

# LESSON 1

## INTRODUCTION TO THE DEATH PENALTY



### ABOUT THIS LESSON

Students are introduced to the use of the death penalty. They will watch two films outlining the cases of two men sentenced to death: Mirza Tahir Hussain in Pakistan and Troy Davis in USA (see detailed case notes on page 14). The films last nine minutes. Students will decide which rights in the Universal Declaration of Human Rights (UDHR) are involved in these cases, and critically evaluate views in the films, which include Martina Davis-Correia speaking of her campaign to set her brother Troy free.

### TIME

**1 lesson/1 hour**  
(or 2 lessons to allow for more discussion and debate).

### LEARNING OBJECTIVES

This lesson enables students to:

- critically evaluate the arguments for and against the death penalty;
- express and justify personal viewpoints;
- identify and name a selection of human rights from the Universal Declaration of Human Rights (UDHR);
- learn about an international organisation working on human rights.

### SKILLS

Critical thinking, questioning and evaluation; discussing and justifying opinions and values; contributing to group discussion and debate and presenting convincing arguments.

### CURRICULUM LINKS

Please refer to DVD.

### PRIOR LEARNING

This lesson assumes some knowledge of the use of the death penalty through English, RE, History or Citizenship lessons.

### WHAT YOU NEED

Available on the DVD unless otherwise stated.

#### For each student:

- Ballot papers (1st and 2nd votes)
- Death penalty quiz worksheet
- For and against the death penalty information sheet
- Sent to death row case notes (also on page 14)
- Case study worksheet
- Universal Declaration of Human Rights summary version (also in pocket of this pack)

#### For the teacher:

- Death penalty quiz answers
- Case study teacher sheet
- Sent to death row case notes (also on page 14)
- 'Having an uncle on death row' article (for background; can also be given to students)
- Film: Mirza Tahir Hussain (a longer version of this film can be found at [www.teachers.tv/videos/secondary-citizenship-letters-to-death-row](http://www.teachers.tv/videos/secondary-citizenship-letters-to-death-row))
- Film: Troy Davis
- PowerPoint: Introduction to the death penalty, Lesson 1



Above: Mirza Tahir Hussain's brother demonstrates outside the Pakistani embassy supported by Amnesty International in an effort to prevent Mirza's execution.

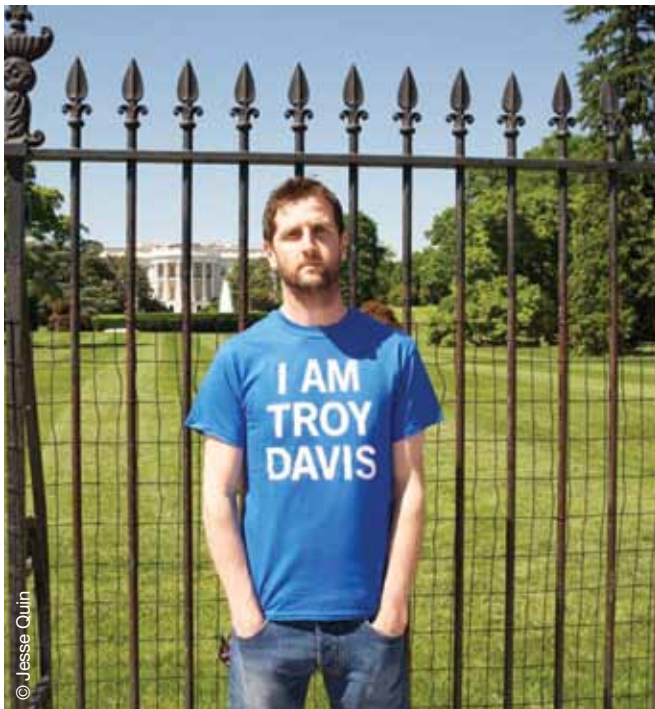
# LESSON 1

## INTRODUCTION TO THE DEATH PENALTY

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‘The bumper sticker says “Why do we kill people who kill people to show that killing is wrong?” And I agree with that.’

Richard Hughes, Keane drummer



Above: Richard Hughes outside the White House, USA, September 2009.

### USEFUL LINKS

- [www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)  
A selection of death penalty lesson plans and educational resources.
- [www.amnesty.org.uk](http://www.amnesty.org.uk) and [www.amnesty.org](http://www.amnesty.org)  
The latest death penalty reports and campaign cases.
- [www.worldcoalition.org](http://www.worldcoalition.org)  
Information on the World Coalition Against the Death Penalty.
- **YouTube**  
Colin Firth, Amnesty death penalty presentation.
- **Amnesty USA lesson plan**  
[www.amnesty.org.uk/lifeanddeath](http://www.amnesty.org.uk/lifeanddeath)  
Educational resource on all aspects of the death penalty, with seven lessons and worksheets.

### FILMS ABOUT THE DEATH PENALTY

- ***The Exonerated*** (made for TV)  
The true stories of six people sent to death row but later exonerated and freed.
- ***Dead Man Walking*** (15)  
The true story of Sister Helen Prejean who establishes a relationship with a prisoner on death row.
- ***Let Him Have It*** (15)  
How Derek Bentley was hanged for murder in the UK under controversial circumstances.
- ***To Kill a Mockingbird*** (PG)  
A lawyer defends a black man against an undeserved rape charge.
- ***12 Angry Men*** (U)  
A jury in a murder trial decides the fate of the defendant.
- ***The Life of David Gale*** (15)  
An anti-death penalty crusader is accused of murdering a fellow activist and sent to death row.

# LESSON 1

## CASE NOTES

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### MIRZA TAHIR HUSSAIN

**MIRZA TAHIR HUSSAIN WAS 18 YEARS OLD WHEN ARRESTED AND SENTENCED TO DEATH FOR THE MURDER OF A TAXI DRIVER IN PAKISTAN**

#### What happened?

In December 1988, Mirza, 18, a dual British and Pakistani citizen from Leeds, flew to Pakistan to visit relatives. He was arrested for the murder of a taxi driver who reportedly pulled out a gun and tried to assault him. In the ensuing struggle, the gun went off. Mirza alleged the driver was killed in self-defence. He was sentenced to death by the sessions court in Islamabad in September 1989.

#### The legal process

In 1992 a High Court ordered a retrial, but in 1994 another court sentenced him to life imprisonment. Two years later, in May 1996, Mirza was retried and the High Court acquitted him of murder. Before he was freed, however, his case was referred to the Federal Shari'a Court, which has jurisdiction over cases of highway robbery. In May 1998 the Shari'a court sentenced him to death by two votes to one, and rejected subsequent appeals. In May 2006 President Musharraf issued the first of three stays of execution. On 16 November 2006 the President used his powers under the constitution to commute the death sentence to a life sentence. Under Pakistani law this equated to a 14-year term. Since Mirza had already served 18 years, he was released and he returned home to England. By then, he was 36.

#### The campaign

His family enlisted the support of MPs, MEPs and pressure groups from around the world including Fair Trials Abroad and Amnesty International, with members appealing for a presidential pardon. Mirza's brother Amjad Hussain gave countless interviews to the media while campaigning for his release, and demonstrations and protests took place in numerous countries against the decision of the Shari'a court. In the UK, Prince Charles intervened and the then Prime Minister Tony Blair was believed to have raised the case with President Musharraf.

#### In his own words

'I am grateful for all the efforts on my behalf, particularly those of the media and Amnesty International. The campaign finally led to my pardon. After 18 years I could come home.'



'I spent 12 years of my life on death row and had four separate execution dates. I was lucky, I survived Pakistan's death row. What about the thousands who may not? ... President Musharraf should demonstrate the political courage to freeze all executions in Pakistan.'

Mirza Tahir Hussain

# LESSON 1

## CASE NOTES

### TROY DAVIS

**SINCE THE AGE OF 19, TROY DAVIS HAS BEEN ON DEATH ROW IN GEORGIA, USA, FOR A MURDER HE INSISTS HE DID NOT COMMIT**

#### What happened?

In the early hours of 19 August 1989, a fight broke out in a car park in Savannah, Georgia – a homeless man Larry Young was beaten. Off-duty police officer Mark Allen MacPhail ran to the scene to help and was shot dead. Sylvester ‘Red’ Coles admitted fighting with Larry Young but claimed Troy Davis shot officer MacPhail. In 1991 Troy was convicted of murder, but there was no physical evidence linking him to the crime and seven out of the nine witnesses, on whose evidence he was convicted, have since recanted or changed their testimony. At the trial, Troy admitted being at the scene but has always maintained his innocence.

#### The legal process

Troy has faced three execution dates over the past few years – he was within two hours of execution on one occasion. In August 2009, in a rare move, he won the right to a new evidentiary hearing – a chance to prove his innocence – scheduled for 23 June 2010.

**NOTE:** At the time of writing (May 2010), Troy Davis was still on death row waiting for his new evidentiary hearing. It was ordered by the Supreme Court ‘to receive testimony and make finding of fact as to whether evidence that could not have been obtained at the time of the trial clearly establishes petitioner’s innocence.’ The hearing is taking place in a federal district court in Savannah, USA. This is a fact-finding mission, not a new trial. Troy is presumed guilty and the burden rests on him to produce facts that clearly establish his innocence. If he does, the judge could grant Troy relief on the grounds of ‘actual innocence’, or this may come directly from the Supreme Court. If he doesn’t, the judge could clear the way for an execution date to be set again. For an update on his case, visit [www.amnesty.org.uk/lifeanddeath](http://www.amnesty.org.uk/lifeanddeath)

#### The campaign

Troy’s sister Martina Davis-Correia has fought to free her brother for over 18 years. Martina is Amnesty International’s state death penalty abolition coordinator for Georgia. Amnesty has been campaigning for Troy since issuing a report on his case in 2007. In 2009 an Amnesty International UK delegation, which included Richard Hughes of the band Keane, visited the USA and Troy Davis



Above: Troy Davis, 26 September 2009, in prison.

in support of the campaign to free him, and Martina and her son De’Jaun visited Amnesty UK to raise awareness about his case.

#### In his own words

‘I would like to thank all of you very much from the depths of my heart because my family and I really need more people out there fighting for us and being our voice and showing support. And all of you have really opened the eyes of people all around the world about injustice, not only to me, but about the United States legal system. And it’s an honour to have all of you – your friendship, your support, your letters, and your activist work, it really means a lot.’



To discuss the use of the death penalty for people who are guilty or as justice for the victim’s family, examine the case of Billy Moore. He spent almost 17 years on death row in Georgia, USA, for a murder he confessed

to, but had his sentence commuted from death to life after a group of the victim’s family and friends spoke out against his execution. A year later he was paroled. He has since spent his freedom determined to show that the death penalty is no solution to crime.

■ For more details:  
[www.amnesty.org.uk/lifeanddeath](http://www.amnesty.org.uk/lifeanddeath)

# LESSON 1

## INTRODUCTION TO THE DEATH PENALTY

### LESSON PLAN

#### 1 DEATH PENALTY VOTE AND QUIZ

**Time:** 10 minutes

**PowerPoint slides:** 1 to 5

Distribute the ballot papers and ask students to fill in the 1st vote section. Explain that ticking 'Against the death penalty' means for all crimes (see page 6). Ask students to post their voting paper into the ballot box. Count the votes and display the result.

Hand out the *Death penalty quiz worksheet*, either individually or to groups. Give students five minutes to answer the questions. Run through the correct answers and allow for a short discussion to deal with student responses. Clarify the learning objectives.

#### 2 CONSIDERING RIGHTS

**Time:** 25 minutes

**PowerPoint slides:** 6 to 10

Introduce Amnesty International and the Universal Declaration of Human Rights (see background notes on page 5 and 6). Hand out a copy of the *Universal Declaration of Human Rights summary version and Case study worksheet* to each student. Ask them to read the articles in the UDHR.

Introduce the two films, Mirza Tahir Hussain and Troy Davis, imprisoned unfairly and placed on death row. Stress that the footage is emotive. Students can also read the interview of Troy's nephew, *Having an uncle on death row* and the *Sent to death row case notes* (page 14). The films last nine minutes.

Ask students to fill in their *Case study worksheet* while watching the films, allowing time for discussion afterwards and completion of the worksheet. You may wish to allow students to complete the worksheet after watching Mirza's film before moving on to Troy's film.

Talk through their reactions using the *Case study teacher sheet* to generate class discussion. Remind students that they can exercise their right to freedom of opinion and expression, and that they can exercise this right whether they feel that the death penalty is right or wrong (see Teaching Controversial Issues page 8).

**Ask key reflection questions:**

- Do you think Amnesty International has presented an unbiased view of the death penalty in the film footage?
- How do you think Mirza and Troy's families feel/felt?
- What action, if any, do you think should be taken for prisoners on death row?
- Does a person's guilt or innocence affect your view of the death penalty?

#### 3 FOR OR AGAINST?

**Time:** 20 minutes

**PowerPoint slide:** 11

Divide the class into half, then split each half into smaller groups (in a class of 30 students, approximately six groups, for instance).

Allocate one half of the class FOR the death penalty and the other half AGAINST the death penalty. Hand out the relevant section of the *For and against the death penalty* sheet as appropriate. Students may find themselves in a group whose view they do not agree with. Explain that for the purpose of this exercise they should try to empathise with an opposing view.

Give groups five minutes to read and critically reflect on the arguments. They should decide which two arguments are strongest, jotting down reasons why.

Ask each group to choose a runner to report their choices within their own FOR and AGAINST grouping, ie group one runner moves to group two; group two runner moves to group three; group three runner moves to group one.

The runners for the FOR groups should then decide on two arguments to present to the class. AGAINST runners should do the same.

Now ask FOR and AGAINST runners to present their two arguments to the class. They may choose to read out all of the arguments they have, but highlight why they have chosen their particular two.

Having heard both sides of the argument, ask students to complete the *My personal views* section of their worksheet.

#### 4 PLENARY

**Time:** 5 minutes

**PowerPoint slides:** 11 to 13

Ask students to vote again using their 2nd vote ballot paper. Count the results and record on the board.

If the results are different, discuss.

Run through the key learning points slide and ask students to 'grade' what they've learned on the *Learning objectives* section of their worksheet.

If going on to Lesson 2, explain that they will be taking part in a mock UN debate on the worldwide abolition of the death penalty.

#### EXTENSION/HOMEWORK

- Look up key words for Lesson 2, eg moratorium, United Nations, UN General Assembly, resolution, abolition, motion, abstain, ambassador.
- Take action for death row prisoners see [www.amnesty.org.uk/lifeanddeath](http://www.amnesty.org.uk/lifeanddeath)

# LESSON 1

## BALLOT PAPERS

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### USE OF THE DEATH PENALTY

#### 1<sup>ST</sup> VOTE

I am...

FOR	<input type="checkbox"/>
-----	--------------------------

AGAINST (for all crimes)	<input type="checkbox"/>
--------------------------	--------------------------

UNDECIDED	<input type="checkbox"/>
-----------	--------------------------

### USE OF THE DEATH PENALTY

#### 2<sup>ND</sup> VOTE

I am...

FOR	<input type="checkbox"/>
-----	--------------------------

AGAINST (for all crimes)	<input type="checkbox"/>
--------------------------	--------------------------

UNDECIDED	<input type="checkbox"/>
-----------	--------------------------



### USE OF THE DEATH PENALTY

#### 1<sup>ST</sup> VOTE

I am...

FOR	<input type="checkbox"/>
-----	--------------------------

AGAINST (for all crimes)	<input type="checkbox"/>
--------------------------	--------------------------

UNDECIDED	<input type="checkbox"/>
-----------	--------------------------

### USE OF THE DEATH PENALTY

#### 2<sup>ND</sup> VOTE

I am...

FOR	<input type="checkbox"/>
-----	--------------------------

AGAINST (for all crimes)	<input type="checkbox"/>
--------------------------	--------------------------

UNDECIDED	<input type="checkbox"/>
-----------	--------------------------



### USE OF THE DEATH PENALTY

#### 1<sup>ST</sup> VOTE

I am...

FOR	<input type="checkbox"/>
-----	--------------------------

AGAINST (for all crimes)	<input type="checkbox"/>
--------------------------	--------------------------

UNDECIDED	<input type="checkbox"/>
-----------	--------------------------

### USE OF THE DEATH PENALTY

#### 2<sup>ND</sup> VOTE

I am...

FOR	<input type="checkbox"/>
-----	--------------------------

AGAINST (for all crimes)	<input type="checkbox"/>
--------------------------	--------------------------

UNDECIDED	<input type="checkbox"/>
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# LESSON 1

## DEATH PENALTY QUIZ WORKSHEET

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Name: \_\_\_\_\_

**1** How many countries have abolished (or stopped using) the death penalty for all crimes?

**All (197)**                      **139**                      **95**

**2** Which is the only European country left to use the death penalty?

**Belarus**                      **Belgium**                      **Portugal**

**3** List the six most commonly used methods of execution.

1.  
2.  
3.  
4.  
5.  
6.

**4** In 2009, how many recorded executions were there? (Excluding China)

At least:

**225**                      **714**                      **1,463**

**5** Explain why the true figure is likely to be higher.

**6** Name the six main executing countries in the world in 2009.

1.  
2.  
3.  
4.  
5.  
6.

**7** Which US state carried out the most executions in 2009?

**New Mexico**                      **Texas**                      **Florida**

**8** How many prisoners on death row in the USA have been cleared of the crime and released since 1976, when the US Supreme Court ruled that executions could resume after a four year moratorium (freeze)?

**10+**                      **30+**                      **130+**

**9** How many people, under 18 at the time of the offence, were executed in 2009?

**3**                      **7**                      **9**

**10** What year did the UK formally abolish the death penalty for all crimes?

**1945**                      **1998**                      **2005**

# LESSON 1

## DEATH PENALTY QUIZ ANSWERS

### For the teacher.

#### Figures correct at end of 2009.

Display the Death penalty worldwide poster map found in the pack's pocket while talking through answers.

- 1** Q. How many countries have abolished (or stopped using) the death penalty for all crimes?  
**A. 95 for all crimes (in 2009).**  
**Fact:** This is the number of countries that have removed capital punishment entirely from their laws. Many more countries are abolitionist in law or practice, which means that they still have capital punishment on their law books but have not executed anyone in recent years.  
**Abolitionist for ordinary crimes only: 9**  
**Abolitionist in practice: 35**
- 2** Q. Which is the only European country left to use the death penalty?  
**A. Belarus.**  
**Fact:** Belarus passed two death sentences during 2009 and two prisoners were executed in March 2010.
- 3** Q. List the six most commonly used methods of execution.  
**A. (In order)**  
**Beheading**  
**Stoning**  
**Hanging**  
**Electrocution**  
**Shooting**  
**Lethal injection**  
**Fact:** Saudi Arabia publicly beheaded 69 people in 2009.
- 4** Q. In 2009, how many recorded executions were there? (Excluding China)  
**A. 714 recorded executions in 2009.**  
**Fact:** 18 countries carried out executions in 2009, but the figure of 714 does not include China. China executed more people than the rest of the world combined but death penalty statistics are a state secret. Evidence from previous years and current source indicates that the figure is in the thousands.

- 5** Q. Explain why the true figure is likely to be higher.  
**A. The authorities in a number of countries do not release official or accurate statistics.**  
**Fact:** In 2006, China executed at least 1,010 people but credible reports revealed the actual figure was closer to 8,000 in this period.
- 6** Q. Name the six main executing countries in the world in 2009.  
**A. 1. China – figure unknown**  
**2. Iran 388+**  
**3. Iraq 120+**  
**4. Saudi Arabia 69+**  
**5. USA 52**  
**6. Yemen 30+**  
**Fact:** Seven prisoners who were under 18 at the time of the offence were executed in 2009. This is unequivocally banned in international law.
- 7** Q. Which US state carried out the most executions in 2009?  
**A. Texas, where 24 of the 52 executions in 2009 were carried out.**  
**Fact:** Since Cuba stopped carrying out executions in 2003, the USA has been the only country in the Americas to carry out executions, with the exception of a single execution in St Kitts and Nevis in 2008.
- 8** Q. How many prisoners on death row in the USA have been cleared of the crime and released since 1976?  
**A. 130+**  
**Fact:** In 2009, nine inmates sentenced to death in the USA were exonerated and freed – having spent 121 years between them on death row.
- 9** Q. How many people, under 18 at the time of the offence, were executed in 2009?  
**A. 7**  
**Fact:** Since 1990 Iran has executed the highest number of child offenders – at least 46. Five of these executions were carried out in 2009.
- 10** Q. What year did the UK formally abolish the death penalty for all crimes?  
**A. 1998 (under the UK Human Rights Act).**  
**Fact:** The last execution in the UK was carried out in 1964.



# LESSON 1

## UNIVERSAL DECLARATION OF HUMAN RIGHTS SUMMARY VERSION



- 1 We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2 These rights belong to everybody, whatever our differences.
- 3 We all have the right to life, and to live in freedom and safety.
- 4 Nobody has any right to make us a slave. We cannot make anyone else our slave.
- 5 Nobody has any right to hurt or torture us or treat us cruelly.
- 6 Everyone has the right to be protected by the law.
- 7 The law is the same for everyone. It must treat us all fairly.
- 8 We can all ask for the law to help us when we are not treated fairly.
- 9 Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
- 10 If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.
- 11 Nobody should be blamed for doing something until it has been proved. When people say we did a bad thing we have the right to show it is not true.
- 12 Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us, or our family, without a good reason.
- 13 We all have the right to go where we want to in our own country and to travel abroad as we wish.
- 14 If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- 15 We all have the right to belong to a country.
- 16 Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17 Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18 We all have the right to believe in what we want to believe, to have a religion, or to change it if we wish.
- 19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
- 20 We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21 We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.
- 22 We all have the right to a home, enough money to live on and medical help if we are ill. Music, art, craft and sport are for everyone to enjoy.
- 23 Every grown up has the right to a job, to a fair wage for their work, and to join a trade union.
- 24 We all have the right to rest from work and relax.
- 25 We all have the right to enough food, clothing, housing and health care. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.
- 26 We all have the right to education, and to finish primary school, which should be free. We should be able learn a career, or to make use of all our skills.
- 27 We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
- 28 There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29 We have a duty to other people, and we should protect their rights and freedoms.
- 30 Nobody can take away these rights and freedoms from us.

This is a simplified version of the Universal Declaration of Human Rights from Amnesty International UK.  
For the full version of the Declaration see [www.un.org/en/documents/index.shtml](http://www.un.org/en/documents/index.shtml)

# LESSON 1

## FOR AND AGAINST THE DEATH PENALTY

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### ARGUMENTS PEOPLE USE FOR THE DEATH PENALTY

- 1 Capital punishment is the right punishment for those who take away life – murderers, terrorists and drug peddlers. Those who have taken a life should be killed – a life for a life.
- 2 Capital punishment is a deterrent. The fear of being executed must surely put off the criminals from committing murder if they know they'll face the death penalty if caught.
- 3 One thing is certain: no executed person will ever kill again.
- 4 Public opinion wants executions.
- 5 The families of those killed need justice and retribution (revenge).
- 6 It would surely cost a lot more money to keep murderers in prison serving a life sentence than it would to execute them.
- 7 It is more humane to put someone to death than to keep them locked up for years.



### ARGUMENTS PEOPLE USE AGAINST THE DEATH PENALTY

- 1 Execution is a violation of the right to life as proclaimed in the Universal Declaration of Human Rights.
- 2 It is a cruel, inhuman and degrading punishment, whether by the hangman's rope, the firing squad, poison gas, lethal injection, the sword, stoning or the electric chair.
- 3 Capital punishment does not deter crime. All studies by the UN and others show the death penalty does not prevent crime any more effectively than other punishments.
- 4 Courts can make mistakes. Innocent people are being executed. A study in 1987 showed that 350 innocent people had been condemned to death in the USA since 1900 and 23 of them were executed.
- 5 The state carrying out the death penalty makes us all into killers. If we support the death penalty for murder, we end up supporting murder, which makes us guilty of hypocrisy.
- 6 The death penalty is discriminatory and is often used disproportionately against people from poor backgrounds or of particular races, or those with mental health problems.
- 7 If someone is put to death, they have no chance to change their life or to contribute positively to society.

# LESSON 1

## CASE STUDY WORKSHEET

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Watch the death row case study films and record the information below.

Name: \_\_\_\_\_

EXAMPLE FROM THE FILMS/CASE NOTES		
	Mirza Tahir Hussain (Pakistan)	Troy Davis (USA)
How do you feel after watching these films?		
Which human rights are involved in these cases?  (See your UDHR summary)		
How have the families and organisations campaigned on their behalf?		

**LESSON 1**  
**CASE STUDY WORKSHEET**  
 CONTINUED

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Name: \_\_\_\_\_

**MY PERSONAL VIEWS**

<p><b>How I feel about the use of the death penalty.</b></p>	
<p><b>What more do I want to know about this issue?</b></p>	
<p><b>Do I want to try to do something about this issue? If yes, what?</b></p>	

**LEARNING OBJECTIVES**

At the end of this lesson, I am able to:  
 (Please tick)

	YES	NO	I need more info
<p><b>Identify human rights relevant to the death penalty from the Universal Declaration of Human Rights (UDHR) and give examples of where rights are denied</b></p>			
<p><b>Reflect on the use of the death penalty worldwide and express and justify my own views</b></p>			
<p><b>Explore this topical issue and contribute to group discussions for and against its use</b></p>			
<p><b>Identify an international organisation working on human rights</b></p>			

# LESSON 1

## CASE STUDY TEACHER SHEET

Use this sheet to check student responses and to support their understanding.

### EXAMPLE FROM THE FILMS/CASE NOTES

	Mirza Tahir Hussain (Pakistan)	Troy Davis (USA)
<b>How do you feel after watching these films?</b>	Students to reflect either on their own, with a partner or in small groups.	
<b>Which human rights are involved in these cases?</b>  (See your UDHR summary)	In addition to the rights listed, there may be others that students feel are appropriate.	
	<b>Articles:</b> 3, 5, 7, 8, 9, 22 and 25	<b>Articles:</b> 3, 5, 7, 8, 9, 10 and 11
<b>How have the families and organisations campaigned on their behalf?</b>	Refer to the <i>Sent to death row case notes</i> on page 12 and 13 of the booklet.	
	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Raised awareness of his case</li> <li>• Enlisted support of MPs, MEPs and pressure groups from around the world</li> <li>• Mirza's brother Amjad gave interviews while campaigning for his release</li> <li>• His family worked with Amnesty International</li> </ul> <p><b>Organisations</b></p> <ul style="list-style-type: none"> <li>• Amnesty International and Fair Trials Abroad got involved</li> <li>• Members appealed for a presidential pardon</li> <li>• Demonstrations</li> <li>• Protests</li> <li>• Media interest</li> <li>• Prince Charles and Tony Blair intervened</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Troy's family, particularly his sister Martina and nephew De'Jaun, have campaigned for over 18 years</li> <li>• His family have worked with Amnesty International and other organisations to raise awareness of his case</li> <li>• Martina and De'Jaun travel around the world giving talks and interviews to raise awareness. They visited the UK in 2009</li> <li>• In the beginning, his family knocked on doors to speak to people about Troy's case</li> <li>• They made this film</li> <li>• They helped to secure media coverage for Troy's case, particularly on the news</li> </ul> <p><b>Organisations</b></p> <ul style="list-style-type: none"> <li>• Amnesty issued a report on Troy's case in 2007</li> <li>• An Amnesty International UK delegation, including Richard Hughes from the band Keane, visited the USA and Troy in 2009 in support of the campaign</li> <li>• Amnesty International UK made this film and pack in cooperation with Martina, De'Jaun and Richard</li> <li>• Amnesty sends information and talks to young people and schools about Troy's case. Young people all over the world have taken action on his behalf</li> <li>• Demonstrations</li> <li>• Website pages highlighting Troy's case</li> </ul>