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Take action

Guantánamo jumpsuit
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 Join TeachRights

Information

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 Universal Declaration of Human Rights





WELCOME

These three short films have been made to inspire, inform and challenge young people to explore human rights in the classroom, and also through assemblies, film screenings and events in school and beyond.

Justice for Dad tells the powerful human stories behind Amnesty International's campaign to close Guantánamo Bay. The accompanying lesson invites young people to explore whether there is ever a case for denying terrorist suspects their human right to a fair trial, and includes the option of taking action to tell Amnesty what they decide.

Over to You follows three Amnesty youth groups in creative and lively campaigning across the UK. Computer heads march through the streets of London, a Guantánamo jump-suited group stage a school 'take-over' in Edinburgh, and trafficked people for sale in shop windows bring a town centre to a standstill in Somerset.

Human Rights Human Wrongs is a thought-provoking studio debate with young people discussing human rights and Amnesty International with experienced campaigners.

In this booklet you will find ready-to-teach lesson plans for each film that unpack the often-controversial issues through activities and debate, empowering young people to make up their own minds. There are also notes for teachers and young people, student worksheets to photocopy in the back folder plus additional fact sheets, extension activities and much more at www.amnesty.org.uk/humanrightsinfocus. We hope these resources are useful starting points for teachers and young people to develop their own ways of using the films and look forward to hearing about the activities they inspire.

Thousands of young people and teachers across the UK stand up for human rights with Amnesty International. Young people can set up youth groups in their schools, or join as individual members, and teachers can join our TeachRights network – go to www.amnesty.org.uk/humanrightsinfocus to find out more or use the form in this pack.

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

We hope you will join us.

JUSTICE FOR DAD

THE RIGHT TO A FAIR TRIAL



About this lesson

This material is for a single lesson aimed at the citizenship aspects of the school curricula in England, Wales, Scotland and Northern Ireland. It is written for the 14-19 age range.

What you need

Lesson resources in this pack:

- *Human Rights in Focus DVD: Justice for Dad* (15 mins)
- *Justice for Dad* worksheet (photocopy one per student)
- Take action worksheet: Guantánamo jumpsuit (photocopy one per student)
- Universal Declaration of Human Rights for reference (photocopy one per student)

Background for teachers at www.amnesty.org.uk/humanrightsinfocus:

- The latest updates on these cases and Guantánamo Bay – *the situation is constantly changing so please refer to this before planning your lesson*
- Factsheet: Guantánamo Bay
- Factsheet: Amnesty's campaign to close Guantánamo

Learning objectives

- To increase understanding of the right to a fair trial and how the denial of this right affects both individuals and communities.
- To increase understanding that rights can compete and conflict, and hard decisions are made to try to balance these.

- To encourage students to question and reflect on different opinions, ideas, beliefs and values by exploring the case for and against Guantánamo Bay
- To encourage students to interpret and critically analyse sources used, identifying different values, ideas and viewpoints, and recognising bias

LESSON OUTLINE

Activity 1 – The right to a fair trial (5 minutes)

Ask the students to imagine the following scenarios. What do they think would happen to the suspects in both cases?

- You are suspected of stealing a car and arrested by the police
- One of your friends is attacked at a football match. The police suspect a local man and arrest him.

Explain that in both cases, the police would charge the suspect and then he or she would be tried in court.

Explain that the right to a fair trial is a fundamental human right included in the Universal Declaration of Human Rights (UDHR) articles 9, 10 and 11. Hand out copies of the UDHR for reference.

However, there are situations in the world today where people are being held in prison without being charged with a crime or given a fair trial. Ask the students to think of when and where this might be happening.

Explain that currently people who are suspected of terrorism are not always given a fair trial.* Introduce the example of Guantánamo Bay, a US military prison on the island of Cuba, where approximately 400 people are being held, none of whom has yet been given a proper trial.

* See extension activity, *What Is A Fair Trial?* www.amnesty.org.uk/humanrightsinfocus

Activity 2 – The Case for Guantánamo (15 minutes)

Distribute the *Justice for Dad* worksheet. Introduce The Case For Guantanamo source, explaining that this text is a White House news release dated 6 September 2006 announcing the transfer of more suspected terrorists to Guantánamo and setting out the US government's justifications for holding suspected terrorists there without trial as part of the CIA programme against terrorism.

NB: Text has been removed to shorten the item, but no words have been changed or added. The press release can be read in full at:
<http://www.whitehouse.gov/news/releases/2006/09/20060906-2.html>

Ask the students to read the source and answer the first set of questions individually, then discuss the answers on the worksheet as a class. Draw out the following points:

- Emotive language is used that judges terrorists already guilty (eg use of the word 'innocent' to describe victims of terrorist attacks and 'dangerous' to describe terrorist suspects)
- Possible future scenarios are used to make readers feel under threat
- The text refers back to 9/11 to encourage people to support actions to fight terrorism

Activity 3 – The Case against Guantánamo (25 minutes)

Introduce *Justice for Dad*, explaining that this film was made by Amnesty International UK and is the story of the UK residents detained in Guantánamo, told by their families and a former detainee.

NB: Note the August 2007 UK government announcement requesting the return to the UK of five of the UK residents detained in Guantánamo, including Jamil el-Banna and Omar Deghayes, and please check www.amnesty.org.uk/humanrightsinfocus for further updates

Ask the students to consider the questions on the worksheet as they are watching the film. Before showing the students the film please warn them that it begins with scenes from 9/11. Show the film and at the end give students 5-10 minutes to fill in their answers.

Discuss the answers given on the worksheet with the class. Draw out the following points:

- Those held in Guantánamo Bay have never had a fair trial
- The absence of a fair trial has meant many individuals being held for long periods of time without the opportunity to prove their innocence
- The film uses personal stories, particularly those of children, to engage the audience and gain empathy
- Amnesty and the families say that if the detainees are suspected of a crime, they should be charged and given a fair trial, and if not they should be released



Activity 4 – What is your view? (10 minutes)

Ask students to discuss the following questions in pairs and report back:

- What have you learned from this session that you didn't know before? What surprised you?
- What is your view - should Guantanamo be closed and those detained there charged and given a fair trial or released, or should it remain open?

Activity 5 – Take action (5 minutes)

Ask students to send a message to Amnesty using the action sheet, which has an image of an orange jumpsuit like the ones worn by detainees in Guantánamo. The action sheet asks students to say whether or not Guantánamo should be closed and those detained there charged and given a fair trial or released, and to explain their opinion. Students in favour of closing the prison are asked to decorate the jumpsuit with 'UDHR 9-10-11' (the articles of the Universal Declaration of Human Rights that refer to the right to a fair trial. They might wish to decorate their figure with words or phrases from the Articles that they find powerful).

Students should add their name and school and then please post the figures (separating for and against if possible) to:

Education and Student Team,

Amnesty International UK

The Human Rights Action Centre, New Inn's Yard

17-25 New Inn Yard, London EC2A 3EA

The figures and messages from across the UK will be displayed online at www.amnesty.org.uk/humanrightsinfocus and may be used in Amnesty publications.

Further activities

- Extension activity *What Is A Fair Trial?* can be used in a separate lesson or as homework to enable students to explore the issue of fair trials in more detail. Find this at www.amnesty.org.uk/humanrightsinfocus
- Watch *Over to You* to see an Amnesty youth group taking action to close Guantánamo and standing up for human rights issues
- Watch *Human Rights Human Wrongs* to see young people debate human rights issues, including the denial of human rights for terrorist suspects

Got any feedback on this resource?

Get in touch at student@amnesty.org.uk or 020 7033 1596.

Are your students interested in starting an Amnesty youth group?

Do you want to bring more human rights into your classroom by joining TeachRights, our teacher's network?

Go to www.amnesty.org.uk/humanrightsinfocus or use the forms in this pack.

OVER TO YOU



About this lesson

This lesson aims to inspire young people and show them that taking action is effective and fun. It is about human rights and how young people in the UK are taking action to protect human rights around the world. It is aimed at the citizenship aspects of the school curricula in England, Wales, Scotland and Northern Ireland. It is written for the 14-19 age range.

What you need

Lesson resources in this pack:

- *Human Rights in Focus DVD: Over To You* (17 mins)
- *Over To You* worksheet (photocopy one per student)
- Universal Declaration of Human Rights (photocopy one per student)

Other resources

- Flipcharts or big sheets of paper and pens
- Starter sheet: Newspaper headlines (photocopy to share in pairs).
(Lesson resource at www.amnesty.org.uk/humanrightsinfocus)

Background for teachers at www.amnesty.org.uk/humanrightsinfocus

- Information and latest updates on campaigns featured

Learning objectives

To enable students to:

- Develop understanding of human rights and how these affect both individuals and communities
- Explore ways in which individuals can ensure rights are supported and protected, particularly by influencing organisations to take action
- Learn about the work of Amnesty International UK as an example of a voluntary campaigning organisation
- Understand that human rights are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.

LESSON OUTLINE

Introductory activity 1 (5 minutes)

Distribute copies of the starter sheet of newspaper headlines (or use your own examples of newspaper headlines about big world problems).

Ask each student to say one word that the newspaper headlines make them feel (expecting mainly negative reactions). Do they think there is anything individuals like them can do to help change any of the situations shown in the headlines?

Activity 1 (30 minutes)

Ask the students whether they have ever taken action to change something they considered to be unfair or unjust. What did they do? Did it make a difference?

Explain that some young people are making a difference with Amnesty International youth groups. Amnesty International is a movement of ordinary people from around the world standing up for human rights. Its purpose is to protect individuals wherever justice, fairness, freedom and truth are denied.

Give out the *Over to You* worksheet and ask students to consider the questions for Activity 1 while watching the *Over to You* film. At the end of the film, give students 5-10 minutes to fill in their worksheets.



Follow this with a group discussion. Which issues did the students find most motivating? Which actions do they think had the most impact? Who were the actions targeted at? Were the actions successful and if so what made them work? Examples could be actions that had a clear target, a strong message, were attention grabbing or were likely to make a difference.

Activity 2 (25 minutes)

Divide the class into groups of four or five. Ask each group to choose a human rights issue from the film or another human rights issue that is of concern to them (hand out copies of the Universal Declaration of Human Rights to show the full list of all our human rights).

Ask each group to choose one or more campaigning techniques from the list in the worksheet, and spend 15 minutes planning a campaign around their chosen issue using those techniques.

Using flip charts or big sheets of paper the groups should note:

The AIMS of their campaign: what are they trying to achieve?

The TARGET of their campaign: who are they trying to influence?

The METHODS of their campaign: how will they use the technique chosen?

The IMPACT of their campaign: what impact do they expect to have and how will they know if they have achieved it?

Each group briefly presents its campaign to the rest of the class.

Further activity ideas

Ask students to:

- Take the next step towards making their campaign a reality as part of an Active Citizenship lesson/project – see www.amnesty.org.uk for advice and information about campaigns and campaigning





- Study the work of Amnesty International as a case study of a campaigning organisation
- Explore Amnesty's campaign to close Guantánamo by watching *Justice for Dad* and discussing the right to a fair trial
- Watch *Human Rights Human Wrongs* to find out more about Amnesty and human rights, and debate some of our key campaigns issues.

Got any feedback on this resource?

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HUMAN RIGHTS HUMAN WRONGS YOUNG PEOPLE DEBATE



About this lesson

This lesson is aimed at the citizenship aspects of the school curricula in England, Wales, Scotland and Northern Ireland. It is written for the 14-19 age range. It can be used in one lesson, or extended into series of lessons exploring human rights in more detail.

What you need

Lesson resources in this pack:

- *Human Rights in Focus DVD: Human Rights Human Wrongs* (14 mins)
- *Human Rights Human Wrongs* worksheet (photocopy one per student)

Other resources

- Flip charts or big sheets of paper and pens

Background for teachers at www.amnesty.org.uk/humanrightsinfocus:

- Information on key issues for debate – freedom of expression, human rights for terror suspects, death penalty and Stop Violence Against Women.

Learning objectives

To enable students to:

- Learn about human rights and understand how rights can sometimes conflict
- Learn about key Amnesty International campaigns and how they are implemented
- Critically evaluate different ideas and viewpoints including those they do not necessarily agree with
- Express their own point of view on key human rights issues.

Activity 1 – What are human rights? (20 minutes)

Brainstorm answers to the question on a board or in small groups.

Explain that you are going to show a short film clip from Amnesty International. Distribute the *Human Rights Human Wrongs* worksheet. Ask students to consider the questions as they watch the film.

Play *Human Rights Human Wrongs*, pausing the film when the text screen appears: 'Amnesty has 2.2 million members in over 150 countries. Thousands of young people stand up for human rights across the UK' (after approx 4½ mins)

Ask the students to write down their answers individually. Then discuss the answers to the questions on the worksheet as a group, comparing them to the original ideas from the brainstorm.

Activity 2 – The key issues (30 minutes)

Divide the class into four groups. Each group will debate a different human rights issue raised in the film:

Group 1: Freedom of expression

Group 2: Do terrorist suspects have the same human rights as everyone else?

Group 3: Death penalty

Group 4: Amnesty's campaign to Stop Violence Against Women

Explain that each group will have its own debate on its topic after watching the film, using the worksheet questions relevant to that topic as a starting point. As students watch the film they should look out for the arguments about their issue.

Continue watching the film, pausing when the text screen appears: 'Does Amnesty make a difference?'

Give the students 10 minutes to have their debate, making notes on the flip chart to feed back. It is not necessary to reach a group consensus on the controversial issues – all views should be noted.

Ask each group to report back. Where there are differences of opinion in the group, individuals with differing views should be asked to explain their view and justify it.

Activity 3 – Acting for change (10 minutes)

Watch the last section of the film, which explains how Amnesty International campaigns on human rights issues.

Discuss as a class

What techniques does Amnesty use to effect change?

Does the group think the activities would make a difference?

Do students know any other organisations that work to effect change and how they work? Are the techniques they use the same as or different to Amnesty?

Does the group think these activities would make a difference?

Further Activities

- Online research project: Students independently research the issues covered in the film using the following websites as starting points:
 1. Amnesty International UK www.amnesty.org.uk
 2. BBC <http://news.bbc.co.uk>
 3. Human Rights Watch www.hrw.org
- Stage a whole class formal debate on one or more of the issues covered in the film, for example for and against the death penalty, for and against freedom of expression.
- Explore the debate around Guantánamo Bay and whether there is ever a case for denying the right to a fair trial. Use the *Justice for Dad* film and lesson plan.
- Find out more about how Amnesty youth groups campaign on issues with the *Over to You* film and lesson plan.

Got any feedback on this resource?

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LESSON PLAN HUMAN RIGHTS HUMAN WRONGS



TEACHER'S NOTES

TEACHING CONTROVERSIAL ISSUES

Introduction

Amnesty International's educational work aims to educate young people about human rights. We are a campaigning organisation that seeks to challenge human rights abuses and to support the full realisation of human rights standards such as the Universal Declaration of Human Rights. Human rights are core moral principles and legal instruments of pluralist democratic societies, and as such are non-controversial.

However, there are differences of opinion regarding how human rights should be upheld and when it is acceptable to limit them. The controversy is within this debate. Different groups may disagree and hold strong opinions about these questions, which may divide society and arouse strong feelings, or deal with fundamental questions of value and belief.

This pack includes resources to help young people consider human rights in the modern day context of Guantánamo Bay, looking at both sides of the debate around denying terrorist suspects the right to a fair trial. We believe the classroom should be a safe space to explore and understand topical events such as these, offering the chance to challenge bias and dispel misconceptions. 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.

Some of these issues may be suitable for discussion only with older students, owing to the sensitive nature of the subject and the complexity of the issue. The resources in this pack are recommended for 14-19 year-olds. However, we encourage teachers to consider whether the activities are suitable for your particular students and invite you to adapt them accordingly.

Enjoying human rights such as freedom of opinion, belief and expression means that people living in a democracy can legitimately disagree. Education around controversial issues should include analysis of debates and disagreements. The resources in this pack will enable students to consider a range of different viewpoints, and encourage them to think critically, to recognise bias, and to distinguish fact from opinion.

Teaching techniques

The resources in this pack encourage a balanced presentation of opposing views. At times teachers may 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.

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
- 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 discussions

Discussion of controversial issues will inevitably arouse strong views and differences of opinion. Setting ground rules at the start of a discussion can be a useful way to ensure that discussion of controversial issues remains manageable. The principles of human rights 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. Yet it should also be acknowledged that all participants have a right to be free from discrimination and disrespect. Encourage students to devise ways of discussing disagreement and controversy that respect human rights.

TAKING ACTION

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.

The action following the Justice for Dad lesson in this pack empowers students to take action to tell Amnesty whether they agree with the campaign to close Guantánamo, or whether they disagree or are undecided on their opinion. When taking any 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.

AMNESTY SPEAKERS

We have around 200 volunteer speakers across the UK who have been trained to talk to young people about human rights and Amnesty's campaigning work. If you would like a speaker to visit your school to give a talk or run a workshop on any of the films in the DVD, go to www.amnesty.org.uk/speakers or contact us on +44 (0)20 7033 1596 or student@amnesty.org.uk.

FEEDBACK

Your feedback is vital to the development of our human rights education work. Please do get in touch to let us know how you found this resource and any suggestions for using or improving it at student@amnesty.org.uk



AMNESTY YOUTH GROUPS START HERE

If you are an Amnesty youth group or thinking of starting one, this is for you!

We hope the three short films on this DVD will be powerful campaigning tools for you. They show exciting ways to take action and get more people to stand up for human rights.

Justice for Dad

Discover the powerful human stories behind Amnesty's campaign to close Guantánamo and get a fair trial or release for the people detained there. Hear from the families of the UK residents currently detained in Guantánamo, former detainee Moazzam Begg, and MP Sarah Teather as she challenges the UK government. After watching the film use the enclosed Guantánamo jump suit action to tell Amnesty what you think, and go to our website to find out what other people across the UK are saying.

Don't forget that this issue is happening right now

– check www.amnesty.org./humanrightsinfocus for latest updates.

Over to You

Follow the inspiring journey of three Amnesty youth groups taking action. The Frome group are 'sold' in shop windows, getting a town centre of Saturday shoppers to sign up to support victims of human trafficking. In Lasswade near Edinburgh the orange jump-suited youth group stage a school 'take-over', campaigning to close Guantánamo through lessons. In London the Hackney group marches to Yahoo!'s headquarters, wearing computer heads and Shi Tao masks. They deliver the Keys of Freedom collected by schools in Protect the Human week last year and demand freedom for Shi Tao, the Chinese journalist imprisoned for sending an email.

Human Rights Human Wrongs: Young people debate

A thought-provoking studio debate with young people, including Amnesty youth group members from across the UK, discussing human rights and Amnesty International. Topics include: What are human rights? Should everyone have the right to express their opinions? Why does Amnesty want to end the death penalty? Should terrorist suspects have the same rights as everyone else? Why does Amnesty campaign to Stop Violence Against Women?

Go to www.amnesty.org.uk/humanrightsinfocus for the following resources:

- Film posters to promote your screening – customise them with details of your event
- A short introduction and conclusion to use at screenings of each film
- Advice from our press office on how to get local media coverage for your screening
- The latest updates, background material, behind the scenes info and much more
- Everything you need to know about setting up and running an Amnesty youth group

Here are some ways to start using the DVD. We are sure you will come up with your own creative ideas for screening the films, and would love to hear about them at student@amnesty.org.uk or 020 7033 1596

- Hold a film screening at lunchtime, assembly, break or after school
- Invite fellow pupils, friends, families, teachers, local press, even your local MP – it's a great way to campaign and get new members
- Take action after watching *Justice For Dad* - use the orange jumpsuit figure in this pack to tell Amnesty whether you agree with our campaign to close Guantánamo. Get creative, personalise your figure and go online to see whether other young people agree. If you hold a public screening, get everyone to have their say
- Teach a lesson at your school – talk this through with your teachers and use the lesson plans in this booklet
- Invite an Amnesty speaker to hold an assembly or lesson at your school
- Hold a debate - consider the arguments for and against closing Guantánamo after watching *Justice For Dad*, or use short clips of key issues in *Human Rights Human Wrongs* (you might even want to film it like we did!)
- Fundraising - see sheet in this pack for fun ideas on raising money at your screening
- At society or new year fairs, make your stall a crowd-puller by setting up a TV or laptop and screening the DVD
- Recruit new members – use *Over To You* as an introduction to Amnesty youth groups and follow it by talking through your own group's recent activities
- Get inspired – screen *Over To You* at your youth group meeting for creative campaigning ideas or to kick off work on Shi Tao and internet repression, human trafficking or closing Guantánamo and our Unsubscribe campaign
- Just starting out? If you've been inspired to set up a new youth group by watching *Justice For Dad*, how about screening *Over To You* at your first meeting to find out more about Amnesty youth groups and campaigns, then watch *Human Rights Human Wrongs* at your next meeting to introduce and debate key human rights issues.