

# Learning about

A resource from Amnesty International

# human rights

Activities to explore human rights with 5-11 year olds

in the

# Primary School





Children lying in clover  
with heads together

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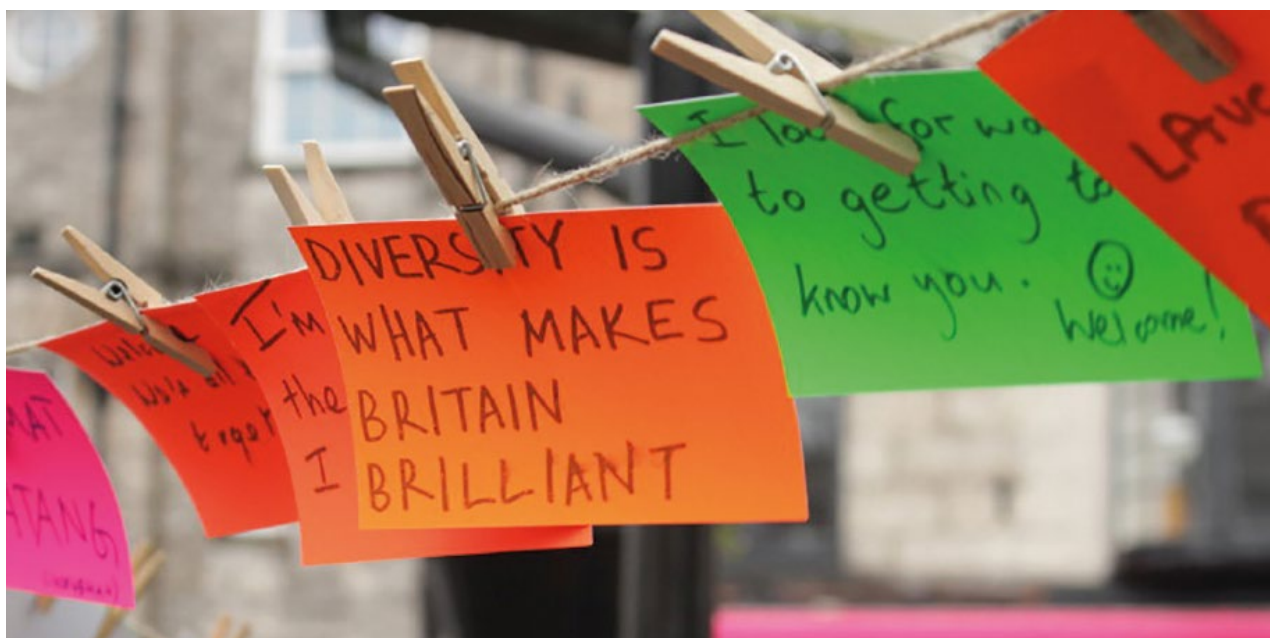
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# Introduction

## About this resource

Supporting teachers to introduce human rights to children is a fundamental part of Amnesty's work, which is why we create resources for all ages and subject groups.

This booklet provides a sample of our human rights education resources produced for primary schools. It helps provide pupils with an understanding of their own human rights and the values and attitudes that underpin them. It will help to foster attitudes of respect and an appreciation of the uniqueness of each individual. Pupils will also develop skills to enable them to take action to defend human rights.

You will find a set of 10 interactive lessons for children – five for age 5+ (England and Northern Ireland: Key Stage 1; Wales: Foundation Phase; Scotland: Early and First Level) and five for age 7-11 (England, Northern Ireland and Wales: Key Stage 2; Scotland: Second Level). Please photocopy and adapt these exercises for your own classroom use.

All the activities are designed to encourage pupils to take a basic starting point, often based on something close to home or an event or situation they've experienced or can relate to, and then develop it. Pupils are then invited to expand their understanding beyond themselves and to begin to think outwards and towards others, whether locally, nationally or globally.

The final activity, *Taking action for human rights*, explains how schools can sign up to the Junior Urgent Action Network. It's an opportunity for children to become more actively involved with Amnesty International's human rights work through our letter-writing campaign.

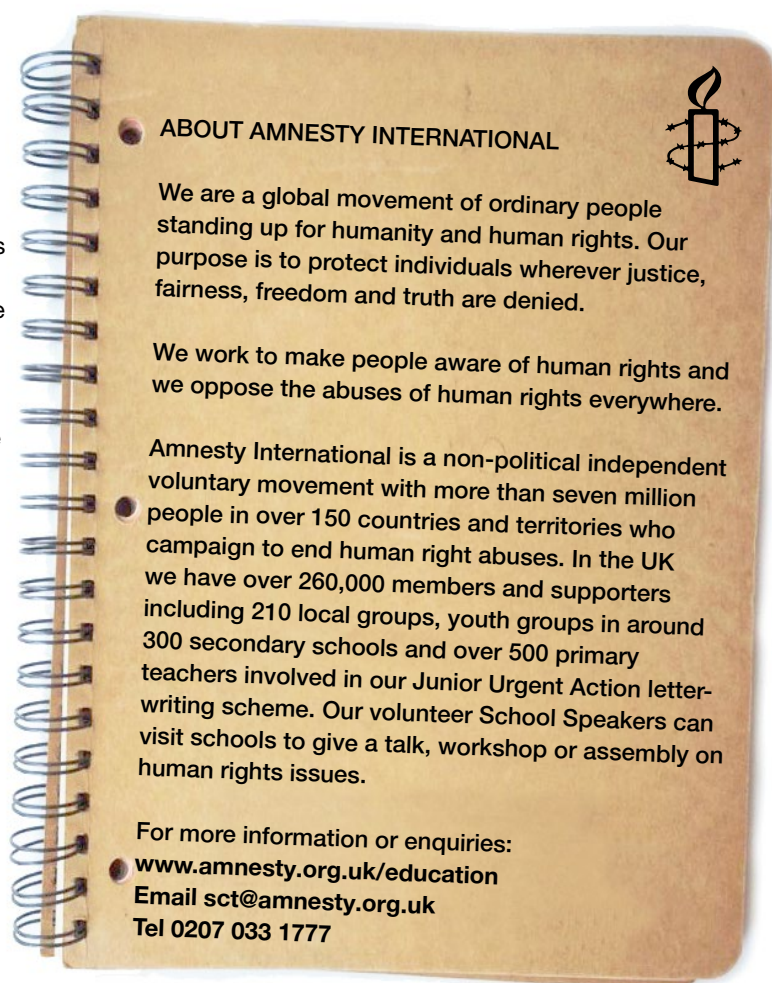
In addition, you can download free resources on a range of human rights issues and order free posters for your school from [www.amnesty.org.uk/resources-schools](http://www.amnesty.org.uk/resources-schools)

## JOIN TEACHRIGHTS

TeachRights is for all teachers interested in bringing human rights into their teaching. It is free to join. Members receive a regular electronic newsletter with links to excellent materials on human rights teaching, adaptable for primary school work. [www.amnesty.org.uk/teachrights](http://www.amnesty.org.uk/teachrights)

## JOIN JUNIOR URGENT ACTION

The Junior Urgent Action is designed for students aged 7-11 to learn about and take action for an individual whose human rights are being abused. [www.amnesty.org.uk/jua](http://www.amnesty.org.uk/jua)



## Activity 1 Ages 5-7

# The tale of the orange juice



## You'll need

- A bag of oranges
- Squeezer or juicer
- Fair Trade symbol
- **Resource Sheet 1** Orange juice picture sequence (for teacher)
- **Resource Sheet 2** Orange juice picture cards (print out one set, laminate)

### For extension/homework only:

- World map

## Aim

To begin to understand the interdependence of people around the world by examining how food is grown and processed.

**Age 5-7**

**1 hour**

## Teacher notes

This activity helps pupils to understand the basic principles of global trade. The purpose is to explore where an everyday item comes from and how it reaches us, and encourage pupils to make links between their own lives and the lives of other people around the world. It also creates a better understanding of the product supply chain and acts as an excellent starting point for considering Fair Trade as a human rights issue.

## What to do

Ask the children what they ate for dinner last night or for breakfast this morning. How did it get onto their plate? Where did it all come from? What were the processes involved in growing, moving and preparing it? Who did the work?

Now get the children to peel, divide, taste and squeeze the juice out of the oranges you've brought to class — perhaps use a juicer or squeezer.

## Discussion

Ask the class:

- Where do oranges come from?
- How do they get here?
- How many hands were needed to grow the orange, water it, harvest it, clean, peel, squeeze and pour it, transport it and sell it before the juice ends up on your dinner table?

## Picture cards

Explain to the class that they will now tell and act out the story of orange juice – effectively the supply chain and how it passes through many hands, stages and processes from planting to drinking. Randomly scatter the *Orange juice picture cards* (Resource Sheet 2)



IMAGES: (top) © Tracy Decourcy, Dreamstime, (above) © Bioversity International

on a table. Ask the children to try to arrange the cards in sequence. Check it's correct (or rearrange) by using Resource Sheet 1 *Orange juice picture sequence* and then tell the story using the pictures.

Divide the class into pairs, and hand a different *Orange juice picture card* to them. They must:

- work out what their picture means and how to explain it in a few words;
- plan a mime using their hands to show the action of the worker or the machine in their picture.

Bring all the children together sitting in a circle. In sequence, ask each pair to stand up, display their picture, tell their part of the story and act out their hand mime.

**Source:** Adapted from LIFT OFF, *The Right Start*, Where's my dinner?

## Part 1 Ages 5-7 Activity 1

### Tale of the orange juice continued



#### To a rhythm

Repeat the process – but this time to a rhythm. Everyone must clap their hands and then smack their thighs three times in rhythm. The first pair stands up, shows their picture, says their words and acts out their mime. Then all the other children copy this mime, and the clapping resumes. The next pair stands up, and so on round the circle. This display could be repeated in assembly.

#### Discussion

- Choose one of the pictures.
- What needs to happen in that picture to make sure that the person/people are treated fairly?
- What needs to happen in this picture to make sure that everyone/the environment is looked after?
- Show children the Fair Trade symbol. Do they recognise it/know what it means?

- Explain that a wage is the money you get paid to do work. Fair Trade means that everybody who works to look after the oranges gets paid a fair wage. It also means that the oranges are produced in a way that is safe for the workers and the environment.

#### Extension/homework

- Ask older pupils to trace the orange juice's journey on the world map. Most oranges come from Brazil, the USA, China, Spain, Mexico, India and Israel.
- Pupils could investigate whether Fair Trade products are used in their school.



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# Orange juice picture sequence



## The tale of the orange juice sequence of pictures

1. Farmers in Brazil dig the land
2. Farmers plant orange pips
3. Farmers water the seedlings
4. Farmers pick the oranges
5. Farmers lift boxes of oranges onto a truck
6. Factory workers wash and chop the oranges
7. Factory workers squeeze out the orange juice
8. Factory workers put orange juice into cartons
9. Forklift drivers load crates of juice onto a container
10. Lorry drivers take the container to the port
11. Crane drivers load the juice onto the ship
12. Sailors steer the ship over the rough sea to the UK
13. Lorry drivers take the container to the supermarket
14. Shop workers put the cartons onto the shelves
15. Shop workers sell us a carton of orange juice
16. Mum pours out the orange juice at home



# Orange juice picture cards



1 ✂



2 ✂



3 ✂

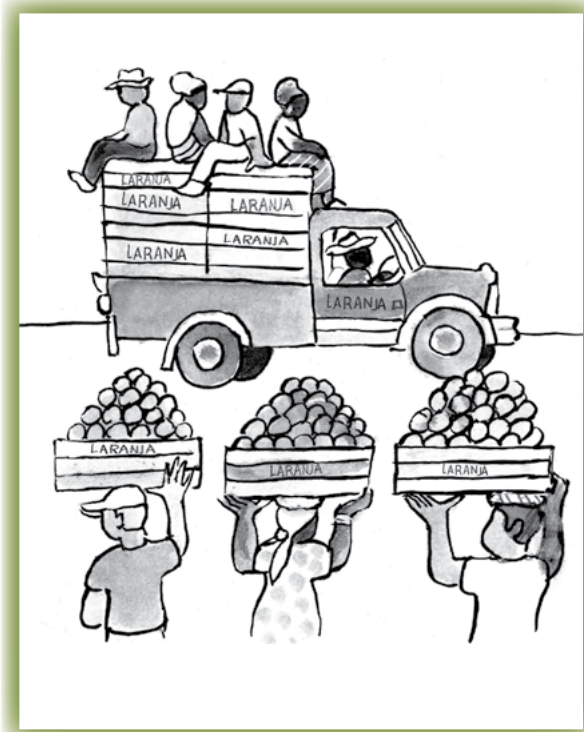


4 ✂



Activity 1 **RESOURCE SHEET 2**

**Orange juice picture cards** continued



5 ✂



6 ✂



7 ✂



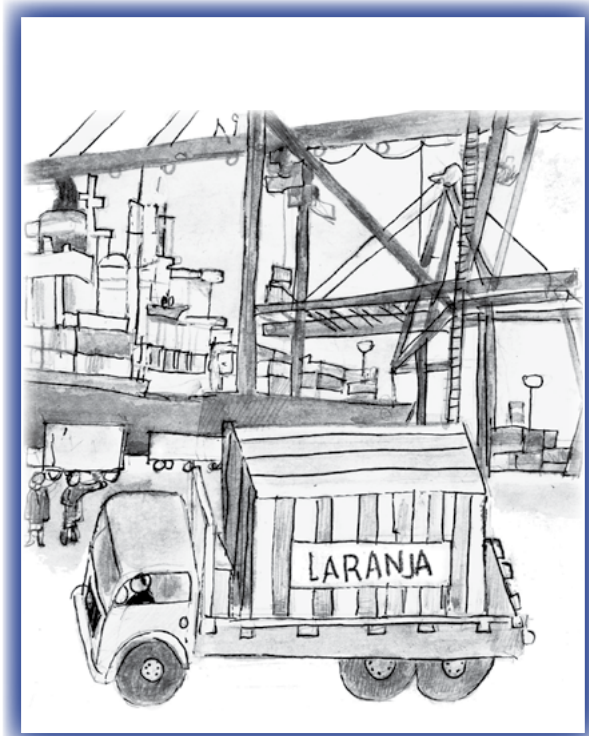
8 ✂

Activity 1 **RESOURCE SHEET 2**

**Orange juice picture cards** continued



9 ✂



10 ✂



11 ✂



12 ✂

Activity 1 **RESOURCE SHEET 2**  
**Orange juice picture cards** continued



13 ✂



14 ✂



15 ✂



16 ✂

## Activity 2

# One for you, three for me

## You'll need

### To make a pretend dinner party:

- Paper plates, glue, colouring pencils/pens
- Scrap material and paper
- Magazine pictures of food and drink
- Packet of rice
- **Resource Sheet 1** Meal tickets (print out, one per child and put in box)
- Chairs (to seat one third of the class)

## Aim

To recognise that the world's food supplies are not divided equally, and introduce the concepts of fairness and justice in a global context.

Age 5+

30-40  
minutes

## What to do

Tell the children that they are going to a (pretend) dinner party. Hand out paper plates.

Ask the class to place their FEAST plate on one table and their RICE plate on another. Explain that only some of them will be going to the feast.

## Discussion

After the 'meal' ask all the children how they felt about the activity.

- What was it like to be in the one third who attended the feast and had plenty to eat?
- And how did those who only had a few grains of rice feel?

### FEAST

Get them to 'make' a spectacular meal using coloured pens, magazine cuttings and scrap materials so that it completely fills the plate. Ask them to write their name on the back of their plate.

Appoint two of the class as waiters – one to 'serve' the FEAST, the other to 'serve' the RICE plates. Invite the rest of the class to pick a meal ticket from the box, as in a lucky dip.

The FEAST waiter must lead the 1/3 FEAST meal ticket holders to the feast plates. They should identify their meal, then wait for the FEAST waiter to hand it to them with a bow, before escorting them to the decorated FEAST table.

### RICE

Now get them to prepare another meal, this time with only a few grains of rice to stick onto their plate. Everyone must write their name on the back of their plate again.

The RICE waiter should order the 2/3 RICE meal ticket holders to the other table, and tell them to pick up their rice plates. They should be directed to a crowded corner of the room and told to remain standing during their meal.




Next, all the children (except the waiters) should talk to their neighbour about what they are eating, describing their meal in detail while pretending to eat it.

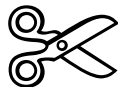


Source: LIFT OFF, *The Right Start*, One for you, three for me.

# Meal tickets

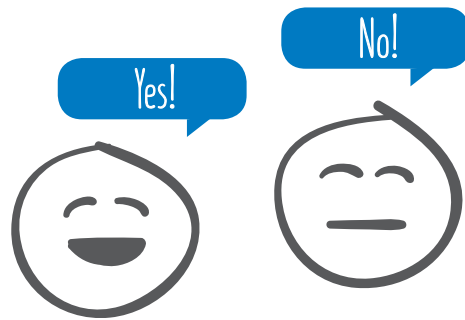
Cut out a meal ticket for every child in class – one-third should receive a feast ticket, two-thirds should receive the rice ticket. Place in a box. Ask children to pick a ticket as in a lucky dip. See activity plan for details.

<p><i>Meal ticket</i></p> 	<p><i>Meal ticket</i></p> 	<p><i>Meal ticket</i></p> 
<p><b>FEAST</b> <b>1/3</b></p>	<p><b>RICE</b> <b>2/3</b></p>	<p><b>RICE</b> <b>2/3</b></p>



## Activity 3

# Fair play?



## You'll need

- **Resource Sheet 1** Fair play prompt cards (print out one set, laminate)

## Aim

To develop an understanding of the concepts of fairness and justice.

**Age 5+**

**30 minutes**

## What to do

Introduce the topic for this lesson: fairness. As a class, look at and talk about each picture from Resource Sheet 1 *Fair play prompt cards* of children behaving fairly and of children being treated unfairly.

- Which show a situation that is fair?
- And a situation that is unfair? How do you know this?

Explore the meaning of the words 'fair' and 'unfair'.

The Right Up Your Street illustration in Activity 7 can also be used as a visual stimulus to discuss fairness.

Ask the children to prepare for a circle time activity. Set ground rules for the discussion – for example, ask children not to name other children when sharing their stories.

Go round the circle asking everyone to think of a time when they have said or thought 'That's not fair!' about something

they've experienced or seen. What happened? How does it feel when you think you have been unfairly treated? How did you react? How could it have been avoided?

Why is it important to try to treat everybody fairly? Ask the class to offer suggestions. Allow time to talk about examples of how they could do this in their daily life. You could follow this with Activity 4, Rights in the classroom.



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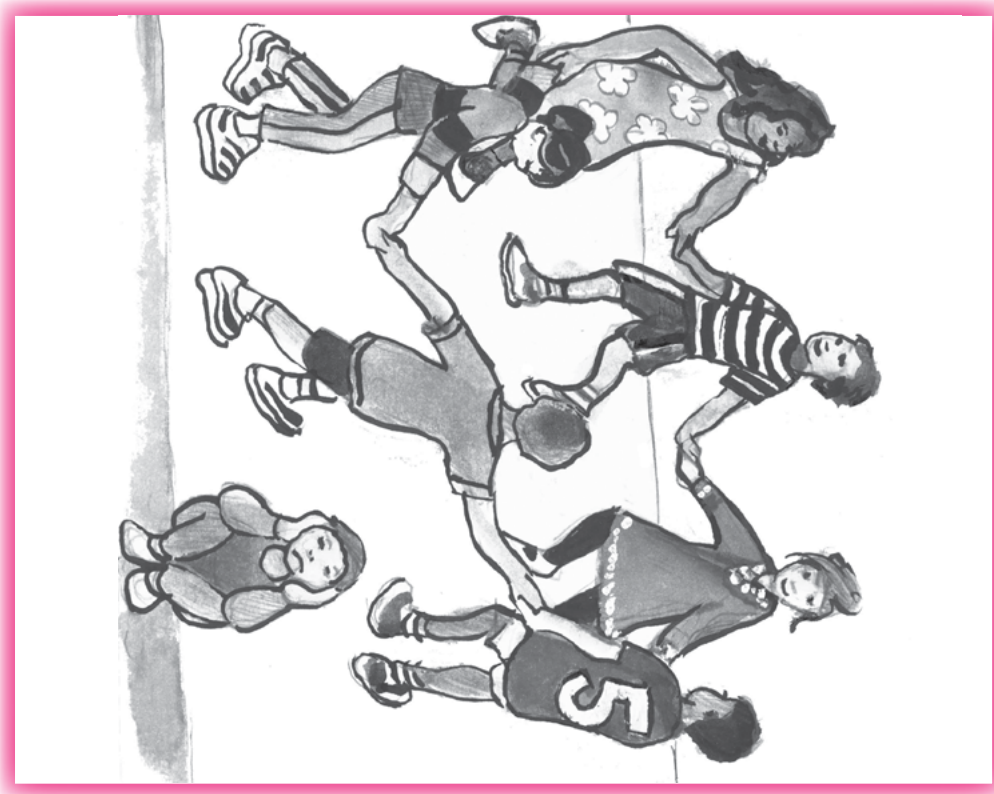
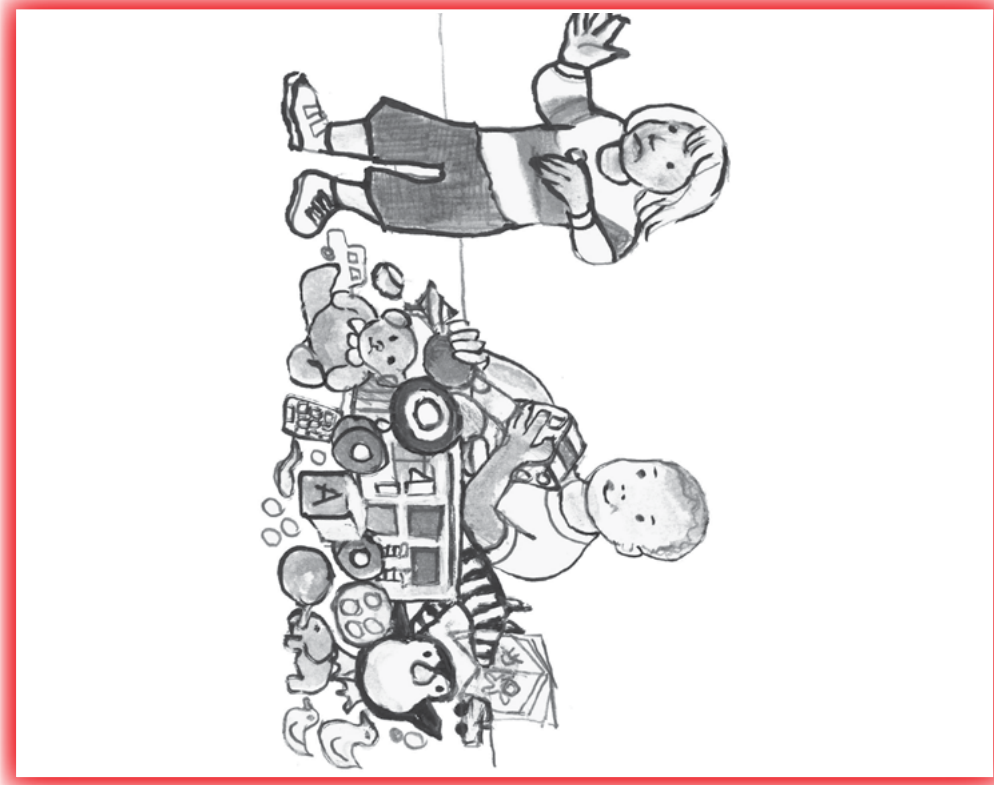
© Dawn Shearer-Simonetti

**Source:** Adapted from LIFT OFF, *The Right Start*.

# Fair play prompt cards

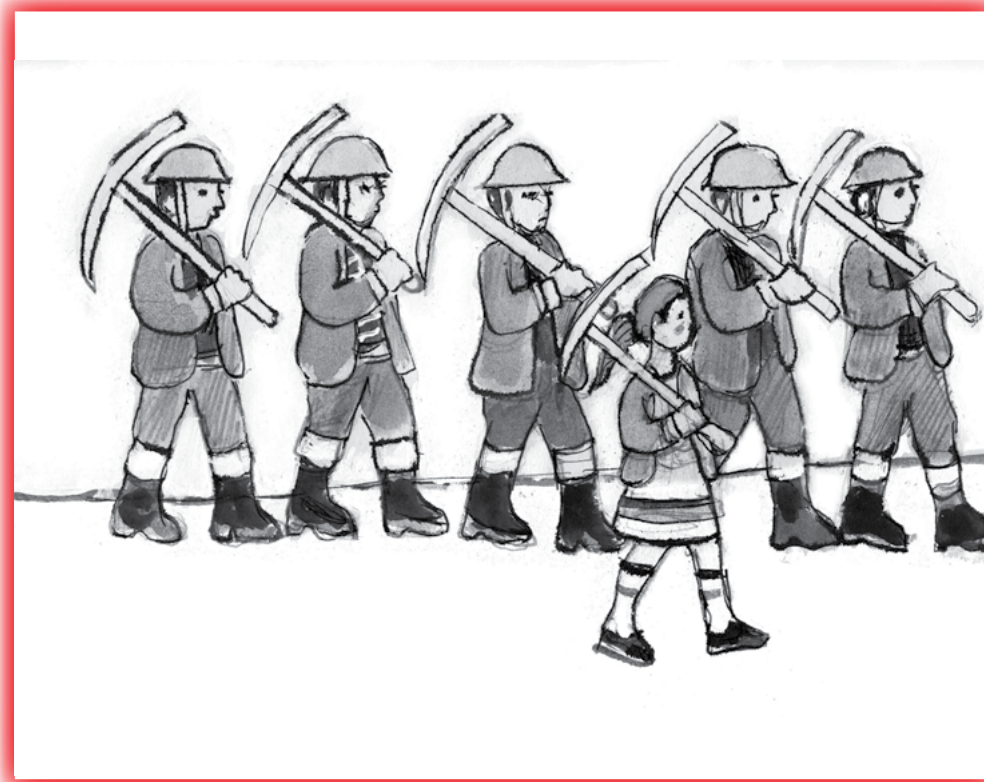


Activity 3 **RESOURCE SHEET 1**  
**Fair play prompt cards** continued





**Activity 3 RESOURCE SHEET 1**  
**Fair play prompt cards** continued



## Activity 4

# Rights in the classroom

## You'll need

- Resource Sheet 1 Class charter of rights (enlarge and display)
- Paper and pencils
- Flipchart or whiteboard

## Aim

To encourage children to think about rights in the classroom and to identify behaviour that respects human rights.

Age 7

40 minutes

## What to do

Explain that everyone at school has the right to learn, be safe and be treated fairly. It is also important to behave in a way that is respectful of the human rights of others.

### Rights

Ask the pupils what can be done in their classroom to make sure that everyone is enjoying their right to:

- be safe;
- be treated fairly;
- learn.

Ask them to work on their own to write up three things that will help these rights, eg:

The right to be **SAFE** – dangerous things to be put away  
The right to be **TREATED FAIRLY** – all get a turn  
The right to **LEARN** – enough books and paper

Next, in pairs, children should pool their ideas and agree on the best three between them. Now hold a class discussion and draw up a class list of up to 10 items on the board or flipchart that they all agree on. This is their **Class charter of rights**.

Show and discuss Resource Sheet 1 *Class charter of rights* drawn up by Year 6 pupils from a school in Hampshire. What do they think of their ideas? Would they add or change anything? Have they thought about everyone who uses this classroom, eg teachers, other classes, cleaners?

### Respecting human rights

Explain that everyone in school has the right to learn and be safe and be treated fairly. If that is a right for us, then it is a right for everyone else too. It is important that we behave in a way that means everyone can enjoy their rights.

### Discussion

As a class, discuss some of the following:

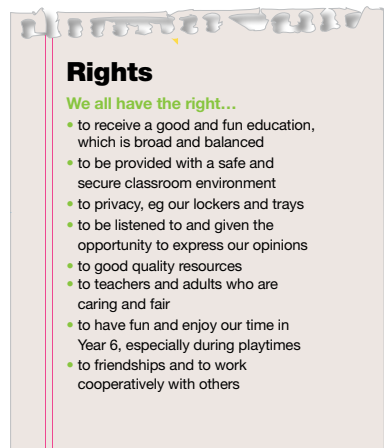
- Can you think of some examples of people disrespecting other people's human rights? Why do some people behave that way? Discussion task: What can they do to make up for disrespecting others' rights?
- How can we avoid behaving unfairly and disrespecting the rights of others?
- How does it feel to have your rights disrespected by others?

Can the children agree on how to behave to respect everyone's rights?

### Extension/homework

- In groups, children can make lists of rights and behaviours in the playground, at home or in the community.

NOTE: For further information on developing class charters see the advice developed by UNICEF as part of their Rights Respecting Schools Award programme. [www.unicef.org.uk/rights-respecting-schools/resources](http://www.unicef.org.uk/rights-respecting-schools/resources)



Source: *Our World Our Rights*, Activity 1.

# Class charter of rights

Think about your own class list of rights. This charter was drawn up by Year 6 pupils from a school participating in the Hampshire Rights, Respect, Responsibility initiative.

## **Rights**

### **We all have the right...**

- to receive a good and fun education, which is broad and balanced
- to be provided with a safe and secure classroom environment
- to privacy, eg our lockers and trays
- to be listened to and given the opportunity to express our opinions
- to good quality resources
- to teachers and adults who are caring and fair
- to have fun and enjoy our time in Year 6, especially during playtimes
- to friendships and to work cooperatively with others

## Activity 5

# Exploring identity

## You'll need

- Large, open space (eg hall or gym)

## Aim

To help children understand that although there are differences between us, we are all equal. We have some things in common with others but we also have different abilities and qualities that contribute to our uniqueness as human beings.

Age 5+

20 minutes

## What to do

Ask the children to stand in a circle holding hands. Call out a characteristic from the list (right). All the children fitting that description should come into the middle as a group. Then they return to the original circle. Include one characteristic that describes them all.

Now ask the children to suggest characteristics, and repeat the process.

## Discussion

- Did the groups in the middle always have the same people in them?
- Did boys and girls belong to the same groups?

- Can you always tell a person's characteristics just by looking at them?
- Were groups always the same size?
- Are children all equal?
- Which group surprised you most?
- Was anybody ever on their own? How did that make them feel?
- What are the good things about belonging to a group?

## Freedom to be yourself

- What makes you different to everyone else?
  - What do you have in common with your friends?
  - Why is it important to be yourself?
- Ask pupils to draw a picture or self-portrait that emphasises something that makes them unique.

## CHARACTERISTICS TO CALL OUT

- Children under 10 years old
- Boys
- Children with more than three brothers and sisters
- Children wearing glasses today
- Children who love *Charlie and Lola*
- Children who love *Thomas the Tank Engine*
- Tall children
- Children who don't like football
- Very kind children
- Children with a pet cat
- Children with a pet crocodile
- Children who like chocolate
- Very noisy children
- Children who know the meaning of their first name
- Children who can speak another language
- Children with hair past their shoulders
- Children who have been to another country
- Children with a birthday in the summer
- Children who go to school
- Children who sometimes wear special clothes



Source: *Our World Our Rights*, Activity 13.

## Activity 6 Ages 7-11

# We are all born free

## You'll need

- **PowerPoint** We are all born free pictures (also print out one picture per student)
- Amnesty's film *Everybody – We are all born free* (YouTube, search the title)

### Not essential but ideal for this activity:

- Amnesty's My Rights Passport (one per child, order a free class pack: 01788 545553, product code ED112)

## Aim

To introduce children to the Universal Declaration of Human Rights. Using story-telling and creative writing they will explore some fundamental human rights and their meanings.

Age 6+

1-2 hours

## What to do

Play the film *Everybody – We are all born free*. Pause at one minute.

### Coming from history

Explain that after World War II, when millions of people lost their lives and millions more were driven from their homes, the leaders of the world got together. They set up a new organisation – the United Nations – to help stop wars between countries and build a better world. One of its first jobs was to draw up a list of human rights that belong to everyone in the world. They called it the Universal Declaration of Human Rights (UDHR). The world's governments promised to tell everyone about these rights and to protect them.

Tell the class that the film is now going to show some of these human rights. Play the rest of the film. Then ask them to talk in pairs and see how many rights and freedoms they can remember.

Feedback should include our right to live, to get married, to go to school and to play; our right to food and shelter and to travel, our right to think and say what we believe in; our right to be treated fairly; and our right to peace and order.

**Source:** *Our World Our Rights*, Activity 4.

Explain that all 30 rights from the UDHR are also illustrated in a book called *We Are All Born Free*. Show the *We are all born free pictures* PowerPoint display and explain that this is an example of some of those rights and illustrations.

Distribute the pictures you have printed around the class and ensure that two or three children are working (separately) on each picture. Ask the children to look at their illustration and to read the words very carefully.

### Story writing

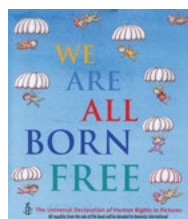
Next invite everyone to imagine themselves inside their picture, taking part in what is going on. Ask them to write a short story about their adventure inside the picture. The story

has to be about their human right, and somewhere in the story someone has to say the words in their UDHR article.

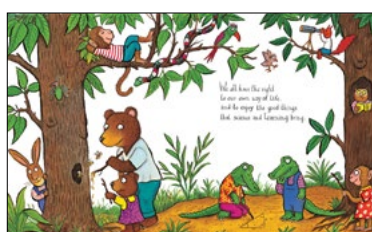
After the stories have been written, the children who have the same article and picture should sit together and share their stories.

- Were their stories similar at all?
- What worked well/what would they do differently?

Share some of the stories as a whole class and/or put them on display. If you have ordered your free class pack of My Rights Passports hand them out to the class. They can write their name on the first page.



*We Are All Born Free*, published by Amnesty International and Frances Lincoln 2008.



**Eleanor Roosevelt regarded the Universal Declaration of Human Rights as her greatest accomplishment and on the 10th anniversary of the Declaration she said:**

'Where, after all, do human rights begin? In small places, close to home; in the everyday world of human beings – the neighborhoods they live in, the schools or colleges they attend, the factories, farms or offices where they work, where every man, woman and child seeks to have equal justice and opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.'

## Activity 7

# Right up your street

Order a free **Right up Your Street poster** (product code ED142) and **My Rights Passport** class pack (product code ED112): 01788 545553

## You'll need

- **Resource Sheet 1** Right up your street illustration (display on whiteboard and make a colour copy, divide into four sections, one per group)
- **Resource Sheet 2** Universal Declaration of Human Rights summary version, or
- Amnesty's **My Rights Passport** free class pack (one per child). See left
- Twenty small circular stickers in three colours (per group)

## Aim

To investigate and understand how rights apply to everyday life by examining a street scene showing human rights in practice. Students will learn more about the Universal Declaration of Human rights, and identify rights being enjoyed, denied and demanded.

Age 7+

1-2 hours

## What to do

Briefly explain the origins of the Universal Declaration of Human Rights (UDHR). See Coming from history section in Activity 6 or play Amnesty's *Everybody – We are all born free* film (YouTube, search the title).

### Right up your street

Now display Resource Sheet 1 *Right up your street illustration* on the whiteboard. Explain that the picture is a scene of everyday life – and human rights. It shows people asking for their rights, enjoying and using their rights, or having their rights denied.

Tell the children that they are about to become human rights detectives.

- What do they notice in the picture?
- Where in the world might this (imaginary) street be?
- Is there anything in the picture that they would never see in this country?

Now hand out copies of the My Rights Passport or Resource Sheet 2 *Universal Declaration of Human Rights summary version* to each child. Ask them to look at the picture in more detail. Use prompt questions and share examples:

- 1 Look at the children in the playground. What human right are they enjoying? (Article 24, the right to rest and leisure).

- 2 What is happening outside the sweetshop? Have the police caught the real thief? Point out the boy running away with the bag of sweets in the distance. Which human right is being denied to the boy being told off? (Article 11, the right to be considered innocent until proven guilty).

- 3 Look at the crowd of people gathered in the middle of the picture and their signs. What human right are they demanding? (Article 23, the right to work and fair wages).



Source: *Our World Our Rights*, Activity 5.

## Activity 7

# Right up your street continued

### Group work

Organise the class into eight small groups. Allocate a section of the *Right up your street illustration* and a set of coloured stickers to each group.

Using their copies of the UDHR or My Rights Passport explain that their task as human rights detectives is to search for examples of human rights being enjoyed, denied or demanded in their part of the picture.

### Colour code

They should mark each right they find on the illustration with a sticker of the right colour, eg:

**Yellow sticker** – a human right being denied;

**Pink sticker** – a human right being enjoyed or exercised;

**Green sticker** – a human right being asked for or demanded.

On each sticker they also need to write down the number of the relevant UDHR article/s the situation relates to. There are at least 30 different human rights situations to be found in the picture.

For younger children (aged 5-7), or to save time, this activity can be carried out verbally. Ask them to look at the poster and point out something happening that is fair and unfair. Discuss responses.

### Discussion

Each group should report back their findings to class. Discuss possible disagreements or different interpretations, eg is the homeless man demanding his human right to food and shelter (right being asked for) or is he exercising his right to protest about homelessness (right being enjoyed)

or is his homelessness a result of his human rights being denied?

### Human rights charades

Divide the class into small groups (three to six). Give each group one human right written on a piece of paper. Explain that each group is to devise a mime of their human right being enjoyed, denied or demanded. They need to plan and practice their mime without giving it away to the rest of the class. Each group should then act out their right using their My Rights Passport or the Universal Declaration of Human Rights summary version.



### My Rights Passport

#### Quick thought provokers

- Are these rights enjoyed by everybody in the world? If not, why not?
- Which rights do you think are most important?
- Which rights do you enjoy that others might not have?

Order a free class pack of My Rights Passport, containing the articles of the Universal Declaration of Human Rights. Call 01788 545553, quote code ED112.

# Right up your street illustration





# Universal Declaration of Human Rights summary version



**1** We are born free and equal, and should treat others in the same way.

**2** We have all these rights in the Declaration, no matter who we are, where we're from or what we believe in.

**3** We have the right to life, and to be free and feel safe.

**4** Nobody has any right to make us a slave. We cannot make anyone else our slave.

**5** Nobody has any right to hurt, torture or humiliate us.

**6** Everyone has the right to be protected by the law.

**7** The law is the same for everyone. It must treat us all fairly.

**8** We can all ask for the law to help us when we are not treated fairly.

**9** Nobody has the right to put us in prison, or to send us away from our country, without good reasons.

**10** If we are accused of breaking the law, we have the right to a fair and public trial.

**11** Nobody should be blamed for doing something until it has been proved that they did it.

**12** Nobody has the right to enter our home, open our letters or bother us or our families without a good reason.

**13** We all have the right to go where we want to in our own country and to travel abroad as we wish.

**14** If someone hurts us, we have the right to go to another country and ask for protection.

**15** We all have the right to belong to a country.

**16** When we are legally old enough, we have the right to marry and have a family.

**17** Everyone has the right to own things or share them.

**18** We all have the right to our own thoughts and to believe in any religion.

**19** We can all think what we like, say what we think and share ideas and information with other people.

**20** We all have the right to meet our friends and work together in peace to defend our rights. It is wrong to force someone to belong to a group.

**21** We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.

**22** The place where we live should help us to develop and to make the most of all the advantages (culture, work, social welfare) on offer. Music, art, craft and sport are for everyone to enjoy.

**23** Every grown up has the right to a job, to a fair wages and to join a trade union.

**24** We all have the right to rest and free time.

**25** We all have the right to a decent living standard, including enough food, clothing, housing and medical help if we are ill. Mothers and children and people who are old, out of work or disabled have the right to be cared for.

**26** We all have the right to education.

**27** We have the right to share in our community's arts and sciences, and any good they do.

**28** There must be peace and order to protect these rights and freedoms, and we can enjoy them in our country and all over the world.

**29** We have a duty to other people, and we should protect their rights and freedoms.

**30** Nobody can take away these rights and freedoms from us.

This version of the Universal Declaration of Human Rights has been simplified by Amnesty International UK and is especially useful for younger people. Download a full version at [www.amnesty.org.uk/universal](http://www.amnesty.org.uk/universal)

## Activity 8

# Children's rights picture quilt

## You'll need

- **Resource Sheet 1** Enlarge and display
- **Resource Sheet 2** Statements (cut up and put in box or hat)
- **Resource Sheet 3** Picture quilt template (one per group)
- Piece of paper or fabric (one per child, as per template)
- A large rectangle of fabric or paper for backing quilt

### For extension activity only:

- My Rights Passport (one per child, free, to order see below).

## Aim

To encourage children to learn and think about rights contained in the United Nations Convention on the Rights of the Child by making a children's quilt illustrating key articles.

**Age 7+**

**2-3 hours**

## What to do

Enlarge and display Resource Sheet 1. Briefly introduce the United Nations Convention on the Rights of the Child (UNCRC). Tell the class that they are going to find out about these rights and show them in a big display.

### Rights of the child

Explain that after the Universal Declaration of Human Rights was agreed, a number of international laws were created to protect the rights of particular groups of people. One of these laws protects the human rights of children.

It is called the United Nations Convention on the Rights of the Child (UNCRC) and was drawn up by the world's leaders more than 20 years ago. It spells out the rights of the world's two billion children and young people under the age of 18, and their need for special care and help. It says what governments should do to help fulfil these rights. It became part of international law in 1989. Nearly all of the countries in the world have promised to make the rights in the UNCRC real for children.

The Convention provides young people with over 40 rights, and says every child has the right to live and to grow up; to be protected from harm, danger and bad treatment; to enjoy family life, health care and education; to be treated fairly; to have their own ideas listened to.

### Miming

Divide the class into pairs. Pass round a hat or box containing the 16 UNCRC statements (Resource Sheet 2). Explain that these are just a selection of the rights that children have.

Each pair should pick out a statement without looking (as in a lucky dip), read it and discuss its meaning (seeking help if necessary). Can they think of one or two words that would sum up what their statement is about? Pairs should now work out a simple mime to represent their statement.

### Extension activity

If you have ordered the free My Rights Passports, hand out copies to the class. Ask each student to match their children's right statement to the article in the My Rights Passport. Discuss how this emphasises that children and adults have rights.



Amnesty's My Rights Passport, order a free class pack: 01788 545553, product code ED112

## Activity 8

### Children's rights picture quilt continued

#### Quilt making

Next, ask them to make a sketch on scrap paper to show what their statement is about (examples below). Then ask them to copy their sketch so that it fills the whole square on their sheet of paper or cloth, and colour it in beautifully.

They should write the words on their statement onto the rectangle at the top of their sheet.

When ready, all the children should form a circle. In turn ask pairs to perform their mime. Challenge the rest of the class to guess what right is being portrayed. Then ask the pair performing to read out their statement and show their picture.

The teacher should write 'UN Convention on the Rights of the Child' as a big title to glue across the top of the quilt – get the children to help. See Resource Sheet 3 *Picture quilt template* for guidance. The children's pictures, their UNCRC statements and the UNCRC heading should be glued or sewn onto a large backing sheet of paper or cloth.

This can be presented in a school assembly about the UNCRC, with pictures projected on PowerPoint while the artists are performing their mimes and reading out their rights. Their children's rights picture quilt can also be put on public display in the school, perhaps on 20 November (UN International Children's Rights Day).

#### OTHER DISPLAY IDEAS

Instead of a quilt, children could illustrate their UNCRC statements by:

- painting on tiles;
- sculpting little clay or plaster figures for each right;
- making a collage of fabrics or embroidered squares;
- painting on silk with gutta or outliner and fabric inks;
- making linocut prints.

Every child has the right to speak their own language and practise their own religion.



Every child has the right to meet their friends and join groups.



Source: Adapted from *Our World Our Rights*, Activity 6.

# Children's rights

## **Some rights from the United Nations Convention on the Rights of the Child**

Every child has the right to life.

Every child has the right to a name and a nationality.

Every child has the right to be with their family or with those who will care for them best.

Every child has the right to enough food and clean water.

Every child has the right to an adequate standard of living.

Every child has the right to health care.

Every child with a disability has the right to special care and support.

Every child has the right to relax and play.

Every child has the right to privacy.

Every child has the right to education.

Every child has the right to be kept safe and not to be hurt or neglected.

No child should be used as cheap labour or as a soldier.

Children who break the law should not be treated cruelly.

Every child has the right to speak their own language and practise their own religion.

Every child has the right to say what they think and to be heard.

Every child has the right to meet their friends and join groups.

This is a selection of rights from the UNCRC. For the full version see [www.unicef.org/crc](http://www.unicef.org/crc)

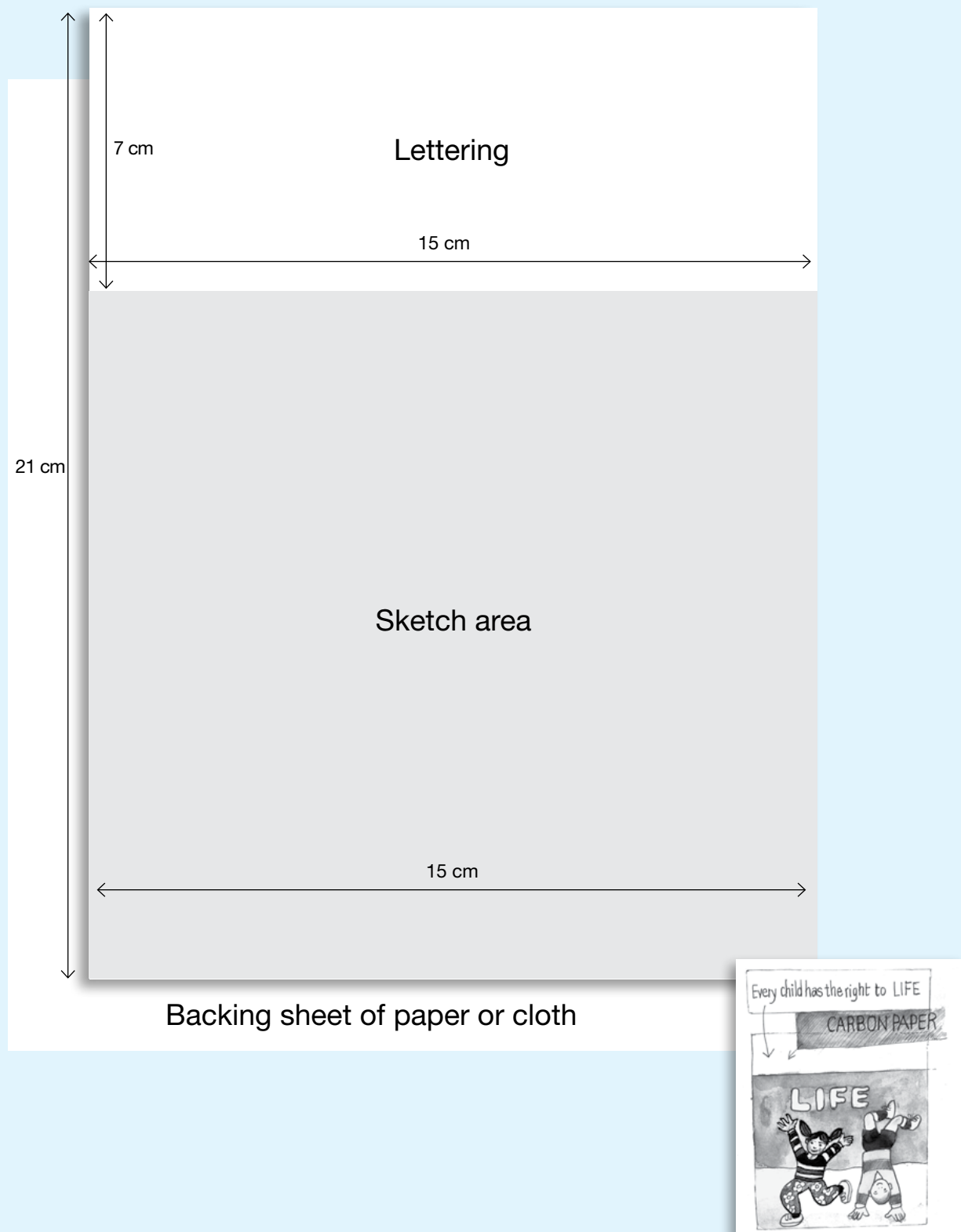
Activity 8 RESOURCE SHEET 2

# Children's rights statements

Cut up the UNCRC statements and place into a box for a lucky-dip type activity.

Every child has the right to life.	Every child has the right to privacy.
Every child has the right to a name and a nationality.	Every child has the right to education.
Every child has the right to be with their family or with those who will care for them best.	Every child has the right to be kept safe and not to be hurt or neglected.
Every child has the right to enough food and clean water.	No child should be used as cheap labour or as a soldier.
Every child has the right to an adequate standard of living.	Children who break the law should not be treated cruelly.
Every child has the right to health care.	Every child has the right to speak their own language and practise their own religion.
Every child with a disability has the right to special care and support.	Every child has the right to say what they think and to be heard.
Every child has the right to relax and play.	Every child has the right to meet their friends and join groups.

# Picture quilt template



# Activity 8 RESOURCE SHEET 3

## Picture quilt template continued

This is an example of how your children's rights picture quilt could look.



Pictures of children's rights by primary school children from the UK and the Russian Federation.

## Activity 9

# Refugees – they came because they had to

## You'll need

- **Resource Sheet 1** Uncle Ali's house story (for teacher)
- **Resource Sheet 2** Uncle Ali's family worksheet (one per group)
- **Resource Sheet 3** Uncle Ali's death threat
- **PowerPoint** Refugees – they came because they had to
- Paper and pens (per group)

## Aim

To encourage children to think about the situation of refugees and the right to seek asylum using a quiz, story and role-play.

**Age 9+**

**1-2 hours**

## What to do

Using the accompanying Refugees PowerPoint, show the list of famous names (1 and 2 below). What do all these people have in common? What single experience have they all shared?

Explain that all of them (and millions and millions of other people) had to leave their countries as refugees.

Ask the children for the names of anyone who they can think of, perhaps in their own family, who was a refugee.

## Definitions

Now ask the class to write down their own definitions of:

- persecution;
- refugee;
- asylum seeker (see below, 3).

Share, discuss and compare definitions – record answers on the board, adding any necessary words to bring out key elements.

Now show slides (below, numbered 4-6) and talk about the definitions.

PERSECUTION means continually treating others in a cruel way because of their race, religion, politics or some other difference. In school, bullying is a form of persecution.

A REFUGEE is someone who has left their own country because they are afraid of being persecuted (abused or mistreated) because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that

country, safe from harm. Many people consider themselves refugees, and are considered so by others, whether or not they have been officially recognised by the government of the country in which they are seeking asylum.

An ASYLUM SEEKER is somebody who has fled from their home country in fear of persecution, who has asked the government of another country to recognise them as a refugee and is awaiting their decision.

## Refugees in the world

**Q** Ask the class how many refugees there are in the world.

**A** Some 22.5 million (2016) – they have had to flee persecution in their own country to seek safety somewhere else.

**1**

**Refugees – they came because they had to**

ACTIVITY 9

**2**

**Starter discussion**

Who do you know who has moved to the UK from another country?

Amel Khatib, singer  
Ella Orla, singer  
Jackie Chan, actor  
Alex Frank, computer scientist  
Edward Snowden, computer security specialist

**3**

**Persecution  
Refugee  
Asylum seeker**

**4**

**Persecution Definition**

• Means continually treating others in a cruel way because of race, religion, politics or some other difference. In school, bullying is a form of persecution.

**5**

**Refugee Definition**

• Somebody who has fled from their own country because they are afraid of being persecuted (abused or mistreated) because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that country, safe from harm.

**6**

**Asylum seeker Definition**

• Somebody who has fled from their home country in fear of persecution, who has asked the government of another country to recognise them as a refugee and is awaiting their decision.

**7**

**Countries producing most refugees**

50% of refugees worldwide come from just three countries



**8**

**Countries receiving most refugees**

Less than 1% of the world's refugees are in the UK





## Activity 9

### Refugees continued

Show the first map (slide 7) that shows some of the main countries that refugees have fled from in recent years: Syria, Afghanistan and South Sudan.

**Q** What percentage of refugees are in the UK?

**A** Less than 1%

Show the second map (slide 8) that lists the countries receiving the most refugees. It shows most refugees flee from one poor country to seek safety in another poor country nearby.

#### Uncle Ali's House

Now read out Resource Sheet 1 *Uncle Ali's house story*, to the class. It's an interactive story about one family's experiences. The children will be invited to step into the family's shoes as they face mounting danger and persecution, decide whether to flee, undertake the risky journey to the border and apply for asylum in another country. It's a made-up story but, in many ways, it is also a true story – 22.5 million times over.

Divide the class into groups of five, and hand out sheets of flipchart paper, felt tip pens and copies of Resource Sheet 2 *Uncle Ali's family worksheet*.

Read the story, pausing at relevant points as directed, so the groups can complete the two tasks:

1. Who should go?
2. What should they take with them?



Refugees who've just arrived on a transit camp in Macedonia, 2015

© AP

At the end of the story, return to why you said this made-up story was true 22.5 million times over. There are over 22.5 million refugees in the world, many who will have survived similar experiences.

#### Discussion

- What did it feel like to be in a refugee's shoes?
- Did they think their treatment at the border was fair?
- Has it changed their perception of asylum seekers in this country?

#### Extension/homework

- Children can express their feelings about this activity in a poem or a picture.

#### Note

Some children in your class may be refugees themselves, or know family members who have been through similar experiences. Please conduct this activity sensitively.



Youth Conference 2017

**Source:** All statistics are from 2016 *Global Trends report*, *The United Nations Refugee Agency*, [www.unhcr.org](http://www.unhcr.org)

## Activity 9 RESOURCE SHEET 1

# Uncle Ali's house story

Read out this story to the class

### PART 1 THE PERSECUTION

We live in Uncle Ali's house in the city.

Uncle Ali is a very religious and learned man. He was once put in prison for his ideas. He was hurt and now he walks with a limp. Dad works for a newspaper and is a leader of the journalist's trade union – the local newspaper workers organisation. He drives an old car. Mum is at home with the baby. I am a girl of 10 who likes maths and singing. My brother is 9. He plays football and likes chess. Granny has had to use a Zimmer frame since her stroke.

Last month the army took over our country in a military coup (that means that they kicked out the government and soldiers took over). Everything changed. We saw soldiers on the streets. We heard gunfire. People were taken away in trucks. The army set a curfew so everybody has to stay indoors from 9pm. They have taken over the TV and radio and play military music all day. It is hard to find out what is happening. Some trade unions, including Dad's, have now been banned.

In town some religious leaders have mysteriously 'gone missing'. Three of Dad's mates at work have 'disappeared'. People say the army took them away. Where can they be? Nobody knows.

A poster was stuck on the fence near our house. On the top it said: 'The Enemy Within'. Underneath was a list of names including Dad's and Uncle Ali's. At the bottom was a picture of a skull and a Kalashnikov gun. It was signed Friends of the Motherland. Who are they? Nobody knows. Mum tore the poster down.

Last week soldiers came to our school looking for the husband of our dinner lady. He wasn't there. So they dragged her away with two of her children and she was shouting: 'But we haven't done anything!'

Yesterday my brother heard the letterbox rattle. He ran downstairs in his pyjamas. He found a crumpled card on the floor with a message made of letters and words cut out of a newspaper and glued on. It said: 'Tonight's the night. Enemy scum you are dead'. It was signed Friends of the Motherland.

Quickly present the death threat message on Resource Sheet 3 but don't leave it showing.

My brother ran out into the street but nobody was there. Who are these scary people? What does this mean?

Today our phone rang. Uncle Ali picked it up. A voice said that the place where Ali prays was on fire. 'And they are going to bomb your house too. Get out.' Then the phone went dead.

BANG! We hear explosions. Army tanks are in the Town Square. Every road out of town is closed with barbed wire and a military checkpoint. Soldiers are searching traffic. The station is shut. OH NO! They are raiding houses and arresting people.

Dad says we are in danger. What should we do now? Uncle Ali wonders if we could escape over the border to the neighbouring country and seek asylum there as refugees. But it's five days walk away through the hot desert and over the mountains. Mum says it will be dangerous. But won't it be even more dangerous if we stay? And what should we take with us?

### STOP the story

#### Task 1: Who should go?

Hand out a pen and *Uncle Ali's family* worksheet to each group. They must decide who should go and who should stay (if anyone). They have five minutes to decide: Who are the most vulnerable? Who will find it hardest to travel and slow down the group? What might happen to anyone left behind? Groups should talk about their decisions and concerns.

### START the story again

Actually my family decides that everyone will go. We will have to travel on foot, often at night, over the desert, across dangerous country and up over the cold mountains to get to the frontier. Will we ever make it?

Granny reminds us that we have to carry everything that we'll need with us. We must only pack the basic essentials and important bits and pieces necessary to survive the long journey, cross the border safely and become refugees. Granny says that she can hear the army coming up the street already. Quick! Hurry!

## Activity 9 RESOURCE SHEET 1

# Uncle Ali's house story continued

### STOP the story again

#### Task 2: What should they take with them?

Each group must make a list of the 10 essential things that the family must pack for their journey and to get them across the border. They have three minutes to decide what to take.

### START the story again

After an exhausting and terrifying journey we all reached the frontier, tired, hungry and scared but alive. The baby was ill. Granny was crying. But we got there. Then we met the Immigration Officer and the guards. We tried to tell them that we wanted to become refugees in their country because we were in danger in our country. But they didn't believe us.

They said: 'Prove your story is true. Maybe you made it all up?' They opened our bags. They made us fill in forms that we didn't understand. Will they let us stay?

## PART 2 BORDER CONTROL

In this role play, the teacher now takes on the role of an immigration official on the border. The groups take on the role of Uncle Ali's family.

As the Immigration Officer, ask the groups:

- Why have you come to this country?
- Are you looking for a new job?
- Are you trying to move here because we have good health care and good schools?

If the groups tell you that they are escaping from persecution, ask them:

- What proof do you have that you are escaping from persecution?
- What is in your bags?

Examine their lists to see if they have brought any evidence of their persecution with them in their bags. If any of the groups has brought the death threat letter or the poster about 'The Enemy Within', ask to examine it. Can they prove that it is real and not a forgery?

Some groups may have included a knife, a gun or a weapon of some kind on their lists. Tell them that you are arranging to have them arrested in case they are dangerous people or even terrorists.

After the role play, explain that while this activity is fictional, many people fleeing persecution struggle to prove to immigration officials that they deserve to be helped as refugees.

# Uncle Ali's family worksheet

Dad	Baby	Girl
Uncle Ali	Boy	Granny
Mum		

Who should go and who should stay?

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What should they take with them? List 10 items.

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# Uncle Ali's death threat

TONIGHT'S THE NIGHT

enEMY SOW

YOU ARE DEAD

*Friends of the Motherland*

## Activity 10

### Part 1

# Action for human rights in schools

## You'll need

- **Resource Sheet 1** Eleanor Roosevelt quotation (one per child or read out)
- **Resource Sheet 2** What, why, who, how? (one per group)
- **Resource Sheet 3** Ideas for taking action (one per group)
- **Resource Sheet 4** Weighing it up grid (one per group)
- Post-it notes
- Large paper and pens

## Aim

To develop the skills necessary for pupils to identify what needs to be changed to protect human rights in their school, and justify why that issue is important.

**Age 7+**

**1-2 hours**

(can be extended to a whole half-term)

## What to do

Ask students what they have learnt about human rights and what rights they are entitled to. Share the quotation from Eleanor Roosevelt (Resource Sheet 1) about the importance of protecting human rights in our communities.

Focus on the last line and explain that human rights become real when people stand up for human rights and speak out for the rights of others.

Ask: Do you have a voice? Can you change things? Are you encouraged to come up with ideas to make school a better place? Do you want to make a difference? For inspiration for older children, show the short film *I Talk Out Loud*, [www.vimeo.com/29140974](http://www.vimeo.com/29140974) which shows members of Amnesty youth groups taking action for human rights.

NOTE: The case the youth group work on concerns stoning.

Ask students to write down on a Post-it note what makes them angry or uncomfortable during the school day. What human rights are being compromised or ignored? Alternatively, ask them which ways the school community could be more rights respecting.

## Democracy on the ground

Explain that you are going to think about how to make their school more rights respecting by exploring what they want to change and how.

Ask them to put their Post-it notes showing their ideas on the floor or wall and give everyone time to read them.

Are any of the issues the same or similar? Encourage students to move Post-it notes around to form groups.

As a class, look at the groups formed and agree headings for each one. Acknowledge all the frustrations and concerns raised so your students feel heard. There may be some you wish to specifically address.

**Note** Continue in the groups (assign pupils to their issue groups), or vote on one issue the whole class would like to work on.

Ask groups to answer the questions on Resource Sheet 2 *What, why, who, how?* This will give them ideas on how to approach campaigning on this issue. If the class is working on one campaign, complete Resource Sheet 2 together. To help, everyone should read Resource Sheet 3 *Ideas for taking action*. Ask groups to present their ideas.

Encourage feedback, reflecting on: What works well about your idea... It could be even better if...

## Weighing it up

Ask groups to write each of their actions on separate Post-it notes and stick them on the *Weighing it up grid* (Resource Sheet 4). Support them to consider how easy and effective they think each action is.

## Extension

- Could each group/class select an effective and achievable action? This activity has the most impact if students put their plans into action – and can feed back on progress.
- Book an Amnesty speaker to support ongoing campaigning or talk about Amnesty's campaigning at [www.amnesty.org.uk/speakers](http://www.amnesty.org.uk/speakers)

## Note

This can be a stand-alone lesson but students should understand the basic principles of human rights, be aware of the difference between wants and needs, and appreciate that with rights comes expectations. You may wish to complete Activity 4 Rights and responsibilities in the classroom first.

**Source:** Adapted from *Making Human Rights Real*, Topic 15.

## Eleanor Roosevelt quotation

*'Where, after all, do universal human rights begin?  
In small places, close to home – so close and so small  
that they cannot be seen on any maps of the world.  
Yet they are the world of the individual person; the  
neighbourhood he lives in; the school or college he  
attends; the factory, farm, or office where he works.  
Such are the places where every man, woman, and  
child seeks equal justice, equal opportunity, equal  
dignity without discrimination. Unless these rights  
have meaning there, they have little meaning anywhere.  
Without concerted citizen action to uphold them close  
to home, we shall look in vain for progress in the  
larger world.'*

### **Eleanor Roosevelt quotation**

Chair of the UN Human Rights Commission that drafted the  
Universal Declaration of Human Rights, 1948

Activity 10 Part 1 RESOURCE SHEET 2

# What, why, who, how?

**WHAT** is your issue? What is wrong and what needs to change?  
What human rights are involved? Are any rights being denied?



**WHY** does this issue occur?



**WHO** can help sort out this issue?



**HOW** could you persuade them or work with them to bring about change? What action could you take?



## Activity 10 Part 1 RESOURCE SHEET 3

# Ideas for taking action

These are some of the people who can have power at local, national and global levels.  
Can any of them help you sort out your chosen issue?

Members of the community (school/local/nation)
School council
Teachers, senior teachers and governors
Friends and family
Local community groups
Local council
The police, fire service, doctors, nurses
The government and other political parties
NGOs and charities
The media

How could you persuade them or work with them to bring about change?  
Choose one or more of the actions below or think of your own

<b>Raise awareness: change attitudes and behaviour</b>	<b>Lobby and persuade: change policies</b>
Deliver an assembly	Organise a petition to show support for your aims
Run a workshop for people in your school	Collect evidence (eg research, interviews, videos) and present your findings to people who are responsible for this issue
Write an article for a local magazine or newspaper	Write a letter to the people who are responsible for this issue, persuading them to help you
Ask adults to help set up a blog or start up a discussion on an existing website or social media	
Create posters with a campaign slogan	
Organise an exhibition/arts competition/event/ film screening	Invite your local MP or another person in a position of authority to school for a Q&A session on the issue
<b>Work with others: support charities and NGOs</b>	
Organise an event, eg non-uniform day, cake sale, talent show to raise money for a charity or NGO	Contact a charity or NGO that works on this issue and find out what action they recommend
Invite a speaker in from a charity or NGO of your choice. This could be an Amnesty Speaker	

# Weighing it up grid

		How easy is it to achieve this action? Consider the time, resources, skills and opportunities you have		
		Difficult	Average	Easy
How much impact will this action have? Consider the type and number of people you can influence	Big impact			
	Average impact			
	Little impact			

## Activity 10

### Part 2

# Action for human rights letter writing

## You'll need

To make a card or write a letter to someone at risk of human rights abuse:

- Amnesty's latest Junior Urgent Action (download from [www.amnesty.org.uk/jua](http://www.amnesty.org.uk/jua), one per child)
- Paper, pens
- Card

## Aim

To develop the skills necessary for pupils to take effective action for human rights through letter writing.

Age 7+

1-2 hours

## Teacher notes

Every term Amnesty International UK sends out free Junior Urgent Actions (JUAs) to teachers, specifically designed for children aged 7 to 11 to stand up for human rights through letter-writing.

Junior Urgent Actions ask for appeals on behalf of someone in need, sometimes another young person. They are written in a language children can understand. The teacher receives a copy of the original case sheet, along with a map and background of the relevant country, discussion questions and 'how-to' letter-writing guide. All graphic details of ill treatment or torture are edited out, and the cases are not political.

The aim is for children to help victims from every corner of the world by writing to in-country government officials and urging their intervention. Already young people have written on behalf of victims of human rights violations in over 50 different countries, including street children ill-treated by police in Brazil and child soldiers in Uganda.

## Greetings cards

Once a year, between November and January, many schools also take part in the young people's version of Amnesty International's Write for Rights Campaign (suitable for age 8+). Children compose and mail their own messages of support and cards or letters of solidarity to prisoners of conscience and their families and to people who have been attacked or threatened for defending human rights. Background notes, letter writing

guidance, ideas for creative actions and other information are supplied on each case.

Visit [www.amnesty.org.uk/write](http://www.amnesty.org.uk/write)

## Important information

Please note that all cases featured in Junior Urgent Actions and the Write for Rights Campaign are time sensitive; Amnesty researchers identify the best time to take action for individuals at risk, and the most appropriate type of action to take. Our actions often need to change – or to stop completely – in response to changes in the individual's circumstances. Sending letters after an action has been closed could sometimes be counter-productive.



**Junior Urgent Action**

April 2017

**Take action for Kamal Foroughi**

**Iran**  
Population: 80 million  
Capital: Tehran  
Language: Persian is the most widely spoken language  
Question: What is the name of the sea north of Tehran, and what other countries surround it?

**KAMAL'S STORY**

Kamal Foroughi is a 77-year-old British-Iranian grandfather who was arrested in 2011 by men in plain clothes. The men did not show Kamal a warrant for his arrest or give any reason for arresting him. Kamal was taken to Iran's Evin prison and held in solitary confinement for 18 months. Prisoners in solitary confinement are kept in a cell by themselves.

Kamal was not charged with a crime until 2012. In 2013, he was told that he had been convicted of "spying". He was sentenced to seven years in prison. Under normal Iranian release rules, he could be released any day. Kamal was not allowed to telephone his relatives who live abroad until 2014. Kamal Foroughi suffers from lots of different medical conditions. Before he was arrested, Kamal was told that he needs to see doctors regularly to have medical tests. Since Kamal has been in prison his health has worsened. Kamal wasn't allowed to see a specialist doctor until late 2015. Kamal's son Kamran is worried that no one tells him about the results of his father's recent doctor appointments. On Monday 20<sup>th</sup> March 2017, it was 6 years since Kamran and his children saw Kamal.

For  
a current  
Junior Urgent  
Action visit  
[www.amnesty.org.uk/jua](http://www.amnesty.org.uk/jua)

## Activity 10 Part 2

# Action for human rights letter writing continued

### What to do

Tell the class that they are going to defend human rights.

Explain what Amnesty International's Junior Urgent Action network is, making it clear that letters, cards and support can make governments and people across the world pay attention when people are treated unfairly. A card can also make someone feel less alone and give them hope. That is why letter writing is so important.

Hand out a copy of the latest *Junior Urgent Action* to each pupil as an example, pausing to discuss the key questions as a class or in pairs.

Ask the children to compose and write their own letter of appeal about this

human rights case. Use the guidance provided on the *Junior Urgent Action*. Provide sentence stems or a writing frame where necessary. You can find resources to support letter writing, at [www.amnesty.org.uk/pop](http://www.amnesty.org.uk/pop)

Appeal letters should be carefully, neatly and politely written in the child's own words. It may be a good idea to get the class to write their own draft, followed by a final copy after a spelling check, perhaps accompanied by a drawing or decoration. Children may want to say something about themselves or their area or some connection with the country they are writing to or the case they are writing about. We suggest that they should sign it with their first name only and give the school as an address.

It is often useful for groups of children to compare letters. These are appeals, so the letter should clearly explain what the problem is and ask for something to be done by the official. Always ask for a reply.

The correct name and address of the official should be written on the top left with the date underneath. The details of the person sending the letter – name, age and school address – should be written on the bottom of the page on the left. The name of the person in the case should appear as a heading to the letter in CAPITAL LETTERS.



**Source:** *Our World Our Rights*, Activity 30.



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