



POVERTY AND HUMAN RIGHTS

Films, an assembly, lessons and
information to inspire students aged 14+



Amnesty International
PROTECT THE HUMAN

ACKNOWLEDGEMENTS

This teaching pack draws on good practice shared by teachers and Amnesty International activists and campaigners. Particular mention goes to the Citizenship Department at Deptford Green School, London, and members of Amnesty International Youth Groups and Youth Advisory Group, whose work has informed the development of this resource. The pack has been written in consultation and collaboration with a number of people including teachers and young people. Thanks go to Lee Faith, Pete Pattison, Ruth Fairclough, Donna Hector, Susan Carter, Rosie Ball, Naomi Shooter and Mark Lancett. Special thanks go to the residents of the Deep Sea community in Nairobi, Kenya for sharing their experiences with us and for their courageous example of human rights activism.

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Assembly script
Universal Declaration of Human Rights summary
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Join Amnesty
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POVERTY AND HUMAN RIGHTS

Poverty is a human rights issue – that is the message of this 2009 educational pack, which ties in with Amnesty International's new Demand Dignity campaign.

Around the world, people living in poverty are frequently denied the full range of human rights. This pack, which specifically looks at human rights abuses associated with slums, is designed so students will learn more about the impact poverty has on real people, and begin to understand what changes are needed to improve everyone's right to live with dignity.

Amnesty International is a campaigning organisation, but we want our educational resources to support young people to develop the knowledge, skills and values to form their own opinion on human rights issues and feel inspired to take action. Part of this pack offers guidance for educators wishing to support young people taking action on a human rights issue.

There are many more ways for you and your students to get involved with Amnesty. Join 650 other schools across the UK and set up an Amnesty International youth group. You can also join TeachRights to receive free teaching resources through our regular electronic newsletter. Go to the folder pocket to find out how, or visit www.amnesty.org.uk/povertyaction – and don't forget to fill in the feedback postcard to tell us if you used this pack.



USING THE PACK

WHO IS THIS PACK FOR?

Key Stage 4 (age 14-16) teachers of the following subjects:

- Citizenship (England)
- Learning for Life and Work, Local and Global Citizenship (Northern Ireland)
- Social Studies area of the Curriculum for Excellence, or cross-curricular projects with Citizenship themes (Scotland)
- PSE and Education for Global Citizenship (Wales)

Also useful for:

- Interdisciplinary cross-curricular projects on Citizenship themes
- Youth groups and speakers

WHAT'S IN THE PACK?

The assembly – page 6

A ready-to-use assembly highlighting human rights issues in an urban poor community in Kenya. You will find a hard copy of the script in the pocket at the back of this pack. The accompanying PowerPoint slide show is on the DVD.

The lessons – page 8

Three one-hour Poverty and Human Rights lessons, with film footage illustrating why poverty is a human rights issue. Students are introduced to residents of Deep Sea in Kenya, who talk of their struggle against poverty and injustice, and their fight for human rights. Full lesson plans, worksheets and accompanying PowerPoint slides are on the DVD, along with the film about Deep Sea.

The Taking Action Project – page 9

Five sessions giving young people the chance to research a human rights issue they feel strongly about and carry out a campaign action to bring about change. You will find full session plans and PowerPoint slide shows on the DVD. For inspiration, the film *Over to You* on the DVD accompanies session 1, showing members of Amnesty youth groups taking action for human rights. All sessions are on the DVD and online: www.amnesty.org.uk/povertyaction

Background notes – page 10

Guidance on teaching controversial issues and taking action, along with an introduction to the international human rights framework. There is also information on Amnesty's current Demand Dignity campaign and the Deep Sea community Amnesty is working with. You will find a one-page summary of the Universal Declaration of Human Rights in the pocket at the back of this pack.

Amnesty youth groups – page 19

An introduction to the role of Amnesty International youth groups along with information on how to set up a group. You will find a sign-up form in the pocket at the back of this pack and more information on the DVD.

Getting more involved – page 22

Information on youth groups, individual membership, resources and Protect the Human week 2009. You will find a TeachRights sign-up form, fundraising sheet and resources order form in the pocket at the back of this pack.

HOW TO USE THIS PACK

- The **assembly** can be used for whole year or form assemblies, and could also be adapted to form part of a peer education project for younger children. It may also provide a cross-curricular link, between Citizenship and Drama.
- The **Poverty and Human Rights** lessons are appropriate for cross-curricular or interdisciplinary approaches to Citizenship, linking with Geography. It is intended that all three lessons are taught in succession, in combination with the Deep Sea community film.
- The **Taking Action Project** sessions can be used in non-examination Citizenship lessons, or to support the controlled assessment in full or short course GCSE Citizenship. Amnesty youth groups and other extra-curricular groups may also find these lessons useful when planning campaign actions.
- Using the **DVD** – the films can be viewed on a DVD player or on a PC. The lessons plans and PowerPoints can be viewed and printed from a PC.

WHEN TO USE THIS PACK

It can be used at any time during the school year, but particularly appropriate times are:

- for the assembly – World Poverty Day (eradication of poverty) on 17 October 2009, which this year falls within Amnesty's International Week of Youth Action, 10-17 October.
- for the lessons on Poverty and Human Rights and Taking Action Project – Amnesty International's Protect the Human week, 17-23 October, and in the run up to Human Rights Day on 10 December 2009.



POVERTY AND HUMAN RIGHTS ASSEMBLY

About this assembly

This assembly aims to raise awareness of the human rights issues confronting 7,000 residents of the Deep Sea community, a 'slum' settlement in Kenya's capital, Nairobi.

The assembly is in the form of a play. The play and characters are fictional, but they are based on the testimony and experiences of a real community. Deep Sea residents live in poverty and fear of forced evictions, and are denied basic human rights. (See page 12.)

The assembly has been written for KS4 (14-16) students to perform as part of a peer education awareness raising activity. It could be performed to KS3 (11-14) or younger students, as appropriate. It is accompanied by a PowerPoint slide show with a map and images of the Deep Sea community, which you will find on the DVD.

The lessons in this resource pack can be used as a follow-up to the assembly, enabling students to explore the experiences of the Deep Sea community, and to consider what action can be taken to improve their situation.

What you need

- Computer/laptop with projector for PowerPoint slide show
- PowerPoint slide show (on enclosed DVD)
- Assembly script (in the pocket at back of booklet and on the DVD)
- 'Actors'
- Extension: materials for banners, placards etc
- Warm up activity ideas, go to www.amnesty.org.uk/povertyaction

Time

Assembly: 15 minutes.

Preparation: 30-90 minutes.

How to prepare

Introduce the assembly to the class using the information above, and read out the script. Then ask students to decide on roles, or allocate them yourself if necessary. Rehearse together, practising with the PowerPoint images and prepare required props, eg banners displaying keywords from the script or protest slogans. If you have time, you may wish to prepare with warm-up drama activities with the group before rehearsals.

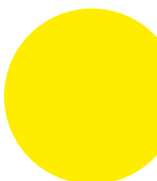
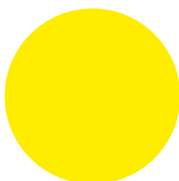
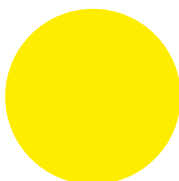
Roles required

- **Performers (speaking parts):** six actors for the named roles. One person can be the narrator, or the narration can be split between several students. Character background notes given on the script will help them to prepare for their roles.
- **Performers (non-speaking parts):** any number of students can be involved in creating still-images or short mimes to illustrate the scenes being described. Or they can pose with banners and placards.
- **Technicians:** one technician operating PowerPoint slides, one technician to operate lighting and sound if necessary.
- **Director:** two students could take the role of director.
- **Front of house:** three to six students to usher people to their seats.

Staging

This play can be performed as a:

- **role play**, where the actors interact with each other and walk around the stage.
- **reading**, with the actors staying in one place facing the audience while reading from their scripts.





POVERTY AND HUMAN RIGHTS LESSONS

POVERTY AND HUMAN RIGHTS – LESSONS 1-3

About these lessons

These one-hour lessons provide an introduction to poverty, an exploration of the human rights abuses associated with poverty, an overview of NGO efforts to tackle poverty and information on what action students can take.

Each lesson on the DVD comes with: full lesson plans, worksheets and accompanying PowerPoint slide shows. Film clips are provided for lessons 1 and 3.

Lesson 1: Poverty and human rights

About this lesson

Students review key definitions and information about poverty and human rights. They are then introduced to the concept that poverty is a human rights issue – illustrated by *Deep Sea – a community's struggle against poverty and injustice* film found on the DVD, where residents tell stories of their struggle for human rights. Using examples from the film students will identify specific human rights abuses that are associated with poverty. See page 12 for background information about the community.

Lesson 2: Tackling poverty

About this lesson

Students explore the work of non-governmental organisations (NGOs) tackling poverty, and the different actions they take eg emergency response, development work and campaigning. PowerPoint slides on the DVD will help students explore what difference these activities make. They will then be asked to consider different scenarios and to put together an action plan for what type of NGO assistance their scenario needs. Finally, students decide what action the Kenyan government and other organisations can take to protect human rights in Deep Sea.

Lesson 3: Taking action

About this lesson

Students will recap on the role of NGOs before viewing information on PowerPoint slides introducing Amnesty International as a campaigning NGO. A DVD film clip (Amnesty youth group interview) will show some campaign actions Amnesty is taking with residents to tackle poverty in the Deep Sea community. Students will then choose an effective campaign action to take on behalf of this community, carry it out and assess its likely impact.

TAKING ACTION PROJECT

About taking action

The Taking Action Project provides students with the opportunity to research a human rights issue that matters to them, then develop and deliver a campaign action to try to bring about change. It will need at least six one-hour lessons to complete. Refer to Teaching Controversial Issues (page 16), and Guidance on campaigning (page 18) before you begin these sessions.

Learning objectives

The Taking Action Project enables students to:

- increase knowledge and understanding of a key human rights issue;
- develop subject-specific skills, eg critical thinking and enquiry, planning and research, advocacy and representation, campaigning;
- develop other key skills, eg ICT, communication, literacy and team work;
- experience democracy and participation in action;
- feel empowered with the confidence that they can make a difference.

Session overview

The length of time needed to complete the Taking Action Project will depend on the types of actions students take and the time available on the curriculum – each session is at least one hour long. Set clear time boundaries at the start of the project, and encourage students to choose an action that is feasible within this time frame. Each session is supported by lesson plans, PowerPoints and resource sheets.

SESSION	TIME	OVERVIEW
1	1 hr	Introducing the project and selecting an issue (local or global) Includes the <i>Over to You</i> film (on DVD).
2	1 hr	Deciding on an objective and action
3	1hr	Understanding research skills
4	At least 2 hrs	Independent work: research, preparation and action
5	1-2 hrs	Evaluation

If your students take action on behalf of the Deep Sea community or plan a Taking Action Project, share your ideas on www.protectthehuman.com (please note the terms and conditions, including Child Protection guidance, on this site).



BACKGROUND FOR TEACHERS

‘...overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life.’

NELSON MANDELA

POVERTY IS A HUMAN RIGHTS ISSUE

Across the world 840 million people suffer chronic hunger. More than a billion live in slums or informal settlements that lack basic services. Around 100 million children have no access to primary education. Every year 11 million children die before the age of five. Every minute a woman dies because of problems related to pregnancy.

This suffering isn’t natural or inevitable: it is the result of decisions made by people in power. Choices and policies made by governments, corporations and international institutions can drive and deepen poverty – and that means those who make the choices and policies must be held to account.

Poverty exists in all countries of the world, developed or developing, and is likely to worsen with climate change and economic recession. Poverty also has a disproportionate impact on women and girls. The World Bank states that ‘of the 1.3 billion people living in absolute poverty around the world, 70 per cent are women.’

Living in poverty means more than simply lacking income or resources. It brings a daily experience of deprivation, insecurity, powerlessness and exclusion – in other words, human rights abuses that work in combination to keep people poor. Human rights are the key for people to break out of the poverty trap.

All people have the right to live in dignity, with access to health care, adequate housing, education, clean water and sanitation. They have a right to security, the right not to be discriminated against and the right to participate in decisions that affect their lives. They have a right to an effective remedy if their rights are violated.

All states have the duty to respect, protect and fulfil human rights at home and abroad. Financial institutions, investors, donors and businesses also have responsibility to respect human rights.

Amnesty International's campaign to Demand Dignity

The Demand Dignity campaign aims to end the human rights violations that keep people poor. It seeks to:

- combat discrimination and inequality;
- ensure that people living in poverty can participate in plans and decisions that affect their lives;
- make human rights central to international and national policies and programmes to tackle poverty;
- hold governments and companies to account for violations of economic, social and cultural rights.

In this campaign, Amnesty International will be working with communities, supporting people living in poverty as they stand up for their rights.

Initially, the campaign will focus on three key issues: 'slums', the impact of extractive industries, and maternal mortality.



THE DEEP SEA STORY

The Deep Sea community is a shanty-town ('slum') in the Westlands suburb of Nairobi, Kenya's capital. The first group of residents moved there in 1964 on to what was then untitled public (forest) land. Today, an estimated 7,000 people live on 33 acres – which is about the size of 16 football pitches.

A private company claims to own the land and is seeking to develop it, and is attempting to drive the residents out by bulldozing or setting fire to their homes. Government officials, police and others who instigate or carry out these illegal evictions face no legal repercussions, while residents live in fear that their homes could be destroyed at any time and without any prior consultation, provision of alternative housing or compensation.

Some residents of Deep Sea have lived there for more than 40 years. Under Kenyan law, they should have the right to obtain legal title over land after living there for 12 years. United Nations guidelines on eviction procedures state that any forced eviction – defined as mass eviction without due legal process – is illegal.

The fear of eviction is not the only problem the Deep Sea residents face. The settlement has little electricity, no fresh water, refuse collection, roads or sewage system. Residents mostly resort to 'flying toilets' (small plastic bags used to throw out toilet waste). Most houses are made of scrap materials and few are water-proof. Residents suffer from water-borne illnesses such as hepatitis A and diarrhoeal diseases, as well as HIV/AIDS and malnutrition. Women and children, who do work such as water collection and washing, are particularly exposed to these health risks.

Amnesty International has made a long-term commitment to campaign with the Deep Sea community and a local NGO, Hakijamii, consulting them on priorities and targets.

Together, we hope to achieve:

- suspension of further evictions at Deep Sea, until the Kenyan government has adopted binding legal guidelines on evictions in accordance with international law;
- enforcement of the law against government officials and anyone else who seeks to illegally evict the residents;
- a better standard of living in the settlement;
- an end to forced evictions throughout Kenya, and housing provided to all who have already lost their homes.



Deep Sea residents investigate
the Amnesty film crew

WHAT ARE HUMAN RIGHTS?

Human rights are what every human being needs to live a dignified and fulfilled life and to participate fully in society. They are entitlements – you have them just because you are human.

Human rights are:

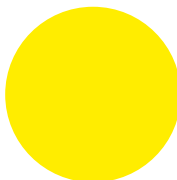
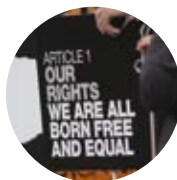
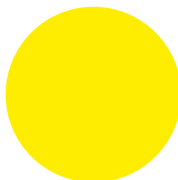
- **universal** – they apply to everyone equally;
- **inalienable** – they cannot be taken away from people;
- **indivisible** – they are all connected. Failure to protect one right can lead to abuse of other rights, just as taking action to fulfil one right can lead to the fulfilment of other rights.

Human rights are underpinned by a set of common values that have been prevalent in societies, civilisations and religions throughout history. These values include fairness, respect, equality, dignity and autonomy. It is important to recognise that women, men and children experience different human rights abuses and are affected by them in different ways.

The Universal Declaration of Human Rights

Atrocities committed by states during World War II, and in particular the appalling abuses of the Holocaust, led the newly formed United Nations to establish a Human Rights Commission in 1947. A group of government leaders came together, chaired by Eleanor Roosevelt, to draft a new document in an attempt to prevent such human rights abuses from happening again. The vision of these leaders was not only influenced by events in Europe; other world events such as the assassination of Ghandi in India and the beginning of apartheid in South Africa were also at the forefront of their minds.

The resulting document, the Universal Declaration of Human Rights (UDHR), was adopted by the countries of the UN in 1948 and it remains the most famous and most important of all human rights frameworks. The preamble recognises a universal entitlement to rights for all humans, and sets the aim of contributing towards freedom, justice and peace in the world. Human rights are defined in the 30 articles.



The UDHR is not legally binding for countries, but it has formed the basis of a range of treaties that are legally binding, such as the Convention on the Rights of the Child, and the Convention against Torture. Regional groups of countries and individual states have incorporated these human rights into their own treaties and laws, such as the European Convention of Human Rights and the UK Human Rights Act.

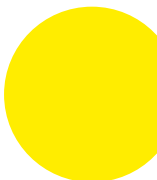
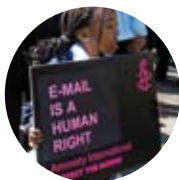
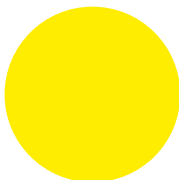
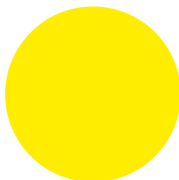
An information sheet with a summary version of the UDHR comes with this pack (see folder pocket at back). You can also order free copies of *My rights passport* which sets out the UDHR articles in a simple and attractive pocket-sized design (see order form). The full text of the UDHR can be viewed online at www.amnesty.org.uk/povertyaction

The International Covenant on Economic, Social and Cultural Rights

While the primary obligation to ensure the respect, protection and fulfilment of human rights lies with the state in which people live, all states also have obligations to respect, protect and fulfil human rights through international assistance and cooperation. Economic, social and cultural rights relate to the conditions necessary to meet basic human needs. These include the rights to education, adequate housing, food, water, the highest attainable standard of health, the right to work and rights at work, as well as the cultural rights of minorities and indigenous peoples. These rights are enshrined in the International Covenant on Economic, Social and Cultural Rights (ICESCR).

The International Covenant on Civil and Political Rights

Civil and political rights are rights such as the right to equality before the law, a fair trial, freedom of expression, movement, assembly and association, and the right to take part in the government of your country. They are given binding legal expression in a number of international human rights instruments, including the International Covenant on Civil and Political Rights (ICCPR).



TEACHING CONTROVERSIAL ISSUES

Human rights are core, moral principles and legal instruments of pluralist democratic societies. However, opinions differ on how human rights should be upheld, when it is acceptable to restrict them, and how to balance conflicting rights.

According to the Department for Children, Schools and Families in England, 'It is entirely appropriate for teachers and other adults to assert and stress the values in, for example, the Universal Declaration of Human Rights, or in UK and European anti-discrimination legislation. That said, there are legitimate disagreements sometimes about what the rights and laws involve in practice, and how competing rights and priorities are to be balanced.'
(www.teachernet.gov.uk)

In terms of poverty as a controversial issue, students may have divergent opinions on what could or should be done to tackle poverty, and who is responsible for taking action.

The classroom should be a safe space to explore and understand controversial issues. If controversial issues are not 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 can legitimately disagree. Education around controversial issues should respect these rights and should include analysis of debates and disagreements.

'Pupils learn how to recognise bias, evaluate argument, weigh evidence, look for alternative interpretations, viewpoints and sources of evidence; above all to give good reasons for the things they say and do, and to expect good reasons to be given by others.'

TED HUDDLESTON, CITIZENSHIP FOUNDATION (www.citizenshipfoundation.org.uk)

Techniques for teaching controversial issues

When exploring **the issues in this pack**, teachers may sometimes find it appropriate to state their own views 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.

After watching the **Deep Sea community film**, teachers may find it useful to explain that the film has been made from the community's perspective and is not necessarily representative of the points of view of everyone involved (eg the Kenyan government).

If you decide to carry out the **Taking Action Project**, be aware that students may wish to research and campaign on controversial issues.

There are four main approaches to discussing controversial issues, which when used judiciously, perhaps in combination, can all help to encourage in-depth discussion and avoid biased teaching:

- 1) Neutral facilitator – expressing no personal view at all
- 2) Stated commitment – making the facilitator's own views known during the discussion; this needs to be done with care
- 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.

Handling the discussion

Setting ground rules at the start of a discussion of controversial issues can be a useful way to ensure that it remains manageable, even when there are strong differences of opinion. Human rights principles can be used as a framework for the ground rules: young people should be encouraged to recognise the right to freedom of expression of *all* members of the class, and the participation of *all* should be encouraged. It should also be acknowledged that this right needs to be balanced with the right of all participants to be free from discrimination and disrespect. Encourage students to devise ways of discussing disagreement and controversy that respect human rights. Wherever possible, it is important to make pupils aware of the sorts of views and arguments that are found in non-western media as well.

GUIDANCE ON CAMPAIGNING

Education for human rights offers young people the opportunity to put their values and opinions into practice. Writing appeal letters, gathering names on a petition, creative demonstrations and other actions move the learning beyond theory and discussion and offer a chance for active citizenship.

Taking action should always follow exploration and discussion of the issue at hand to ensure that it is *informed* action. When taking action, pupils should be encouraged to show awareness of different arguments, critically evaluating them and justifying why their views are the most appropriate. There should be a chance to reflect on the action they have taken afterwards. Discussion, self-evaluation, presentations and other de-briefing activities encourage students to become conscious of their learning and to consider the impact of their actions.

The full Taking Action Project unit in the pack offers a structure for delivering taking action lessons. It includes lesson plans, PowerPoints, and a short film *Over to You* of Amnesty youth groups taking action. Further supporting materials can be found on www.amnesty.org.uk/povertyaction. Students wanting to get more involved with campaigning on human rights can set up an Amnesty youth group.



AMNESTY INTERNATIONAL YOUTH GROUPS

If your students want to take action with others on a regular basis, you can set up your own Amnesty youth group. There are over 650 Amnesty youth groups in the UK, based in schools, colleges and youth clubs, who usually meet once a week. They are a vital part of our movement, promoting and protecting human rights.

What does an Amnesty youth group do?

Youth groups receive a monthly mailing packed with information, campaigning ideas and invitations to attend Amnesty events, such as film screenings, demonstrations and exhibitions. In addition groups are sent a Youth Urgent Action each month. Urgent Actions focus on individuals or groups in danger around the world, and suggest actions to help protect them.

Youth groups get involved in:

- supporting Amnesty in our global campaigns such as the Demand Dignity campaign and Control Arms
- writing letters to prisoners of conscience and government officials around the world
- organising events, gigs and creative campaigns
- running school assemblies
- getting people to sign petitions
- lobbying local MPs
- making films about human rights and sharing them online
- fundraising – see the sheet in the folder at the back of this pack for ideas
- attending the Amnesty Annual General Meeting
- organising demonstrations
- getting local press coverage

A group can often achieve more than its members would as individuals. Getting involved will also give students experience of running campaigns and may even help with university and job applications. (See Introduction to Youth Groups leaflet on the DVD)

What impact do youth groups have?

In more than one-third of the cases Amnesty works on each year, there is some improvement – torture is stopped, a person listed as ‘disappeared’ is found and a prisoner of conscience is released. People who have suffered from human rights abuses often say that international pressure secured their freedom and saved their lives.

How to set up an Amnesty youth group

- Get permission from the headteacher.
- A teacher has to act as the authorised contact, but students can run the group themselves.
- The youth group fee is £21 per year. The authorised teacher will need to raise a cheque and send it to Amnesty International.
- A regular meeting place has to be arranged, ideally with Internet access although this is not essential.
- The youth group and its activities should be advertised. Suggest and oversee setting up an Amnesty International notice board, making an announcement in school assemblies, putting up posters and handing out leaflets.

Registering an Amnesty youth group

Please complete the form in the folder pocket at the back of this pack, or download the form from www.amnesty.org.uk/povertyaction

The first meeting – ideas

- Invite an Amnesty speaker to give a talk.
- We can provide a PowerPoint presentation about Amnesty, with photos and speaker notes for a student or teacher to present.
- *Screen Over to You* (featured on the enclosed DVD) as a way of getting the group to think about human rights and brainstorm creative campaigning ideas. The film follows three Amnesty youth groups taking action.
- Structure the group. Students will need to elect a chairperson and treasurer. If the group is large enough, people could be allocated different jobs, eg fundraising, Urgent Actions and publicity.

What support is available for youth groups?

School speakers We have around 180 volunteer speakers across the UK trained to talk to young people about human rights and introduce teachers to human rights education. To arrange for a speaker to give a talk or run a workshop for your school or youth group, contact us on 020 7033 1596 or student@amnesty.org.uk

Local Amnesty groups There are around 280 Amnesty groups in communities around the UK, who meet monthly to work for human rights. Invite a representative from a local group to a meeting to exchange ideas and ways of working together.

Contact

The Education and Student Team to talk to someone about youth groups, call 020 7033 1596, or email at student@amnesty.org.uk

Tell us what you are doing!

If you or your students take action on behalf of the Deep Sea community, or do a Taking Action campaign, let us know so we can share your ideas on our Protect the Human website. See **www.protectthehuman.com** (please note the terms and conditions on this site). Tag your submission 'poverty' so we can trace it.

To feedback on this pack, post your comments on **www.amnesty.org.uk/povertyaction**



GETTING MORE INVOLVED

Protect the Human week is coming soon: from 17 to 23 October Amnesty supporters all over the country will be celebrating human rights and taking action to defend them. It's our opportunity to shout about the work we do, making it a vibrant week of campaigning and fundraising events.

Join in by throwing a party or holding an event. Last year, youth groups organised concerts, talent shows, school discos, pyjama parties and non-uniform days. It's a way to raise money, get local press coverage, and find some new Amnesty members.

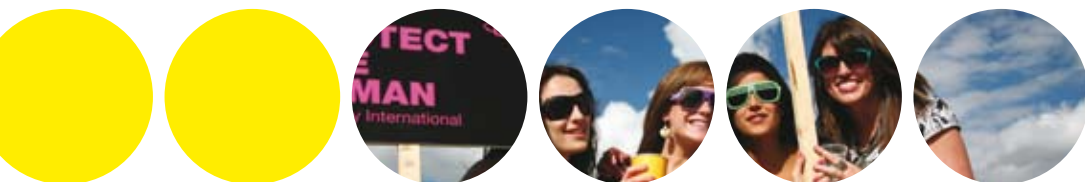
To get started

Order your Protect the Human week instant party kit by phoning 020 7033 1682 or online at www.amnesty.org.uk/povertyaction where you can also find out more about taking action during the week.

Use this DVD pack as part of your Protect the Human week activities, eg hold a screening of the films *Deep Sea: A community's fight against poverty and injustice* and *Over to You*; teach a Human Rights and Poverty lesson; fundraise using the ideas on the sheet at the back of this pack.

Enter our Youth Raise-Off fundraising competition. A Protect the Human week party could be your launch event, and there are prizes for the school youth group which raises the most money throughout the 2009/10 school year. Find out more and register your school at www.amnesty.org.uk/povertyaction, or by calling 020 7033 1650.

Note: any funds raised will be in support of Amnesty International's work. Amnesty International does not provide aid or financial assistance to the Deep Sea community. We campaign and lobby governments, institutions and companies by writing to them, meeting with them and working to persuade those in power to change their actions.



MAKE AN EVENT WITH THE DVD

Students could use the DVD in this pack as part of their Protect the Human Week activities – here are a few ideas to get them started. Whatever your students decide to do, they can tell us what they think about the DVD and how they used it in school or in the community (email us on student@amnesty.org.uk).

- Hold a film screening at lunchtime, assembly, break or after school (showing one or both of the films *Deep Sea: A community's fight against poverty and injustice* and *Over to You*). A film screening is a great way to recruit new members to a youth group and to raise awareness among students, friends, families, and teachers. For extra impact, invite the local press and your MP.
- Take action after watching the *Deep Sea* film. Check out lesson 3 in the pack for more details.
- Use the DVD to teach a lesson – the students can talk this through with you and use the lesson plans in this booklet.
- Invite an Amnesty speaker to hold an assembly or lesson, using the DVD.
- Fundraising – see the sheet in this pack for fun ideas on raising money at your screening.
- Organise a recruitment stall and make it a crowd-puller by setting up a TV or laptop and screening the DVD.
- Get campaigning – screen the film *Over to You* at a youth group meeting and brainstorm creative campaigning ideas.

'We held a concert with student bands playing with the aim of raising awareness and funds for Amnesty International. While the bands played on the stage, we had two desks, one selling badges and another to write postcards to political prisoners. At the back of the hall cheese and ham "freedom toasties" were being mass-produced and sold by members of the Amnesty group. To coincide with this concert we organised a non-uniform day which cost £1 to take part in. We felt that the whole event was a huge success with a significant amount of money raised and students being a lot more aware of human rights atrocities being carried out all over the world.'

JAY CRUSH, DOVER GRAMMAR SCHOOL FOR BOYS RAISED £650

FURTHER INFORMATION

Amnesty youth groups

Set up an Amnesty youth group in your school. See page 19 to find out more, or fill in the form in the folder pocket at the back of the pack.

Individual membership

Anyone aged 14 upwards can become an individual member of Amnesty International. To join, complete and return the form at the back of this pack or go to www.amnesty.org.uk/povertyaction. You'll receive Amnesty magazine every two months, a monthly e-newsletter and a welcome pack.

Membership rates are:

- Youth (14-18) £5 plus a free t-shirt
- Student, unwaged and senior citizens £7.50
- Adults £24

TeachRights

TeachRights is Amnesty's network for teachers who are interested in bringing human rights into their classroom. Members receive a twice-termly e-newsletter packed with all our latest resources, recommended resources from other human rights education providers and information about events and courses. To join, complete and return the form in the folder at the back of this pack, or sign up online at www.amnesty.org.uk/povertyaction

Teaching materials

Whatever subject or age group you teach, our curriculum-integrated resources will help you bring human rights issues such as the death penalty, refugees and women's rights to life. They include education activities accompanied by teacher notes and actions for students to take. Some are listed on the order form in the pocket at the back of this booklet. For a full resource list, go to www.amnesty.org.uk/povertyaction

Amnesty speakers

Over 180 trained Amnesty speakers are available to give assemblies, lessons, workshops and after-school sessions for all ages on topical human rights issues and Amnesty's campaigning work. Find out more on 020 7033 1596 or student@amnesty.org.uk



Amnesty International is a movement of ordinary people from across the world standing up for humanity and human rights. Our purpose is to protect individuals wherever justice, fairness, freedom and truth are denied.



Amnesty International UK
The Human Rights Action Centre
17-25 New Inn Yard, London, EC2A 3EA

Fax: +44 (0)20 7033 1503
Telephone: +44 (0)20 7033 1596

www.amnesty.org.uk