



LESSON PLAN

YOUNG HUMAN RIGHTS PHOTOGRAPHER

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 **Young Human Rights Photographer** category 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 in partnership with Times Educational Supplement (TES).

AGE

Amnesty's Young Human Rights Photographer award is open to students aged seven to 19 living in the UK. The Photographer 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:** Young Human Rights Photographer Planning Sheet (one per student)
- **Resource Sheet 4:** Young Human Rights Photographer Award Guidelines (one per student)
- **Resource Sheet 5:** Young Human Rights Photographer Consent Form (one per student)
- Young Human Rights Photographer PowerPoint presentation
- Interactive whiteboard for PowerPoint
- Teacher notes

Amnesty International

YOUTH AWARDS

Enter the **Young Human Rights Photographer** 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.
- Teachers can select up to five entries from every class to submit to the award.
- We are asking teachers/parents/guardians to submit entries on behalf of students, at amnesty.org.uk/youthawards
- You must indicate on the online entry form that Consent Forms have been received. Do not send 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 30 January 2015



LESSON PLAN

TIME	ACTIVITIES	RESOURCES
8 mins	<p>EXPLORING THE POWER OF HUMAN RIGHTS PHOTOGRAPHY</p> <ul style="list-style-type: none"> • Choose and show a photograph from slides 2 to 4. Do not give any background information. NB: The image on slide 4 is only suitable for aged 14+ due to the sensitive nature of the human rights story behind it (rape). • 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. • Read out the photograph's background information (see Teacher's Notes). Set any unanswered questions as homework. • As a class discuss: How does this photograph make you feel now you know the story behind it? 	PPT slides 2-4
2 mins	<ul style="list-style-type: none"> • Share the learning objectives for this lesson as appropriate for your class. 	PPT slide 5

TIME	ACTIVITIES	RESOURCES
5-10 mins	<p>WHAT IS HUMAN RIGHTS PHOTOGRAPHY?</p> <ul style="list-style-type: none"> • Explain that the photograph they have just seen is a good example of human rights photography. It puts a human face to human issues. • Share the definition of human rights photography on slide 6. • Tell the class that the photographs on slides 2 to 4 were taken by photographer Robin Hammond who works for <i>The Times</i> newspaper. The images either won or were shortlisted for the Amnesty International Media Awards Photojournalism Award. • Explain 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. • Show slide 7. This image depicts the lives of the Dale Farm traveller community before they were evicted from their settlement in Essex in 2011. It was taken by the 2012 Amnesty Media Awards Photojournalism winner. Share background information (see Teacher's Notes) as appropriate. <p>Prompt discussion:</p> <ul style="list-style-type: none"> - Why were these photographs successful? - What was it about the photo that made it stand out? - What makes a powerful image? <ul style="list-style-type: none"> • Write a list of ideas on the board or flipchart, eg creativity, making their viewer care about the story. 	PPT slide 6 and 7
20-25 mins	<p>TAKING PHOTOS OF HUMAN RIGHTS STORIES</p> <ul style="list-style-type: none"> • Introduce the Young Human Rights Photographer award on slide 8. • Talk through the examples of human rights protected by national and international human rights laws on slide 9. • Explain students can take a photograph on any human rights theme that they feel passionate about and submit it to the awards. • Hand out Resource Sheet 1 so students have a full list of human rights to think about. • For inspiration, show and talk through the photographs on slides 10 to 13, taken by Nadia Bettega as part of the British Institute of Human Rights Project Changing The Face of Human Rights. Her portraits tell the personal human rights stories of a person or group of people in the UK. • And/or show the two winners of the 2014 award on slide 14. Refer to Teacher notes for more information. 	<p>PPT slide 8</p> <p>PPT slide 9</p> <p>Resource sheet 1 <i>Universal Declaration of Human Rights</i> summary version</p> <p>PPT slides 10 to 14</p>

TIME	ACTIVITIES	RESOURCES
	<p>Activity: Creative Brainstorm</p> <ul style="list-style-type: none"> Ask the class to get into small groups and brainstorm examples of human rights stories in the UK. 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 expression, poverty, religious expression. Next, ask groups to discuss creative ways that they could portray a human rights issue in an image. Encourage them to think of local issues, as it may be easier to obtain consent from the people featured in their submitted photos, or think about their own human rights story. 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. 	<p>PPT slide 15</p> <p>Resource sheet 2 <i>Human Rights in the UK</i></p>
10 mins	<p>PLANNING WHAT PHOTO TO TAKE</p> <p>Show Slide 15</p> <ul style="list-style-type: none"> Hand out Resource sheets 3 to 5. Read through the Planning Sheet and ask students to fill in individually as homework. 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. Set a deadline for students to submit their work, eg the photograph, background information/caption and consent forms. They must submit their photographs in one of the following formats: JPEG, TIFF or GIF. The file must be less than 10MB. Background information/caption should be submitted as a Word file so the text can be transferred to the online entry form. Keep consent forms on file in case your students are a winner or runner up. 	<p>PPT slide 16</p> <p>Resource sheet 3 <i>Planning Sheet</i> Resource sheet 4 <i>Award Guidelines</i> Resource sheet 5 <i>Consent Form</i></p>
2-5 mins	<p>PLENARY</p> <p>As students leave the class, or in pairs, ask students to share one example of a human rights issue in the UK that they think is important.</p>	