This pack introduces primary school pupils to the power
of writing letters for human rights. Key literacy skills are
developed in combination with global learning and taking
action to defend human rights.

This resource comprises two one hour lessons (you may
wish to extend Lesson 2 into two lessons to allow more time
for drafting and editing).

The notes below do not describe the whole lessons but are
intended for use in conjunction with the lesson plans.

**LESSON 1**
**READING ABOUT RIGHTS**

**Starter**
Pictures in PowerPoint slides 3 and 4

*Slide 3:* This is a photograph of a boy being bullied.

*Slide 4:* This photo of a girl child soldier was taken in
El Salvador during the civil war.

**Discussing the vocabulary list**
The lesson plans and resources suggest that the class
creates a word bank or word wall that they add to over the
lessons. They can then use this vocabulary in their writing
task.

Some students may find it useful to refer to a class
dictionary to define a word. Others may find it more useful
to have new vocabulary modelled to them in sentences.
For example, ‘every pupil in Year 6 should treat others with
dignity and respect’; ‘we all have the freedom to make up
our own minds’; ‘bullying can make school children feel they
can’t learn in safety.’

**Activity Sheet 1 Picture Match**
These pictures are from the book *We Are All Born Free*
published by Amnesty International and available free from
our website [www.amnesty.co.uk/education](http://www.amnesty.co.uk/education)
You can order a free copy of the book (£4.95 shipping and handling) for
your primary school at [www.amnesty.org.uk/primary](http://www.amnesty.org.uk/primary)
Each illustration represents a right from the Universal
Declaration of Human Rights, abridged into child-friendly
language. Teachers may find it useful to ask:
• Why have you matched illustrations with particular rights?
• What do the illustrations show about each right?

**Activity Sheet 2 Reading the Case Study**
This is designed to guide students’ reading and annotation
of the case study. It is not intended to elicit long answers
but to act as an aid to reading and understanding. It can be
modified by teachers to differentiation for specific classes.
Teachers may wish to make class dictionaries and thesauri
available to help with new vocabulary.

**LESSON 2**
**WRITING ABOUT RIGHTS**

**Starter**
Activity Sheet 3 *Freedom Park* can be photocopied in black
and white on A4 but we recommend that it is copied in
colour. Pupils can share copies of the pictures in pairs.

**Main activity**
PowerPoint Slide 10 Frequently Asked Questions
Amnesty Slide 10’s letter writing campaigns have supported many victims of human rights abuse. In some
cases, the human rights abuse has stopped after Amnesty

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members have written letters: prisoners of conscience have been released and laws have been changed.

Through experience we know that letter writing can have many benefits including giving strength and support to a person in difficult, frightening and abusive circumstances, and offering hope and comfort to their family and friends. Receiving letters can also result in people being treated better as the authorities realise there is interest in the case, and can also lead to changes in the law.

- Reassure students that if they hear nothing back (which is probable), each individual letter, added to hundreds of others, will make a difference.
- Students can follow up the case they have supported at www.amnesty.org.uk/powerofpen

Vocabulary list and literacy checklist
This is modifiable so teachers can differentiate according to need. The list encourages students to review and correct writing as they work. The checklist gives pointers that focus on the word, sentence and whole text level. Teachers may wish to set up a competition where students use a literacy checklist to score their letters as pairs or in a group.

ICT extension
Teachers may wish to add an ICT extension for students to word process letters. This can encourage the review of whole texts. Word processed letters can be sent in the post or emailed to: est@amnesty.org.uk

Teachers may wish to discuss the Amnesty International candle logo and words ‘It is better to light a candle than to curse the darkness’, which is based on a Chinese proverb.

Activity Sheets 4 and 5
Letter writing task
There are two types of letter task:
- writing a card of support to the person or group suffering abuse;
- writing an appeal letter to the authorities on behalf of the person or group.

For simplicity, we suggest teachers do one type of letter with the whole class, or allow students to choose. Teachers can decide as appropriate to their pupils.

Differentiation note
To modify the task, students can write a solidarity or appeal postcard, design a creative solidarity card or write a three paragraph letter. Primary teachers may refer to the Secondary version pack to guide high attainment students or classes.