



LESSON PLAN

YOUTH AWARDS

REPORTING

ABOUT THIS LESSON

What are human rights and how can young people defend and promote human rights through writing? This lesson is designed to help students answer these questions by exploring human rights journalism. The activities in this lesson plan can be used to prepare students to enter the **Reporter strand of the Amnesty International Youth Awards**. Students will experience the power of their own words to bring a human rights issue to light. The award is run by Amnesty International UK.

AGE

The Reporting award has four age categories. This lesson plan includes activities and resources that can be adapted for use across the age ranges. The categories for the award are:

1. Upper Primary (pupils in Year 3 to 6 in England and Wales; pupils in Primary 3 to 7 in Scotland; and pupils in Year 4 to 7 in Northern Ireland).
2. Lower Secondary (pupils in Year 7 to 9 in England and Wales; pupils in Secondary 1 to 2 in Scotland; and pupils in Year 8 to 10 in Northern Ireland).
3. Upper Secondary (Year 10 to 11 in England and Wales; Year 11 to 12 in Northern Ireland; and Secondary 3 to 4 in Scotland).
4. Sixth Form/Further Education (Year 12 to 13 in England and Wales; Year 13 to 14 in Northern Ireland; and Secondary 5 to 6 in Scotland).

SUBJECTS

English, Literacy, Citizenship and related subjects

TIME

1 hour

LEARNING OBJECTIVES

- To extract and interpret information and ideas from non-fiction texts
- To explore human rights and how these affect individuals and communities
- To plan and write powerful and well-informed text about a human rights issue

RESOURCES

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- **Resource Sheet 1:** Universal Declaration of Human Rights summary version
- **Resource Sheet 2:** Human Rights Act newspaper article (the appropriate version for your age group). **Version 1:** Upper Primary/Lower Secondary **Version 2:** Upper Secondary/Further Education
- **Resource Sheet 3:** Youth Awards 2015 Shortlisted Articles (copies of the appropriate winning article for your age group)
- **Resource Sheet 4:** Reporting Planning Sheet and Article Template
- **Resource Sheet 5:** Useful Websites

Amnesty International

YOUTH AWARDS

Enter the **Reporting** award



- We would like teachers to select the best five entries from their class to submit to the Youth Awards Reporting strand.
- Entries can be submitted using our online entry form: amnesty.org.uk/youthawards
- Welsh students can enter articles written in Welsh.
- Full details, including terms and conditions can be found on this website.

The closing date for entries is 24 February 2016

LESSON PLAN

ACTIVITIES	RESOURCES
Share the learning objectives for this lesson as appropriate for your class.	
<p>MAIN ACTIVITY 1: WHAT DO YOU KNOW ABOUT HUMAN RIGHTS?</p> <p>Working in pairs, ask students to:</p> <ul style="list-style-type: none"> • Read the newspaper article about why the Human Rights Act Matters • Highlight any human rights they see mentioned in the article. • Come up with a list of five other things not mentioned in the article that should be considered as a human right. <p>As a class:</p> <ul style="list-style-type: none"> • Get feedback on the above activity. Are there some things that everyone in the class agrees should be human rights? Are there any that cause disagreement? • Look at the Universal Declaration of Human Rights and ask students to see what rights are included, and compare them with their own suggestions. 	<p>Resource Sheet 2: <i>Why the Human Rights Act Matters newspaper article</i> (the relevant version for your students)</p> <p>Resource Sheet 1: <i>Universal Declaration of Human Rights summary version</i></p>

ACTIVITIES	RESOURCES
<p>MAIN ACTIVITY 2: HOW DOES A JOURNALIST REPORT ON HUMAN RIGHTS?</p> <p>Explain what is meant by ‘human rights journalism’.</p> <ul style="list-style-type: none"> • Human rights journalism may involve uncovering a case where the rights of one individual or a large number of people are being disrespected or abused. We know about many human rights abuses only because someone else was brave enough to investigate them and publish what they uncovered. • Human rights reports may celebrate an event, a person or a group of people with a positive story to tell about human rights. • Explain that young people can write about human rights issues and submit their articles to the annual Amnesty Youth Awards Reporting strand. <p>As a class or in groups, read one of the shortlisted entries of the Youth Awards 2015 Reporting award. Please note: some of the articles deal with sensitive topics that some pupils may find disturbing. Please choose articles most appropriate for the age group with which you are working. Explore the text, discussing the following questions:</p> <ul style="list-style-type: none"> • What human rights did the article cover? • What writing techniques did the reporter use to make the issue interesting for the reader? For example, can you find: a dramatic opening sentence or paragraph to catch the reader’s attention and make them want to read on; description (or ‘colour’) to paint a vivid or personal word-picture of a situation; use of long and short sentences to vary the pace of the story; rhetorical questions, where the writer views the subject from the reader’s perspective; use of facts, figures and expert analysis or opinion to support an argument; use of emotive or striking words or expressions. • Why do you think the article was successful? For example, what was it about the quality of the writing and/or the choice of subject matter that may have made this entry stand out? To what extent has the reporter included his/her own opinion in the article? 	<p>Resource Sheet 3: <i>Young Human Rights Reporter Shortlisted Articles 2015</i> (choose the relevant articles for your students)</p> <p>Internet and interactive whiteboard</p>

ACTIVITIES	RESOURCES
<p>MAIN ACTIVITY 3: BECOME A HUMAN RIGHTS REPORTER</p> <p>Explain that students will be asked to write an article on a human rights issue of their choice.</p> <ul style="list-style-type: none"> • The word limit is up to 500 words for all age categories. • Articles should be typed up and saved as a Word document (to enable the best articles in the class to be submitted to this year's Reporting award online). • Hand out the <i>Youth Awards Reporting Planning Sheet and Article Template</i> and the <i>Useful Websites</i> resource sheet to help students with their planning. <p>Now help students to choose a human right to research and report on. To do this, select the activity that is most appropriate for your students.</p> <ul style="list-style-type: none"> • Students look at the Universal Declaration of Human Rights and select the article that is of most interest to them. • Provide students with a selection of key words and/or corresponding images on a range of age-appropriate human rights issues and ask students to select one to investigate, eg bullying; freedom of speech; the right to vote; women's rights; child labour; child soldiers; the death penalty; trafficking; torture. • If ICT is available, or for homework, students can use the <i>Useful Websites</i> resource sheet to find information on human rights issues that they may want to write about. 	<p>Resource Sheet 4: <i>Youth Awards Reporting Planning Sheet and Article Template</i></p> <p>Resource Sheet 5: <i>Useful Websites</i></p> <p>Resource Sheet 1: <i>Universal Declaration of Human Rights summary version</i></p> <p>IT/internet facilities (optional)</p> <p>Resource Sheet 5: <i>Useful Websites</i></p>
<p>PLENARY ACTIVITY</p> <p>Set homework: Tell students they are to continue with research and write the article of 500 words on chosen human rights topic.</p>	<p>Internet and interactive whiteboard</p>