opportunities presented by an increasingly diverse society in Northern Ireland;
- articulate issues related to diversity in terms of human rights principles and key human rights treaties;
- evaluate the contribution human rights can make to our understanding of diversity and to the promotion of inclusion.

Curriculum links

Pupils should be enabled to:

- respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;
- develop their understanding of the role of society and government in safe-guarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop an awareness of the role of non-governmental organisations.

Progression

At KS3 Students should be familiar with articles from the UDHR and UNCRC that relate to the core themes of the Local and Global Citizenship curriculum.

In this KS4 lesson Students will build on this knowledge, draw on other international, national, regional and local human rights treaties and frame a range of diversity issues from a human rights perspective.

Topic 11 Human rights and equality in Northern Ireland

Learning objectives

Students should be able to:

- describe groups protected by equality legislation in Northern Ireland;
- articulate issues related to equality in terms of human rights principles and key human rights treaties;
- evaluate the contribution human rights can make to the protection of groups who are vulnerable to discrimination.

Curriculum links

Pupils should be enabled to:

- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop an awareness of the role of non-governmental organisations.

Progression

At KS3 Students should be familiar with articles from the UDHR and UNCRC that relate to the core themes of the Local and Global Citizenship curriculum.

In this KS4 lesson Students will build on this knowledge, draw on other international, national, regional and local human rights treaties and frame a range of equality issues from a human rights perspective.

Topic 12 Human rights and social justice in Northern Ireland

Learning objectives

Students should be able to:

- define the term 'social justice' giving examples of social inequalities in Northern Ireland;
- articulate issues related to social justice in terms of human rights principles and key human rights treaties;
- evaluate the contribution human rights can make to securing an adequate standard of living for everyone in Northern Ireland.

Curriculum links

Pupils should be enabled to:

- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
- develop an awareness of key democratic institutions and their role in promoting inclusion, justice and democracy.

Progression

At KS3 Students should be familiar with articles from the UDHR and UNCRC that relate to the core themes of the Local and Global Citizenship curriculum.

In this KS4 lesson Students will build on this knowledge, draw on other international, national, regional and local human rights treaties and consider social justice issues from a human rights perspective.

Topic 13 Human rights and democracy in Northern Ireland

Learning objectives

Students should be able to:

- describe the key characteristics of democracy and the key instruments of democracy;
- evaluate how effective different organs of society are in upholding human rights and promoting democracy.

Curriculum links

Pupils should be enabled to:

- develop an awareness of key democratic institutions and their role in promoting inclusion, justice and democracy.

Progression

At KS3 Students should be familiar with articles from the UDHR and UNCRC that relate to the core themes of the Local and Global Citizenship curriculum.

In this KS4 lesson Students will build on this knowledge, draw on other international, national, regional and local human rights treaties and articulate issues related to democracy in terms of human rights principles and key human rights treaties.

Topic 14 How can we build a human rights culture?

Learning objectives

Students should be able to:

- explain that the government is responsible for ensuring the human rights of everyone in Northern Ireland are protected;
- describe how public authorities have obligations to protect and promote human rights;
- explain how society in general and individuals can contribute to building a human rights culture.

Curriculum links

Pupils should be enabled to:

- develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.

Progression

At KS3 Students should be familiar with suggesting how individuals, society and government could respond to a range of societal issues. They should connect this to the idea of collective social responsibility.

In this KS4 lesson Students will apply this idea of social responsibility to the contribution individuals, society and government can make to the development of a human rights culture.

Topic 15 Taking action for human rights

Learning objectives

Students should be able to:

- identify issues and problems in their community and frame these from a human rights perspective;
- suggest action they could take to address these issues;
- evaluate various types of action in terms of effectiveness and practicality.

Curriculum links

Pupils should be enabled to:

- develop their understanding of how to participate in a range of democratic processes.

Progression

At KS3 Students should be familiar with suggesting how individuals, society and government could respond to a range of societal issues. They should connect this to the idea of collective social responsibility.

In this KS4 lesson Students will apply this idea of social responsibility to the contribution individuals can make to protecting and promoting human rights. They will develop a human rights based action project to explore how they personally could take practical and meaningful action to stand up for human rights.

TOPIC

1

What are human rights?

About this topic

Students will explore human rights definitions, drawing out two central principles associated with human rights: respecting human dignity and ensuring those in authority do not abuse their power.

Learning objectives

Students should be able to:

- recall that human rights are about preserving human dignity and preventing the abuse of state power;
- compare, contrast and classify a range of human rights definitions;
- compose a comprehensive definition of human rights.

Prior learning

None required, although many students will have a basic understanding from KS3 and have developed their own thoughts on what human rights means to them.

Resources required

Resource sheet 1

Human rights illustration (enlarge and display in classroom, or present on a PowerPoint)

Resource sheet 2

Human rights definition cards (one set per group, cut up and presented in an envelope)

Resource sheet 3

Quotes about human rights (one between two students or present on a PowerPoint) as part of extension activities

Worksheet 1

Defining human rights (one per student)

Worksheet 2

Self-assessment grid (one per student)

Post-it notes (a few for each student)

Flipchart paper, markers, Bluetac, envelopes (for each group)

TOPIC 1

What are human rights?

Time Approx 1 hour

Introduction

Display the illustration (resource sheet 1) on a board and introduce the topic along with the learning objectives. Ask students to think about words and phrases that come to mind when they hear the term human rights, and record them on individual Post-it notes. In pairs, students should discuss the definitions they came up with, and select three they think are most important to share with the class. Written on a separate Post-it note, they should be placed around the illustration.

Activities

1. Distribute *Defining human rights* (worksheet 1). Using the words and phrases around the cartoon, ask students to write down their own dictionary definition of human rights in section a. Let the class know that they will return to this worksheet towards the end of the activity.

2. Organise students into small groups and hand out sets of cards listing a range of *Human rights definitions* (resource sheet 2). These are personal viewpoints rather than accepted definitions. Encourage students to fill in the blank card to add their own definition to the pack.

3. Explain that they will be clustering these cards into groups. To start, students should turn the first two cards over and compare them. Is there a strong connection between them? For example, the two definitions may focus on people's needs. If yes, place the cards together. If no, place them a distance away from each other. See the section on Differentiation (overleaf) for ideas on how to adapt this activity.

4. Ask students to work through the whole pack, adding to similar clusters, swapping cards around to form other clusters, or breaking clusters to form sub-clusters. Reassure them that there are no right or wrong answers – explain this exercise is designed to develop their ability to make connections between ideas, and show human rights can be linked.

5. Once all the cards are clustered, ask students to name each one based on their common theme, eg:

- Basic needs/entitlements: eg cards 1, 12, 19
- For everybody: eg cards 6, 7, 8, 16
- Protection from harm: eg cards 2, 10, 13, 14

- Keeping a check on governments: eg cards 3, 9, 13, 14
- Freedoms: eg cards 7, 15, 18
- Justice/fairness: eg cards 4, 5, 7, 8, 15
- Dignity/respect: eg cards 11, 15, 17

6. Ask them to stick their clusters onto a flipchart page, and give them time to examine how other groups have clustered their cards.

7. Meanwhile, write these phrases onto a board:

- Respecting human dignity
- Preventing the abuse of state power

Tell them that these are two key ideas associated with the term human rights. Explain respecting human dignity as 'recognising and respecting that all people are special and valuable simply because they are human beings'. Explain preventing the abuse of power as 'making sure that people in authority such as leaders and governments do not use their position to treat people unjustly'. Do any of their clusters fit in with this idea? If so, discuss which.

8. As a class, return to *Defining human rights* (worksheet 1), and ask students to re-write their own definition of human rights in section b, based on what they've learnt during this activity. Once they've completed this unit of work, they can re-evaluate and make a further change in section c.

Conclusion

Return to the learning intentions to summarise this topic. Ask students to complete the *Self-assessment grid* (worksheet 2). Students should leave space so they can add to this in future lessons.

TOPIC 1

What are human rights?

Differentiation

The cards for the clustering activity include simple (1-12) as well as more complex statements (12-19). Select the most appropriate for your students. If they are having difficulty clustering them, suggest key words to create clusters around, eg needs, everybody, protection, checking governments, freedoms, fairness, respect. See step 5 for more details.

As an alternative, provide the simple statements (1-12) along with a selection of pictures and newspaper cuttings on human rights issues. Then ask students to make a collage, grouping together relevant statements, images and news stories.

Extension activities

1. Using *Quotes about human rights* (resource sheet 3) as a stimulus, ask students to do one or a selection of the following:

- a) Choose their favourite quotation and explain choice.
- b) Rank the quotations, eg in terms of how thought provoking they are, or how clearly they explain the idea of human rights.
- c) Write their own inspirational quotation.
- d) Highlight (in one colour) phrases connected to the idea of 'respecting human dignity' and (in another colour) those connected to the idea of 'preventing the abuse of state power'.

2. Ask students to collate examples of human rights in the news for a display on a Human Rights Around Us notice board with appropriate headings, eg Human rights enjoyed/denied/protected.

Teacher notes

Definition of human rights:

Human rights are the basic rights and freedoms to which all humans are entitled. You have human rights simply because you are human and they cannot be taken away. Human rights ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect.

RESOURCE SHEET 1

Human rights illustration



© Picasso

RESOURCE SHEET 2

Human rights definition cards



1. Human rights are basic needs.

2. Human rights are about making sure people are protected from harm.



3. Human rights are about keeping a check on how the government is treating its citizens.

4. Human rights are about treating people fairly.

5. When I hear the phrase 'human rights' it makes me think about people having a say.

6. Human rights belong to all human beings.

7. Human rights are about making sure everyone is free to live their life the way they want as long as they don't hurt others.

8. Human rights are those things that it is fair and just for every person in the world to have or to be able to do.

9. Human rights are a set of promises made by governments to look after their citizens.

10. Human rights are about making sure that people are free from things like torture and poor treatment.

RESOURCE SHEET 2

Human rights definition cards continued



11. Human rights are all about respecting people because they are human.

12. Human rights are what every human being needs to be happy, healthy and involved in society.



13. Human rights are about making sure that the powerful cannot abuse the powerless.

14. When I think about human rights I think about how they are there to make sure governments don't abuse people.

15. Human rights are important values like justice, freedom and participation.

16. Human rights are things that everyone is entitled to have.

17. Human rights are what we need to reach our full potential as human beings.

18. Human rights are all about making sure people have freedom to take part in their society.

19. Human are like a big list of things that we all need if we are going to develop as human beings.

20.

RESOURCE SHEET 3

Quotes about human rights

Use this resource with extension activities

‘A human right is an entitlement, something you have without deserving or earning it. It is yours because you are a human being.’

Felisa Tibbitts, Director, Human Rights Education Associates

‘A right is not what someone gives you; it’s what no one can take from you.’

Ramsey Clark, former United States Attorney General

‘Human rights are inscribed in the hearts of people, they were there long before lawmakers drafted their first proclamations.’

Mary Robinson, former UN High Commissioner for Human Rights

‘The human rights we are to discuss here are... the quintessential values through which we affirm together that we are a single human community.’

Boutros Boutros-Ghali, former United Nations Secretary General

‘When people begin to ignore human dignity, it will not be long before they begin to ignore human rights.’

Gilbert Chesterton, English writer and critic

‘All human beings... suffer when they are intimidated, imprisoned or tortured... We must, therefore, insist on a global consensus, not only on the need to respect human rights worldwide, but also on the definition of these rights . . . for it is the inherent nature of all human beings to yearn for freedom, equality and dignity, and they have an equal right to achieve that.’

14th Dalai Lama

‘The practices and production of truths of human rights by governments, diplomats, statespersons have always been informed and formed by an ever increasing and persistent human striving to make state more ethical, governance more just and power more accountable.’

Uprenda Baxi, Professor of Law

WORKSHEET 1

Defining human rights

*You have been asked to define the term human rights.
Write your first thoughts in section a).*

human right
n. (pl. human rights)

a)

b)

c)

WORKSHEET 2

Self-assessment grid

What I know about human rights...

What I would like to know...

How can I find out more?

TOPIC

2

Are human rights a new idea?

About this topic

Students will explore the human rights story. This topic introduces students to key historical figures who have contributed to the legal and philosophical basis of human rights. Through this students will be presented with a range of issues and ideas behind human rights and understand that the notions 'protecting human dignity' and 'preventing the abuse of state power' existed long before the 20th century.

Learning objectives

Students should be able to:

- give examples of historical figures who have contributed to the development of human rights;
- recall a range of issues associated with the struggle for human rights;
- describe the origins of human rights.

Prior learning

This could be a starting point or build on work in the previous topic.

Resources required

Resource sheet 1

Role cards (cut up, one per student)

Worksheet 1

Human rights throughout history (one per student, enlarge to A3)

Teachers may want to collate a number of recent human rights news stories to act as discussion stimuli (see introduction opposite).

TOPIC 2

Are human rights a new idea?

Time Approx 1 hour

Introduction

Briefly revisit definitions of human rights from Topic 1. Ask students for examples of human rights in the news, and record them on the board. If students have collated newspaper articles, display them on the Human Rights Around Us board (see Topic 1, extension activities, step 2). Explain that if we turn on the TV or pick up a newspaper, we are almost certain to hear about human rights – it's a feature of our modern society.

Activities

1. Ask students to individually write down when they think people first started talking about human rights (eg a year, time period, particular event), but keep it confidential.
2. Tell the class they will be posing as key figures who have contributed to the idea of human rights.
3. Allocate each student a role card (resource sheet 2). See the Differentiation section (overleaf) for guidelines on allocating roles for this activity.
4. Ask students to 'get into character' by reading their role card and thinking about how their character feels. You might want to ask the class to create still images of their character. How would they stand? What gestures might they use?
5. Split the class into two groups. One group forms an inner circle (seated or standing) and the other group forms an outer circle facing them. Ask each facing pair to introduce themselves in role, eg who they are and what they did in terms of human rights.
6. After an appropriate amount of time, ask the outer circle to rotate one place clockwise (students in inner circle do not move). The new pair should repeat the activity.
7. Continue this carousel discussion until students have met a wide range of characters. Ask students to extend conversations beyond simple introductions by talking about:
 - some of the other people they have met;
 - why human rights are important;
 - the characters they've met who have similar views on human rights.
8. Using *Human rights throughout history*

(worksheet 1) ask students to record what they have learnt. Allow them to ask questions to others in the class to help them fill in their timeline.

9. De-brief as a class by asking:
 - Did anything surprise them about the activity?
 - Which characters had they not heard of before?
 - Which characters were the most compelling?
 - What rights did they struggle for?
 - Which characters were concerned with human dignity (eg cared about the idea that all people are valuable and special), and which were concerned about preventing the abuse of power (eg made sure people in authority did not use their position to treat people badly)?
 - Which characters focused on both?
10. Return to the dates written down in step 1. Presumably some students will have chosen 1948 or the post World War II era. Explain that this is a key event (explored in Topic 3) but what date would students write down now? Discuss.

Conclusion

Return to the *Self-assessment grid* (Topic 1, worksheet 2) and ask students to fill in anything new learnt. Finally 'dismiss' the students chronologically in role. Students should line up to make a human timeline. Ask each student in order to state simply who they are, when they lived and what human rights means to them.

TOPIC 2

Are human rights a new idea?

Differentiation

The role cards for the carousel discussion include straightforward characters (eg suffragette Emmeline Pankhurst) along with those whose contribution to human rights was more complex (eg philosopher John Locke). Select and allocate according to your class ability, making sure a range of cultural, religious and political perspectives over a wide period of history are represented.

Extension activity

1. This topic focussed on key human rights figures prior to the Universal Declaration of Human Rights (UDHR). The class could now research more recent figures since the creation of the UDHR (eg Martin Luther King Jnr, Nelson Mandela, the Dalai Lama, Aung San Suu Kyi) or more local human rights activists (eg Peter Benenson, founder of Amnesty International, Kate Allen, Director of Amnesty International UK, Shami Chakrabati, Director of Liberty, Martin O'Brien, former Director of the Committee on the Administration of Justice). This could form the basis of a project or an assessment presentation, or students could simply produce a fact card for the next lesson.

Teacher notes

The role play cards do not include the characters of Jesus Christ or the Prophet Muhammad since it may offend religious views to have these figures represented in a role play. However, it is important to point out to students that Christianity and Islam have, alongside other religions, also contributed greatly to our understanding of human rights, particularly the notion of human dignity. It is also important to highlight that while all the characters in the role play activity have had ideas to contribute on human rights, they would not all support human rights in their entirety as we understand them today.

RESOURCE SHEET 1

Role cards



You are **Hammurabi**, the King of Babylon (now in Iraq). You lived from 2123 to 2080 BC

You were one of the first leaders to actually write down laws. Your laws promised to 'make justice reign, to destroy the wicked and violent and to promote the good of the people'. If people were charged with a wrong-doing your laws made sure they were treated as innocent until someone could prove they were guilty. Punishments for breaking your laws were very harsh and often resulted in death.

You are **Moses**, a Jewish leader and prophet
You lived around 1200 BC

You led the people of Israel out of Egypt – where they had been slaves – and eventually to freedom in Israel. You were given the Ten Commandments at Mount Sinai and promoted these to your people. You believed that these rules showed people how to behave justly towards their God and towards other human beings.

You are **Zarathustra**, a mystic from Persia (now Iran). You lived from 628 to 551 BC

You were the founder of the Zoroastrian faith. You believed that the purpose of every human being's life was to promote truth. You taught that everyone should actively participate in life through thinking good thoughts, saying good words and doing good deeds for the good of others.

You are **Cyrus the Elder**, King of Persia (now Iran). You lived from 600 to 529 BC

You drew up a charter for the people in your kingdom and wrote it down on what is now called the 'Cyrus Cylinder'. This charter promised not to force any person to change their religion and faith and guaranteed freedom for all. The United Nations has called this charter the 'first human rights document'.

You are **Siddharta Gautama Sakyamuni**, the Buddha, a teacher and philosopher from India
You lived from 550 to 480 BC

You were the founder of Buddhism. You preached respect for the dignity of life, believed in non-violence and promoted, among others things, the need for 'right conduct' towards others.

You are **Plato**, a philosopher from Greece
You lived from 384 to 322 BC

You believed in universal truth and virtue and that these ideas were above the laws of individual states. In one of your major books, *The Republic*, you outlined different types of government arguing that the best kind of government is truly just.

RESOURCE SHEET 1

Role cards *continued*



You are **Meng-Tse** ('Mencius'), a philosopher from China. You lived from 371 to 289 BC

You believed that all human beings were naturally good. You taught that people were the most important part of any state and that rulers should provide for the needs of their people. You also taught that it was acceptable for people to overthrow a ruler or even kill them if they ruled harshly or unjustly.

You are **Spartacus**, a slave and gladiator in Greece/Italy. You lived from 110 to 71 BC

You escaped from gladiator school in 73 BC with 70 other slaves and raised an army to fight against the Romans. You fought against oppression and for freedom from slavery. You defeated two Roman armies before you were captured and crucified.

You are **Brigid Brethera**, from Ireland. You lived around 30 AD

You were an official 'lawgiver' in Ireland. You made judgements based on Brehon Law – ancient Irish law that, among other things, promoted the idea of equality. The lowest clansman was seen as equal to the king and women as equal to men. You were responsible for granting the right to women to inherit the land from their fathers in the absence of sons.

You are **Patrick**, Apostle of Ireland. You lived from 378 to 493 AD

You brought Christianity to Ireland. You were one of the nine scholars who wrote the Senchus Mor. This book was based on old Irish law (called Brehon Law) but only included laws that were compatible with Christianity. Significantly, the Senchus Mor outlined laws relating to the rights and privileges of each section of society from the king down to the slave. It also kept the tradition of Brehon Law by not allowing the use of the death penalty.

You are **King John of England**. You lived from 1167 to 1216

You were forced by English barons to sign the Magna Carta ('Great Charter'). This charter limited your power. It meant that kings had to obey certain 'laws' too. It explicitly protected certain rights of your subjects such as the right to appeal against unlawful imprisonment. It is recognised as an early human rights document.

You are **John Ball**, a priest from England. You lived from 1340 to 1381

You were a leader of the Peasants' Revolt in 1381 in which peasants rebelled against unfair treatment by their Lords, the Church and King Richard II. You believed that since God had created everyone as equals that it was unjust for the rich to have more than the poor. You once said 'They have fine houses and manors, and we have to brave the wind and rain as we toil in the fields'. You were executed in 1381.

RESOURCE SHEET 1

Role cards *continued*



You are **John Locke**, a philosopher from England. You lived from 1632 to 1704

You believed that there were moral laws that applied to everyone and that even rulers were not above these laws. You wrote about how government should serve the people by protecting life, liberty, and property. You argued for the need to limit government power and insisted that when government abused individual rights, people had a right to rebel.

You are **Jean-Jacques Rousseau**, a philosopher from Switzerland. You lived from 1712 to 1778

You wrote a book called *The Social Contract* which opens with the famous line: 'Man is born free but is everywhere in chains'. You argued that governments could only use their power if it was agreed by the 'general will' of the people. Governments could not do whatever they wanted: they only had their power because the people gave it to them.

You are **Mary Ann McCracken**, a social activist from Belfast. You lived from 1770 to 1866

You campaigned and worked for various causes, such as the welfare of women and children, the abolition of slavery and political equality for women. You led the Women's Abolitionary Committee in Belfast during the height of the anti-slavery movement. At the age of 88 you could be seen in Belfast docks, handing out anti-slavery leaflets to those boarding ships bound for the United States, where slavery was still practised.

You are **Thomas Paine**, an English writer and revolutionary. You lived from 1737 to 1809

You were famous for your writings about the revolution in America and France and believed that governments should protect the rights of their citizens. You were opposed to slavery and the death penalty. You were one of the first to campaign for the idea of a world peace organisation and for social security for the poor and elderly.

You are **Thomas Jefferson**, the third President of the United States of America. You lived from 1743 to 1826

You believed that government should serve the people and that people had the right to alter or abolish a government that abused their rights. You were the main author of the American Declaration of Independence which famously states: 'We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.'

You are **Olaudah Equiano**, a writer and campaigner from Eboe province (now southern Nigeria) You lived from 1745 to 1797

You were sold into slavery at a young age to different slave ships and merchants. You earned money working on the side, and in three years could afford to buy your own freedom. As a free man you travelled the world and ended up in London, where you campaigned for the abolition of slavery. You wrote an autobiography of your life, which explained the injustices and suffering experienced by slaves, and which called for the need to restore freedom and dignity to all enslaved men and women.

RESOURCE SHEET 1

Role cards continued



You are **Mary Wollstonecraft**, an English writer
You lived from 1759 to 1794

You are known as the Mother of Feminism.
You wrote a book called *Vindication of the Rights of Women* and argued women should have the same rights as men. You attacked the way women were prevented from having a good education. You said this kept women in a state of 'ignorance and slavish dependence'. You were critical of societies that encouraged women to be 'docile and attentive to their looks to the exclusion of all else'.

You are **Elizabeth Fry**, a Quaker campaigner in the UK
You lived from 1780 to 1845

You were appalled at the conditions in women's prisons and gave your time to help the prisoners by providing clothes etc for them. You also campaigned for changes in the law to improve prison conditions. You were opposed to the death penalty and also campaigned for the homeless in London and improvements in the way patients were treated in mental asylums.

You are **Abraham Lincoln**, 16th President of the United States of America. You lived from 1805 to 1865

You ended slavery in America and led the Union to victory against the Southern Confederacy in the American Civil War. In a famous speech at Gettysburg you said: 'I know there is a God and He hates injustice and slavery'.

You are **John Stuart Mill**, an English philosopher and Member of Parliament. You lived from 1806 to 1873

In your book, *On Liberty*, you argued strongly in favour of free speech and individual freedoms. You argued that each individual has the right to act as he wants, so long as these actions do not harm others. You also said that society had no right to interfere if a person decided to take an action that only affected them, even if society felt the person was harming themselves. You were opposed to slavery and a strong supporter of women's liberation.

You are **Karl Marx**, a communist philosopher from Germany. You lived from 1828 to 1883

You wrote *The Communist Manifesto* with help from Friedrich Engels. You argued that the working class should overthrow the ruling classes. You said: 'The workers have nothing to lose but their chains.' You believed that equality was more important than liberty, especially in the ownership of private property.

You are **Jean-Henri Dunant**, a humanitarian businessman from Switzerland. You lived from 1828 to 1910

After witnessing the aftermath of the Battle of Solferino in 1859 (in modern day Italy), you organised volunteers to help the wounded. You worked to establish the International Committee of the Red Cross to care for the wounded, sick and homeless in wartime. Your ideas helped to develop international treaties known as the Geneva Conventions which are mainly concerned with the treatment of prisoners of war and civilians during wartime.

RESOURCE SHEET 1

Role cards continued



You are **Emmeline Pankhurst**, a women's rights activist from the UK. You lived from 1858 to 1928

You were a suffragette and campaigned for the rights of women to vote. You founded the Women's Social and Political Union in 1903 which encouraged women to fight for the right to vote. You were imprisoned 13 times because of your political activities. You even went on hunger strike to make your case known and were violently force-fed in prison. In 1918 women over 30 were given the right to vote. Women were given the same voting rights as men in 1928, just before you died.

You are **Mohandas Karamchand Gandhi**, a spiritual leader from India. You lived from 1869 to 1948

You were known as Mahatma (the Great Soul). You were a political and spiritual leader in India's struggle for independence from Britain. You used non-violent means of protest such as fasting and boycott of British goods and British institutions to campaign against unjust laws and poor treatment of the Indian people. You also used non-violent protest to bring about peace between the different faiths in India.

You are **Eglantyne Jebb**, a children's rights activist from the UK. You lived from 1876 to 1928

You founded the Save the Children Fund, originally set up to protect and look after the welfare of children affected by World War I. You drafted the first Declaration of the Rights of the Child stating: 'The child that is hungry must be fed, the child that is sick must be nursed' and that the child 'must be protected against every form of exploitation'.

You are **Raden Ajeng Kartini**, women's rights campaigner from Java (now Indonesia). You lived from 1879 to 1904

You were born to the aristocracy and attended a Dutch colonial school, but you were forced to leave school due to the Islamic law at the time. Aged 24, you married a man twice your age who already had three wives. You wrote letters to your friends in Holland protesting against the treatment of women in your country and calling for equality. These letters were later published and inspired many women around the world to echo your call for equality. In 1903 you opened the first primary school for girls of any social background in Java.

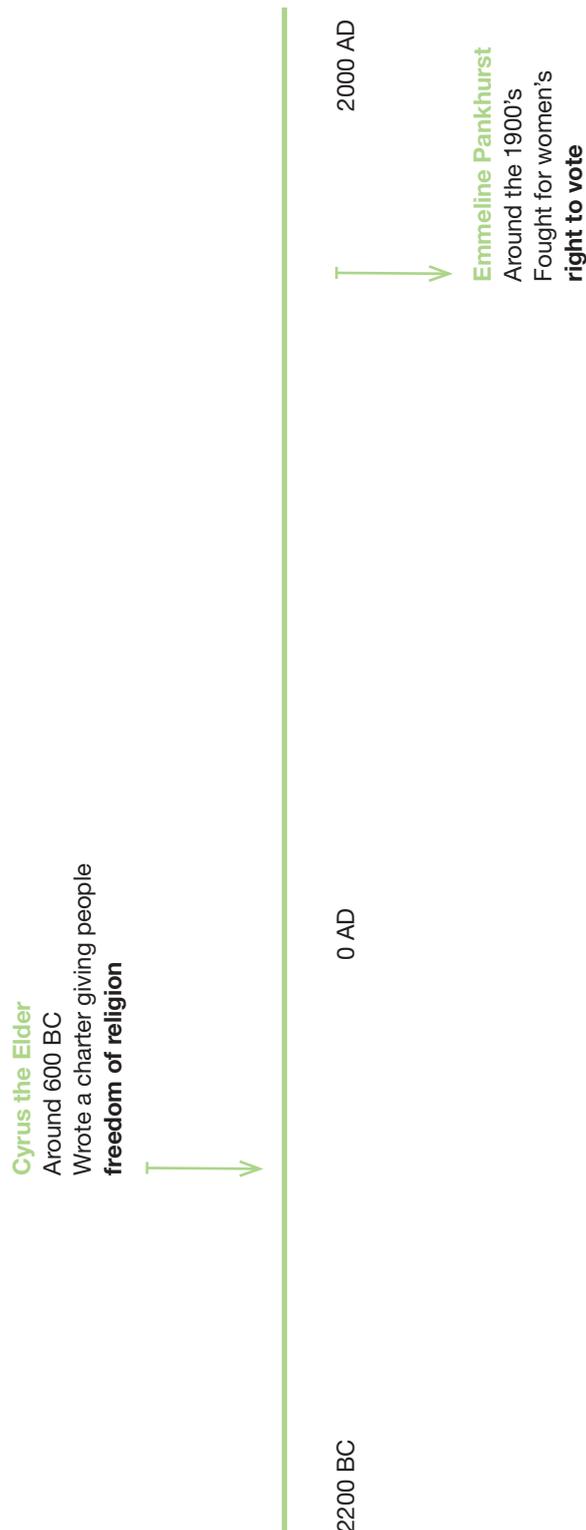
You are **Eleanor Roosevelt**, First Lady of the United States of America. You lived from 1884 to 1965

You were the wife of President Franklin D Roosevelt. You were an advocate for civil rights and worked to improve the position of working women. You supported the creation of the United Nations (UN). Your major achievement was helping to write the Universal Declaration of Human Rights (UDHR), which you referred to as the 'Magna Carta of mankind'.

WORKSHEET 1

Human rights throughout history

Use this sheet to record the names of people you 'met' during the carousel discussion. Record any information you can remember about them (for example their main beliefs, the issues they were concerned about, the rights they struggled for). You can write above and below the timeline. Two examples have been completed for you.



TOPIC

3

Origins and content of the UDHR

About this topic

Students discover how the international community first came together to protect the rights of all human beings, everywhere. Students look at the values underpinning the Universal Declaration and Human Rights (UDHR) and explore its origins, key themes and significance. They consider how the perspective on human rights of those who drafted the UDHR was informed by their needs, experiences and circumstances such as government systems, philosophies, religions, cultures and economic conditions.

Learning objectives

Students should be able to:

- recall the events leading up to the writing of the UDHR;
- give examples of the types of human rights protected by the UDHR, key themes and values behind it;
- understand the UDHR as a result of compromise between the international community.

Prior learning

It is anticipated that students will have knowledge of the events of World War II and that they will know what is meant by the term 'human rights'. It is helpful if students have completed and understood Topics 1 and 2, but no prior knowledge of the UDHR is required.

Resources required

Resource sheet 1

Images from World War II (one per group)

Resource sheet 2

The United Nations and the UDHR (two per group)

Resource sheet 3a or b

Preamble of the UDHR, original or simplified version (one per group, depending on ability of class)

Resource sheet 4

Articles of the UDHR (two per group)

Resource sheet 5

Spectacles (cut into cards, one set per group, in envelopes)

Resource sheet 6

Answers to worksheet 1

Worksheet 1

The origins and content of the UDHR (one per student)

TOPIC 3

Origins and content of the UDHR

Time Approx 1 hour

Introduction

If the class has completed Topic 2, ask students to recall their character. Ask the class to imagine that they are going to write a list of human rights that all people in the world should have. What would their character want to see included? Students should jot down their thoughts at the back of their books. Share the learning objectives with the class as appropriate.

Activities

1. Put students into groups of six. Tell them that this is their home group for this lesson. Distribute copies of resource sheets 1 to 4 and worksheet 1 to each group. They will also need sugar paper or flipchart paper and pens.

Ask students to use the information on the resource sheets to discuss and answer the questions on *The origins and content of the UDHR* (worksheet 1). Encourage students to divide the resources and tasks between them. Students should record their answers as a mind-map. Encourage students to use different colours, large text for key words and to draw images as appropriate on their mind maps. See resource sheet 6 for answers to the questions on worksheet 1.

2. Explain students will now ‘look’ at the UDHR from a different perspective or ‘through different spectacles’. Give an envelope to each group and ask each student to select a pair of ‘spectacles’. Students should now form new groups with the people who have the same spectacles as themselves. This is their expert group for this activity.

3. Ask each expert group to look at the *Articles of the UDHR* (resource sheet 4) through their spectacles (ie from the perspective they have been given). They should discuss the following questions and record their answers:

- Which aspects of the UDHR are you most enthusiastic about? Which articles would you rank as your top three?
- Is there anything you would like to change about the UDHR? Would you add or remove any human rights?

4. Students should return to their home groups and take turns to feedback the views of their expert group. Students should discuss:

- Are there any human rights articles that everyone can agree are important?
- Are there any human rights that there is disagreement about? Why?

5. Reveal that the ‘spectacles’ they were wearing represented (loosely) six people who were involved in drafting the UDHR (see Teacher notes overleaf for information). Explain that their different perspectives and priorities were influenced by the needs and experiences of the countries they represented, and the final document was a compromise forged between these people and the states that signed it. Allow students to return to their mind-maps and add any further information if they wish to.

Conclusion

Use the following questions to conclude:

- Why is the UDHR such a significant document?
- Would their characters from the last lesson (Topic 2) be happy with the finished product?
- Return to the learning intentions to summarise the lesson and (if time) add to the *Self-assessment grid* (Topic 1, worksheet 2).

TOPIC 3

Origins and content of the UDHR

Differentiation

Select the most appropriate version of the Preamble according to the ability of your students. Questions 2 to 8 on worksheet 1 should be accessible for most students. Questions 1, 9 and 10 are deliberately set at a higher level for more able students. Support students as necessary with these questions using the guidance given in resource sheet 6. Some of the 'spectacles' for the group work are more straightforward than others. Again, select those most appropriate for your class.

Extension activities

1. Design a poster or pamphlet based on their mind map for the UDHR, with the aim of raising awareness of the declaration in your school and local community.
2. Produce an acrostic poem to summarise this topic using the letters U, D, H, R to start each of four lines, or use the word 'universal' or 'declaration'.

Teacher notes

Drafting the UDHR

The development of the Universal Declaration of Human Rights (UDHR) was carried out between 1947 and 1948 by the United Nations Human Rights Commission. The commission was made up of delegates from Australia, Belgium, Belarus, Chile, China, Egypt, France, India, Iran, Lebanon, Panama, Philippines, Ukraine, USSR, United Kingdom, United States, Uruguay and Yugoslavia.

The 'spectacles' from the activity in this topic belong to the following six members of the first Human Rights Commission and drafters of the UDHR:

1. Mr René Cassin, Jewish law professor (France)
2. Dr Peng-chun Chang, philosopher, vice chairman of the Commission (China)
3. Mrs Eleanor Roosevelt, First Lady of the US (1933 to 1945), author and activist, chairperson of the Commission (United States)
4. Professor Vladimir Koretsky, professor of international law (Russia, then part of the Soviet Union)
5. Mr Charles Malik, philosopher (Lebanon)
6. Dr (Mrs) Hansa Mehta, educationalist and social worker (India)

RESOURCE SHEET 1

Images from World War II



Jewish civilians: copy of a German photograph taken during the destruction of the Warsaw Ghetto, Poland, 1943.



German troops parade through Warsaw, Poland, September 1939.



Slave laborers in the Buchenwald concentration camp near Jena; many had died from malnutrition when US troops of the 80th Division entered the camp. Germany, 16 April 1945.



Children of an eastern suburb of London, made homeless by the random bombs of the Nazi night raiders, waiting outside the wreckage of what was their home. September 1940.

© The National Archives and Records Administration

RESOURCE SHEET 2

The United Nations and the UDHR



Eleanor Roosevelt and the Universal Declaration of Human Rights



In April 1945, after the horrors of World War II, delegates from 48 states (countries) gathered to establish the United Nations (UN) through a charter. The UN was established to stop wars between countries and to provide a platform for dialogue.

Some of the so-called 'Great Powers' in the post-war period were not interested in discussing human rights. They did not think other countries (or 'the international community') should interfere in how a state treated its own citizens. They thought these issues should remain as their own business. However some smaller countries, with the help of the United States, succeeded after some struggle in inserting the term 'human rights' into the UN Charter's general statement of purpose. According to its Charter, the main objectives of the UN are 'to save succeeding generations from the scourge of war' and 'to reaffirm faith in fundamental human rights'. But the document did not say what those human rights were, and whether they could be acceptable to all nations.

The Human Rights Commission was established to develop a document outlining the human rights that everyone should have anywhere in the world: human rights that people could unanimously (or universally) agree on. The Commission was led by Eleanor Roosevelt (pictured above) and included a group of respected lawyers, philosophers and officials from across the world. Their vision was influenced not only by events in Europe; other world events such as the assassination of Mohandas K

Gandhi in India and the beginning of apartheid in South Africa were also at the forefront of their minds. After lengthy discussion and debate, the Commission drafted the Universal Declaration of Human Rights (UDHR), the first internationally agreed human rights framework in the world. The UDHR summarises human rights in 30 articles. The articles contained in the UDHR fall into two broad categories:

- Civil and political rights: rights and freedoms that protect individuals from the abuse of state power and promote individual freedom. For example, Article 10 Everyone has the right to a fair and public trial.
- Economic, social and cultural rights: rights that provide economic, social and cultural security. For example, Article 25 Everyone has the right to an adequate standard of living and medical help if they are ill.

A declaration is not the same as a law: it is a document that sets out standards that states should aim to achieve, but states are not bound by law to achieve those standards. The UN General Assembly adopted the UDHR in 1948 and in the years following has developed international human rights laws based on its principles. There are currently 192 member states of the United Nations, including nearly every recognised independent state in the world.

RESOURCE SHEET 3a

Preamble to the UDHR original version

A 'preamble' is an introduction to a document outlining the purpose of the document and the thinking behind it. Below is the original version of the preamble to the Universal Declaration of Human Rights.

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

RESOURCE SHEET 3b

Preamble to the UDHR simplified version

A 'preamble' is an introduction to a document outlining the purpose of the document and the thinking behind it. Below is a summary of the preamble to the Universal Declaration of Human Rights.

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 to teach others to respect 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.

RESOURCE SHEET 4

Articles of the UDHR

1 Everyone is free and we should all be treated in the same way.

2 Everyone is equal despite differences in skin colour, gender, religion, language, for example.

3 Everyone has the right to life and to live in freedom and safety.

4 No one has the right to treat you as a slave, nor should you make anyone your slave.

5 No one has the right to torture you or subject you to cruel and degrading treatment.

6 Everyone has the right to be treated equally by the law.

7 The law is the same for everyone; it should be applied in the same way to all.

8 Everyone has the right to ask for legal help when their rights are not respected.

9 No one has the right to imprison you unjustly or expel you from your own country.

10 Everyone has the right to a fair and public trial.

11 Everyone should be considered innocent until guilt is proved.

12 No one can enter your home, open your letters, or bother you or your family without a good reason.

13 Everyone has the right to travel where they wish.

14 Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.

15 Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.

16 Everyone has the right to marry and have a family.

17 Everyone has the right to own property and possessions.

18 Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.

19 Everyone has the right to say what they think and to give and receive information.

20 Everyone has the right to take part in meetings and to join associations in a peaceful way.

21 Everyone has the right to help choose and take part in the government of their country.

22 Everyone has the right to social security and to opportunities to develop their skills.

23 Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

24 Everyone has the right to rest and leisure.

25 Everyone has the right to an adequate standard of living and medical help if they are ill.

26 Everyone has the right to an education.

27 Everyone has the right to participate in their community's cultural life.

28 Everyone is entitled to a social and international 'order' that is necessary for all these rights to be made real.

29 Everyone must respect the rights of others, the community and public property.

30 No one has the right to take away any of the rights in this declaration.

This is a simplified version of the Universal Declaration of Human Rights from Amnesty International UK. For the full version of the declaration see www.un.org/en/documents/udhr/index.shtml

RESOURCE SHEET 5

Spectacles



1



You believe that the UDHR should be based on the basic principles of freedom, dignity and equality, because these had been so badly abused during World War II. You want to see special care for mothers and children. You know that the Nazis used indoctrination tactics in schools to support their case and feel strongly that education should be seen as an important way of safeguarding human rights.

2



You believe the UDHR should recognise our common humanity and should provide for people's basic needs. You want to see support for the elderly, employment provided for those who can work and education for the young. You also see the importance of civil and political rights that allow people to have a say in how their country is run.

3



You have a great concern for humanity and believe that you can represent the views of ordinary people. You believe that all people, of all backgrounds, should be able to live a life of self-respect and should be free from harm. You believe strongly in personal freedoms: the person's right to live out their life without interference from the state. You do not believe that there is a right to work for a fair wage as you don't think the state should interfere with wages. You do not think that people have a right to be protected from unemployment.

4



You are most enthusiastic about social and economic rights (rights connected to standards of living). You think these should be given priority. You believe that the state should play the main role in setting wages and overseeing working conditions. You would like to see the UDHR abolish capital punishment. You believe it is more important to put the needs of the country above the needs of the individual, therefore you do not think everyone has the right to take part in politics or to express their opinion, say through protest.

5



You want human rights to apply in a non-discriminatory way, regardless of race, sex, language or religion. You are not comfortable with the equal rights of women and men, however, when it comes to the right to marry. You believe in the right to life but think it should include the unborn life. You want to make sure refugees are protected.

6



You believe that it is not possible for every country to guarantee social and economic rights (rights to do with standards of living), since many countries do not have the money or resources to provide these things for everyone. You are enthusiastic about the equal rights of women and men. You feel strongly that education should be seen as an important way of safeguarding human rights. You are opposed to detention without trial, censorship and confiscation of property.

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RESOURCE SHEET 6

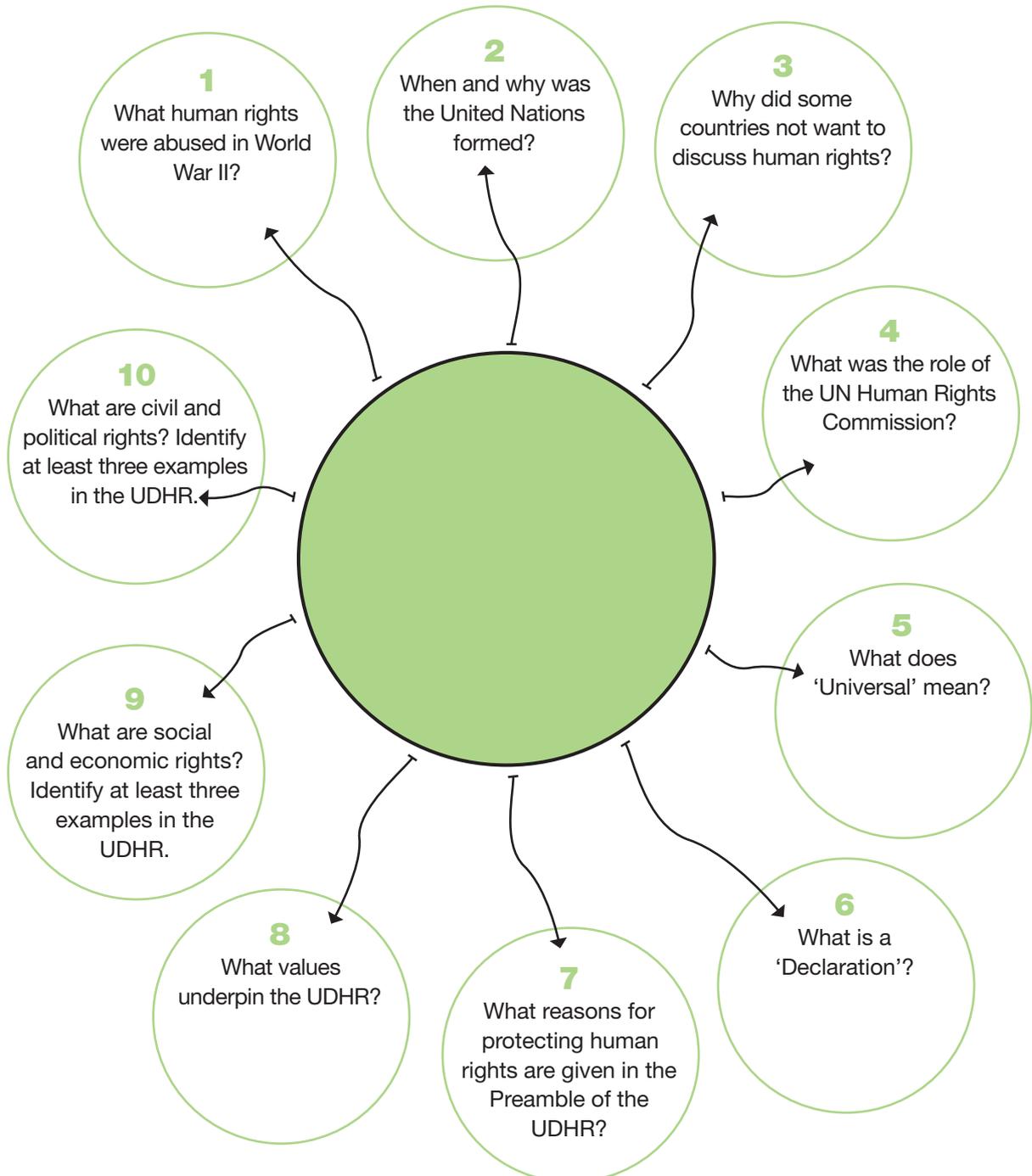
Answers to worksheet 1

Question	Where to find the answer	Answer
1	Resource sheets 1 and 4	Numerous rights were denied, including those found in the following articles of the UDHR: 1, 2, 3, 4, 5, 6, 9, 13, 16, 18, 19, 22, 23, 25, 26, 27.
2	Resource sheets 2	The UN was established in April 1945. Its aims are to prevent war and uphold human rights.
3	Resource sheets 2	Some states did not think other countries (or 'the international community') should interfere in how a state treats its own citizens.
4	Resource sheets 2	The Commission's role was to draft a document outlining the human rights that everyone in the world should have. They wrote the Universal Declaration of Human Rights.
5	Resource sheets 2	Universal means for all people, at all times in all places. Rights that everyone can agree on.
6	Resource sheets 2	A declaration is a document that sets standards that states should aim to achieve. But this is not a law so states are not bound to achieve those standards.
7	Resource sheets 3	According to the UDHR preamble, protecting human rights will lead to freedom, justice and peace in the world; protect people from tyranny and oppression; lead to a better, fairer standard of life for everyone.
8	Resource sheets 3	Values underpinning the UDHR include: dignity, equality, freedom, justice and respect.
9	Resource sheets 2 and 4	Civil and political rights protect individuals from the abuse of state power and promote individual liberty. They include the following articles from the UDHR: 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 14, 15, 18, 19, 20, 21.
10	Resource sheets 2 and 4	Economic, social and cultural rights provide economic, social and cultural security. They include the following articles from the UDHR: 22, 23, 24, 25, 26, 27.

WORKSHEET 1

The origins and content of the UDHR

Answer the following questions as fully as possible in the form of a 'mind map' for the UDHR.



TOPIC

4

When human rights conflict

About this topic

Students learn how people's human rights can conflict, and that in these circumstances rights need to be balanced or limited. Students will understand the principle of human rights as indivisible: that human rights are connected and dependent on each other.

Learning objectives

Students should be able to:

- define an absolute right;
- describe how human rights need to be balanced and limited;
- explain how human rights are interdependent.

Prior learning

Students should have an understanding of the term 'human rights' and an awareness of a number of human rights contained in the Universal Declaration of Human Rights (UDHR). It would also be useful if students had already agreed 'ground rules' for discussing controversial issues.

Resources required

Resource sheet 1

Walking debate statements (one copy for teacher)

Resource sheet 2

Rights denied teacher guidance (one copy for teacher)

Resource sheet 3

The principles of the UDHR (copy onto PowerPoint)

Worksheet 1

Limiting and balancing human rights (one per student)

Worksheet 2

Rights denied flow chart (one per group, photocopied to A3 size)

Topic 3, resource sheet 4

Articles of the UDHR (one copy per student/pair, and one enlarged copy on display)

Blutac

Two signs labelled 'Strongly agree' and 'Strongly disagree'

TOPIC 4

When human rights conflict

Time Approx 1 hour

Introduction

Put *Articles of the UDHR* (Topic 3, resource sheet 4) on display so it can be referred to throughout the topic. Review Topic 3, reminding students that the UDHR is a result of forged compromise between the drafters and the states who signed it.

Activities

1. Explain to students that they will air their opinions on controversial issues. Advise them that: differences of opinion and heated debate are likely, therefore it's important to set some ground rules for the discussion. The following activity is a quick way to set a safe framework for discussion, or use a whole lesson to set detailed ground rules prior to this activity.

Organise the class into pairs. Present them with the following questions:

- What makes a *good* discussion? For example, people make convincing points by backing up opinions with reasoned explanations and real examples from current affairs or history; people listen carefully to what has been said to avoid repetition; a range of different people contribute.
- What makes a *respectful* discussion? For example, people listen carefully before passing judgement; people analyse or criticise the opinion but not the person; people consider whether what they say and how they say it might offend others in the room; everyone gets the chance to share their views.
- Get feedback from the class, writing ideas and thoughts on the board or flipchart paper. Take a class vote on whether the suggestions are accepted as 'ground rules' for the discussion.

2. Label one end of the room 'Strongly agree' and the other end 'Strongly disagree'. Read out the first statement 'Everyone should be free to say whatever they want' (resource sheet 1). Ask students to stand at one of the two signs (or anywhere in between on the continuum) to demonstrate their opinion.

3. Ask a number of students to explain their viewpoint. Use prompt questions from resource sheet 1 or ideas from students themselves to help explore the complexity of this general statement.

4. If students disagree with the statement, they may refer to the idea that 'with rights come responsibilities'. Explain that connecting rights to responsibilities is a problematic issue in human rights and that it is more accurate to frame this debate in terms of 'balancing conflicting rights' (read *Controversial issues*, page 168).

5. Bring in the idea that not all rights are absolute; sometimes they need to be balanced against other human rights and sometimes rights need to be limited. To explain this key point, read out the 'Balancing rights' example relating to freedom of expression (resource sheet 1). Ask student in pairs to discuss how the conflicting rights should be balanced, ie which right they think should be limited, in the situation given.

6. Continue the walking debate using the prompt questions and the balancing rights examples given on resource sheet 1.

7. Once these have been adequately explored, ask students, either individually or in pairs, to complete *Limiting and balancing human rights* (worksheet 1). Students may also need a copy of *Articles of the UDHR* (Topic 3, resource sheet 4).

8. Explain that the next activity will show that human rights depend on one another. Organise students into six groups, and hand each one a copy of the *Rights denied flow chart* (worksheet 2). Read through the worksheet as a class, and support each group using the guidance notes and prompts on *Rights denied teacher guidance* (resource sheet 2).

9. Ask each group to share their flow charts with the class, and use them to show that if one human right is taken away, others are affected. You cannot 'divide human rights up'. They are indivisible.

10. With more able students, introduce the idea

TOPIC 4

When human rights conflict

that civil and political rights are indivisible from social, economic and cultural rights. For example, it is difficult to make use of your right to play a part in your society (civil and political rights) if you have no income, are living in inadequate conditions and have no sense of belonging to a community (social, economic and cultural rights). And the reverse: it is difficult to assert your social, economic and cultural rights if you have no civil and political rights. Encourage students to discuss. Do they know of examples of people who have managed to play a significant role in society even if they live in inadequate conditions and poverty? Are they the exception or the rule?

Conclusion

Use *The principles of the UDHR* (resource sheet 3) to summarise learning. Students should add to their *Self-assessment grid* (Topic 1, worksheet 2).

Differentiation

The Rights denied flow chart (worksheet 2) activity is set at a higher level to develop students' understanding of the interconnectedness of human rights. A number of the rights are more straightforward than others – select appropriately for each group. Use the prompts on *Rights denied teacher guidance* (resource sheet 2) to guide students to the correct answers.

RESOURCE SHEET 1

Walking debate statements

You can use any articles of the UDHR for this walking debate. However a few are suggested below with prompt questions. Examples of situations when rights *conflict* and need to be *balanced* are also given.

1. Everyone should be free to say whatever they want (linked to Article 19)

Ask students to stand on the ‘strongly agree’ and ‘strongly disagree’ continuum to reflect their view on this statement.

Prompt questions

- Should you be able to insult other people?
- What about racist/sectarian/sexist/homophobic comments?
- What about expressing political opinions? Flags? Emblems? Political slogans?
- Is there a difference between expressing identity in your own home or community and in a more public context?

Balancing rights

Sometimes the right to freedom of expression conflicts with other rights. For instance, imagine someone chants racist slogans, encouraging violence against a particular racial group. What other human rights might be affected?

Encourage students to refer to specific rights from the UDHR in their answers, such as:

- Article 2, the right to be treated equally and to be free from discrimination
- Article 3, the right to life and to live in freedom and safety
- Article 5, the right to be free from cruel and degrading treatment

In this situation, how would you balance these conflicting rights? Do you think the right to freedom of expression needs to be limited?

Encourage students to explain their answers and change their position on the continuum if anything they have heard has changed their opinion.

2. Everyone should be able to join a peaceful protest (linked to Article 20)

Ask students to stand on the ‘strongly agree’ and ‘strongly disagree’ continuum to reflect their view on this statement.

Prompt questions

- What types of protest are unacceptable?
- What if a group holds a peaceful protest, but the message they communicate incites violence?
- What if a noisy protest is held in a residential area where lots of young families live?

Balancing rights

Sometimes the right to peaceful protest conflicts with other rights. For instance, imagine a peaceful protest blocks access to a local school. What other human rights might this conflict with?

Encourage students to refer to specific rights from the UDHR in their answers, such as:

- Article 13, freedom of movement
- Article 26, the right to an education

In this situation, how would you balance these conflicting rights? Do you think the right to peaceful protest needs to be limited?

Encourage students to explain their answers and change their position on the continuum if anything they have heard has changed their opinion.

3. Everyone’s privacy should be respected (linked to Article 12)

Ask students to stand on the ‘strongly agree’ and ‘strongly disagree’ continuum to reflect their view on this statement.

Prompt questions

- What about people who put themselves in the public eye, such as politicians and celebrities? Should a journalist be entitled to expose their private life in a newspaper article?
- What if the police need to break into files on a computer to find out if there is criminal activity?

Balancing rights

Sometimes the right to privacy conflicts with other rights. For instance, imagine that teachers are tipped off about a knife fight. Should they be able to do locker searches? What other human rights might be affected if the fight wasn’t prevented?

RESOURCE SHEET 1

Walking debate statements *continued*

Encourage students to refer to specific rights from the UDHR in their answers, such as:

- Article 3, the right to life and to live in safety

In this situation, how would you balance these conflicting rights? Do you think the right to privacy needs to be limited?

Encourage students to explain their answers and change their position on the continuum if anything they have heard has changed their opinion.

4. No one should be tortured or treated inhumanely (linked to article 5)

Ask students to stand on the 'strongly agree' and 'strongly disagree' continuum to reflect their view on this statement.

Prompt questions

- What if the police suspect that a person has information about a terrorist attack?
- What if they know that there is a bomb primed and ready to go off and they have evidence to suggest that the suspect knows where it is? Is torture ever justified?

Explain that this human right, and the right not be treated as a slave, are both absolute rights – they cannot be limited. Torture and slavery are never justified, no matter what the circumstances.

5. Everyone should be allowed to follow their own religious beliefs (linked to Article 18)

Ask students to stand on the 'strongly agree' and 'strongly disagree' continuum to reflect their view on this statement.

Prompt questions

- What if these beliefs encourage prejudice, or inequality between men and women?
- What if these beliefs incite hatred or violence?
- What if these beliefs encourage corporal punishment as part of a child's upbringing?

Balancing rights

Sometimes the right to freedom of religious belief and practice conflicts with other rights. For instance, imagine that a religious leader preaches that homosexuality is a sin and that homosexuals should be persecuted. What other human rights might be affected?

Encourage students to refer to specific rights from the UDHR in their answers, for instance:

- Article 2, the right to be treated equally and to be free from discrimination
- Article 3, the right to life and to live in safety
- Article 5, the right to be free from torture and other cruel, degrading or inhumane treatment

In this situation, how would you balance these conflicting rights? Do you think the right to religious belief and practice needs to be limited?

Encourage students to explain their answers and change their position on the continuum if anything they have heard has changed their opinion.

RESOURCE SHEET 2

Rights denied teacher guidance

Use these examples of human rights, prompt questions and suggested answers to help students fill in their *Rights denied flow chart*.

1. Article 26: The right to an education

Prompts: If you can't get an education what skills and opportunities might you miss out on? Would you be able to get a decent job?

Human rights directly affected: Articles 19, 22, 23.

Prompts: Lack of education can lead to poverty. What basic rights might the very poorest people not have?

Other human rights potentially affected: 17, 24, 25.

2. Article 18: The right to freedom of religion

Prompts: If freedom of religion is denied, what sorts of activities would be denied to you? Could you talk about your beliefs or celebrate them in your community? Could you meet with others to practise your religion?

Human rights directly affected: Articles 19, 20, 27.

Prompts: Denial of the right to freedom of religion could lead to religious groups being discriminated against or even persecuted. If this happens, what other rights would be denied?

Other human rights potentially affected: 1, 2, 3, 5, 6.

3. Article 10: The right to a fair trial

Prompts: If you are denied a fair trial, what other legal rights might be denied to you? Would you be treated fairly throughout the process of criminal proceedings?

Human rights directly affected: Articles 6, 9, 11, 13.

Prompts: If you are imprisoned and denied freedom, what other rights might you be prevented from enjoying?

Other human rights potentially affected: 16, 20, 22, 23.

4. Article 4: The right to freedom from slavery

Prompts: What does it mean to be a slave? You have no freedom, you are not paid for your work, you are vulnerable to cruel treatment, etc.

Human rights directly affected: Articles 3, 5, 23.

Prompts: If you have no freedom, what other rights might you be prevented from enjoying?

Other human rights potentially affected: 13, 16, 17, 22, 26.

5. Article 14: The right to go to another country and ask for protection if you are being persecuted or are in danger of being persecuted (the right to seek asylum)

Prompts: If it is not safe for you to live in your own country, but you are not allowed to seek asylum in another country, what might happen to you?

Human rights directly affected: Articles 2, 3, 5.

Prompts: What further rights might be taken away from you if you are forced to stay in a hostile country?

Other human rights potentially affected: 18, 19, 20, 25, 27.

6. Article 20: Everyone has the right to take part in meetings and to join associations in a peaceful way.

Prompts: If you are not allowed to meet up with other people, what kind of activities might you be prevented from doing?

Human rights directly affected: Articles 18, 21, 23, 27.

Prompts: What other rights might be denied if you are not allowed to meet with others for religious, political, trade union and cultural activities?

Other human rights potentially affected: 19, 22, 24, 28.

RESOURCE SHEET 3

The principles of the UDHR

Human rights are...

...*universal*

All people everywhere in the world are entitled to them

...*inalienable*

They cannot be given up or taken away

...*indivisible*

All human rights have equal standing. Denial of one right always gets in the way of enjoyment of other rights.



© Satoshi Kitamura, taken from *We Are All Born Free: the UDHR in Pictures* (Frances Lincoln and Amnesty International, 2008)

WORKSHEET 1

Limiting and balancing human rights

Choose a human right and think of an example of when this human right should be limited. What other human right should it be balanced against? An example has been done for you below. Use ideas from the walking debate to help you complete three examples.

Human right explored	Circumstances in which it should be limited	Other human rights it should be balanced against			
The right to freedom of expression (Article 18)	If someone is shouting racist abuse and inciting violence against a particular racial group	Everyone is equal ... No one has the right to discriminate against you on these grounds (Article 2) No one has the right to torture you or subject you to cruel and degrading treatment (Article 5)			

WORKSHEET 2

Rights denied flow chart

Imagine a leader of a cruel regime is slowly denying different human rights. The leader claims that he or she is being lenient, as only a few human rights will be denied. However, as you will discover, the denial of one right can have an impact on many other rights...

Your teacher will give you one human right to consider. Imagine that the leader has taken this right away. Write this in the first box of the flow chart. If this right is denied, which other rights will be directly affected and potentially denied? Record these rights in the next row of boxes. What consequence will this have for other rights? Record these in the final row of boxes.



TOPIC

5

Promises

made: human rights treaties

About this topic

Students are introduced to a number of international human rights treaties (laws) that have evolved since the Universal Declaration of Human Rights (UDHR). They find out about the role of the United Nations (UN) in ensuring states keep the promises they signed up to. Working in groups, students research and develop a presentation on an international human rights treaty and its global and local relevance.

Learning objectives

Students should be able to:

- describe the types of human rights protected by international human rights treaties;
- explain how the United Nations (UN) checks that governments are keeping their promises;
- assess how well their country (and other countries) complies with international treaties.

Prior learning

Students should have a clear understanding of the term 'human rights', an awareness of a number of human rights contained in the Universal Declaration of Human Rights (UDHR), and know that this 'declaration' is not legally binding.

Resources required

Resource sheet 1

Each one teach one (copy onto card, cut into strips)

Resource sheet 2

Research briefing (one per group)

Resource sheet 3

Useful websites (one per group)

Worksheet 1

International human rights treaties (one per student)

Worksheet 2

Peer and self-assessment (one per student)

Student access to ICT facilities

TOPIC 5

Promises made: human rights treaties

Time Approx 2 hours (longer if research for presentation takes place during class time)

SESSION 1

Introduction

Review the previous topic and remind students that the UDHR is a non-binding declaration: states signing it made promises to promote these human rights but they are not law. Explain that since the UDHR, a number of human rights treaties (laws) have been drafted and adopted by the UN; they are often referred to as covenants or conventions.

Activities

1. Hand out one statement from *Each one teach one* (resource sheet 1) to each student. Tell them each statement provides information about a human rights law, which may include:

- the title of an international human rights law and when it came into force;
- what protection states (governments) are duty bound to provide when they ratify (agree to keep to) each human rights law;
- how the UN checks governments are keeping the promises they made when they ratified these treaties.

2. Explain that they will be teaching their information to as many people in the class as possible. Give them time to read and understand their statement and consider the best way to teach it. You might want to demonstrate by teaching one statement before they begin.

3. Ask students to move around the room, passing on their knowledge to as many people as possible and also to listen to and learn facts from other participants. You should circulate around the room to help with this activity. Encourage discussion and making of connections between the different statements.

4. Debrief by asking:

- Why was the UDHR not enough?
- Can you name some of the international human rights treaties that exist?
- What human rights do these treaties specifically protect? Give examples.
- Why do you think these particular human rights treaties were needed?

- How does the UN check that states are upholding their commitments to these human rights treaties?

Ask students to summarise their learning from this activity using *International human rights treaties* (worksheet 1).

5. Explain to the class that now they will be finding out more about the six main international human rights laws. Split the class into six groups and allocate each one a different law:

Group 1: International Covenant on Civil and Political Rights

Group 2: International Covenant on Economic, Social and Cultural Rights

Group 3: Convention on the Elimination of All Forms of Racial Discrimination

Group 4: Convention on the Elimination of All Forms of Discrimination Against Women

Group 5: Convention on the Rights of the Child

Group 6: Convention Against Torture

Give each group a copy of the *Research briefing* (resource sheet 2) and *Useful websites* (resource sheet 3). Clarify timings to complete this activity; decide in advance whether to add a follow up lesson for research or set as homework.

Conclusion

Explain that in the next lesson students will be using their research to prepare group presentations for the rest of the class. If appropriate, allow time for students to divide up the research tasks to be completed for homework.

TOPIC 5

Promises made: human rights treaties

SESSION 2

Introduction

Explain that students will be using their research to develop a three-minute group presentation to share with the rest of the class. As a class, discuss the following:

- What makes a good presentation?
- How will you know you have been successful in producing a good presentation?

Then generate five success criteria for this presentation activity. Students should record them in the table on *Peer and self-assessment* (worksheet 2).

Activities

1. Allocate some time for students to prepare short PowerPoint or poster presentations, using their research from last lesson and homework. Ask them to keep in mind the success criteria and the three-minute time allocation when they are preparing.

2. In the second half of the lesson, students should share their presentations. Ask them to use the success criteria generated at the start to assess their own performance and the performance of the other groups in the class on worksheet 2. Students should mark each presentation from 1 to 5 (with 5 being 'meets the success criteria very well' and 1 being 'not at all'). Give a prize to the group who scores highest.

Conclusion

Time permitting, students could add to the *Self-assessment grid* (Topic 1, worksheet 2) to summarise their learning.

Differentiation

The Each One Teach One methodology is particularly well suited to mixed ability classes. Give a piece of information suited to each student's ability. The briefing (resource sheet 2) outlines the less complex through to more complex tasks to suit a range of abilities too.

RESOURCE SHEET 1

Each one teach one



International treaties and their contents (essential)

The rights in the Universal Declaration were split between two different covenants (treaties): the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.



In 1966, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) were adopted by the United Nations, between them making the rights contained in the UDHR legally binding on all states that signed them. They came into force in 1976.

The Convention on the Elimination of All Forms of Racial Discrimination (CERD) was adopted 1966 and came into force in 1969

By signing the Convention on the Elimination of All Forms of Racial Discrimination (CERD), states promise to make sure that their laws do not discriminate against people from different racial backgrounds.

The Convention on the Elimination of All Forms of Racial Discrimination (CERD) says that it is a punishable offence to stir up hatred against ethnic groups.

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) came into force in 1981.

By signing the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), states promise to make sure that women are treated as equals to men.

RESOURCE SHEET 1

Each one teach one *continued*



International treaties and their contents (essential)



The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) says that women should receive the same level of education as men and should be allowed to choose their own marriage partners.

The United Nations Convention Against Torture (CAT) came into force in 1987. By signing CAT, states promise to make sure that they prevent all forms of torture and make it a criminal offence in their own country.

The United Nations Convention Against Torture (CAT) says that torture is not to be allowed under any circumstances.

The United Nations Convention on the Rights of the Child (UNCRC) was adopted and came into force in 1989.

By signing the United Nations Convention on the Rights of the Child (UNCRC), states promise to make sure that the laws in their country give children rights to survive and develop, to participate in society and to be protected from harm. The UNCRC says that children should have a say in matters that affect them.

The United Nations Convention on the Rights of the Child is the most widely 'ratified' international human rights treaty. Only two countries have not yet ratified (not stated that they will be bound by) the Convention: Somalia and the United States of America.

RESOURCE SHEET 1

Each one teach one continued



Checking that governments are keeping the promises they made (the first four are essential)

The Human Rights Council of the United Nations has permission to investigate violations of human rights.



The Human Rights Council of the UN uses independent experts (called special rapporteurs) to investigate alleged human rights abuses and to provide the Council with reports.

The UN has set up a number of bodies to monitor and study human rights. The bodies are called 'committees' and are made up of independent experts that check if governments are keeping the promises they made when they signed the main international human rights treaties.

States are asked to produce reports for some United Nations committees outlining how they keep the promises they made when they signed certain international human rights treaties.

The UN Human Rights Committee checks if governments are keeping the promises in the International Covenant on Civil and Political Rights (ICCPR).

The UN Committee on Economic, Cultural and Social Rights checks if governments are keeping the promises in the International Covenant on Economic, Cultural and Social Rights (ICESCR).

The UN Committee on the Elimination of Racial Discrimination checks if governments are keeping the promises in the Convention on the Elimination of Racial Discrimination.

RESOURCE SHEET 1

Each one teach one continued



Checking that governments are keeping the promises they made (the last three are essential)

The UN Committee on the Elimination of Discrimination against Women checks if governments are keeping the promises in the Convention on the Elimination of the Discrimination Against Women.



The UN Committee Against Torture checks if governments are keeping the promises in the Convention Against Torture.

The UN Committee on the Rights of the Child checks if governments are keeping the promises in the Convention on the Rights of the Child and makes comments on reports submitted by states every five years.

The rights to life, security, freedom of expression, free and fair elections, and fair trial are examples of civil and political rights.

The rights to education, shelter, health, and work are examples of social and economic rights.

Rights related to identity, language, customs etc are examples of cultural rights.

RESOURCE SHEET 2

Research briefing

Your group has been allocated an international human rights treaty. Your task is to research this treaty in more detail and to present your findings to the rest of the class. The list below provides more detail.

THINGS TO DO

Must do...

- Find a simplified or full version of the treaty
- Summarise its contents in a short paragraph
- Find out which countries have signed it

Should try to do...

- Find examples of how countries have kept the promises they made when they signed it (*eg are there any laws that you know about in your country or in other countries that cover the ideas in this treaty? Are there any government organisations set up to look after these issues?*)
- Try to find examples of the promises being broken (*eg search for news items showing people who are unhappy about how their country or other countries are dealing with the issues covered in your treaty*)

Could do...

- Find out what the UN has said about how well the countries of the world are keeping the promises they made when they signed this treaty

RESOURCE SHEET 3

Useful websites



www.amnesty.org

Follow the 'Learn about human rights' tab to find information on the human rights situation in more than 150 countries.



www.un.org/pubs/cyberschoolbus

Website designed for children and young people to find out more about human rights.



www.ohchr.org

Select the 'Your Human Rights' tab and then 'International Human Rights Laws' for information on international human rights treaties. Select the 'Human Rights Bodies' tab for information on the Committees who monitor these treaties. You can find out who has signed the treaties and access UN reports on different countries.



www.nihrc.org

www.niccy.org

These local sites may also provide you with some more information.

WORKSHEET 1

International human rights treaties

Complete the diagram by summarising what you have learnt about the role of international human rights treaties. Write the name of the relevant covenant or convention in each box.



WORKSHEET 2

Peer and self-assessment

Success criteria	Marks for...					
We will have been successful in preparing and delivering our presentation if...	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
1						
2						
3						
4						
5						

What did you do well?

How will you improve the next time you do a group presentation?

TOPIC

6

Promises kept? Monitoring children's rights

About this topic

Students learn how international human rights treaties are monitored, looking specifically at the UN Convention on the Rights of the Child (UNCRC). They will consider the role of the UN Committee on the Rights of the Child, and what it has said about how the UK is fulfilling its obligations as a party to the Convention. They will then prepare a presentation aimed at persuading the UK government to fulfil some of the key recommendations made by the UN Committee.

Learning objectives

Students should be able to:

- understand the UN's role in monitoring how governments carry out their promises under human rights treaties they have agreed to;
- understand the role of NGOs in ensuring that governments are protecting human rights;
- develop a persuasive argument in defence of children's rights.

Prior learning

Students should have some knowledge of the Universal Declaration of Human Rights (UDHR) and international human rights treaties.

Resources required

Resource sheet 1

International human rights treaty quiz (one per student or one teacher copy)

Resource sheet 2

UN Convention on the Rights of the Child general information (one per two students)

Resource sheet 3

Speak out for children's rights (one per group)

Resource sheet 4

UN Convention on the Rights of the Child summary version (one per student)

The concluding recommendations of the UN Committee on the Rights of the Child on the UK, October 2008 (optional – one per group)
www2.ohchr.org/english/bodies/crc/docs/advanceversions/crc.c.gbr.co.4.pdf

TOPIC 6

Promises kept? Monitoring children's rights

Time Approx 1 hour

Introduction

Remind students that, since the world's governments adopted the Universal Declaration of Human Rights in 1948, a number of international human rights treaties have been drawn up and ratified by member states of the United Nations. As a recap to the last lesson, ask students to complete the *International human rights treaty quiz* (resource sheet 1) individually or in pairs. Or read out the questions as a quiz to the class. See Teacher notes below for the answers.

Activities

1. Remind students that the UN has set up special committees of experts for each international human rights treaty. These committees monitor the performance of governments that have signed up to the treaties and make recommendations to help ensure that rights are adequately upheld. Explain that students will look at the UN Committee on the Rights of the Child and its role. They will also study the Committee's most recent recommendations (2008) on how the UK government can better uphold the rights contained in the Convention. Read through *UN Convention on the Rights of the Child general information* (resource sheet 2) as a class.

2. Divide the class into groups of three or four. Ask each group to imagine that they work for a children's charity or NGO. Their job is to encourage the UK government to follow the recommendations made to them by the UN Committee on the Rights of the Child. Read through the instructions on *Speak out for children's rights* (resource sheet 3) as a class, and provide students with copies of *UN Convention on the Rights of the Child summary version* (resource sheet 4). Allocate a different issue or recommendation to each group from the examples given on resource sheet 2, taking into account students' ability and interest where possible.

3. Allow time at the end of the lesson for each group to make its presentation.

Conclusion

Time permitting, students can add to their *Self-assessment* grid (Topic 1, worksheet 2) to summarise their learning

Differentiation

Students may need teacher support understanding the recommendations found in the UN Committee's concluding observations. The language has been simplified from the original, but some key terms have been left in to maintain accuracy, and these may need explaining. Higher ability students may wish to read the original copy of the UN Committee's concluding observations, or at least the section of the report that relates to their group's issue or recommendation.

Extension activity

Students may wish to develop their presentation as part of a Taking Action Project. See Topic 15 for more information.

Teacher notes

International human rights treaty quiz

Answers

- 1: D
- 2: F
- 3: C
- 4: E
- 5: H
- 6: B
- 7: A
- 8: G

RESOURCE SHEET 1

International human rights treaty quiz

Match up the following rights to the international human rights treaty that protects them.

- 1.** The right to safe working conditions, the right to housing and the right to an education
- 2.** The right to be free from cruel, inhuman or degrading treatment or punishment
- 3.** The right for girls to be free from discrimination
- 4.** The right for particular ethnic, religious or racial groups not to be violently persecuted
- 5.** The rights of people who flee their country because of a well-founded fear of persecution to seek safety in another country
- 6.** The right not to be treated unfairly or excluded because of race, colour or descent
- 7.** The right to marry, to have a fair trial, to equality before the law and to freedom of opinion
- 8.** The rights of children and young people

International human rights treaties

- A.** The International Covenant on Civil and Political Rights
- B.** The Convention on the Elimination of Racial Discrimination
- C.** The Convention on the Elimination of All Forms of Discrimination against Women
- D.** The International Covenant on Economic, Social and Cultural Rights
- E.** The Convention on the Prevention and Punishment of the Crime of Genocide
- F.** The UN Convention Against Torture
- G.** The Convention on the Rights of the Child
- H.** The Convention Relating to the Status of Refugees

RESOURCE SHEET 2

UN Convention on the Rights of the Child general information

The Convention

The UN Convention on the Rights of the Child (UNCRC) is a human rights agreement drawn up by the United Nations (UN) for all children and young people below the age of 18, everywhere in the world. It aims to set minimum entitlements and freedoms for children that should be respected by governments.

The Convention provides young people with over 40 rights, set out in 54 articles and two optional protocols, including:

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

Four core principles underpin children's rights and are seen as central to respecting the dignity of every child. They are:

- non-discrimination – all children should have rights, regardless of difference in race, ethnicity, religion, gender, nationality, disability etc.
- devotion to the best interests of the child – when making decisions that affect young people, adults should always think about what is best for each individual child.
- the right to life, survival and development – all children should enjoy an adequate standard of living and should be free from harm and neglect.
- respect for the views of the child – children should be able to have a say, especially on issues that affect them, and their views should be taken into account.

Reporting to the UN Committee on the Rights of the Child

The Convention became international law in 1989 and has been ratified (signed up to) by 192 UN member states. Only two countries have not ratified: the United States and Somalia. It has become the most widely accepted human rights treaty.

The UN Committee on the Rights of the Child (a group of 18 international human rights experts) was established to supervise the implementation of the Convention. The UN Committee meets in three sessions each year in Geneva, Switzerland, and makes recommendations to each government to help ensure children's rights are adequately upheld.

Every five years, each government must send a report to the UN Committee to say what it has done to give the children in its country access to all their rights listed in the UNCRC. Charities, NGOs (non governmental organisations), Children's Commissioners and children and young people can also send evidence to the UN about how well they think their government is doing.

The UK government made its most recent report in 2007. At the time, a number of NGOs and charities such as the Children's Law Centre, UNICEF and Save the Children made alternative reports about children's rights across the UK. They met with the UN Committee, along with the Children's Commissioners for England, Wales, Scotland and Northern Ireland.

Members of the UN Committee also came to the UK. Senior people from the government then visited the UN in September 2008 to answer the UN Committee's questions about children's human rights in the UK.

In October 2008, after the UN Committee heard from everyone, it wrote its concluding observations, spelling out where the UK government could do more to protect children's rights. The next UK government report to the UN Committee will be in 2014.

RESOURCE SHEET 2 continued

UN Convention on the Rights of the Child general information

Concluding observations on the UK 2008

The Committee's many recommendations to the UK government included the following:

Non-discrimination: Take urgent measures to address the intolerance and inappropriate characterisation of children, especially adolescents, within society including in the media. Take necessary measures to prevent discrimination, especially of Roma and Irish travellers' children; migrant, asylum-seeking and refugee children; lesbian, bisexual, gay and transgender children; and of children belonging to minority groups. (Paragraph 25)

Protection of privacy: Take action to respect the privacy of children in the media, especially by avoiding messages that publicly expose children to shame (eg protecting those subject to ASBOs – Anti-Social Behaviour Orders – from 'naming and shaming' in the media.) Regulate children's participation in TV programmes, notably reality shows, to ensure the programmes don't violate children's rights. (Para 37)

Corporal punishment: Explicitly prohibit the corporal punishment of children in the home and in school. Actively promote positive and non-violent forms of discipline. Provide parental education and professional training in childrearing. (Para 42)

Children with disabilities: Take all necessary measures to ensure that laws and services aimed at protecting children with disabilities are effectively implemented. Provide training for professional staff working with children with disabilities, eg teachers and social workers. Undertake awareness raising campaigns on the rights and special needs of children with disabilities, encourage their inclusion in society and prevent discrimination. (Para 53)

Education: Continue and strengthen efforts to reduce the effects of the social background of children on their achievement in school. In Northern Ireland, take steps to deal with segregation of education and abolish the 11+ transfer test. (Para 67)

Leisure and play: Strengthen efforts to guarantee the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. Pay particular attention to providing children, including those with disabilities, with adequate and accessible playground spaces. (Para 69)

Asylum-seeking and migrant children: Limit the detention of asylum-seeking and migrant children who come to the UK without an adult to a last resort. Consider the appointment of guardians for unaccompanied asylum-seeking children and provide legal help for unaccompanied children without valid documents. (Para 71)

Juvenile justice: Reconsider the use of ASBOs (Anti-Social Behaviour Orders) with a view to their abolition for children. Raise the age of criminal responsibility (from eight in Scotland and 10 in the rest of the UK). Develop a broad range of alternative measures to detention for child offenders. (Paras 78-80)

The full concluding observations of the Committee on the Rights of the Child on the UK, October 2008, are available at

● www2.ohchr.org/english/bodies/crc/docs/advanceversions/crc.c.gbr.co.4.pdf

The paragraph numbers in brackets above will help you find the recommendation in the document.

RESOURCE SHEET 3

Speak out for children's rights

Imagine that you work for a children's charity or NGO. You want to encourage the UK government to follow the concluding recommendations made to them by the UN Committee on the Rights of the Child in 2008. Your task is to prepare a presentation aimed at persuading the UK government to take action to fulfil one of these recommendations.

Step 1: Your teacher will give you an issue or recommendation to consider. Check that you understand your issue and ask your teacher to clarify any key terms if necessary.

Step 2: Come up with at least three reasons why it is important for the UK government to follow this recommendation. Think about:

- which human right is at stake (see the UN Convention on the Rights of the Child);
- why that right is important;
- what might happen if this recommendation isn't followed.

Step 3: Produce a presentation aimed at persuading the UK government to follow your recommendation. This could be:

- a TV ad (role play);
- a poster or flyer;
- a letter to be published in a national newspaper;
- a radio ad.

Make sure your message is clear and persuasive. Use chants and slogans as appropriate and back up your arguments with sound reasoning.

Step 4: Present your work to the class.

RESOURCE SHEET 4

UN Convention on the Rights of the Child summary version

Article 1 Everyone under the age of 18 has all the rights in the convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 Your best interest should be a top priority in all actions concerning you.

Article 4 Governments should do all they can to make sure you have these rights.

Article 5 Governments should respect the rights and responsibilities of families to give help and advice to their children about the rights in this Convention. The more you know about these rights, the less guidance your family may need to give.

Article 6 You have the right to life. Governments should ensure that children survive and develop healthily.

Article 7 You have the right to a legally registered name and nationality. You also have the right to know and, as far as possible, to be cared for by your parents.

Article 8 Governments should respect children's right to a name, a nationality and family ties.

Article 9 You should not be separated from your parents unless this is the best thing for you. You should be given the chance to express your views when decisions about this are being made. You have the right to stay in contact with both parents, unless this might harm you.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 You have the right to say what you think in all matters affecting you, and to have your views taken seriously.

Article 13 You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

Article 14 You have the right to think and believe what you want and also to practise your religion, as long as you are not stopping other people from enjoying their rights. Governments should respect the rights of parents to give you guidance about this right.

Article 15 You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.

Article 17 You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 20 If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.

Article 21 If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you move to another country.

Article 22 If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.

Article 23 If you have a disability, you have the right to live a full and decent life. You have the right to make choices and to be part of the community.

RESOURCE SHEET 4 continued

UN Convention on the Rights of the Child summary version

Article 24 You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25 If you have been placed away from home (in care, hospital or custody for example), you have the right to have the way you are being cared for checked regularly.

Article 26 The government should provide extra money for the children of families in need.

Article 27 You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 Education should develop your personality and talents to the full. It should encourage you to respect everyone's human rights, and to respect your parents, your own and other cultures and the environment.

Article 30 You have the right to learn and use the language, customs and religion of your family whether or not these are shared by the majority of the people in the country where you live.

Article 31 You have a right to relax, play and join in a wide range of activities.

Article 32 The government should protect you from work that is dangerous or might harm your health or education.

Article 33 The government should provide ways of protecting you from dangerous drugs.

Article 34 The government should protect you from sexual abuse.

Article 35 The government should ensure that you are not abducted or sold.

Article 36 You should be protected from all other people or activities that take advantage of you or might harm your development.

Article 37 You have the right to protection from torture or other very bad treatment. This is an absolute right and must never be broken. You should only ever be arrested or held in custody as a very last resort. You should not be put in a prison with adults and you should be able to keep in contact with your family.

Article 38 The UK government has signed an optional protocol to the Convention which commits the government to taking all feasible measures to prevent children under 18 directly participating in armed conflict.

Article 39 If you have been neglected or abused, you should receive special help to restore your self-respect.

Article 40 If you are accused of breaking the law, you should be treated with dignity and respect. You also have the right to help from a lawyer and your privacy should be respected at all times.

Article 41 If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.

Article 42 The government should make the Convention known to all parents and children.

Articles 43–54 These are about how adults and governments should work together to make sure all children get all their rights.

The UN Convention on the Rights of the Child Summary version is taken from the KS3 Citizenship resource taken from *Right Here, Right Now*, a resource jointly produced by the British Institute of Human Rights, the Ministry of Justice with the support of Amnesty International UK and the Department for Children School and Families for schools in England. Crown Copyright 2008. www.teachernet.gov.uk/teaching-and-learning/subjects/citizenship/rhnm

For more information on the UNCRC and to read the full text of the Convention see www.unicef.org/crc/

TOPIC

7

Protecting human rights in Europe

About this topic

Students are introduced to the European Convention on Human Rights (ECHR) and the human rights protected by it. It will highlight the ECHR's impact on Europe and its limitations.

Learning objectives

Students should be able to:

- identify the human rights protected by the ECHR;
- explain the impact of the ECHR on the protection of human rights in Europe.

Prior learning

No prior knowledge of the ECHR is necessary. However, students completing the part of this topic that compares the UDHR with the ECHR should be familiar with the UDHR (from Key Stage Three or Topic 3 in this resource).

Resources required

Resource sheet 1

European Convention on Human Rights fact sheet (one per student)

Resource sheet 2

European Convention on Human Rights grid (one per group, optional laminate)

Resource sheet 3

Impact cards (copy on to coloured card, cut into separate cards, one per group)

Resource sheet 4

Scenario cards (cut into separate cards, one set per group)

Resource sheet 5

Right up your street illustration (scanned onto PowerPoint, or one A3 copy per 2/3 students)

Worksheet 1

Right up your street chart (one per student)

A3 page or flipchart page (one per group)

Sheets of paper

Glue

Coloured stickers

TOPIC 7

Protecting human rights in Europe

Time Approx 1 hour

Introduction

Re-focus students with a brief review of topics to date:

- What do we mean by human rights?
- Who is responsible for protecting human rights?
- How does the United Nations check governments are keeping their promises?

Tell students that they are about to learn about the European Convention on Human Rights (ECHR), which protects the basic rights and freedoms of European citizens. Next, they will receive a fact sheet about the ECHR. Ask them to generate a set of questions they'd expect the fact sheet to answer, ranging from low level (What is in it? When was it written?) to high level (How effective is it? How does it compare to the UDHR?). Record these questions on the board.

Activities

1. Now give out the *European Convention on Human Rights fact sheet* (resource sheet 1). Students should read it, highlighting information that answers their questions.

2. Take class feedback and record answers next to the appropriate questions on the board. Which questions have been fully answered (mark with a tick ✓); partially answered (mark with a question mark ?); not answered at all (mark with a cross ✗)? Explain that you will return to these at the end of the topic.

3. Organise the class into small groups and give each one the *European Convention on Human Rights grid* (resource sheet 2); it should be placed in the middle of a large page. Give students time to read it through and check that they understand the articles it contains.

4. Tell students they are now going to explore the ECHR's impact on Europe. Give each group a set of *Impact cards* (resource sheet 3). Each group should read each card one by one and to decide which article from the ECHR it is best matched to (ie the article the case could have been brought under to the European Court of Human Rights). Each card should then be placed on the page beside the best-matched article(s).

5. Take feedback, asking groups to justify their choices. Reassure students: you are more interested in their justification than whether their match was technically correct. Allow groups to change their cards around. Suggested answers are given in the Teacher notes (page 77).

6. Still in groups, distribute the *Scenario cards* (resource sheet 4). Ask them to discuss the following:

- Is the situation described in breach of the ECHR (ie is it covered by the ECHR)?
- If so, name the most relevant articles (ie under which articles could the case be brought to the European Court of Human Rights?).

Each scenario card should then be placed either beside the article(s) it is best matched to or in a separate section of the page away from the ECHR grid.

7. Take feedback again and reveal answers (see Teacher notes on page 77). Conclude this activity by asking:

- Did anything surprise them about the ECHR?
- What rights are covered? (Civil and Political Rights, eg the right to a fair trial).
- Not covered? (Economic, Social and Cultural Rights, eg the right to an adequate standard of living).
- Why do you think this is the case? (More able students should be able to suggest that implementing social and economic rights requires resources which countries might not be willing to spend).

TOPIC 7

Protecting human rights in Europe

8. Display the *Right up your street* illustration (resource sheet 5). Students should examine this scene of everyday life, and identify examples of human rights set out in the ECHR being enjoyed, denied or demanded. Ask them to fill in the *Right up your street chart* (resource sheet 6) or mark each human rights situation that they find with a coloured sticker (on re-usable laminated copies of the illustration). Each group should try to detect 10 different human rights situations in the picture. See Teacher notes (overleaf) for suggested answers.

Conclusion

Return and add to the questions generated in the introduction. Identify those fully answered, partially answered and not answered (using a tick, question mark or cross as before). Assign those partially answered or not answered as a research homework task. Add to the *Self-assessment grid* (Topic 1, worksheet 2).

Differentiation

The *European Convention on Human Rights fact sheet* (resource sheet 1) contains both straightforward and more complex information. This should allow students to find answers to at least some of the questions they have generated in the introduction. Alternatively, different students could be set the task of finding the answers to specific questions, allowing you to allocate less complex and more complex questions to your students as appropriate.

Extension activities

1. Act out the ‘Child A versus the UK’ case (resource sheet 1). Assign members of the class to act as the legal representatives for the child, the UK government and the judges in the European Court. Each side could present their case and the judges present their verdict.

2. Explore in more detail some well-known European Court of Human Rights cases.

- Religious Education in schools – Folgero and others versus Norway (2007); Kjeldsen versus Denmark (1976)
- Corporal punishment – Campbell and Cosans versus UK (1982)
- Homosexuality as criminal offence in Northern Ireland – Dudgeon versus UK (1981)

Details of particular cases taken to the European Court of Human Rights can be accessed at: <http://www.echr.coe.int/echr/en/hudoc>

TOPIC 7

Protecting human rights in Europe

Teacher notes

Impact cards Answers

Refers to resource sheet 3, steps 4 and 5

A – Article 3

B – Article 6

C – Article 8

D – Article 6

E – Article 8

F – Article 3

G – Article 8

H – Article 9 and Protocol 1, Article 2

I – Article 6

J – Articles 8 and 12

Scenario cards Answers

Refers to resource sheet 4, steps 6 and 7

Scenarios in breach of the ECHR

Scenario A: Article 9

Scenario B: Article 3

Scenario E: Article 14

Scenario G: Article 6, the right to a fair trial and Article 13, the right to ask for legal help when you are not being treated fairly

Scenarios not in breach of the ECHR

Scenario C: There is a right to education but the *type* of education and *level* is not specified

Scenario D: The ECHR places no obligation on *parents* and even children looked after by the state cannot claim a right to food under the ECHR

Scenario F: There is no right to *health* in the ECHR

Scenario H: Language rights are not protected in the ECHR but discrimination against individuals on the basis of language is prohibited

Details on particular cases taken to the European Court of Human Rights can be accessed at:

www.echr.coe.int/echr/en/hudoc

Right up your street Answers

Refers to resource sheet 5, step 8

Rights exercised	Scene	Article
Right to an education	Children at the primary school	Protocol 1, Article 2
Right to peaceful assembly	The march in the street	11
Right to freedom of expression	The soap box speaker	10
Right to freedom of thought, conscience and religion	The group in the foreground The different places of religion	9
Right to equal treatment	Wheelchair	14
Right to marry and have a family	Mother with baby in foreground Father hugging his children	12
Rights denied	Scene	Article
No one shall be subjected to cruel, inhuman or degrading treatment or punishment	The chain gang The child being beaten	3
Right to be presumed innocent until found guilty	Child accused of stealing sweets	6
Rights demanded	Scene	Article
Women's rights	Women with placard	14
They could be saying 'no' to any violation of the human rights in the European Convention, eg torture, slavery	Group with 'No' placards	3, 4

RESOURCE SHEET 1

European Convention on Human Rights fact sheet

The Council of Europe was set up after World War II in May 1949, by 15 member states, to promote unity in Europe. In 1950 the Council of Europe adopted the European Convention on Human Rights (ECHR) to protect human rights and fundamental freedoms. It entered into force on 3 September 1953. There are now 47 member states of the Council of Europe all of which have signed up to the Convention.

The ECHR contains a number of articles outlining the human rights it protects eg freedom of expression, the right to a fair trial, the right to marry, the right to privacy, etc. It also includes optional

‘protocols’ (additional rights) that states can choose to sign up to.

The Convention is overseen by the **European Court of Human Rights** in Strasbourg, France. Any person who feels their state (country) has violated (or abused) their human rights listed in the Convention can take a case to the Court. However the person can only take the case to the Court if they have tried every legal way possible to get their own state to respect their human rights. One of the best-known cases taken to the European Court of Human Rights helps to explain this (below).

Child A versus the UK government, 1998

In this case, a nine-year-old boy (called child A to protect his identity) was badly beaten by his stepfather with a garden cane. The boy took the case to an English court and his stepfather was charged with assault. Even though the stepfather admitted hitting the boy on a number of occasions with the cane, the Court found him not guilty. This was because in English law a parent or guardian can claim they used ‘reasonable chastisement’. That means that they can argue that the beating was needed to discipline the child. The English court agreed that it was reasonable to beat this particular child with a cane.

The child appealed the decision of the court through the English legal system but the decision was upheld.

He then took the case to the European Court of Human Rights. However, this time it was not the stepfather who was taken to court, it was the UK government. This is because the boy claimed that the laws in the UK did not properly protect him because they had found the stepfather not guilty. He claimed that this breached Article 3 of the ECHR: ‘No one shall be subjected to torture or to inhuman or degrading treatment’. The Court heard the case and ruled that the UK had breached Article 3 because its laws did not protect the boy from degrading treatment. The boy was awarded £10,000 compensation and the UK were asked to examine and change the law that allowed ‘reasonable chastisement’.

The law in the UK was eventually changed. Article 2 of the Law Reform (Miscellaneous Provisions, Northern Ireland) Order 2006 removed the defence of ‘reasonable chastisement’ from any charge of actual bodily harm or worse. Now if a parent punishes their child and it causes visible bruising, scratches, cuts or more serious injuries, the parent can be prosecuted for assault occasioning actual bodily harm, or more serious charges.

RESOURCE SHEET 2

European Convention on Human Rights grid

All states will secure these rights and freedoms for all people who live in their jurisdiction (Article 1)	Everyone has the right to life (Article 2)
Everyone has the right to be free from torture and inhuman or degrading treatment or punishment (Article 3)	Everyone should be free from slavery and forced labour (Article 4)
Everyone has the right to liberty and security of person (Article 5)	Everyone has the right to a fair trial, and to be presumed innocent until found guilty, if they are facing a criminal charge (Article 6)
No one can be found guilty of a crime if there was no law against it when the act was committed (Article 7)	Everyone has the right to respect for their private and family life, home and correspondence (Article 8)
Everyone has the right to freedom of thought, conscience and religion (Article 9)	Everyone has the right to freedom of expression (Article 10)
Everyone has the right to freedom of peaceful assembly and association (Article 11)	Everyone has the right to marry and found a family (Article 12)
Everyone has the right to ask for legal help when they are not being treated fairly (Article 13)	Everyone has these rights regardless of their gender, race, language, religion, etc (Article 14)
Everyone has the right to own property (Protocol 1, Article 1)	Everyone has the right to education. Parents have the right to choose the type of education for their child based on their religious and philosophical beliefs (Protocol 1, Article 2)
Everyone has the right to take part in free elections (Protocol 1, Article 3)	The death penalty shall be abolished. No one shall be condemned to such penalty or executed (Protocol 13, Article 1)

This is a summary version of the ECHR. For the full text see <http://conventions.coe.int/treaty/en/treaties/html/005.htm>

RESOURCE SHEET 3

Impact cards



A. Corporal punishment is banned in UK schools because of the ECHR

B. If people are arrested in the UK they must be told the reasons for their arrest in a language which they understand because of the ECHR

C. Homosexuality in Northern Ireland is no longer a criminal act for those over the age of 18 because of the ECHR

D. Turkey reduced the amount of time a suspect can be held for questioning by the police because of the ECHR

E. Spain passed laws to ban phone tapping because of the ECHR

F. The UK had to re-examine its laws about smacking because of the ECHR

G. Belgium changed its laws, which discriminated against children born outside marriage, because of the ECHR

H. Sweden changed its law on compulsory religious education because of the ECHR

I. Portugal increased its number of judges because of the ECHR

J. Finland changed its laws on who should have custody of a child and its laws on parents' visiting rights because of the ECHR

RESOURCE SHEET 4

Scenario cards



A. A government makes a rule saying that pupils cannot pray on school grounds

B. A police officer arrests a man who hits the officer. The officer handcuffs him and then hits the man three times with his baton

C. A pupil receives a poor education in her or his school and cannot get a job

D. A child goes to bed hungry because his or her parents cannot afford enough food

E. A government refuses to allow any women to vote in an election

F. A woman is ill and is refused the operation she needs because the local health authority does not have enough money

G. A man charged with a crime is not allowed to have a lawyer in court to defend him. The court room is also closed to the public

H. Several Indian families want their pupils educated in Hindi in their local school, but the principal states that only English will be spoken



RESOURCE SHEET 5

Right up your street illustration



© Dan Jones

WORKSHEET 1

Right up your street chart

Identify examples of rights being demanded, exercised and denied in the *Right up your street* illustration. Record your findings in the relevant columns on the table below, referring to the relevant scene from the illustration. One example is done for you.

A right demanded	A right exercised	A right denied
Somebody is asking for their human rights to be respected	Somebody is using or enjoying a human right	Somebody is abusing somebody else's human rights
	EXAMPLE: The right to an education (Protocol 1, Article 2) – children in the primary school	

TOPIC

8

Protecting human rights in the UK

About this topic

Students are introduced to the Human Rights Act (HRA) and the rights contained in it for people in the UK and, in particular, Northern Ireland. Students will also look at how the HRA works in practice and at examples of human rights needing greater protection.

Learning objectives

Students should be able to:

- explain the role of the Human Rights Act (HRA) in protecting human rights in the UK and, in particular, Northern Ireland;
- describe how the HRA works, and situations which may constitute a breach of the HRA;
- justify their view of the significance of the HRA.

Prior learning

Students should be able to define human rights and name a number of human rights that we have. They should also be aware of a number of international human rights documents, including the content and significance of the European Convention on Human Rights (ECHR).

Resources required

Resource sheet 1

The Human Rights Act fact sheet (one per two students)

Resource sheet 2

The Human Rights Act simplified version (one per student)

Resource sheet 3

The Human Rights Act simulation brief (one per group)

Resource sheet 4

Letters (copy onto card, cut into separate 'letter' cards, place in envelopes, one set per group)

Worksheet 1

The Human Rights Act simulation answer sheet (one per student)

Worksheet 2

The Human Rights Act at work (one per student)

TOPIC 8

Protecting human rights in the UK

Time Approx 1 hour

Introduction

Tell the class that they've looked at human rights treaties in a global and European context. They are now going to look at what the UK and, in particular, Northern Ireland have done to promote and protect human rights in this country.

Activities

1. Briefly review what the class has learnt so far about human rights protection in the UK.

- What human rights are they entitled to?

Remind them of UN conventions. Draw out the types of rights these protect: specific examples or broader categories. Remind them of the ECHR. Again draw out specific rights.

- How are these human rights protected? Remind them of UN Committees etc, the European Court of Human Rights, even the role of NGOs in monitoring government.

2. Now explain that the mechanisms in place at the UN and in Europe to ensure human rights are protected take quite a long time to carry out (remind them of the case of *Child A* versus UK from the last topic – it took several years for it to be resolved). Explain that in 1998 the UK government decided to introduce the Human Rights Act to ensure even better protection of their citizens' human rights.

3. Distribute *The Human Rights Act fact sheet* (resource sheet 1), allowing the class time to understand its content. After each section ask pupils to suggest which information is the most important. Give students a simplified version of the Act (resource sheet 2).

4. Ask students to get into groups of three to four. Explain that they are going to adopt the role of legal advisers for the Northern Ireland Human Rights Commission. Distribute a copy of *The Human Rights Act simulation brief* (resource sheet 3, one per group). Tell each group that they will receive some letters from people seeking advice on whether or not their rights under the Human Rights Act have been breached. Give students time to read the brief. Hand out *The Human Rights Act simulation answer sheet* (worksheet 1) to each student.

5. Distribute *Letters* (resource sheet 4) to each group. You could do this all in one go or act as a postman and drop letters off at intervals.

6. Give students time to consider each of the letters as a group and to record their decisions individually on their answer sheet (worksheet 1). Take group feedback:

- Which letters make the strongest case that their human rights have been breached? Why? Which articles of the HRA are relevant to the case?
- Which case would they support and be willing to take to court? Why?
- Which letters make a weaker case? Why?

See Teacher notes (overleaf) for an overview of how these types of cases have been dealt with.

7. Distribute *The Human Rights Act at work* (worksheet 2) and ask students to complete it.

Conclusion

Ask the class to consider the limitations of the HRA. Explain that social, economic and cultural rights are not covered by the ECHR and are therefore not covered by the HRA. Ask the class to think about why it might be important that these rights were particularly protected in Northern Ireland and explain that they will be exploring this in the next lesson. Return to the *Self-assessment grid* (Topic 1, worksheet 2).

TOPIC 8

Protecting human rights in the UK

Differentiation

The *Human Rights Act fact sheet* (resource sheet 1) contains both straightforward and more complex information. Guide students through it, helping to identify key information as appropriate. For the simulation activity, it may be preferable to choose just one or two letters/cases to consider as a whole class. Read out the letters as if the author and ask the class to act as officials giving their verdict on your situation. Facilitate a whole class discussion by working through the questions in the simulation brief (resource sheet 3).

Extension activities

ICT activities:

1. Ask students to research case studies of how people have used the Human Rights Act. For examples, see: www.liberty-human-rights.org.uk/issues/human-rights-act/human-rights-case-studies.shtml. Ask students to consider how human rights can be limited and balanced in each case. Do students agree with each outcome?

2. The HRA has sparked considerable controversy in the UK. Ask students to research people's objections to the HRA and compare these with arguments in favour of the HRA. This could form the basis of a class debate or discussion, a research project or a presentation activity.

Teacher notes

The letters in this activity are loosely based on real cases taken under the HRA.

Letter	Jurisdiction	Articles under which case was taken	Judgement
1	Northern Ireland	Article 8 and Article 2	Article 2 not relevant Article 8 relevant but not breached
2	Northern Ireland	Article 8	Dismissed Detention was in the interests of public safety
3	Northern Ireland	Article 8	Article 8 breached and also Article 6
4	Northern Ireland	Articles 2, 3, 6, 8 and Protocol 1, Article 1	Articles 2, 3 and 6 not relevant Article 14 relevant but not breached Article 8 breached and also Protocol 1, Article 1
5	England	Article 9	There have been a number of cases in relation to this issue – some successful, some not, depending on how essential the item of jewellery is to the religious identity of the individual

RESOURCE SHEET 1

The Human Rights Act fact sheet

In 1998 the government of the UK passed the Human Rights Act (HRA). It came into force (meaning it could be used in courts of law) on 2 October 2000.

The Human Rights Act (HRA) made the European Convention on Human Rights (ECHR) part of the law of Northern Ireland (and the rest of the UK). This means that certain human rights are now part of the UK's law. These rights include the right to freedom of speech, the right to an education and the right to a fair trial. Before the HRA was introduced, people had to go to the European Court of Human Rights in Strasbourg, France, if they felt their human rights had been violated (abused). This was very time-consuming and costly for everyone involved. Now you can go to a court in Northern Ireland to enforce these human rights if you need to.

The Human Rights Act is important for a number of reasons:

1. All new laws passed by government have to be compatible with the HRA. This means that the government cannot make a law which goes against the human rights contained in the HRA.

2. All existing laws have to be interpreted and applied in a way that fits with the human rights contained in the HRA. If the courts think that a law is not in line with the HRA, they can make a statement or 'declaration' saying this. This sends a message to the government that they should think about changing the law.

3. All public authorities (like local councils, the Courts, the Police Service, state schools, government departments, hospitals, prisons, organisations offering services to the public, etc) have to respect the human rights contained in the HRA. This means that if they take a decision that breaches these rights they can, for example, be taken to Court in Northern Ireland by the person(s) affected by that decision.

There are some high profile legal cases that have used the HRA as part of their argument in the courts (see right).



© Alex Davies

Radio 1 DJ Sara Cox won a case against the *People* newspaper for invading her privacy. The newspaper published naked pictures of her and her husband on a private beach during their honeymoon. Cox's lawyers sued the paper under Article 8 of the Human Rights Act, the right to private and family life. She received an apology and £50,000 compensation plus legal costs from the paper.



© Michael Stephens/PA

Shabina Begum, a Muslim school girl from Luton, England was excluded from Denbigh High School in 2002 when she asked to wear a jilbab, a traditional full-length religious Muslim dress, instead of the regulation shalwar kameez (trousers and tunic). Shabina took the school to court on the basis that the school was interfering with her human rights to manifest her religious beliefs (Article 9 of the Human Rights Act) and her right to an education (Article 2 Protocol 1). She lost her case in the High Court, but in 2005 won in the Court of Appeal. The school appealed to the House of Lords judicial committee and won in 2006. The judges in the House of Lords decided that Denbigh High School was fully justified in the action it had taken, after being told that the school had consulted widely among the Muslim community about its uniform policy. They found there was no interference with Shabina's right to manifest her religion or her right to an education because there was no evidence to show she could not attend another school where she could have worn the jilbab.

RESOURCE SHEET 2

The Human Rights Act simplified version

Article 1 is introductory

Article 2 Everyone has the right to life

You have the right to have your life protected by law. There are only certain and very limited circumstances where it is acceptable for the state to take away someone's life, eg if a police officer acts in self-defence from unlawful violence.

Article 3 Everyone has the right to be free from torture and inhuman or degrading treatment or punishment

You have the absolute right not to be tortured or punished in a way that is degrading or makes you feel less human than others, or humiliates you.

Article 4 Everyone should be free from slavery and forced labour

You have the absolute right not to be treated as a slave.

Article 5 Everyone has the right to liberty and security of person

You have the right not to be locked up, except in certain cases where there is a good reason, eg you are suspected of committing a crime.

Article 6 Everyone has the right to a fair trial, and to be presumed innocent until found guilty, if they are facing a criminal charge

You have the right to a fair trial, and are innocent until proven guilty. You have the right to defend yourself and to be clearly informed of the case against you.

Article 7 No one can be found guilty of a crime if there was no law against it when the act was committed

Article 8 Everyone has the right to respect for their private and family life, home and correspondence

You have the right to respect for your private and family life, your home, your letters and emails. People shouldn't read your letters or listen to your phone calls, unless they need to for a very good reason, for example to prevent a crime.

Article 9 Everyone has the right to freedom of thought, conscience and religion

You have a right to hold a range of views and beliefs. Other people should not try to tell you what to believe. This right may be limited in specific circumstances, eg you may not be allowed to wear certain types of religious dress to school.

Article 10 Everyone has the right to freedom of expression

You have a right to hold opinions and have your say – as long as you respect other people.

Article 11 Everyone has the right to freedom of peaceful assembly and association

You have a right to get together with other people in a peaceful way. You have the right to join a union. There can be times when this is restricted to prevent crime or for the protection of others. But this can only be done if it is really necessary.

Article 12 Everyone has the right to marry and found a family

You have the right to get married and have a family. The national law sets the minimum age this can take place at.

(Article 13 from the European Convention is not included in the Human Rights Act)

Article 14 Everyone has these rights regardless of their gender, race, language, religion, etc

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

RESOURCE SHEET 2

The Human Rights Act simplified version *continued*

Protocols that have been added later:

Protocol 1, Article 1

Everyone has the right to own property

You have the right to peaceful enjoyment of the things you own. Public organisations can not interfere with things you own. Nobody should take your things away from you unless there are very good reasons, eg you are causing a danger to other people.

Protocol 1, Article 2

Everyone has the right to education

Parents have the right to choose the type of education for their child based on their religious and philosophical beliefs.

You have the right to have the same chance as everyone else to go to school or college and learn the things you want.

Protocol 1, Article 3

Everyone has the right to take part in free elections

Elections must be free and fair and take place by a secret ballot. The national law sets the minimum age this can take place at.

Protocol 13, Article 1

The death penalty shall be abolished

No one shall be condemned to such penalty or executed (replaces the Sixth Protocol from June 2004).

The death penalty shall be abolished. No one shall be condemned to such penalty or executed.

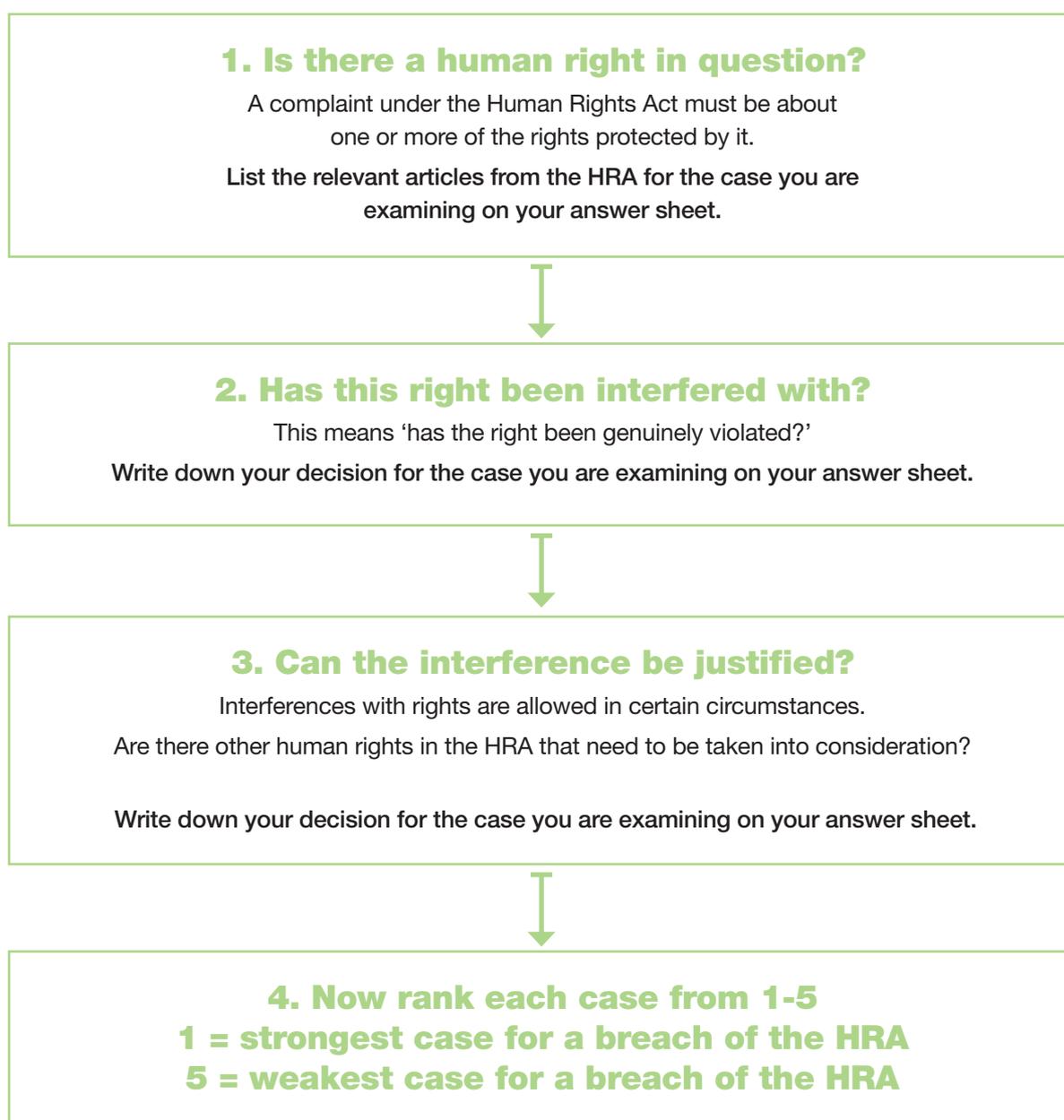
RESOURCE SHEET 3

The Human Rights Act simulation brief

The Northern Ireland Human Rights Commission (NIHRC) was set up to promote awareness of the importance of human rights in Northern Ireland, to review existing law and practice and to advise government on what steps need to be taken to fully protect human rights in Northern Ireland. It can also provide legal help to people who think their human rights have been violated (abused).

Imagine you are a group of legal advisers with the Northern Ireland Human Rights Commission (NIHRC). You will receive a set of letters from members of the public who are looking for help. They want to know if their situation breaches the Human Rights Act. Read each letter carefully and decide if it is a strong or a weak case.

Use the flow chart below to help you analyse each case and then record your answers on worksheet 1.



RESOURCE SHEET 4

Letters

Letter 1

Dear legal adviser,

A telephone company has erected mobile phone antennas covered by large cabinets right beside my house. My mum is furious. I checked with the Department of the Environment and found out that they had given the company permission to do this. We've heard that mobile phone antennas can damage your health – and they're at our front door. When the phone company workers come by they'll be able to look right into our front room! Do you think the decision by the Department of the Environment breaches the Human Rights Act?

Yours,

Paul Jones

Letter 2

Dear legal adviser,

I am currently in prison (I received 13 years for firearms offences). I'm not being allowed out for the day to attend my granddaughter's christening. It's a really important day for our family and I think I have a right to be there. Do you think this decision breaches the Human Rights Act?

Yours truly,

John Smith

Letter 3

Dear legal adviser,

My children have been in care with a local health trust. The trust met with the local adoption panel and they decided it was in the children's best interests that they be put up for adoption. They told us it was normal practice not to invite the parents of children to the meeting with the adoption panel or to give us any chance to speak at it. It was months before we found out what they had decided that day. Do you think this breaches the Human Rights Act?

Yours,

Jim Brown

RESOURCE SHEET 4

Letters continued

Letter 4

Dear legal adviser,

We live in a house owned by the Housing Executive. A family have moved in next door into another Housing Executive house and are really noisy and unpleasant. They have loads of loud parties and the outside of the house is a mess – it's a health hazard. We can't get any peace and quiet and our family life is being disrupted. Our kids are really distressed and frightened and my husband's health is starting to suffer. We tried to ask them to settle down but they were really aggressive and threatened members of my family. We complained to the Housing Executive and asked them to remove this family so we can all get back to a more peaceful life but they have refused to do this. Do you think their refusal to sort this out breaches the Human Rights Act?

Yours truly

Mrs T Black

Letter 5

Dear legal adviser,

I'm 13 years old and have been suspended by my headmaster because I refused to stop wearing my religious jewellery to school. It's really important to me to wear it, as it is a big part of my religious identity. The school says it goes against their uniform code and that for health and safety reasons they can't let anyone wear stuff like this. Do you think my school is breaching the Human Rights Act?

Hope you can help.

Amy Green

WORKSHEET 1

The Human Rights Act simulation answer sheet

The letters in this activity are loosely based on real cases taken under the HRA.

Case	Relevant articles from HRA	Has the right been interfered with?	Can it be justified?
Letter 1			
Letter 2			
Letter 3			
Letter 4			
Letter 5			

WORKSHEET 2

The Human Rights Act at work

Answer the following questions to summarise what you have learnt about the Human Rights Act.

Everyone must answer these:

1. What is the Human Rights Act and when did it come into force?

2. Give examples of human rights protected by the Human Rights Act.

3. Copy and complete the sentences by filling in the blanks. Use the word bank to help you.

<p>All _____ laws have to be _____ (in line) with the Human Rights Act. Old or _____ laws have to be _____ and _____ in a way that does not go against the Human Rights Act. _____ must respect the human rights in the Human Rights Act when they make decisions.</p>	<p>WORD BANK</p> <p>Public authorities new interpreted compatible applied existing</p>
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WORKSHEET 2

The Human Rights Act at work *continued*

4. Give at least three examples of ‘public authorities’.

Most of you should answer these:

5. Describe a situation where the Human Rights Act was breached. Give details of the case and the specific human rights which were ‘interfered with’ or ‘violated’ (use the cases you have come across in this activity).

6. Describe a situation where the human rights in the HRA might need to be limited or balanced against another right.

A few of you might want to try this:

7. The Northern Ireland Human Rights Commission has said that ‘the relationship between you, your fellow citizens and government is different from the date the Human Rights Act came into force’. What do you think it meant by this? Why is the Human Rights Act so important?

TOPIC

9

Additional rights for Northern Ireland?

About this topic

This topic reminds students that since the Human Rights Act (HRA) is based on the European Convention on Human Rights (ECHR), it is limited to mainly civil and political rights. Students will consider additional human rights protection that might be needed in Northern Ireland because of the legacy of the conflict and the nature of our divided society.

Learning objectives

Students should be able to:

- explain why many people think we need additional human rights protection in Northern Ireland;
- give examples of human rights not covered by the HRA which could be included in human rights law in Northern Ireland;
- evaluate which additional human rights are most relevant for society in Northern Ireland.

Prior learning

A basic understanding of human rights, the role of international human rights treaties and the contents and significance of the HRA and ECHR is anticipated.

Resources required

Resource sheet 1

Additional rights for Northern Ireland? (enlarge and display or present on PowerPoint)

Resource sheet 2

Bill of Rights card match (one set per group, copy onto card, cut into separate cards and mix up)

Worksheet 1

Human rights law for Northern Ireland? (one per group, enlarge to A3)

Worksheet 2

Zone of relevance (one per group, enlarge to A3)
Large sheets of paper

TOPIC 9

Additional rights for Northern Ireland?

Time Approx 1 hour

Introduction

Display *Additional rights for Northern Ireland?* (resource sheet 1). Remind students of the previous topic's conclusion. Explain that when the Good Friday/Belfast Agreement was signed, the people of Northern Ireland were offered the possibility of their own human rights legislation in the form of a Bill of Rights for Northern Ireland. Ask pupils to look at the images displayed and to suggest why the people of Northern Ireland might need extra human rights protection.

Activities

1. Explain that sometimes problems arise in a country where people's human rights are abused or violated. In this case, some countries create special legislation, making additional promises to protect human rights. This type of legislation is sometimes called a Bill of Rights. The next activity will explain what is meant by this in more detail.
2. Distribute a set of description cards and country cards (resource sheet 2, one set per group) and ask students to match them up. Ask them to explain their decisions. Reveal the correct answers. Draw out the particular circumstances of these countries and explain that, because of them, countries made extra promises to protect particular rights of the people who live there.
3. Distribute the *Bill of Rights card match* (resource sheet 2, one set per group). Explain that these cards contain extracts from each country's Bill of Rights. Ask each group to match the cards to the correct country. Remind the pupils that the Bill of Rights should reflect the particular circumstances of the country.
4. Discuss students' decisions and ask why they took them. It is more important that they reveal reasons why they think each country might need the particular rights they have selected than to be correct. Reveal the correct answers to the class (see the uncut cards on resource sheet 2).
5. Ask each group to think about Northern Ireland. If it had been included in the set of cards, what would have been the accompanying description? Distribute *Human rights law for Northern Ireland?* (worksheet 1) and ask each group to complete the 'description' section.
6. Now think about what additional rights might be needed in special human rights legislation for Northern Ireland. Circular brainstorm. Give each group a large sheet of paper and ask: Are there any particular human rights that people in Northern Ireland should have that would help solve some of the problems here? Encourage students to base their ideas on the human rights they have come across in this topic rather than random 'made up rights'.
7. Ask each group to pass their sheet of paper to the group beside them. They should then ✓ the statements they agree with, ✗ the statements they disagree with and amend others if they wish to.
8. Ask each group to write down answers to this second question on the new page they have in front of them:
 - Are there any human rights that we already have in Northern Ireland that need better protection (eg because they are often abused)?
9. Again ask each group to pass this sheet of paper to the next group beside them. They should then ✓ the statements they agree with, ✗ the statements they disagree with and amend others if they wish to.
10. The third question to ask is:
 - Are there any human rights that you think may have to be limited (eg freedom of expression)?
11. Once again ask each group to answer it on the sheet of paper they have in front of them and then pass it to the next group beside them. They should then ✓ the statements they agree with, ✗ the statements they disagree with and amend others if they wish.

TOPIC 9

Additional rights for Northern Ireland?

12. Each sheet should be returned to the original group. Give pupils some time to absorb all the other group comments.

13. Distribute *Zone of relevance* (worksheet 2). Ask groups to write each of the human rights written on their sheet of paper onto the *Zone of relevance*. The human rights thought to be most relevant to people in Northern Ireland should be placed close to the centre; and those that are less relevant further away from the centre. Again there is no right or wrong answer. The purpose is to encourage students to evaluate the significance of particular human rights in the light of the circumstances in Northern Ireland.

14. When completed, ask each group to select its five most relevant human rights and to write these on the final section of worksheet 1. Each group should then present their completed worksheet 1 to the rest of the class, justifying the decisions they have made. If possible reach a class consensus on what should be contained in a Bill of Rights for Northern Ireland.

Conclusion

Explain that the Bill of Rights is not yet completed for Northern Ireland.¹ They can find out more about what it might contain from the Northern Ireland Human Rights Commission website: www.borini.info. Time permitting, return to the *Self-assessment grid* (Topic 1, worksheet 2).

Differentiation

To simplify the Bill of Rights card matching activity, keep the country card and description card together and only ask the students to match up the Bill of Rights card. For the circular brainstorm activity (and as an alternative to looking through all the articles in human rights documents such as the UDHR), suggest a narrow selection of relevant human rights for students to consider. You could also provide a range of relevant images and newspaper headings to prompt ideas.

Extension activities

1. The Northern Ireland Human Rights Commission has produced an educational pack *BORIS: Bill of Rights in Schools* which provides a wide number of activities and resources based on the Bill of Rights. It is available for download from www.nihrc.org (select Resources, Educational Tools, Bill of Rights).

2. More able students can compile a final Bill of Rights and then compare this with drafts available from the Northern Ireland Human Rights Commission (NIHRC) at www.nihrc.org (select Bill of Rights). Students could also research the views of political parties on a Bill of Rights and the work of NGOs lobbying for a strong and inclusive Bill of Rights. See the Human Rights Consortium www.billofrightsnri.org

¹ The Bill of Rights for Northern Ireland was not completed at the time this resource was produced (Summer 2009). Please see the Bill of Rights website for updates and inform your students accordingly.

RESOURCE SHEET 1

Additional rights for Northern Ireland?



Remembering the dead



Flags and bonfires



Gay Pride



Murals and mutual respect



Travellers – granny and grandchild



Language

Photographs © John Baucher



South Africa

Description card 1

In the 1930s this country used to be run by a white minority, even though the majority of people living in the country were black. At the time, black and white people were segregated. Black people lived in poorer areas, with access to fewer educational and work opportunities. The white authorities continued to impose racist policies, despite protests, and many suffered under their treatment. When the first democratic elections were held, the mainly black political party was voted into power. They wanted to ensure such racism would never happen again.

Bill of Rights card C

- Everyone will be free from slavery
- Everyone has the right to own property
- Everyone has the right to health care, food, water
- Everyone has the right to free basic education, including adult education
- All communities can enjoy their own culture, practice their own religion
- Everyone has the right to any information held by the state about them



Germany

Description card 2

In the 1930s this country was taken over by a new political party whose leader imposed drastic changes on society and pursued a foreign policy that led them into World War II. His forces committed many atrocities, including the killing of many people because of their race or their political opinions. After the war, in 1949, the new government made these special promises in their law to their citizens.

Bill of Rights card E

- No one is worthless – the dignity of every individual is untouchable
- Every mother will be protected and cared for by the community
- Anyone persecuted because of their political opinion can come and live in this country in safety
- Everyone is free to express their opinion but anyone who abuses the right to freedom of expression by trying to promote racism will lose this right



USA

Description card 3

This country made these special promises to its citizens between 1791 and 1885. Before this, the country had been under British rule, but it fought the revolutionary war and defeated the British to gain independence. Tensions about slavery mounted and it became a major issue during the Civil War. At the time slavery was widespread and legal with most slaves black and held by whites. They were seen as property, without rights and their treatment was often harsh and inhumane.

Bill of Rights card B

- Citizens have the right to carry weapons
- Everyone has the right to a speedy and public trial
- Cruel and unusual punishments for crimes are not allowed
- No one can have their life, liberty or property taken from them without proper use of the law
- Slavery is abolished



India

Description card 4

When this country formed a new government in the late 1940s, it wrote down these special promises to its citizens. The main aim was to ensure that everyone would be treated equally due to the amount of poverty and inequality its citizens had previously suffered. Protecting religious rights was important too due to the tremendous diversity of religious groups living in the country. They believed that the state had a very important role to play in the lives of ordinary people.

Bill of Rights card A

- No one will have to pay taxes to support any particular religion
- The State will try to make sure that everyone has a fair wage and a decent standard of life
- The State will try to raise the health standards of its citizens
- The State will make alcohol illegal
- The State will try to promote peace and security and respect for international laws

RESOURCE SHEET 2

Bill of Rights card match continued

Ireland

Description card 5

For hundreds of years, this country was ruled by Great Britain. In 1922 most of the island became independent, although six counties in the north remained part of the UK. This led to a civil war between those who supported and those who opposed the 'partition'. In 1937 the government wrote its constitution which established a list of fundamental rights for all its citizens. The country was a religious Catholic country at the time and this influenced a number of the new rights.

Bill of Rights card D

- All citizens are equal
- There will be no titles of nobility, eg Lord, Duke
- People have the right to protest (without weapons)
- There will be respect and honour for religion
- Everyone has the right to practice their religion
- Marriage will be protected
- The Constitution recognises the 'special place' of the Catholic Church in society

WORKSHEET 1

Human rights law for Northern Ireland?

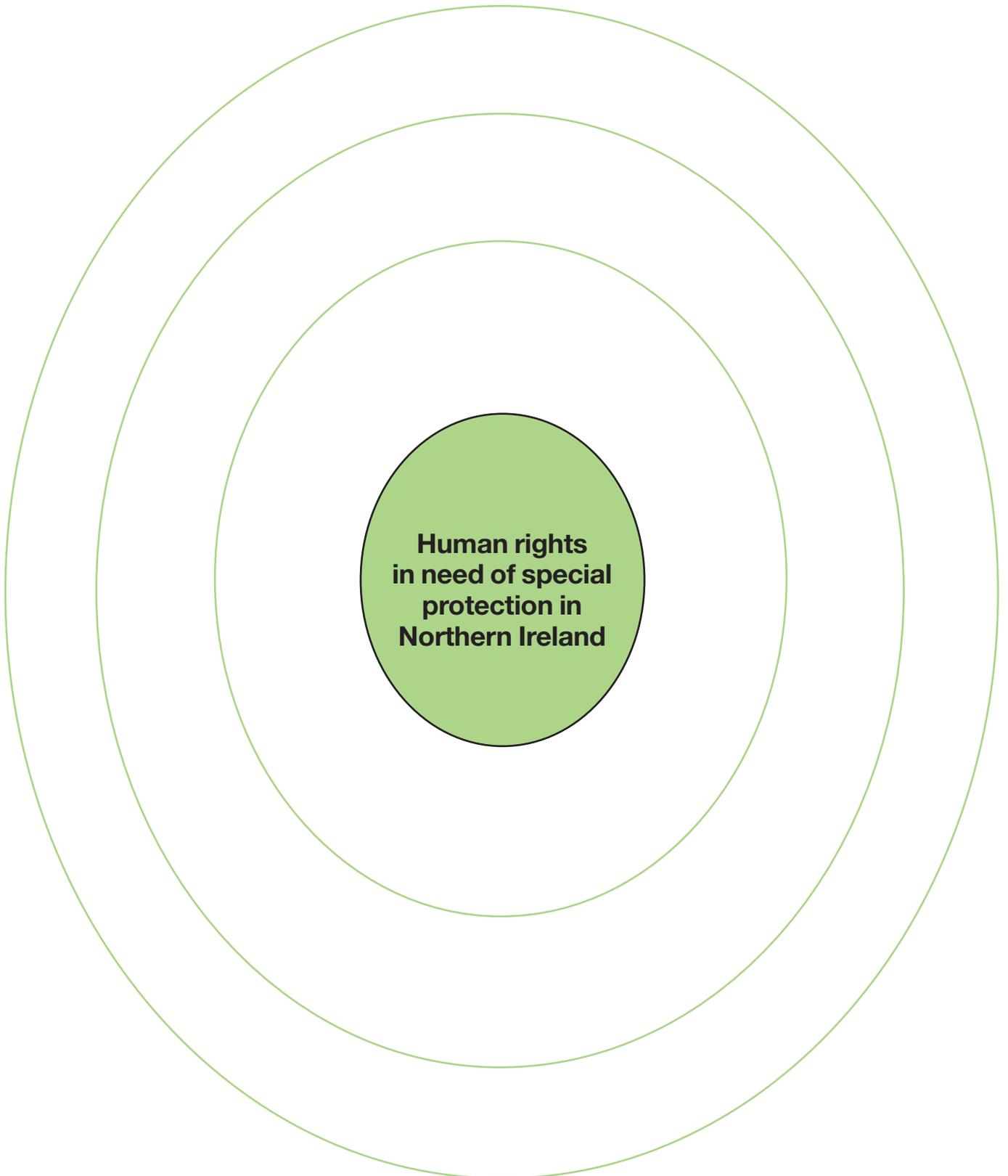
How would you describe the situation in Northern Ireland?

What rights should be included in human rights law in Northern Ireland to help address this situation?

WORKSHEET 2

Zone of relevance

Write down the human rights that you think are most relevant to Northern Ireland close to the centre and those that are less relevant further away from the centre.



TOPIC 10

Human rights and diversity in NI

About this topic

Students will examine the issues associated with diverse groups and communities in Northern Ireland (NI) from a human rights perspective.

Main issues covered:

- expression of national, political and cultural identity among the two main communities in NI;
- the experience of ethnic minority groups in NI;
- migrant workers in NI;
- asylum seekers in NI.

Four one-hour lessons will be needed to complete this.

Learning objectives

Students should be able to:

- describe the challenges and benefits presented by an increasingly diverse society in NI;
- articulate issues related to diversity in terms of human rights principles and key human rights treaties;
- evaluate the contribution human rights can make to our understanding of diversity and to the promotion of inclusion.

Prior learning

Students should have knowledge of the Human Rights Act and the rights contained in it (Topic 8). They should also know what it means to balance and limit human rights (Topic 4). An awareness of the benefits and challenges of identity and diversity and what our shared values are is helpful but not required.

Resources required

SESSION 1

Resource sheet 1

Human rights and diversity in the news (one per two students or present on PowerPoint slide)

Resource sheet 2

Research briefs (cut into cards, one brief per group)

Resource sheet 3

Documentary action plan (one per group)

Resource sheet 4

Research tasks (one per group)

Topic 8, resource sheet 2

The Human Rights Act (one per group)
A3 paper and pens (for each group)

SESSION 2

ICT facilities
Citizenship textbooks
Spare copies of resource sheets from last session

SESSION 3

Question and Answer sheet (students' work from session 2)

SESSION 4

Question sheet (from session 2, one of each group's per student)
Answer sheet (from session 2, one returned to producer)

TOPIC 10

Human rights and diversity in Northern Ireland

Time Approx 4 hours

SESSION 1 Planning

Introduction

Explain that students will apply what they have learnt about human rights to other aspects of the Citizenship curriculum in Northern Ireland: diversity, equality, social justice and democracy. Display *Human rights and diversity in the news* (resource sheet 1), but hide the title. Which aspect of Citizenship does this refer to? Students should brainstorm examples of diversity in Northern Ireland. Group their ideas together and highlight four issues:

- diversity and the two main communities in Northern Ireland;
- diversity and ethnic minority groups in Northern Ireland;
- the experience of migrant workers in Northern Ireland;
- refugees and asylum seekers in Northern Ireland.

Tell students that they will research one of these ideas and produce a five-minute related documentary to 'act out' in front of the class. They should start thinking of the topic that concerns or motivates them.

Activities

1. Divide the class into four groups (one for each topic). Let students volunteer for particular groups or pick those who would be appropriate (eg those who have already showed a specific interest or expertise). Allocate one *Research brief* (resource sheet 2) to each group.

2. Hand out the *Documentary action plan* (resource sheet 3) – groups should work through the tasks outlined in session 1. Also hand out copies of *The Human Rights Act* (Topic 8, resource sheet 2).

3. Visit each group and listen to their ideas, help as appropriate and make sure a 'producer' is steering the team.

Conclusion

Explain that groups will use the Internet to research their topic in the next session. Ask them to divide up research tasks so they are ready.

TOPIC 10

Human rights and diversity in Northern Ireland

SESSION 2 Research (ICT lesson)

Introduction

Recap the last session. Point students to Session 2 in the *Documentary action plan* (resource sheet 3), which outlines today's tasks: largely carrying out Internet research for their documentary. Groups must also help their producer create a Question sheet (to include key questions for the other groups to fill in while watching each documentary) and a corresponding Answer sheet. Hand out Citizenship textbooks as an additional resource for the research task.

Activities

- 1.** Support students as appropriate to select relevant information when researching their issue.
- 2.** Keep students on task with regular time reminders.
- 3.** Hold a joint meeting with the producers to monitor progress. Ensure each group is taking a different focus to avoid overlapping issues.
- 4.** Support groups as appropriate to identify the key issues and generate questions that explore them.

Conclusion

Collect Question and Answer sheets.

TOPIC 10

Human rights and diversity in Northern Ireland

SESSION 3 Making the documentary

Introduction

Each team will now devise and rehearse their documentary. Point them to Session 3 in the *Documentary action plan* (resource sheet 3). Ask groups to appoint a director to lead – other members of the team will be actors or presenters. You should think about creating some space for rehearsals.

Activities

- 1.** Give each director copies of their Question and Answer sheets from the previous session. Remind them to make sure the answers are included in their role-play.
- 2.** Keep students on task with regular time reminders.
- 3.** Hold a joint meeting with the directors to monitor progress. Are they using a variety of performance techniques in their documentary (role-play, news reports and interviews)? Have they included all the answers to their Question sheet in their role-play?

Conclusion

Ask groups to come up with a name for their documentary.

TOPIC 10

Human rights and diversity in Northern Ireland

SESSION 4 Documentary screenings

Introduction

Introduce the Human Rights Broadcasting Company (HRBC) special debut 'screening' of four new recently commissioned 'documentaries' on the theme of Diversity in Northern Ireland. Have enough copies of the Question sheets for the class (one per student). Give a copy of each Answer sheet to the relevant producer; explain that they will go over the answers with the class after their documentary has been 'screened'.

Activities

1. Give students time to rehearse. When ready, introduce each documentary in turn.
2. Before each documentary, hand out copies of the relevant Question sheet. Ask to fill them in while watching the rest of the class.
3. At the end of each 'screening', allow the audience to ask questions and the producer to talk through the Answer sheet. Did the documentary cover the questions? What did the audience learn? Were they impressed by the techniques used to get the message across?

Conclusion

Summarise using the following questions in a class or group discussion:

- What benefits does living in an increasingly diverse Northern Ireland offer?
- What challenges are associated with diversity? Why do they arise?
- How do these challenges manifest (show) themselves?
- What human rights are associated with diversity in Northern Ireland?
- Can human rights help us understand and respect diversity? How?
- How can we use human rights to overcome the challenges?
- How can we use human rights to promote inclusion?

TOPIC 10

Human rights and diversity in Northern Ireland

Differentiation

This activity can easily be adapted for a range of abilities by directing students to appropriate resources for their ability or pre-selecting relevant content from the websites suggested and providing a summary for each group.

Extension activities

1. Consider filming the documentaries for use with other classes, eg your KS4 class could present their documentaries to your KS3 class.

You could also upload the films to Amnesty International's website www.protectthehuman.com. When doing so, please be sure to follow the child protection guidelines outlined in the terms and conditions.

2. Use the documentaries to put together an Assembly for the whole school or a 'Human rights and diversity awareness evening' for the local community. You could invite local councillors and MLAs, etc, to attend to talk about how or if local politicians are using a human rights approach to promote inclusion.

Teacher notes

In the course of these lessons students will inevitably encounter the following terminology: stereotype, prejudice, discrimination. The following simple definitions may be helpful:

- A **stereotype** is a generalisation about a group of people that is not altogether true, eg all old people are grumpy.
- A **prejudice** is making judgements about people (pre-judging) usually based on stereotypes too, eg why should I help that old person? They're bound to be grumpy with me.
- **Discrimination** is acting on prejudice, taking unfair action against someone because of the group they belong to, eg I'm not going to let old people into my café.
- You may also need to distinguish between **racist attacks** and **hate crimes** etc and **discrimination**. Racist attacks and hate crimes are criminal offences and are dealt with by criminal law. In domestic legal terms, discrimination occurs when people who run organisations (such as schools, businesses, government departments etc) allow their prejudices to affect their employment practice and access to their goods and services.

RESOURCE SHEET 1

Human rights and diversity in the news

Amnesty parade in protest over racism

Many people are expected to protest in Belfast today in opposition to racism and the treatment of asylum seekers in Northern Ireland.

Human rights plea in bid to overturn decision on parade

The Parades Commission has restricted an Orange Order parade. Organisers say the restriction violates freedom of thought and conscience, freedom of expression and the right to peaceful assembly.

OUTRAGE AT 'NO FOREIGNERS' LETTING SIGN

A 'No Foreigners' sign on a house to let in Belfast provoked outrage today.

Loyalists to oppose Republican parade through Ballymena

Loyalists have pledged to oppose a Republican band parade through a County Antrim town next month.

Cash to aid migrant pupils 'not enough'

Teachers today called for additional resources to support pupils in schools in Northern Ireland whose first language is not English.

Policy a blow to asylum seekers

Government policy could leave asylum seekers in Northern Ireland homeless and hungry, it was claimed today.

Britain failing to protect rights of Irish speakers in NI

The Human Rights Commission in Northern Ireland says the rights of Irish speakers fail to meet international standards on the use of minority languages.

It's important to tread carefully in the minefield of languages

The treatment of both Irish and Ulster-Scots remains a crucial test for the Northern Ireland Executive.

RESOURCE SHEET 2

Research briefs



Research brief A Congratulations!

You have been commissioned by the Human Rights Broadcasting Company (HRBC) to produce a five-minute documentary on the following topic:

Diversity and the two main communities (Catholic and Protestant) in Northern Ireland

Explore examples of religious, cultural and political diversity between the two main communities in Northern Ireland. Are there any human rights issues? Do any rights need balancing and limiting?

This short documentary will be part of a series of programmes for schools on 'Human Rights and Diversity in Northern Ireland', so make sure your finished product fits in with this overall theme. You should consider the national, political and cultural identity of these two groups.

You will have to research the topic and produce a five-minute 'documentary' that you will act out to the class. You will also have to produce a simple Question sheet for them to complete while watching the programme, along with a corresponding Answer sheet.



Research brief B Congratulations!

You have been commissioned by the Human Rights Broadcasting Company (HRBC) to produce a five-minute documentary on the following topic:

Diversity and ethnic minority groups in Northern Ireland

Ethnic minority groups are those that have different, national, cultural or religious traditions from the majority of the population. Explore examples of ethnic minority experiences in Northern Ireland. Are there any human rights issues? Do any rights need balancing or limiting?

This short documentary will be part of a series of programmes for schools on 'Human Rights and Diversity in Northern Ireland', so make sure your finished product fits in with this overall theme.

You will have to research the topic and produce a five-minute 'documentary' that you will act out to the class. You will also have to produce a simple Question sheet for them to complete while watching the programme, along with a corresponding Answer sheet.

RESOURCE SHEET 2

Research briefs *continued*



Research brief C Congratulations!

You have been commissioned by the Human Rights Broadcasting Company (HRBC) to produce a five-minute documentary on the following topic:

The experience of migrant workers in Northern Ireland

A migrant worker (or ‘economic migrant’) is someone who has come from abroad to work. Explore examples of migrant worker experiences in Northern Ireland. Are there any human rights issues? Do any rights need balancing and limiting?

This short documentary will be part of a series of programmes for schools on ‘Human Rights and Diversity in Northern Ireland’, so make sure your finished product fits in with this overall theme.

You will have to research the topic and produce a five-minute ‘documentary’ that you will act out to the class. You will also have to produce a simple Question sheet for them to complete while watching the programme, along with a corresponding Answer sheet.



Research brief D Congratulations!

You have been commissioned by the Human Rights Broadcasting Company (HRBC) to produce a five-minute documentary on the following topic:

Refugees and asylum seekers in Northern Ireland

A refugee has been defined by the UN as a person who ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country.’

An asylum seeker is someone who has fled their home country, crossed an international border and has asked the government in the country that they have entered to recognise them as a refugee. They must prove that they meet the definition of a refugee above. While they are awaiting the government’s decision they are referred to as ‘asylum seekers’. If their application is accepted, they are then said to have ‘refugee status’ and can stay in the country and be protected by it.

Explore examples of refugee and asylum seeker experiences in Northern Ireland. Are there any human rights issues? Do any rights need balancing and limiting?

This short documentary will be part of a series of programmes for schools on ‘Human Rights and Diversity in Northern Ireland’, so make sure your finished product fits in with this overall theme.

You will have to research the topic and produce a five-minute ‘documentary’ that you will act out to the class. You will also have to produce a simple Question sheet for them to complete while watching the programme, along with a corresponding Answer sheet.

RESOURCE SHEET 3

Documentary action plan

SESSION 1 PLANNING

Step 1: Appoint a producer whose job it will be to keep everyone on task. Vote so it's a democratic decision. The rest of the group are researchers.

Step 2: Look at your *Research brief*. On a large sheet of paper, brainstorm everything you already know about your assigned documentary topic.

Step 3: Look at the Human Rights Act and write down any articles you think are relevant to your topic.

Step 4: As a group decide on the main issues you'd like to cover in your documentary. The producer should make sure whatever you choose is connected to human rights.

Step 5: Ask your teacher for a copy of *Documentary research tasks* (resource sheet 4). This suggests some key areas of research that need completing before you create your documentary. As a group discuss what particular facts, statistics, images and quotes would be useful for you to find out. The producer should divide research tasks up (you could cut up the sheet) so the researchers are ready for Session 2.

SESSION 2 RESEARCH

Step 1: Researchers should use the Internet and Citizenship textbooks to complete their *Documentary research tasks* (resource sheet 4). The producer should set a deadline for the researchers (eg 30 minutes) and start designing the Question sheet.

Step 2: When the deadline is up, researchers should present their research to the producer. As a group decide what definitely needs to be included in the documentary. The producer has the final say!

Step 3: Once you have decided what will be in the documentary, use your research to create relevant questions for your audience to answer while watching your documentary. Make sure you make an Answer sheet too. Give completed copies of both the Question and Answer sheets to your teacher at the end of this session.

RESOURCE SHEET 3

Documentary action plan continued

SESSION 3 MAKING THE DOCUMENTARY

Step 1: Appoint a director. He or she has the final say on how the issues are best presented. The rest of the group are presenters and actors.

Step 2: Discuss the best ways to present your information and ideas in the documentary – you might consider including news reports, role-plays and interviews. Allocate roles and come up with a basic script. Remember, the documentary must include answers to the questions on your Question sheet, and should be around five minutes long.

Step 3: Rehearse and decide on a title for your documentary.

SESSION 4 DOCUMENTARY SCREENINGS

Step 1: Rehearse the documentary, checking that it answers all the questions on your Question sheet. Get ready for your performance – good luck!

Step 2: Your producer should ensure he or she has a copy of your group's Answer sheet so that he or she can go over the answers with class after the role-play.

RESOURCE SHEET 4

Documentary research tasks

Research task 1

Find interesting news stories to include in your documentary.

Pick out interesting facts, statistics, quotes and images.

Not sure where to look? Try:

- www.bbc.co.uk/northernireland
 - www.belfasttelegraph.co.uk
 - www.irishcentral.com/new/nuzhound
 - www.irishnews.com
 - www.newsletter.co.uk
-

Research task 2

Find out what the main political parties have to say about this issue.

Pick out interesting facts, statistics, quotes and images to include.

Not sure where to look? Try:

- www.allianceparty.org
 - www.dup.org.uk
 - www.pup-ni-org.uk
 - www.uup.org
 - www.sinnfein.ie
 - www.sdlp.ie
-

Research task 3

Find out what the key NGOs have to say about this issue.

Pick out interesting facts, statistics, quotes and images to include in your documentary.

Not sure where to look? Try:

- www.equalityni.org
(click 'links' at the top left of the home page, then click 'race and diversity')
-

Research task 4

Find out what laws exist on this issue. What do those laws say?

Pick out interesting facts, statistics, quotes and images to include in your documentary.

Not sure where to look? Try:

- www.equalityni.org
(click 'links' at the top left of the home page, then click 'race and diversity')
- www.nihrc.org

TOPIC

11

Human rights and equality in NI

About this topic

Students will focus on human rights associated with equality in Northern Ireland. The main issues they will cover are associated with Section 75 groups of the Northern Ireland Act. These include gender, age, sexual orientation, disability and issues relating to carers and single and lone parents. After undertaking research, students will enact *Let's Talk* (question time) role-play as a class. Three one-hour lessons will be needed to complete this topic.

Learning objectives

Students should be able to:

- describe groups protected by equality legislation in Northern Ireland;
- articulate issues related to equality in terms of human rights principles and key human rights treaties;
- evaluate the contribution human rights can make to the protection of groups who are vulnerable to discrimination.

Prior learning

Students should know about the Human Rights Act and the European Convention on Human Rights, and name some rights contained in these and other international treaties. They should have some understanding of the key terms 'equal opportunities' and 'discrimination'.

Resources required

SESSION 1

Resource sheet 1

Section 75 Northern Ireland Act (one per two students, or present on a PowerPoint)

Resource sheet 2

Role-play cards (cut into separate cards, one per group)

SESSION 2

ICT facilities for all students

Spare copies of resource sheets from the last session

TOPIC 11

Human rights and equality in Northern Ireland

Time Approx 3 hours

SESSION 1: Planning

Introduction

Tell students that they will be applying what they have learnt about human rights to other aspects of the Citizenship curriculum in Northern Ireland: diversity, equality, social justice and democracy. In this session, the focus will be equality. Ask students to brainstorm ideas, definitions or examples associated with this term.

Draw out the following:

- definition of equality;
- definition of discrimination;
- groups most likely to experience discrimination.

Activities

1. Display *Section 75 Northern Ireland Act* (resource sheet 1). Briefly explain its significance. See Teacher notes on page 121 for more information.

2. Ask students to identify some of the groups they mentioned in their brainstorm within Section 75. Focus will be on the following issues: gender, age, sexual orientation, disability and issues relating to carers and single and lone parents.

3. Explain that they will take part in role-play – students will either be members of a panel or the audience for a special edition of *Let's Talk*, BBC Northern Ireland's current affairs discussion programme.

4. Organise students into 10 groups, asking each to nominate a leader. Allocate different *Role-play cards* (resource sheet 2) to each group. There are four tasks on each card. Each group should complete Task 1 and make a start on Task 2 by the end of this lesson. Students should start their research using notes from previous topics, Citizenship textbooks and classroom resources.

Conclusion

Ask each group to list specific areas that they need to research in the next session, when ICT facilities will be available.

TOPIC 11

Human rights and equality in Northern Ireland

SESSION 2 Research (ICT lesson)

Introduction

Remind students of their task researching their roles for a special edition of *Let's Talk*. Set a schedule for this session's activities:

- Activity 2 – 25 minutes' computer research (Task 2 on their role cards);
- Activity 3 – 25 minutes' sharing your research in your groups, writing up a list of concerns and formulating one or two key questions to ask on the programme (Task 3 on their role cards).

Activities

- 1.** Keep students on task with regular time reminders.
- 2.** Hold a joint meeting with the group leaders from the NGOs. Inform them of the other organisations on the panel and ask them to suggest questions they would like to ask. Prompt them with ideas and make sure that their questions focus on human rights and equality.
- 3.** Hold a joint meeting with the group leaders from the government bodies and officials. Inform them of the type of NGOs on the programme and questions they might be asked before the show starts.

Conclusion

Remind the groups to appoint a spokesperson (democratically) and to come up with a name that suitably reflects the concerns of their organisation (Task 4 on their role cards).

TOPIC 11

Human rights and equality in Northern Ireland

SESSION 3 Let's Talk show and de-brief

Introduction

Introduce the special edition of *Let's Talk*. Set up the room so that you have the panel at the front of the class. Explain that you will act as the chair and presenter.

The following groups will be represented on the panel:

- Equality Commission;
- Office of the First and Deputy First Minister;
- Northern Ireland Commission for Children and Young People;
- Spokesperson from an NGO concerned about equality for gay, lesbian and bisexual people;
- Spokesperson from an NGO concerned about equality for people with disabilities.

In the audience will be people from NGOs concerned about equality for:

- gay, lesbian and bisexual people;
- people with disabilities;
- young people;
- older people;
- women;
- young carers;
- single and lone parents.

Activities

1. Prompt discussion by inviting NGO panel members to express their concerns in turn. Invite the Equality Commission to respond, by explaining how they are tackling each issue. Invite questions from the audience and encourage discussion between panel and audience members.

2. When the role-play is completed use the following questions to instigate a class or group discussion.

- What are the main equality issues in Northern Ireland?
- Which groups are vulnerable to discrimination? How? Why?
- Are there any challenges associated with promoting and protecting equality in Northern Ireland?
- What human rights are associated with equality in Northern Ireland?
- Can human rights help us understand equality? Promote equality? How?
- How can we use human rights to promote equality?

Conclusion

Students should create a 'mind map' to summarise what they have learnt. They should include the following:

- Definition of equality
- Definition of discrimination
- Groups most likely to experience discrimination
- Human rights associated with equality

Most students should also include:

- Role of the Equality Commission and NGOs
- Summary of Section 75
- Challenges associated with promoting equality

Some students may wish to include:

- Relevant laws in Northern Ireland
- Role of the Office of the First and Deputy First Minister

TOPIC 11

Human rights and equality in Northern Ireland

Differentiation

This activity can easily be adapted for a range of abilities by directing students to appropriate resources for their ability or pre-selecting relevant content from the websites suggested and providing a summary for each group. Provide writing frames/sentence stems where appropriate for the panel discussion and questions.

Extension activities

Invite speakers into schools from NGOs who work for equality. Ask them to talk about the role of human rights in their work.

Teacher notes

Section 75 of the Northern Ireland Act 1998 came into force on 1 January 2000 and placed a statutory obligation on public authorities in carrying out their various functions to promote equality of opportunity: between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation; between men and women generally; between persons with a disability and persons without; and between persons with dependants and persons without. In addition, public authorities are required to promote good relations between persons of different religious belief, political opinion, and racial group.

All international, regional and national human rights treaties included a 'non-discrimination' article. But this is not a stand-alone article. It must be read in conjunction with the other articles in the treaty. For example Article 14 of the European Convention on Human Rights only protects people from discrimination in relation to all the other Convention rights, eg freedom of expression, right to life etc. It does not protect people from discrimination in relation to issues not covered by the Convention, eg right to housing or health care.

There are additional UN documents that might be relevant for this activity and to which you may wish to direct some of the groups:

- UN Convention on Disability Rights (signed by UK in March 2007);
- UN Principles for Older Persons.

Accessible via www.ohchr.org

Follow the 'Your Human Rights' tab for information on international human rights treaties.

RESOURCE SHEET 1

Section 75 Northern Ireland Act

Section 75 of the Northern Ireland Act

This came into force on 1 January 2000. It is different from other legislation because it goes beyond trying to eliminate discrimination by trying to promote equality of opportunity.

Public authorities must do all that they can to promote equality of opportunity when they are carrying out their jobs and writing policies in Northern Ireland.

They must promote equality of opportunity between:

- *people of different religious belief, political opinion, racial group, age (young and old), marital status or sexual orientation;*
- *men and women generally;*
- *people with a disability and persons without;*
- *people with dependants and persons without.*

They must also promote good relations between people of different religious belief, political opinion or racial group.

Public authorities include Northern Ireland state schools, government departments, local councils, education authorities, Health Trusts, tourist board, Community Relations Council, Youth Council, etc.

RESOURCE SHEET 2

Role-play cards



ROLE CARD 1

- You are a non-governmental organisation (NGO) concerned about equality for young people.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- You will not be on the panel but will be members of the audience.
- You will be able to ask questions and make comments.

Task 1. Look at the Human Rights Act (and relevant human rights treaties). Which particular articles connect to this issue?

Task 2. Find out the major equality issues facing young people in Northern Ireland. Include facts and figures to use. Find specific examples from news items, etc.

Useful websites:

www.ycni.org

www.niyouthinfo.org

www.glyni.org.uk

www.workingwithdiversity.org

www.includeyouth.org

Task 3. Write down your concerns, making sure you refer to human rights. Formulate one or two key questions to ask on the programme.

Task 4. Give your NGO a name and appoint a spokesperson.



ROLE CARD 2

- You are a non-governmental organisation (NGO) concerned about equality for older people.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- You will not be on the panel but will be members of the audience, and will be asked to make comments.

Task 1. Look at the Human Rights Act (and relevant human rights treaties). Which particular articles connect to this issue?

Task 2. Find out the major equality issues facing older people in Northern Ireland. Include facts and figures to use. Find specific examples from news items, etc.

Useful websites:

www.helptheaged.org.uk/en-ni

www.ageconcernni.org

www.workingwithdiversity.org

www.agesectorplatform.org

Task 3. Write down your concerns, making sure you refer to human rights. Formulate one or two key questions to ask on the programme.

Task 4. Give your NGO a name and appoint a spokesperson.

RESOURCE SHEET 2

Role-play cards *continued*

ROLE CARD 3

- You are a non-governmental organisation (NGO) concerned about equality for people with disabilities.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- One of you will be on the panel. The rest will be members of the audience.
- You will be able to ask questions and make comments.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties). Which particular articles connect to this issue?

Task 2. Find out the major equality issues facing people with disabilities in Northern Ireland. Include facts and figures to use. Find specific examples from news items, etc.

Useful websites:

www.disabilityaction.org
www.equalityni.org

www.cedar-foundation.org

Task 3. Write down your concerns, making sure you refer to human rights. Formulate one or two key questions to ask on the programme.

Task 4. Give your NGO a name and appoint a spokesperson for the panel.



ROLE CARD 4

- You are a non-governmental organisation (NGO) concerned about equality for women.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- You will not be on the panel but will be members of the audience and will be able to ask questions and make comments.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties). Which particular articles connect to this issue?

Task 2. Find out the major equality issues facing women in Northern Ireland. Include facts and figures to use. Find specific examples from news items, etc.

Useful websites:

www.equalityni.org
www.womenintopolitics.org
www.unfpa.org/gender

www.workingwithdiversity.org
www.niassembly.gov.uk/io/research/2802.pdf

Task 3. Write down your concerns, making sure you refer to human rights. Formulate one or two key questions to ask on the programme.

Task 4. Give your NGO a name and appoint a spokesperson.

RESOURCE SHEET 2

Role-play cards *continued*

ROLE CARD 5

- You are a non-governmental organisation (NGO) concerned about equality for people who are gay, lesbian or bisexual.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- One of you will be on the panel. The rest will be members of the audience.
- You will be able to ask questions and make comments.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties). Which particular articles connect to this issue?

Task 2. Find out the major equality issues facing gay, lesbian and bisexual people in Northern Ireland. Include facts and figures to use. Find specific examples from news items etc.

Useful websites:

www.rainbow-project.org
www.glyni.org.uk

www.equalityni.org
www.lasionline.org

www.coso.org.uk

Task 3. Write down your concerns making sure you make reference to human rights. Formulate one or two key questions to ask on the programme.

Task 4. Give your NGO a name and appoint a spokesperson for the panel.



ROLE CARD 6

- You are a non-governmental organisation (NGO) concerned about equality for single and lone parents.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- You will not be on the panel but will be members of the audience.
- You will be able to ask questions and make comments.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties). Which particular articles connect to this issue?

Task 2. Find out the major equality issues facing single or lone parents in Northern Ireland. Include facts and figures to use. Find specific examples from news items, etc.

Useful websites:

www.gingerbreadni.org
www.onespace.org.uk

www.mensproject.org
www.equalityni.org

Task 3. Write down your concerns making sure you refer to human rights. Formulate one or two key questions to ask on the programme.

Task 4. Give your NGO a name and appoint a spokesperson.

RESOURCE SHEET 2

Role-play cards *continued*

ROLE CARD 7

- You are a non-governmental organisation (NGO) concerned about equality for young people who have to care for sick parents.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- You will not be on the panel but will be members of the audience.
- You will be able to ask questions and make comments.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties). Which particular articles connect to this issue?

Task 2. Find out the major equality issues facing young carers in Northern Ireland. Include facts and figures to use. Find specific examples from news items etc.

Useful websites:

www.crossroadscare.co.uk

www.southernareacsp.n-i.nhs.uk/YCarers.htm

www.carersni.org

Task 3. Write down your concerns, making sure you refer to human rights. Formulate one or two key questions to ask on the programme.

Task 4. Give your NGO a name and appoint a spokesperson.



RESOURCE SHEET 2

Role-play cards *continued*

ROLE CARD 8

- You are the Equality Commission, an independent body responsible for implementing equality laws.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland.
- One of you will be on the panel. The rest will be members of the audience.
- You will be able to ask questions and make comments.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties). Which particular articles are about equality issues?

Task 2. Find out the role of the Equality Commission in Northern Ireland. What does it do? What are the laws covering equality? How does it promote equality?



Useful websites:

General

www.equalityni.org
www.workingwithdiversity.org

Equality for young people

www.niyouthinfo.org
www.includeyouth.org

Equality for old people

www.ageconcernni.org

Equality between men and women

www.niassembly.gov.uk/io/research/2802.pdf

Equality for disabled people

www.disabilityaction.org

Equality for gay, lesbian and bisexual people

www.glyni.org.uk

Equality for single and lone parents

www.gingerbreadni.org

Equality for young people who have to care for sick parents

www.southernareacsp.n-i.nhs.uk/YCarers.htm
www.carersni.org

Task 3. Can you find specific examples of successes the Commission has had? Look at statements made to the press and pick out key facts to share on the programme.

Task 4. Appoint a spokesperson for the panel.

RESOURCE SHEET 2

Role-play cards *continued*

ROLE CARD 9

- You are the Office of the First and Deputy First Minister.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland. One of you will be on the panel. The rest will be members of the audience.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties). Which particular articles are about equality issues?

Task 2. Find out the role of the Office of the First and Deputy First Minister in Northern Ireland. What does it do?
What are the laws covering equality?
How does it promote equality?

Useful websites:

General

www.ofmdfmi.gov.uk
www.workingwithdiversity.org

Equality for young people

www.niyouthinfo.org
www.includeyouth.org

Equality for old people

www.ageconcernni.org

Equality between men and women

www.niassembly.gov.uk/io/research/2802.pdf

Equality for disabled people

www.disabilityaction.org

Equality for gay, lesbian and bisexual people

www.glyni.org.uk

Equality for single and lone parents

www.gingerbreadni.org

Equality for young people who have to care for sick parents

www.southernareacsp.n-i.nhs.uk/YCarers.htm
www.carersni.org

Task 3. Can you find specific examples of successes that the Office of the First and Deputy First Minister has had? Look at statements made to the press and pick out key facts to share on the programme.

Task 4. Appoint a spokesperson for the panel.



RESOURCE SHEET 2

Role-play cards *continued*

ROLE CARD 10

- You are the Northern Ireland Commission for Children and Young People.
- You have been invited to attend a special edition of *Let's Talk* on human rights and equality in Northern Ireland. One of you will be on the panel. The rest will be members of the audience.

Task 1. Look at the Human Rights Act (and other relevant human rights treaties).

Which particular articles are about equality issues?

Task 2. Find out the role of the Northern Ireland Commission for Children and Young People in promoting children's rights.

What does it do?

How does it promote equality and children's rights?

Remember, an NGO with concerns about equality for young people in Northern Ireland will be in the audience. You need to be prepared to share what you are already doing to address their concerns.

Useful websites:

<http://www.niccy.org>

www.ci-ni.org

www.equalityni.org

www.includeyouth.org

www.workingwithdiversity.org

www.southernareacsp.n-i.nhs.uk/YCarers.htm

www.allchildrenni.gov.uk

www.childrenslawcentre.org

Task 3. Can you find specific examples of successes the Commission has had?

Look at statements made to the press and pick out key facts to share on the programme.

Task 4. Appoint a spokesperson for the panel.



TOPIC

12

Human rights and social justice in NI

About this topic

This topic examines human rights issues associated with aspects of social justice in Northern Ireland, one of the core concepts of Citizenship education. It includes a general overview of poverty in Northern Ireland with a focus on housing and living conditions in socially disadvantaged areas. It will take two one-hour lessons to complete.

Learning objectives

Students should be able to:

- define the term 'social justice', giving examples of social inequalities in Northern Ireland;
- articulate issues related to social justice in terms of human rights principles and key human rights treaties;
- evaluate the contribution human rights can make to securing an adequate standard of living for everyone in Northern Ireland.

Prior learning

Students should have knowledge of the human rights protected by the Human Rights Act (HRA), the European Convention on Human Rights (ECHR) and by international human rights treaties, in particular the International Covenant on Economic, Social and Cultural Rights (ICESCR) and UN Convention on the Rights of the Child (UNCRC). An awareness of issues relating to social justice is anticipated but not required.

Resources required

Resource sheet 1

Poverty in Northern Ireland (one copy per two students or present on PowerPoint)

Resource sheet 2

Participation and the Practice of Rights Project (one copy per two students or present on PowerPoint)

Resource sheet 3

Case study briefing (one per group)

Worksheet 1

Summary of case study (enlarge to A3, one per group)

Worksheet 2

Human rights and social justice in Northern Ireland (one per student)

Topic 3, Resource sheet 4

The articles of the UDHR (one per two students)

Materials for poster work, eg sugar paper and colouring pens.

Students will need to access You Tube on the Internet, or you could download the films referenced on *Case study briefing* (resource sheet 4) and watch them on an interactive whiteboard as a class.

TOPIC 12

Human rights and social justice in Northern Ireland

Time Approx 2 hours

SESSION 1 Introduction and watching the films

Introduction

Tell students that they will apply what they have learnt about human rights to the topic of social justice. Share the following definition:

- Social justice is about everyone having a fair share of the benefits of society. It is about making sure that everyone's basic needs are met and that people are allowed to develop equally. It is about making sure that everyone has a decent standard of living and equal opportunities in life.

Ask students to provide, if possible, examples of 'social justice' issues in Northern Ireland from the news or what they have learnt in Citizenship classes. Share the facts and statistics given on *Poverty in Northern Ireland* (resource sheet 1). Students should be able to identify that in Northern Ireland there are issues associated with housing, education, employment and health.

Activities

1. Explain that some communities in Northern Ireland are beginning to explore how they can use human rights to improve their living conditions. Share *Participation and the Practice of Rights Project* (resource sheet 2) as an example.

2. Split the class into groups of four students and hand out the *Case study briefing* (resource sheet 3). Ensure they understand the briefing and check that roles within each group have been allocated.

3. Allocate case study 1 *The Rise of the Lower Shankill* to half of the groups and case study 2 *Realising the Right to Housing: Seven Towers* to the other half. Case study 1 is straightforward; case study 2 is more complex – assign as appropriate, according to ability. If it is not possible for students to watch the films individually on computers, show the whole class one of the case studies. See the section on Differentiation (page 133) for more details.

4. Each student should watch their case study video and make notes as indicated on the *Case study briefing* (resource sheet 3).

Conclusion

Ask students to return to their groups and record what they have discovered on *Summary of case study* (worksheet 1). Explain that they will be using this information in the next lesson to create posters on the issue. Take in all the worksheets at the end.

TOPIC 12

Human rights and social justice in Northern Ireland

SESSION 2 Making and sharing posters

Introduction

Remind students of the films they watched in the last lesson. Ask for feedback: can they describe any of the scenes? What issues were raised? What kind of people did they see? What surprised them? Return *Case study briefing* (resource sheet 4) and *Case study summary* (worksheet 1) to the groups. Their task today is to make a poster raising awareness about the film they saw and the issues in it. Ask students why this is important (eg it makes people aware of the needs of others; it highlights to those who are in difficult situations that there is a way out; it empowers people to take action for human rights).

Activities

1. Ask groups to use the notes they made on worksheet 1 to create the poster described in their *Case study briefing* (resource sheet 4). Set a deadline for the poster (eg 30 minutes) and give students regular time reminders.

2. When the deadline is up, ask each group to display the posters in the classroom and give the class time to walk around and absorb information.

3. Now use the following questions in a class or group discussion:

- What are the main social justice issues in Northern Ireland?
- Are there any difficulties with guaranteeing a decent standard of living for everyone in Northern Ireland?
- What human rights are associated with social justice in Northern Ireland?
- Can human rights help us to understand and secure social justice? How?
- How can human rights be used to ensure everyone has a decent standard of living?

Conclusion

Ask students to complete *Human rights and social justice in Northern Ireland* (worksheet 2) to summarise this topic. Students will also need *Poverty in Northern Ireland* (resource sheet 2) and copies of the Universal Declaration of Human Rights (Topic 3, resource sheet 4).

TOPIC 12

Human rights and social justice in Northern Ireland

Differentiation

This activity is suited to a range of abilities. Case study 1 is straightforward; case study 2 is more complex – assign as appropriate. Or watch one of the cases as a class. Some aspects of the video clips may use unfamiliar terminology. However this should not be an issue since students are watching the clips and ‘scanning’ for information relating to the four questions. These questions range from the straightforward (A: What are the problems in the community? B: Which human rights are relevant?) to the more complex (C: What support did the community groups get to carry out their project? D: What impact have they had?). Allocate questions to individual group members as appropriate. Also encourage students to pause and replay sections of the video to clarify points made.

Extension activities

1. Students could find out more about the Participation and Practice of Rights project at www.pprproject.org.

2. This topic focuses solely on social justice issues in a *local* context. Students could explore global social justice issues from a human rights perspective. The resource *Poverty and human rights* from Amnesty International explores the human rights issues facing a ‘slum’ community in Nairobi, Kenya. To download free, see www.amnesty.org.uk/povertyaction.

Teacher notes

The case studies deal with social housing. If students need this and related terms explained, you could use the following definitions.

- **Social housing** is housing provided by the government or housing associations, usually for rent or shared ownership.
- **The Northern Ireland Housing Executive** is a public body that took over responsibility for providing social housing from local councils in 1971 (www.nihe.gov.uk).
- **The Department for Social Development** is responsible for addressing social disadvantage in Northern Ireland (www.dsdni.gov.uk).
- **Housing associations** are non-profit voluntary organisations that provide affordable accommodation and housing services for specific purposes or groups of people.

RESOURCE SHEET 1

Poverty in Northern Ireland

Income

Over the period 2004/05 to 2006/07:

20% of the population of Northern Ireland were living in low-income households (living on 60% or less of the average income in the UK);

26% of children in Northern Ireland were living in low income households.

Unemployment

Northern Ireland has more of its working-age population not in paid work (30%) than any region in UK. The UK average is 25%.

Nearly half of those who are unemployed are 16- to 24-year-olds.

Housing

In 2007/08, 19,000 households (families or individuals) in Northern Ireland were homeless. The three main reasons for being made homeless were: loss of accommodation with friends or relatives, relationship breakdown and loss of rented accommodation.

4% of people live in overcrowded conditions.

Education

Since 2001, the percentage of children reaching level 4 in English and Maths at age 11 in Northern Ireland has risen. However, on average, the higher the level of poverty in a school, the less likely it is that the children will reach this attainment target.

Health

People living in rented accommodation in Northern Ireland are much more likely to suffer from a limiting long-standing illness than those who own their accommodation.

In the most deprived areas around five to six girls in every 1,000 aged 13 to 16 give birth. In other areas, by contrast, just two such girls in every 1,000 give birth.

RESOURCE SHEET 2

Participation and the Practice of Rights Project



www.pprproject.org

Who? Participation and the Practice of Rights Project

Where? North Belfast

What? The project works on social justice issues by:

- raising awareness of human rights among community groups;
- empowering community groups to develop the skills they need to claim their human rights;
- supporting community groups in developing campaigns and strategies to ensure human rights are being upheld in their communities.

Why? The following statements from community workers illustrate why they take this approach:

‘Rights can only be made real when those who have had their rights most violated actively participate in decisions which affect their lives’

Seanie Lambe, Community Worker, North Inner City Dublin

‘If there is going to be progress in the rights debate, the government has to be accountable. All bodies and all departments should be accountable, and there needs to be structures there that you can get back to and say, “Why haven’t you acted yet?”’

Fiona McCausland, Community Worker, Old Warren, Lisburn

RESOURCE SHEET 3

Case study briefing

Your task is to produce a poster based on one of the case studies below. Each case study focuses on how people from a local community are using human rights to improve their living conditions. You will find videos showing what they have done by following the web links below.

THE CASE STUDIES

Your teacher will tell you which case study your group is to explore. It will either be:

Case Study 1

The Rise of the Lower Shankill

Part 1:

www.youtube.com/watch?v=-D1ijTXtIog
(7.29)

Part 2:

www.youtube.com/watch?v=62JXRNxxhCBo&feature=related (8.56)

Part 3:

www.youtube.com/watch?v=i-KgWQV3Uts&feature=related (7.29)

OR

Case Study 2

Realising the Right to Housing: Seven Towers

Part 1:

www.youtube.com/watch?v=WKcSCL6550I
(6.30)

Part 2:

www.youtube.com/watch?v=wI8f0DRJFxxw&feature=related (6.46)

THE TASK

Your final poster must include answers to the following questions:

A: What are the problems in the community?

B: Which human rights are relevant?

C: What kind of support did the community groups receive to carry out their project?

D: What impact have they had?

Follow the steps below to carry out the task.

Session 1

Step 1:

Allocate each of the questions above to a different member of your group.

Step 2:

Watch the video clips and record any information that might help answer your question. Pick out facts, quotations, images and anything else that you feel might help you with your poster.

Step 3:

Come back together as a group and bring together all the information you have gathered. Record this on *Summary of case study* (worksheet 1).

Session 2

Step 1:

Plan your poster using the research notes from your last lesson. Decide how you are going to present this information. What information will you include? Will you use images? Were there any good quotations from people on the video you could use?

Step 2:

Allocate tasks to each group member.

Step 3:

Present your poster to the rest of the class.

WORKSHEET 1

Summary of case study

Use this sheet to record the information you have gathered for your case study.

Issues in the community



Relevant human rights



Support the community received



Impact

WORKSHEET 2

Human rights and social justice in Northern Ireland

Complete this sheet to summarise what you have learnt during this topic.

Social justice issue	Facts and figures (Northern Ireland)	Relevant human rights (articles from the UDHR)
Income		
Health		
Housing		
Education		
Unemployment		
<p>Use this box to write a short paragraph explaining what you think is meant by the term 'social justice'. Make sure you use ideas connected to human rights.</p>		

TOPIC

13

Human rights and democracy in NI

About this topic

This topic examines the human rights issues associated with aspects of democracy in Northern Ireland, one of the core concepts of Citizenship education. The main issues covered are the role of local councils, the Northern Ireland Executive, the criminal justice system, the Electoral Commission, NGOs and the media in protecting human rights. It will take two one-hour lessons to complete.

Learning objectives

Students should be able to:

- describe the key characteristics of democracy, eg the rule of law, participation in the political process, free and fair elections, freedom of the press and equality and human rights;
- articulate issues related to democracy in terms of human rights principles and key human rights treaties;
- evaluate the contribution human rights can make to ensuring that the principles of democracy are upheld.

Prior learning

Students should have knowledge of the human rights protected by the Human Rights Act (HRA), the European Convention on Human Rights (ECHR) and other international human rights treaties. An awareness of issues relating to democracy from KS3 classes or from other citizenship lessons at KS4 is anticipated but not required.

Resources required

Resource sheet 1

Defining democracy (enlarged onto A3 and cut into separate speech bubbles)

Resource sheet 2

Big Brother house of democracy role cards (cut into separate cards, one per group)

Worksheet 1

Human rights and democracy in Northern Ireland (one per student)

Topic 8, resource sheet 2

The Human Rights Act (one per group)

TOPIC 13

Human rights and democracy in Northern Ireland

Time Approx 2 hours

SESSION 1 Introduction and research (ICT lesson)

Introduction

Tell students that they will be applying what they have learnt about human rights to democracy. Ask them to brainstorm ideas, definitions or examples associated with this term. Record the ideas on the board. Place the speech bubbles from *Defining democracy* (resource sheet 1) onto the board and ask students to connect ideas from their brainstorm to each of the definitions. Compile and record a class definition of democracy.

Activities

1. Explain to the class that human rights are a central principle of a democratic society. Tell students that in this topic they will decide which organ of society makes the greatest contribution to human rights in our democracy in Northern Ireland with a Big Brother type eviction.

2. Outline the structure of the Big Brother democracy eviction. Imagine all those who have a part to play in our democracy are living in a giant Big Brother house of democracy. It's eviction night. Who goes? You decide!

3. Explain to the class that they will be working in groups. Each group in the 'house' will represent a different organ of society, eg the devolved government, the criminal justice system, local councils, the media. Each group will make a short speech explaining why they are so important and should therefore stay in the house. The class will then vote to evict the group they feel makes the least important contribution to human rights and democracy in Northern Ireland. Remaining groups can make a further short plea to stay and the class will vote again. This continues until one group – the winners – remain. This will be the organ of society that the class feel makes the most important contribution to human rights and democracy.

4. Divide the class into six groups and allocate *Big Brother house of democracy role cards* (resource sheet 2), which outline group tasks. Recommend that students split the tasks between the members of their group. Encourage them to use the following resources to carry out the research required for their final role-play:

- material they have gathered so far in their lessons;
- Citizenship textbooks;
- Internet search engines.

5. Keep students on task with time reminders and check in on each group at regular intervals to monitor progress.

Conclusion

Ask students if they have enough information for the Big Brother eviction. If not, encourage them to divide up the research tasks to complete as homework, or consider adding another lesson for research.

TOPIC 13

Human rights and democracy in Northern Ireland

SESSION 2: Eviction process

Introduction

Ask students to reform their groups. Remind them that they are about to defend their allocated role or they will be evicted from the Big Brother house of democracy! How is their speech preparation going? Give the groups time to share any homework research and to fine-tune their arguments. Ask them to allocate a main spokesperson, although other members of the group can contribute during the eviction speeches.

Activities

1. When groups are ready, recap the eviction process (see Session 1, step 3). Remind the class that the winner will be the group who convinces us that their work in protecting and promoting democracy and human rights in Northern Ireland is the most essential.
2. Explain that during the 'eviction process', students should complete *Human rights and democracy in Northern Ireland* (worksheet 1) using information provided by the potential evictees.
3. Act as the chair/presenter and start the eviction process. Ask the spokespersons from each group to speak in turn. After each speech, allow questions from the class and encourage debate between potential evictees: do they have any criticisms about the groups in relation to human rights? After all the speeches, ask the class to vote someone out of the house; who do they feel makes the least important contribution to democracy and human rights? Let the remaining groups make a further short plea to stay in the house and then take further class votes until only one group remains – the winners!

Conclusion

Once the role-play is complete, use the following questions in a class or group discussion:

- How is democracy maintained and safeguarded in Northern Ireland?
- What human rights are associated with democracy in Northern Ireland?
- Can human rights help us understand and safeguard democracy? How?

Differentiation

This activity can easily be adapted for a range of abilities by directing students to appropriate resources for their ability or pre-selecting relevant content from the websites suggested and providing a summary for each group. Encourage students to use the sentence stems provided for their eviction speech.

Extension activity

Visit your local council and the Northern Ireland Assembly and arrange to meet with local representatives. Ask them how they would avoid eviction from the Big Brother house of democracy.

RESOURCE SHEET 1

Defining democracy

Democracy is a form of government in which the people have a say in how power is exercised. They can either vote for measures directly themselves or vote for political representatives. These representatives then participate in making decisions and passing laws.

Democracy is about everyone taking responsibility for their own actions. It is also about challenging the actions of others, particularly the government if you think they have done something wrong. To do this you need to be well informed about what is going on. The government needs to keep people informed but we can find out things for ourselves too from the press and the Internet.

There's more to democracy than voting. Democracy is about making sure that everyone is treated fairly, is given the same opportunities in life and has their human rights respected. We can make laws to do this but laws have to be enforced. We all have a job to do in making democracy a reality in people's lives.

RESOURCE SHEET 2

Big Brother house of democracy role cards

ROLE CARD 1

You represent the local council.

About your role

The local council can make decisions about leisure and community services, waste and recycling services, building control and local economic and cultural development. You are not planning authorities, but are consulted on some planning applications.

You are up for eviction from the Big Brother house of democracy! You must explain why you should stay. To do this you must explain the importance of your role in terms of how you protect and promote human rights and democracy.

You are up against the following groups:

The Northern Ireland Executive
The Criminal Justice system
The Electoral Commission
Non-governmental organisations
The media

Tasks

1. Find out more about your role, eg Internet search, Citizenship textbooks and other resources. How do you protect and promote democracy?

Useful websites:

- www.nilga.org
- www.wimps.org.uk

2. Look at the HRA – which human rights do you promote and protect?

3. Think about the criticisms the other groups might make of your role in relation to human rights. Try to anticipate these criticisms and have answers ready.

4. Think about criticisms you could have of the other groups in relation to human rights.

5. Write a speech explaining why you should stay. You might want to keep a few points in reserve in case you get through to the next round. Use the following sentence stems to ensure you cover everything:

Our role is...

We protect and promote democracy in the following ways...

We protect and promote the following human rights...

We make a vital contribution to human rights and democracy.

We should stay because...

Our role is far more important than... because...

RESOURCE SHEET 2

Big Brother house of democracy role cards *continued*

ROLE CARD 2

You represent the Northern Ireland Executive, the devolved government of Northern Ireland.

About your role

The devolved government of Northern Ireland can make laws and decisions about health, education, environment, culture, agriculture, and social and regional development in Northern Ireland. The Office of the First and Deputy First Minister is also responsible for equality and human rights issues.

These were the responsibilities of the Northern Ireland Executive in Spring 2009. Criminal justice and policing may also be devolved in the near future.

You are up for eviction from the Big Brother house of democracy! You must explain why you should stay. To do this you must explain the importance of your role in terms of how you protect and promote human rights and democracy.

You are up against the following groups:

The local council
The Criminal Justice system
The Electoral Commission
Non-governmental organisations
The media

Tasks

1. Find out more about your role, eg Internet search, Citizenship textbooks and other resources. How do you protect and promote democracy?

Useful website:

- www.niassembly.gov.uk
- www.wimps.org.uk

2. Look at the HRA – which human rights do you promote and protect?

3. Think about the criticisms the other groups might make of your role in relation to human rights. Try to anticipate these criticisms and have answers ready.

4. Think about criticisms you could have of the other groups in relation to human rights.

5. Write a speech explaining why you should stay. You might want to keep a few points in reserve in case you get through to the next round. Use the following sentence stems to ensure you cover everything:

Our role is...

We protect and promote democracy in the following ways...

We protect and promote the following human rights...

We make a vital contribution to human rights and democracy.

We should stay because...

Our role is far more important than... because...

RESOURCE SHEET 2

Big Brother house of democracy role cards *continued*

ROLE CARD 3

You represent the Criminal Justice system of Northern Ireland.

About your role

The Criminal Justice system is made up of:

- the Police Service – investigates crimes, gathers evidence and charges offenders
- the Court Service – looks after the running of the Courts
- the Prison Service – looks after offenders who are in prison
- the Public Prosecution Service – uses police evidence to decide if someone should be prosecuted for a crime (taken to court)
- the Probation Board – provides information to courts about offenders' background and tries to help offenders stop re-offending
- the Youth Justice Agency – looks after the needs of young people involved in crime

You are up for eviction from the Big Brother house of democracy! You must explain why you should stay. To do this you must explain the importance of your role in terms of how you protect and promote human rights and democracy.

You are up against the following groups:

The local council
The Northern Ireland Executive
The Electoral Commission
Non-governmental organisations
The media

Tasks

1. Find out more about your role, eg Internet search, Citizenship textbooks and other resources. How do you protect and promote democracy?

Useful website:

- www.cjsni.gov.uk

2. Look at the HRA – which human rights do you promote and protect?

3. Think about the criticisms the other groups might make of your role in relation to human rights. Try to anticipate these criticisms and have answers ready.

4. Think about criticisms you could have of the other groups in relation to human rights.

5. Write a speech explaining why you should stay. You might want to keep a few points in reserve in case you get through to the next round. Use the following sentence stems to ensure you cover everything:

Our role is...

We protect and promote democracy in the following ways...

We protect and promote the following human rights...

We make a vital contribution to human rights and democracy.

We should stay because...

Our role is far more important than... because...

RESOURCE SHEET 2

Big Brother house of democracy role cards *continued*

ROLE CARD 4

You represent the Electoral Commission for Northern Ireland.

About your role

The Electoral Commission for Northern Ireland is responsible for a number of jobs. You:

- register political parties, make sure people understand and follow the rules on party and election finance;
- publish details of where parties and candidates get money from and how they spend it;
- set the standards for running elections and report on how well this is done;
- make sure people understand it is important to register to vote and know how to vote.

You are up for eviction from the Big Brother house of democracy! You must explain why you should stay. To do this you must explain the importance of your role in terms of how you protect and promote human rights and democracy.

You are up against the following groups:

The local council
The Northern Ireland Executive
The Criminal Justice system
Non-governmental organisations
The media

Tasks

1. Find out more about your role, eg Internet search, Citizenship textbooks and other resources. How do you protect and promote democracy?

Useful website:

- www.electoralcommission.org.uk/northern-ireland

2. Look at the HRA – which human rights do you promote and protect?

3. Think about the criticisms the other groups might make of your role in relation to human rights. Try to anticipate these criticisms and have answers ready.

4. Think about criticisms you could have of the other groups in relation to human rights.

5. Write a speech explaining why you should stay. You might want to keep a few points in reserve in case you get through to the next round. Use the following sentence stems to ensure you cover everything:

Our role is...

We protect and promote democracy in the following ways...

We protect and promote the following human rights...

We make a vital contribution to human rights and democracy.

We should stay because...

Our role is far more important than... because...

RESOURCE SHEET 2

Big Brother house of democracy role cards *continued*

ROLE CARD 5

You represent non-governmental organisations.

About your role

You are usually concerned with equality and human rights issues. You campaign to raise awareness about issues, and to inform people of how well the government is doing in relation to your issues.

You also provide services for people and sometimes send reports to organisations like the UN.

You are up for eviction from the Big Brother house of democracy! You must explain why you should stay. To do this you must explain the importance of your role in terms of how you protect and promote human rights and democracy.

You are up against the following groups:

The local council

The Northern Ireland Executive

The Criminal Justice system

The Electoral Commission

The media

Tasks

1. Find out more about your role, eg Internet search, citizenship textbooks and other resources. How do you protect and promote democracy?

Useful websites:

- www.equalityni.org
- http://democracy.carnegieuktrust.org.uk/civil_society

2. Look at the HRA – which human rights do you promote and protect?

3. Think about the criticisms the other groups might make of your role in relation to human rights. Try to anticipate these criticisms and have answers ready.

4. Think about criticisms you could have of the other groups in relation to human rights.

5. Write a speech explaining why you should stay. You might want to keep a few points in reserve in case you get through to the next round. Use the following sentence stems to ensure you cover everything:

Our role is...

We protect and promote democracy in the following ways...

We protect and promote the following human rights...

We make a vital contribution to human rights and democracy.

We should stay because...

Our role is far more important than... because...

RESOURCE SHEET 2

Big Brother house of democracy role cards *continued*

ROLE CARD 6

You represent the media of Northern Ireland.

About your role

You provide people with information about their society through the news on TV, radio and in newspapers etc. You report on a wide range of issues and present a wide range of views. You sometimes ask difficult questions of the people in authority and expose problems in society.

You are up for eviction from the Big Brother house of democracy! You must explain why you should stay. To do this you must explain the importance of your role in terms of how you protect and promote human rights and democracy.

You are up against the following groups:

The local council
The Northern Ireland Executive
The Criminal Justice system
The Electoral Commission
Non-governmental organisations

Tasks

1. Find out more about your role, eg Internet search, citizenship textbooks and other resources. How do you protect and promote democracy?

Useful websites:

- www.coe.int/t/dg4/education/edc/aspectscitizenship/mediaawareness_en.asp
- www.opendemocracy.net/about

2. Look at the HRA – which human rights do you promote and protect?

3. Think about the criticisms the other groups might make of your role in relation to human rights. Try to anticipate these criticisms and have answers ready.

4. Think about criticisms you could have of the other groups in relation to human rights.

5. Write a speech explaining why you should stay. You might want to keep a few points in reserve in case you get through to the next round. Use the following sentence stems to ensure you cover everything:

Our role is...

We protect and promote democracy in the following ways...

We protect and promote the following human rights...

We make a vital contribution to human rights and democracy.

We should stay because...

Our role is far more important than... because...

WORKSHEET 1

Human rights and democracy in Northern Ireland

	Their role or function...	Main contribution to protecting and promoting democracy and human rights
Local council		
Northern Ireland Executive		
Criminal Justice system		
Electoral Commission		
Non-governmental organisations		
Media		

TOPIC

14

How can we build a human rights culture?

About this topic

Students will draw together all they have learnt in this unit of work and reflect on the contribution everyone in society can make to ensure that the human rights of all are protected.

Learning objectives

Students should be able to:

- explain that the government is responsible for ensuring that the human rights for everyone in Northern Ireland are protected;
- describe how public authorities have obligations to protect and promote human rights;
- explain how society in general and individuals can contribute to building a human rights culture.

Prior learning

Students should be aware of the role of government in upholding international and regional human rights standards and the obligations of public authorities under the Human Rights Act (HRA), along with NGOs' promotion of human rights. An understanding of human rights protected by a range of treaties is essential.

Resources required

Worksheet 1

Human rights bricks (one per student, you may need extras)

Scissors (for students to cut up bricks)

TOPIC 14

How can we build a human rights culture?

Time Approx 1 hour

Introduction

Remind students of what they have learnt so far: the meaning of human rights, how those rights are protected globally, in Europe and in the UK, and how this applies in Northern Ireland. Now they will think about what it means to build a culture of human rights. Introduce (very simply) the idea of a 'human rights culture' by explaining that the UK government and organisations like the Northern Ireland Human Rights Commission (NIHRC) and human rights NGOs want to develop a 'human rights culture'. By this, they mean a society where:

- everyone understands what human rights are;
- everyone has their human rights protected and respected;
- everyone respects the human rights of others;
- everyone lives according to the values that underpin human rights (eg justice, equality, respect, dignity, freedom).

Activities

1. Distribute a copy of *Human rights bricks* (worksheet 1) to each student. Ask them to think about how everyone in society could work together to build a culture of human rights, recording their ideas on the bricks as appropriate. Students should then cut out the individual bricks.

2. Ask students to form pairs, share what they have written on their bricks and produce additional bricks based on their discussion if they want to.

3. Ask each pair to now form a group of four and to repeat step 2.

4. Ask each four to join with another four and to look at all the bricks generated. This group should decide which bricks they would use for the following:

- the foundation of a human rights culture;
- the walls and pillars of a human rights culture;
- the roof of a human rights culture.

Each group of eight should share their ideas with the rest of the class then use the bricks to construct a 'human rights building' for display. Add relevant drawings and newspaper clippings to complete the display.

Conclusion

Return to the learning intentions to summarise. Ask students to complete the *Self-assessment grid* (Topic 1, worksheet 2).

Differentiation

These activities are designed for a range of abilities. If more appropriate, create 'human rights bricks' as a whole class, providing prompts and suggestions.

Teacher notes

The following definitions of a human rights culture may be useful:

The decisive features of a culture of human rights are: *'governments operating within a human rights framework; the practices of public bodies shaped by human rights principles; human rights standards popularly accepted in wider society; individuals recognising and valuing both their rights and the rights of others.'*

McEvoy, L and Lundy, L, 2007

Or in simple terms: governments keeping the promises they have made, society and individuals speaking out when they see the promises broken and living out the values that underpin the promise.

WORKSHEET 1

Human rights bricks

Governments can help build a human rights culture by...

Public authorities (like schools, the police service, hospitals, etc) can help build a human rights culture by...

Society as whole (including NGOs, churches, etc) can help build a human rights culture by...

Individuals can help build a human rights culture by...

TOPIC

15

Taking action for human rights

About this topic

Students will consider examples of young people who have taken action to promote and protect human rights globally with Amnesty International. They will then identify a local human rights issue that they feel passionately about, and suggest appropriate ways to take action on it.

This can be a stand-alone lesson used to get a flavour of the reflective process required for taking action on human rights. Or it can be developed into a 'taking action' project, where students research their human rights issue, then develop and carry out a campaign action to try to bring about change. The latter provides the

opportunity for students to move from theoretical discussion to practical action, to develop core Citizenship skills and to confidently assess that actions can make a difference. Several one-hour lessons will be needed to complete a taking action project. Amnesty International has developed guidance and resources to help teachers carry out action projects with their students, available to download free from: www.amnesty.org.uk/povertyaction

Learning objectives

Students should be able to:

- identify how and why people take action to protect and promote human rights, and evaluate the success of different techniques;
- identify a human rights issue that matters to them and justify why that issue is important.

Prior learning

Students should understand the basic principles of human rights and know some specific examples of human rights protected by a range of treaties at an international, regional and local level.

Resources required

Resource sheet 1

Small places (one per student or present on PowerPoint)

Resource sheet 2

Ideas for taking action (one per group)

Resource sheet 3

Weighing it up grid (one per group)

Worksheet 1

Over to you (one per student)

Worksheet 2

What, why, who, how? (one per group)

Post-it notes

Over To You short film available from www.amnesty.org.uk/povertyaction

A range of resources to help generate action ideas, eg local newspapers. Or share examples of local campaigns and projects carried out by young people in Northern Ireland funded by Youth Bank (www.youthbank.org).

TOPIC 15

Taking action for human rights

Time Approx 1 hour

Introduction

Remind students of topics already explored, eg the meaning of human rights, how human rights are protected (globally, in Europe and in the UK) and how this applies to issues in Northern Ireland: diversity, equality, social justice and democracy. Display *Small places* (resource sheet 1) and use to explain that if human rights are to mean anything to people they have to be 'real' in their lives. Focus on the quote's last line to explain that human rights become real when people stand up for human rights, speak out when they're violated and campaign for the rights of others.

Activities

1. For inspiration, screen the short film (17 minutes) *Over To You*, which shows members of Amnesty youth groups taking action for human rights. Ask them to fill in *Over To You* (worksheet 1) while watching the film. Follow this up with small group or class discussion:

- What issues do they find the most motivating?
- What actions do they think had the most impact?
- Who were the actions targeted at?
- Were the actions successful, and if so, what made them work?

2. Divide the class into groups and ask them to generate a list of human rights issues they are concerned about in their local community. For help, you may wish to provide them with pictures, newspaper cuttings and copies of the Human Rights Act (HRA) and the Universal Declaration of Human Rights (UDHR). What human rights (eg the right to freedom of expression, the right not to be discriminated against) are being compromised? What human rights values (eg justice, equality, dignity, respect) are being ignored?

3. Ask each group to democratically decide on the issue that matters to them most. Ask them to explore the issue in more detail by answering the questions on *What, why, who, how?* (worksheet 2). To help, provide each group with *Ideas for taking action* (resource sheet 2).

4. Explain that they are now going to reflect critically on their options. Students should have three ideas of possible actions on the bottom of their *What, why, who, how?* (worksheet 1). Ask them to write each of the actions on separate Post-it notes and then discuss where to stick them on the *Weighing it up grid* (resource sheet 3), considering how easy and how effective they think each action is.

5. From this, each group should then select an effective and achievable action. This will be the action that they focus on if carrying out an action project.

Conclusion

Ask each group to pair up with another group. They should present their ideas to one another and get feedback, reflecting on:

- What works well about your idea...
- It could be even better if...

Extention activity

If students are interested, they may want to set up their own Amnesty International youth group. See the flyer in the back of this resource for more details.

RESOURCE SHEET 1

Small places

‘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 maps 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

Chair of the UN Human Rights Commission that drafted the Universal Declaration of Human Rights, 1948

RESOURCE SHEET 2

Ideas for taking action

These are some of the people who have influence at local, national and global levels.
Can any of them help you sort out your chosen issue?

Members of the community (school/local/nation)
School council
Teachers, senior teachers and governors
Local community groups
Local council/MP
The police
The government and other political parties
NGOs and charities
The media

How could you persuade them or work with them to bring about change?
Choose one or more of the actions below or think up some of your own

Raise awareness: change attitudes and behaviour	Lobby and persuade: change policies
Run a workshop for people in your local primary school or school	Collect evidence (eg research, interviews, videos) and present your findings to people who are responsible for this issue
Write an article for a local magazine or newspaper	Write a letter to the people who are responsible for this issue, persuading them to help you
Set up a website and blog or start up a discussion on an existing website	Organise a petition to show support for your aims
Organise an exhibition/arts competition/event/film screening	Invite your local MP or another person in a position of authority to school for a Q&A session on the issue
Work with others: support charities and NGOs	
Organise an event, eg non-uniform day, cake sale, talent show to raise money for a charity or NGO	Contact a charity or NGO that works on this issue and find out what action they recommend
Invite a speaker in from a charity or NGO of your choice	

RESOURCE SHEET 3

Weighing it up grid

How easy is it to achieve this action? Consider the time, resources, skills and opportunities you have				
	Difficult	Average	Easy	
How much impact will this action have? Consider the type and number of people you can influence	Big impact			
	Average impact			
	Little impact			

WORKSHEET 1

Over to you

Issues

List three issues the groups in the film are concerned about

Group 1:

Group 2:

Group 3:

Target

What is each group trying to change? Who are they targeting to achieve this?

Group 1:

Group 2:

Group 3:

Action

List three different techniques each group uses to take action for change

Group 1:

Group 2:

Group 3:

Impact

What outcome did each group achieve?

Group 1:

Group 2:

Group 3:

WORKSHEET 2

What, why, who, how?

WHAT is your issue? What is wrong and what needs to change? What human rights are involved? Are any rights being denied? Are any core values being compromised?



WHY does this issue occur?



WHO can help sort out this issue?



HOW could you persuade them or work with them to bring about change?
What action could you take?

BACKGROUND INFORMATION

Part 1: An introduction to human rights

1. Background to history of human rights

What are human rights?

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

Rene Cassin

One of the principal drafters of the Universal Declaration of Human Rights

Human rights are the basic rights we all have simply because we are human; they are the fundamental things that human beings need in order to flourish and participate fully in society. Human rights belong to everyone, regardless of their circumstances. They cannot be given away or taken away from you by anybody, although some rights can be limited or restricted in certain circumstances. For example, your right to liberty can be restricted if you are convicted of a crime. Human rights primarily regulate the relationship between the state and individuals.

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

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

The international community has agreed several key characteristics of human rights:¹

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

¹ Vienna Declaration and Programme of Action 1993

Page 160-168 is adapted from the KS3 Citizenship resource *Right Here, Right Now*, a resource jointly produced by the British Institute of Human Rights, the Ministry of Justice, with the support of Amnesty International UK and The Department for Children, Schools and Families for schools in England. Crown Copyright 2008. www.teachernet.gov.uk/teachingandlearning/subjects/citizenship/rhrn

Where do human rights come from?

‘Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation.’

Mary Robinson

Former United Nations High Commissioner for Human Rights

The ideas behind human rights have been present throughout history in many different societies and civilisations.² The modern concept of human rights emerged in the 20th century as a response to the events of World War II, in particular the Holocaust. This appalling abuse of human dignity and disrespect for human life led states to come together in 1948 under the United Nations (UN) to agree the Universal Declaration of Human Rights (UDHR) – perhaps the most famous and important human rights document.

The Universal Declaration of Human Rights

In 1947 the UN established the Human Rights Commission, chaired by Eleanor Roosevelt, to draft the UDHR. Representatives from a range of countries were involved in the drafting process, the text was considered at a great number of meetings of the UN General Assembly, and the Declaration was adopted by the UN on 10 December 1948.

The preamble to the UDHR sets out the aims of the Declaration, namely to contribute to ‘freedom, justice and peace in the world’, to be achieved by universal recognition and respect for human rights. These rights are then defined in 30 articles which include civil, political, economic, social and cultural rights.

The main innovation of the UDHR is that it recognises for the first time a universal entitlement to rights applying to ‘all members of the human family’. Before this the rights and freedoms of individuals were regarded as the domestic affair of the state within whose jurisdiction they fell. The traumatic events of World War II prompted the strong belief that this situation was no longer tenable, that universal protection was needed for all people, and that the international community should monitor more strongly what was happening inside states.

² See Topic 2 for more details

Human rights laws

There are three different levels of human rights law – international, regional and domestic. These are enforced and monitored in different ways.

International law

The UDHR is a declaration, and is not legally binding. However it has prompted and inspired a range of international human rights laws (often called conventions, covenants or treaties), such as the International Covenant on Civil and Political Rights, the United Nations Convention on the Rights of the Child (UNCRC), and the Convention against Torture. These are enforced and monitored by the United Nations. Countries that agree to be bound by these have to submit regular reports (usually every four to five years) to show how they are implementing the rights in the treaty. The reports are examined by a committee of experts, which publishes its concerns and recommendations.

The UK has signed up to the following core human rights treaties:

- The International Covenant on Civil and Political Rights
- The International Covenant on Economic, Social and Cultural Rights
- The Convention Against Torture
- The Convention on the Elimination of All Forms of Discrimination Against Women
- The Convention on the Elimination of Racial Discrimination
- The United Nations Convention on the Rights of the Child
- The Convention on the Rights of Persons with Disabilities.

The international human rights treaties are not part of the UK's domestic law. This means that you cannot bring a case against the government using one of these treaties in the UK courts. However, the UK has signed up to a mechanism under the Convention on the Elimination of All Forms of Discrimination Against Women which allows individual women in the UK to make complaints to a committee of experts at the UN if they believe their rights have been violated.

While all of the above treaties are relevant to

schools, the most important international treaty for teachers to know about is the UN Convention on the Rights of the Child (UNCRC). This will be explained further in the next section.

Regional law

At the same time that human rights were being developed within the UN system, regional groups of states started adopting home-grown treaties dealing with human rights. These include the European Convention on Human Rights, the African Charter on Human and Peoples' Rights, and the American Convention on Human Rights. The European Convention on Human Rights is arguably the most developed of these regional mechanisms. The Convention was agreed after World War II by the Council of Europe, which was set up to safeguard and defend human rights, democracy and the rule of law across its member states. The Council of Europe (not to be confused with the European Union) represents 'Greater Europe' and currently has 47 member states including countries such as Russia, Turkey and Ukraine. The Convention established a European Court of Human Rights based in Strasbourg, France.

The UK signed the European Convention on Human Rights in 1951; UK lawyers had been instrumental in the drafting process. Anyone in the UK can complain to the European Court of Human Rights if they think their rights set out in the Convention have been breached. Now that the Human Rights Act has come into force (see below), human rights cases under the Convention can be heard in the UK courts without having to go all the way to Strasbourg. The European Court will only hear cases once they have gone through all possible UK courts.

Domestic law

Many countries also have their own domestic human rights legislation. In the UK, we have our own Human Rights Act which came into force on 2 October 2000. The Human Rights Act allows people to use certain rights drawn from the European Convention on Human Rights in our domestic courts. More information on the Human Rights Act can be found on page 163.

2. Key human rights documents

Human rights are universal. They apply across the world and belong to everyone. As you have read, there is a range of different declarations and conventions that aim to protect human rights in the UK, Europe and the world. However this resource focuses on human rights in the UK. The main conventions and laws that teachers must know about in order to confidently use this resource are the UN Convention on the Rights of the Child, an international human rights treaty, and the Human Rights Act, which is part of our domestic law in the UK. These are the most relevant to children and young people in the UK, and to those working with children and young people in public bodies in the UK. They are a foundation for learning about and using other treaties that may be of relevance to young people, such as the Convention on the Elimination of All Forms of Discrimination Against Women, the Convention on the Elimination of Racial Discrimination, and the Convention on the Rights of Persons with Disabilities.

The United Nations Convention on the Rights of the Child

Children are entitled to all human rights, but there is a dedicated human rights document for children called the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was opened for signature in 1989 and has been ratified by all UN member states except the United States and Somalia, making it the most widely ratified international human rights treaty. The UK government ratified the UNCRC in 1991.

The Convention has 54 articles, or parts, 40 of which grant children (anyone aged under 18) a comprehensive set of human rights. The particular needs of children had been recognised earlier in the UDHR (1948), which states that childhood is entitled to ‘special care and assistance’.

However, the UNCRC was necessary for four main reasons:

1. Childhood is a period of unparalleled growth, development and potential.
2. Children, especially infants and very young children, are easy to hurt and harm, intimidate and frighten – they are vulnerable and need protection.

3. Children’s needs and interests are often ignored or downplayed in public debates and decision-making.

4. A dedicated treaty gives a focal point and legal framework for all those seeking to improve children’s lives and social status – in all parts of the world.

The concept of the ‘best interests of the child’ is paramount in the interpretation and implementation of the Convention.

One of the most innovative and vital aspects of the UNCRC is its emphasis on children being heard and taken seriously. Article 12 of the Convention gives every child the right to express their views on any matter that affects them. There is no minimum age requirement for this right. Indeed, the United Nations Committee on the Rights of the Child has issued guidelines for governments on how they must protect the rights of young children. These guidelines stress the absolute importance of listening to young children. The views of children must be given due weight according to their age and maturity: in other words, the more a child understands a particular decision, and the consequences of their views, the more influence their views will have. Article 12 specifically requires that in any decision-making forum – a court proceeding or school exclusion hearing, for example – the child’s views must be heard directly or through a representative. One of the central aspects of children’s human rights is that children must be respected as people today, and not seen and treated simply as ‘people-in-the-making’. If adults focus exclusively on the future – what a child will (or should) become – they can miss out on who the child is today. A child’s right to be heard and taken seriously is increasingly part of domestic law, particularly relating to children in contact with social care services. For example, Article 19 of the Education and Libraries (NI) Order 2003 requires the prevention of bullying to be specifically addressed by school policy and that such policy should be arrived at through consultation with parents and pupils.

The United Nations Committee on the Rights of the Child, a body of 18 children’s rights experts which meets in Geneva three times a year,

monitors the implementation of the UNCRC in each country of the world. It examines each State Party (country that has ratified the Convention) every five years. You can read the UK government's most recent report (including a version written especially for children and young people) on the implementation of the UNCRC at www.everychildmatters.gov.uk/uncrc/ and you can read the reports on the UK written by the Committee on the Rights of the Child at www2.ohchr.org/english/bodies/crc/index.htm.

The Committee on the Rights of the Child also hears evidence from non-governmental organisations (NGOs) and children and young people; you can find out more about the process in the UK by visiting the following websites:

- www.childrenslawcentre.org
- www.getreadyforchange.org.uk
- www.unicef.org.uk

See Topic 6 in this resource for a lesson exploring this reporting process and the UN's most recent recommendations to the UK government.

The Human Rights Act

The UK government introduced the Human Rights Act 1998 with two main aims:

1. To bring the human rights contained in the European Convention on Human Rights into UK law. This makes it possible for people to raise or claim their human rights within complaints and legal systems in the UK. The Human Rights Act therefore makes human rights more accessible – it is generally quicker, cheaper and more practical to bring your case before the UK courts.

2. 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 on a daily basis. The government intended the Human Rights Act to place human rights at the heart of the way public services are delivered.

'(A culture of respect for human rights would exist when)...there is a widely-shared sense of entitlement to these rights, of personal responsibility and of respect for the rights of others, and when this influence[s] all our institutional policies and practices.'

Joint Committee on Human Rights
UK Parliament

The Human Rights Act has a real application in our everyday lives in the UK. It has been used to protect older people who are being abused in care homes, to ensure that disabled children are provided with transport to get to school and to protect women from domestic violence. The significance of the Human Rights Act is not restricted to decisions about individuals; it has been used to support policy-making and practice at an institutional level and can be applied to broader areas of society such as civic participation, involvement and community development.

The rights contained in the Human Rights Act

- The right to life
- The right not to be tortured or treated in an inhuman or degrading way
- The right to be free from slavery or forced labour
- The right to liberty
- The right to a fair trial
- 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 found a family
- The right not to be discriminated against in relation to any of the 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:

1. 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 to refrain from committing human rights abuses; sometimes they have to act to ensure that human rights are respected, protected and fulfilled.

What is a public authority?

'Public authority' is not fully defined in the Human Rights Act, but it 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. It may also include some private bodies carrying out a public function (eg private care homes).

2. Anyone who believes that their rights have been breached by a public authority can bring a claim against the public authority. This can be in the ordinary UK courts and in a range of other systems and processes 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.

3. 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.

4. For all new Acts of Parliament, 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. Any legislation passed by the Northern Ireland Assembly has to be compatible with the ECHR, including those aspects contained in the Human Rights Act.

The Northern Ireland Human Rights Commission

An independent, statutory body set up in 1999. Its role is to promote awareness of the importance of human rights in Northern Ireland, to review existing law and practice and to advise government on how human rights can be better protected in Northern Ireland. The Commission has powers to investigate systemic abuses of human rights and it can assist individuals with human rights cases. It also provides information and training on human rights. The Commission is recognised by the United Nations as a fully accredited human rights institution. It was created by the Northern Ireland Act 1998, in compliance with a commitment made by the UK government in the Belfast (Good Friday) Agreement of 10 April 1998. The Commission was specifically charged with providing advice to government on a Bill of Rights for Northern Ireland to supplement the European Convention on Human Rights, which became part of the law through the UK's Human Rights Act 1998.

3. Balancing different human rights

The classification of 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 – 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 enslaved.

Limited rights can be limited in specific 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. 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)
- Article 11 (freedom of assembly and association)

4. Frequently asked questions

When teaching about human rights, you may come across many misunderstandings and questions about what human rights are, who they belong to and how they work. Here are a few questions and suggestions for ways to address them if and when they come up in your classroom or staffroom.

Q. If human rights cannot be taken away, then how come there are human rights abuses happening all over the world?

A. The fact that we all have human rights does not mean that human rights are not sometimes denied. It is evident that human rights abuses continue to occur all over the world, including in the UK. To make sure that human rights are made a reality in people's lives, those who have rights need to know what their rights are and how to claim them. Those who are responsible for protecting and respecting people's rights need to know what their responsibilities are and uphold them.

Q. Why are human rights relevant to the UK?

A. Human rights are relevant to many of the decisions people make and the situations they experience in the UK on a daily basis. The Human Rights Act places public authorities – including the government, state schools, hospitals and social services – under an obligation to treat everyone in the UK with fairness, equality, dignity, respect and autonomy. This has been used to protect older people from abuse, to ensure that disabled

children are provided with transport to get to school and to protect women from domestic violence. The Act can also serve as a good practice check list and decision-making tool for public servants in their work. There are many other examples of how the Human Rights Act has been used to improve the lives of people in the UK.

Q. Shouldn't we be talking about responsibilities instead of rights?

A. The primary responsibility for upholding human rights lies with the state. Human rights provide minimum standards below which states must not go. States have a responsibility not only to make sure that they respect your rights, but also that your rights are protected and fulfilled.

Respect human rights: states must refrain from interfering with our human rights or curtailing the enjoyment of human rights.

Protect human rights: states must protect individuals and groups against human rights abuses.

Fulfil human rights: states must take positive action to facilitate the enjoyment of basic human rights.

However, human rights are also about the relationships between all of us and society. Human rights automatically imply a responsibility to accord respect to the rights of all other human beings regardless of creed, race, gender, religion, etc, even when those rights conflict with one's own. Any person asserting their rights, whether to freedom of movement, or freedom of belief, or right to decent housing, must respect the rights of all other human beings to assert similar demands. Article 29 of the Universal Declaration of Human Rights states that everyone has duties to the community, and that rights should be exercised with recognition of the rights of others. Your rights can be limited or restricted if you do not respect the rights of others, for example you can go to jail if you commit a crime. But this does not mean that people forfeit their human rights if they fail to live up to their responsibilities to accord respect to the rights of others.

BACKGROUND INFORMATION

Part 2: Human rights education

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

Kofi Annan,
United Nations Secretary General, 1997–2006

This resource includes a series of lesson plans using human rights education which will support you to fulfil the requirements of the Citizenship strand of the KS4 Learning for Life and Work curriculum in Northern Ireland. Human rights education should develop:

- knowledge and understanding about human rights;
- attitudes and behaviour respectful of those rights;
- skills to uphold and protect human rights.

1. Learning about human rights

Learning about human rights is a human right in itself. The Preamble of the Universal Declaration of Human Rights highlights the importance of human rights education: ‘Every individual and every organ of society... shall strive by teaching and education to promote respect for these rights and freedoms’. Article 26 of the UDHR states: ‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms’.

The United Nations Convention on the Rights of the Child, which the UK government has signed up to, also contains the requirement to teach about human rights. Learning what our human rights are is the first step in respecting and promoting human rights for all.

Human rights are a core concept in the citizenship curriculum and a useful lens through which to explore a wide range of citizenship issues. This approach has a number of benefits:

- Tackling controversial issues is an integral part of teaching citizenship. However, it can be challenging to tackle such issues, especially if working in a class with diverse cultural and religious beliefs and values. International human rights treaties can help to overcome this by providing an inclusive framework in which

different cultural and religious values can co-exist.

- Understanding human rights can help young people make sense of today’s changing world. Most issues relevant to the lives of young people have a human rights dimension. Human rights frameworks can help students understand how national and international agreements are made, how conflicts arise and how they can be resolved and how we can live harmoniously in a diverse society. All of these concepts are central to citizenship education.

- Many teachers talk about how some young people use the language of rights without fully understanding what their rights are and the rights of others are. Misconceptions of rights can lead to unnecessary conflict within schools. When young people are fully aware of their human rights, low-level conflict and disruption in the classroom can be reduced.³ However, for this to happen, rights have to be taught in a classroom where rights are respected, and in a way which enables young people to understand the universality of rights, (‘I have rights, but so does my teacher, so do my peers’) and therefore to recognise their social responsibility to respect the rights of others, as well as their own.

2. Learning through human rights

To reap the full benefits of human rights education, it is essential to teach human rights in an environment which respects the rights of both students and teacher, particularly through giving young people the opportunity to *experience* the right to participate in and influence how their classroom and their wider school community is run. This is known as learning *through* human rights. Without a rights-based culture in the classroom and in the school as a whole, learning *about* human rights can appear at best irrelevant, and at worst, hypocritical.

As a classroom teacher, your influence over the whole school ethos may be limited, but you can help to establish a rights-based culture by ensuring that your pedagogy and classroom environment are human rights friendly. The guidance opposite can help.

³ Evaluation of Hampshire Rights, Respect, Responsibility project
www3.hants.gov.uk/reportonrrr.doc

Key features of the human rights respecting classroom

Children and teachers negotiate and agree a classroom Code of Conduct expressed in terms of a 'class charter'

Children have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also comment on what might hinder their learning

Children are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of each other's work

Children have responsibility for aspects of classroom organisation

Children have opportunities to make choices in their learning

There is a strong emphasis on mutual support and collaboration

Teachers make use of a wide variety of teaching strategies and routes to learning, recognising that children may differ in their preferences for how they learn

Classroom assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with children

Behaviour is good and improving as everyone recognises and respects the rights of all to their education

Teachers and classroom assistants model rights-respecting behaviour eg they listen well to students' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual students have misbehaved; teachers show high respect for classroom assistants and all other adults

Displays are used to reinforce awareness of rights, locally and globally

Children respect and value each other's similarities and differences and support each other, with very low incidence of negative behaviour, name-calling, racist or sexist comments, etc

High status and adequate time given to Student Voice issues, eg the school council

Every child has an equal opportunity to make progress to the best of their abilities

Source: UNICEF UK

A whole-school approach

Over the last few years, ground-breaking research in Canada and the UK has demonstrated the benefits of a whole-school approach to human rights education. In the UK, Hampshire County Council is conducting a project called 'Rights, Respect and Responsibility' which encourages

schools to embed a human rights approach across the curriculum and into the whole-school ethos. The project was inspired by a similar project in Cape Breton, Canada. Evaluation research from Cape Breton in 2001 and 2002 and in Hampshire in 2005 and 2007 highlighted the benefits of a whole-school approach to human rights education

including:

- behaviour improvement;
- increase in attendances;
- decrease in exclusions;
- the classroom and school atmosphere is healthier – teachers enjoy their jobs more;
- the school environment is respected to a greater degree;
- students demonstrate a heightened awareness of the broader community and social issues;
- teachers feel empowered and many are reminded about why they came into the job.

LIFT OFF is a cross-border primary education initiative for primary schools in Northern Ireland and the Republic of Ireland which has been developed by teachers in partnership with Amnesty International (UK/Irish Section), the Ulster Teachers' Union (UTU) and the Irish National Teachers' Organisation (INTO). LIFT OFF is based on the fundamental principles of human rights as outlined in the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child. These are drawn on to encourage attitudes of respect, mutual understanding and equality both within the school community as well as within the wider local and global contexts.

Also, UNICEF UK has instituted the Rights Respecting School Award to recognise primary and secondary schools that promote the UN Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour.

3. Learning for human rights

Citizenship education emphasises the importance of giving young people the opportunity to consider taking action on issues that concern them.

Whether national, European or international, human rights frameworks create the opportunity for local action. Learning *for* human rights is about enabling young people to take action to protect their own rights and the rights of others.

It is not uncommon for young people to say 'that's not fair'. When they begin to say that on behalf of other young people, for example those who cannot access education, health care or adequate food, or are forced into exploitative

labour, then the global nature of human rights and our mutual responsibilities begin to be embedded.

Human rights education is much more than making lists of what is unfair. There are many positive aspects of rights. Most young people in Northern Ireland can access their rights – for example, their right to be cared for and have good health care, their right to education. There are also many positive stories – often in the local press – of people in the community standing up for the rights of others, whether on issues of homelessness, discrimination against minorities, or protecting the environment.

Topic 15, Taking action for human rights, includes a downloadable film from Amnesty International UK which shows young people taking action on human rights issues ranging from the rights of women to the right to a fair trial. Using these examples as inspiration, young people can plan and implement action on a human rights issue of concern to them – whether it be working to improve representation in the school council, wheelchair accessibility in the community or tackling global poverty.

Human rights education is about giving young people the critical thinking skills to weigh up balanced arguments, form their own opinion and to take action if they wish to. Amnesty International UK has been working with young people for over 20 years, and has found that taking action for human rights appeals to their strong sense of justice. It also brings results, so it is both motivating and rewarding. In addition to providing resources and training for teachers to enable young people to stand up for human rights (see Topic 15), Amnesty also provides resources for young people who want to take action for human rights on a regular basis outside of lesson time. To find out more about Amnesty youth activism, go to www.amnesty.org.uk/youth. There is a photocopyable flyer at the back of this resource to enable you to let your students know more about this opportunity.

4. Controversial issues

Human rights are core moral principles and legal instruments of pluralist democratic societies. However, opinions diverge on how human rights

should be upheld, when it is acceptable to restrict them and how to balance conflicting rights. Strongly expressed views on these questions may divide society and arouse strong feelings, and the debates may raise fundamental questions of value and belief.

The activities in this pack create opportunities for young people to explore and understand topical issues in a safe environment, offering the chance to challenge bias and dispel misconceptions. Unless controversial issues are taught in schools, students may not get the opportunity to form their own opinions about some of the major issues facing society today.

Enjoying human rights such as freedom of opinion, belief and expression means that people living in a democracy can legitimately disagree. Education around controversial issues should include analysis of debates and disagreements. The lessons and resources in this pack will enable students to consider a range of different viewpoints, and encourage them to think critically.

Teacher ‘stance’

The activities in this pack encourage a balanced presentation of opposing views. At times teachers may find it appropriate to state their own view or to challenge consensus with strong opinions. Such techniques are appropriate if intended to further discussion, but inappropriate if they are attempts to influence student opinion. There are four main ‘stances’ a teacher can take when discussing controversial issues. When used judiciously, perhaps in combination, all of them can help encourage in-depth discussion and avoid biased teaching. They are:

1. Neutral facilitator – expressing no personal view at all;
2. Stated commitment – making the facilitator’s own views known during the discussion;
3. Balanced approach – presenting a range of views, including ones the facilitator may personally disagree with;
4. Challenging consensus (‘devil’s advocate’) – opposing the position widely expressed in the group to challenge consensus and provoke response.

Framing the issue ‘safely’

There are many ways a teacher can frame a particular controversial issue or question in the

classroom. Careful consideration should be given to this before any potentially controversial lesson. Human rights can provide a useful framework for teaching many controversial topics.

First, since human rights are based on international treaties, they provide a useful ‘agreed’ starting point for a number of issues. The process of ‘balancing and limiting human rights’ aims to ensure that the rights of everyone are protected and this can usefully be employed to negotiate your way through a range of differing perspectives. For example, everyone will agree that they have a right to peaceful protest or assembly; however they may disagree about how certain contentious parades in Northern Ireland should be conducted. Resist the temptation at this point to veer away from human rights and invoke the need for ‘individual responsibility’. Rather, continue discussing the issue from a human rights perspective, exploring it through the lens of other related human rights such as the right to family life and privacy, freedom of movement, etc. This approach not only extends students’ understanding of human rights and the need to balance and limit them, it reinforces the idea that governments (not individuals) are responsible for keeping the promises made in human rights treaties.

Second, human rights demand a focus on the structural or public sphere rather than on the individual or private. This means asking different questions. For example, a focus on the individual or private sphere places attention on a student’s individual prejudice by asking such questions as: ‘How do you feel about the increased number of people from ethnic minority groups in Northern Ireland?’ or ‘How would you respond if someone told a racist joke?’ A human rights-based approach frames the question from a public policy perspective, for example: ‘What should the government be doing to manage immigration and tackle racism?’

Re-framing questions does not remove the controversy, but it does allow space for ‘safer’ discussion of the issue. Human rights treaties

The suggestions in this section are based on a particular approach to teaching controversial issues. The model (McEvoy, 2008 forthcoming) was originally presented in its entirety in a paper entitled *Citizenship, controversial issues and human rights* at an ESRC-TLRP seminar in the University of Ulster, January 2007. The approach should not be cited without the author’s express permission.

apply to governments, not to individuals. Having established the role of government in protecting and promoting human rights (ie keeping the promises they have made), the contribution other members of society could make to a human rights culture can then be explored. Again, in this context it is 'safer' to frame questions in terms of individuals in general rather than pointedly asking students how they personally feel or what they personally would do in response to particular issues.

Choosing suitable classroom methodologies

Many of the methodologies used in the lessons in this resource have been selected to promote active learning and to suit the teaching of controversial issues, as the table overleaf shows. In general the best methodologies for teaching controversial issues encourage critical thinking and provide opportunities for students to express views without leaving them feeling exposed or vulnerable (which is why it is best to avoid whole class discussions). The table also identifies the key skills that can be developed through each methodology.

Creating a conducive climate

Discussion of controversial issues will inevitably arouse strong views and differences of opinion. Setting ground rules at the start of a discussion can be a useful way to ensure that discussion of controversial issues remains manageable. The principles of human rights can be used as a framework for the ground rules. If your classroom displays the features of a rights-respecting classroom young people and teachers should recognise the right to freedom of expression of all members of the class, but also acknowledge that all participants have a right to be free from discrimination and disrespect. Human rights values can therefore be employed as a 'filter' in class and small group discussions.

Classroom methodologies for teaching controversial issues

Methodology	Rationale for use with controversial issues	Key skills	Topic
Card clustering	This technique allows students to consider a range of opinions or ideas, and to explore the connections and common themes that exist between them.	Problem solving Working with others	1
Carousel discussion	It is useful to discuss controversial issues in pairs or small groups rather than as a whole class. This technique allows students to discuss an issue with another student in a pair, then another student in a pair, etc. It allows the whole class to have a discussion without having a whole class discussion.	Communication	2
Case studies	Provided they are well constructed, case studies based on real life situations can build empathy and understanding. They can expose students to new perspectives.	Communication	12
Circular brainstorm	This technique allows students to discuss an issue with a small group of their peers and to comment anonymously on other groups' views. It allows students to arrive at a class conclusion without having a whole class discussion.	Problem solving Working with others	9
Consequence wheel	This thinking tool can be used to help students explore the repercussions of various decisions or events.	Problem solving	4
Each one teach one	This is a useful way of presenting facts and figures associated with controversial topics. Students are allocated small pieces of information to teach others and can be encouraged to make connections between each other's facts or even develop different perspectives on these facts.	Communication	5
Jigsaw (group work)	Students are allocated expert roles in their group and work with similar experts in other groups on a particular aspect of a topic before bringing this back to their original group. Again the use of small groups to share ideas across the class is useful for teaching controversial issues.	Communication Working with others	3
Presentations	Presentations, including PowerPoints and posters, offer an opportunity for students to express their understanding of, or opinions on, a controversial issue, developing core skills in the process.	Communication Information and Communication Technology	5, 6, 12, 14
Research	This can be a useful approach to exploring controversial issues provided this is well structured and students are directed to suitable resources.	Information and Communication Technology Problem solving	5, 10, 11, 13, 15

Classroom methodologies for teaching controversial issues *continued*

Methodology	Rationale for use with controversial issues	Key skills	Topic
Role-play or simulation	This is useful for building empathy provided students are given specific information about their role. If students are not supported in 'getting into role', these techniques can merely reinforce stereotypes. A range of approaches are exemplified in this resource.	Communication Working with others	2, 6, 8, 11, 13
Self-assessment grid	This technique allows students to assess their own learning and to reflect on how they can develop further.	Improving own learning and performance	All
Snowballing	This technique allows students to discuss an issue with another student in a pair, then another in a four, and then in a group of eight, etc. This is another technique that allows the whole class to have a discussion without having a whole class discussion.	Communication Working with others Problem solving	14
Spectacles	Students are allocated particular perspectives to take in a discussion or activity. This encourages students to understand a range of viewpoints and builds empathy.	Problem solving Communication	3
Walking debate	This approach is useful for drawing out some of the 'grey areas' associated with controversial issues. Questions for the debate need to be carefully planned and constructed.	Communication	4
Zone of relevance	This thinking tool encourages students to prioritise information and could be used to develop their capacity to evaluate facts, figures of perspectives.	Problem solving	9

GLOSSARY

Absolute right

A right that is so fundamental that it can never be interfered with, not even in times of war or national emergency. For example, the right not to be tortured.

Civil and political rights

Civil and political rights are a broad category of rights and freedoms that protect individuals from the abuse of state power, safeguarding individual liberty. They include: freedom of expression, freedom from discrimination, freedom of religious belief, and the right to vote, to take part in political life and to have access to information.

Convention

A convention is a legally binding agreement between two or more countries or states. The terms covenant and treaty mean the same thing and all three are used interchangeably. A major international human rights convention is the UN Convention on the Rights of the Child.

Council of Europe

An organisation that was founded in 1949, with the aim to develop common and democratic principles throughout Europe based on the European Convention on Human Rights (ECHR). This is not the same as the European Union. The Council of Europe has a wider reach, covering countries such as Russia and the former Soviet states.

Covenant

See 'Convention' above. The major international human rights covenants are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).

Dignity

The innate right to respect and ethical treatment.

Declaration

A document agreeing upon certain standards, but one that is not legally binding, for example, the Universal Declaration of Human Rights.

Economic, social and cultural rights

Economic, social and cultural rights are a broad category of rights that provide economic, social and cultural security. Examples include the rights to: food, water, adequate housing, healthcare, education, fair conditions at work and the cultural rights of minorities.

Human rights

Human rights are the basic rights and freedoms to which all humans are entitled. You have human rights simply because you are human and they cannot be taken away. Human rights ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect.

Inalienable

Something that cannot be given up or taken away. We have human rights simply because we are human. We cannot give these rights away nor can they be taken from us by anybody (although they can be restricted or qualified in certain circumstances).

Indivisible

Something that cannot be divided. Whether they relate to civil, cultural, economic, political or social issues, human rights are essential to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights.

Instrument

'Human rights instrument' is a general term that can be used to refer to legally binding (convention/covenant/treaty) or non-legally binding (declaration) human rights documents.

GLOSSARY continued

Legal rights

Rights that are laid down in law and can be brought before courts of law to be enforced and defended.

Legislation

Law made by Parliament or by the NI assembly.

Limited right

A right that is not absolute and which may be restricted only in certain strictly defined circumstances. This means the right to liberty under the European Convention on Human Rights can only be restricted in certain circumstances, eg if you have been convicted of a crime.

Proportionality

Any interference with a right under the European Convention on Human Rights must be no more than is necessary to achieve the intended objective. It must not be arbitrary or unfair. The principle of proportionality is best explained by the maxim: 'Don't use a sledgehammer to crack a nut!'

Protocol

A new treaty which modifies an existing treaty (generally adding new rights or strengthening existing rights). For example, The European Convention on Human Rights has 13 protocols (separate treaties to update the original), added gradually between 1952 and 2002.

Qualified right

A right that is not absolute and may be interfered with, providing the interference is (1) lawful, (2) for a legitimate purpose, (3) necessary, and (4) proportionate. For example, the right to freedom of expression may be qualified to protect the rights of others or the public interest.

Ratify

The formal procedure by a state to finalise an agreement, making it official and legally binding.

Right

A right is an entitlement to have or to do something. It is a claim to good treatment and a protection from ill-treatment. A right can also be understood as a fundamental freedom.

Standards

'Human rights standards' are the norms or minimum requirements for how institutions and individuals should treat people, based on their human rights. They provide a means of determining and assessing consistent and acceptable levels of treatment.

State

Often synonymous with 'country'; a group of people permanently occupying a fixed territory having common laws and government and capable of conducting international affairs.

Treaty

See 'Convention' on previous page.

United Nations

An organisation that was founded in 1945, with the aim to facilitate worldwide cooperation in international law, international security, economic development, social progress and human rights issues.

United Nations Charter

Initial document of the UN setting forth its goals, functions and responsibilities, adopted in San Francisco in 1945.

Universal

Human rights are universal. They belong to all people and all people have equal status with respect to these rights. The universality of human rights is encompassed in the words of Article 1 of the Universal Declaration of Human Rights: 'All human beings are born free and equal in dignity and rights'.

Universal Declaration of Human Rights (UDHR)

Primary United Nations document establishing human rights standards. It was adopted by the UN General Assembly on 10 December 1948.

Values

Principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as points of reference in decision-making or the evaluation of beliefs or actions.

USEFUL LINKS

Development education & Human rights education

- Action Aid** www.actionaid.org.uk/schools
Amnesty International UK www.amnesty.org.uk/education
BOND UK network www.bond.org.uk
CAFOD www.cafod.org.uk/education
Centre for Global Education www.centreforgloaleducation.com
Children in Crossfire www.childrenincrossfire.org
Christian Aid <http://learn.christianaid.org.uk/>
Compass, Council of Europe www.eycb.coe.int/compass
Development Education Association www.dea.org.uk
Development Education Ireland www.developmenteducation.ie
Global Dimension in Schools NI www.globaldimensioninschools.org
Global Dimension www.globaldimension.org.uk
Human Rights Education Association www.hrea.org
Lift Off Initiative www.liftoffschools.com
Oxfam www.oxfam.org.uk/education
Save the Children Education www.savethechildren.org.uk/education
The Global Gateway www.globalgateway.org.uk
The Big Pic www.bigpic.biz
Trocaire www.trocaire.org/schoolresources
UN Cyber School Bus www.un.org/cyberschoolbus
UNICEF UK www.unicef.org.uk/tz

Human rights organisations

- Amnesty International** www.amnesty.org
Amnesty International UK www.amnesty.org.uk
Amnesty International Ireland www.amnesty.ie
British Irish Rights Watch www.birw.org
Committee on the Administration of Justice www.caj.org.uk
Children's Rights Alliance www.crae.org.uk
European Court of Human Rights www.echr.coe.int
Human Rights Watch www.hrw.org
Human Rights Consortium www.billofrightsnri.org
Irish Council for Civil Liberties www.iccl.ie
Liberty www.liberty-humanrights.org.uk
Northern Ireland Human Rights Commission www.nihrc.org
United Nations www.un.org
UN High Commissioner for Refugees www.unhcr.org
UN Office of the High Commissioner for Human Rights www.ohchr.org
UNICEF UK www.unicef.org.uk

Government sites

Criminal Justice System Northern Ireland www.cjsni.gov.uk
Department for International Development www.dfid.gov.uk
Electoral Commission www.electoralcommission.org.uk/northern-ireland
Ministry of Justice www.justice.gov.uk/guidance/humanrights.htm
Northern Ireland Assembly www.niassembly.gov.uk
Northern Ireland Commissioner for Children & Young People www.nickey.org
Office of Public Sector Information www.opsi.gov.uk
Office for the First Minister & Deputy First Minister Northern Ireland www.ofmdfmi.gov.uk
Children & Young People's Unit, Office of the First Minister & Deputy First Minister Northern Ireland www.allchildrenni.gov.uk

Other organisations

Equality Commission for Northern Ireland www.equalityni.org
Disability Action www.disabilityaction.org
Multicultural Resource Centre www.mcrc-ni.org
Northern Ireland Council for Ethnic Minorities www.nicem.org.uk
Northern Ireland Community of Refugee and Asylum Seekers www.nicras.org.uk
Northern Ireland Anti-Poverty Network www.niapn.org
NSPCC www.nspcc.org.uk
Working With Diversity www.workingwithdiversity.org

Statutory education

Council for the Curriculum, Examinations and Assessment www.ccea.org.uk
Department of Education www.deni.gov.uk
NI Curriculum and Assessment www.nicurriculum.org.uk
Education and Library Boards:
Belfast Education and Library Board (BELB) www.belb.org.uk
North Eastern Education and Library Board (NEELB) www.neelb.org.uk
Southern Education and Library Board (SELB) www.selb.org
South Eastern Education and Library Board (SEELB) www.seelb.org.uk
Western Education and Library Board (WELB) www.welbni.org

Youth organisations & Youth campaigning groups

Amnesty International UK Youth Action www.amnesty.org.uk/youth
Gay and Lesbian Youth Northern Ireland www.glyni.org.uk
Get Ready for Change (CRAE) www.getreadyforchange.org.uk
Include Youth www.includeyouth.org
Northern Ireland Youth Forum www.niyf.org
Northern Ireland Youth Information www.niyouthinfo.org
People and Planet www.peopleandplanet.org
Young Citizens in Action www.youngcitizens.org.uk
Youth Bank www.youthbank.org
Youth Council Northern Ireland www.ycni.org
YouthNet NI www.youthnetni.org.uk

This information sheet is aimed at young people aged 11 to 18
Photocopy and hand out to students interested in standing up for human rights

STAND UP FOR HUMAN RIGHTS JOIN AMNESTY



If you're passionate about human rights and want to make a difference, there are lots of ways for you to get involved with Amnesty International.

- Join or start a human rights group or Amnesty Youth group in your school, college or youth club
- Join the out-of-school Amnesty group in Belfast
- Join Amnesty International as an individual youth member, if you're aged 14+
- Join the Youth Urgent Action network (11 to 18-year-olds) or the Junior Urgent Action network (7 to 11-year-olds)
- Visit www.protectthehuman.com and upload your own human rights pictures, films or articles
- Write for our Belfast and Beyond blog about human rights issues that matter to you: <http://blogs.amnesty.org.uk>
- Take action at www.amnesty.org.uk/actions

What happens at youth groups?

Amnesty youth groups are gatherings of young people in schools, sixth form colleges and youth clubs who get together, usually once a week, to campaign for human rights. It's more fun to campaign with other people. By starting or joining a youth group you can:

- Organise fun events, gigs and creative campaigns
- Make films about human rights (and put them on YouTube and www.protectthehuman.com)
- Run school assemblies
- Be interviewed by your local newspaper or radio station
- Lobby your local MP or MLA
- Organise vigils or demonstrations
- Write letters to prisoners of conscience and government officials around the world
- Support Amnesty in our global campaigns, such as

the dignity campaign on poverty and human rights

- Attend national events with other Amnesty members
- Influence how Amnesty campaigns for human rights by voting at the Annual General Meeting
- Raise money and awareness for Amnesty
- Make friends with people who think like you

JOIN AS AN INDIVIDUAL

You'll receive regular magazines and news as well as opportunities to take action. You'll also get a free Amnesty T-shirt!

SET UP A YOUTH GROUP

There are 680 Amnesty groups in UK schools, colleges and youth groups who write letters, raise money, run events and raise awareness. Each month, groups receive a mailing about one of Amnesty's global campaigns, along with invitations to events (film screenings, demonstrations and exhibitions, etc) and a Youth Urgent Action. Urgent Actions focus on individuals or groups in danger around the world, and suggest actions to help protect them. We also provide extra resources for taking action, including postcards and DVDs.

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www.amnesty.org.uk/youth
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