



## LESSON PLAN

# YOUTH AWARDS

# PHOTOGRAPHY

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### ABOUT THIS LESSON

What makes a powerful human rights photograph? How can students take photographs that capture human rights issues in the UK today? This lesson aims to help students answer these questions by exploring human rights photojournalism. The activities in this lesson plan can be used to prepare students to enter the **Photography strand of Amnesty International's Youth Awards**, to find the best young human rights photographer in the UK. The award is run by Amnesty International UK.

### AGE

Amnesty's Photography award is open to students aged seven to 19 living in the UK. The Photography category is divided into two age groups:

**Upper Primary and Lower Secondary** (Years 3 to 9 in England and Wales; Primary 3 to 7 and Secondary 1 to 2 in Scotland; Years 4 to 10 in Northern Ireland)

**Upper Secondary and Further Education** (Years 10 to 13 in England; Years 11 to 14 in Northern Ireland; Secondary 3 to 6 in Scotland).

Adapt the lesson plan as appropriate to your age group.

### TIME

1 hour (can be extended over two lessons if students take photographs during that time).

### LEARNING OBJECTIVES

- To study examples of human rights photography and understand what makes a powerful human rights image
- To explore human rights and how these affect individuals and communities in the UK
- To plan photographing a human rights story in the UK

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## RESOURCES

- Resource Sheet 1: Universal Declaration of Human Rights summary version (one per student)
- Resource Sheet 2: Human Rights in the UK (one per group)
- Resource Sheet 3: Youth Awards Photography Planning Sheet (one per student)
- Resource Sheet 4: Youth Awards Photography Award Guidelines (one per student)
- Resource Sheet 5: Youth Awards Photography Consent Form (one per student)
- Youth Awards Photography PowerPoint presentation
- PowerPoint Guide

Amnesty International

# YOUTH AWARDS



## Enter the Photography award

- Students can submit one photograph with background information/ caption of no more than 100 words.
- Written consent must be given for anyone who is clearly identifiable in a photograph, unless they are 16 or older **and** in a public place. Anyone under 16 who is identifiable (you can see their face) must **always** have written consent from a parent or guardian. See the Consent Form and Guidelines for more details.
- We are asking teachers/parents/guardians to submit entries on behalf of students, at [amnesty.org.uk/youthawards](http://amnesty.org.uk/youthawards)
- You must indicate on the online entry form that Consent Forms have been received. Do not email them in at this stage; we will need to see them for the winners and runners up entries.
- Full details of the Youth Awards, including terms and conditions can be found on the above website.

**The closing date for entries is 24 February 2016**

## LESSON PLAN

ACTIVITIES	RESOURCES
<p><b>EXPLORING THE POWER OF HUMAN RIGHTS PHOTOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Choose and show a photograph from slides 2 to 6. Do not give any background information.</li> <li>• Working in pairs, what three questions would they like to ask about the image? Ask each pair to team up with another pair to discuss.</li> <li>• Read out the photograph's background information (see PowerPoint Guide). Set any unanswered questions as homework.</li> <li>• As a class discuss: how does this photograph make you feel now you know the story behind it?</li> </ul>	PPT slides 2-6
<ul style="list-style-type: none"> <li>• Share the learning objectives for this lesson as appropriate for your class.</li> </ul>	PPT slide 7

ACTIVITIES	RESOURCES
<p><b>WHAT IS HUMAN RIGHTS PHOTOGRAPHY?</b></p> <ul style="list-style-type: none"> <li>• Explain that the photograph they have just seen is a good example of human rights photography. It puts a human face to human issues.</li> <li>• Share the definition of human rights photography on slide 8.</li> <li>• Highlight the point that not all human rights issues are to be found abroad – there are many in the UK that need to be addressed, such as lack of support for disabled people or homelessness.</li> <li>• Show slide 9 or 10 or 11.</li> </ul> <p><b>Prompt discussion:</b></p> <ul style="list-style-type: none"> <li>- What was it about the photo that made it stand out?</li> <li>- What makes a powerful image?</li> </ul> <ul style="list-style-type: none"> <li>• Write a list of ideas on the board or flipchart, eg creativity, making their viewer care about the story.</li> </ul>	<p>PPT slide 8 and 9, 10 and 11</p>
<p><b>TAKING PHOTOS OF HUMAN RIGHTS STORIES</b></p> <ul style="list-style-type: none"> <li>• Introduce the Youth Awards Photography award on slide 12.</li> <li>• Talk through the examples of human rights protected by national and international human rights laws on slide 13.</li> <li>• Explain students can take a photograph on any human rights theme that they feel passionate about and submit it to the awards.</li> <li>• Hand out Resource Sheet 1 so students have a full list of human rights to think about.</li> <li>• For inspiration, show and talk through the photographs on slides 14 to 17 that show how photography can celebrate human rights, draw attention to an issue, raise awareness of a crisis or promote a protest.</li> <li>• And/or show the two winners of the 2015 Photography award on slides 18 and 19. Refer to PowerPoint Guide for more information.</li> </ul> <p><b>Activity: Creative Brainstorm</b></p> <ul style="list-style-type: none"> <li>• Ask the class to get into small groups and brainstorm examples of human rights stories in the UK.</li> <li>• If necessary hand out Resource Sheet 2 to each group, or cut up the sheets giving each group one human right. This will help students choose a UK based human rights issue to focus on, eg bullying, freedom of expression, poverty, religious expression.</li> <li>• Next, ask groups to discuss creative ways that they could portray a human rights story in an image.</li> <li>• Encourage them to think of local stories, as it may be easier to obtain consent from the people featured in their submitted photos, or think about their own human rights story.</li> <li>• NB: some students may have been personally affected by some of the issues under discussion, eg discrimination or seeking asylum. Be prepared to provide support as appropriate.</li> </ul>	<p>PPT slide 12</p> <p>PPT slide 13</p> <p>Resource Sheet 1: <i>Universal Declaration of Human Rights</i> summary version</p> <p>PPT slides 14 to 19</p> <p>PPT slide 20</p> <p>Resource Sheet 2: <i>Human Rights in the UK</i></p>

ACTIVITIES	RESOURCES
<p><b>PLANNING WHAT PHOTO TO TAKE</b></p> <p><b>Show Slides 21-23</b></p> <ul style="list-style-type: none"> <li>• Hand out Resource Sheet 3 and a copy of the Youth Awards Photography guidelines and consent form.</li> <li>• Read through the Planning Sheet and ask students to fill in individually as homework.</li> <li>• We suggest all teachers look at the Planning Sheet before students take their photographs to ensure they follow the Award Guidelines and have considered consent, safety and ethical issues.</li> <li>• Set a deadline for students to submit their work, eg the photograph, background information/caption and consent forms.</li> <li>• They must submit their photographs as JPEGs. The file must be less than 10MB. Background information/caption should be submitted on the online entry form.</li> <li>• Keep consent forms on file in case your students are a winner or runner up.</li> </ul>	<p>PPT slide 21-23 Resource Sheet 3: <i>Planning Sheet</i> <i>Award Guidelines</i> <i>Consent Form</i></p>
<p><b>PLENARY</b></p> <p>As students leave the class, or in pairs, ask students to share one example of a human rights story in the UK that they think is important.</p>	