

Topic: Human Rights and Responsibilities

Lesson: Amnesty International protecting UDHR	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 1 – Amnesty logo2. Resource 2 - Amnesty International factsheet3. Resource 3 - Children's rights information sheet	Outcomes: <ul style="list-style-type: none">• Students are aware that rights aren't always upheld and organisations exist to try and correct this.• Students understand how logos can help such organisations use the media to their advantage.• Students create their own logo.

National Curriculum

Key Concepts: 1.2a, 1.2b
Range and content: 3a, 3d

Lesson

This lesson could form a stand-alone lesson or it could follow the lesson entitled **Introduction to the Universal Declaration of Human Rights**. It looks at the Amnesty International group, their role and their logo.

Starter

- Discuss logos. Can the class describe any famous logos? MacDonald's, BT and Nike are easily recognised if prompts are needed. You could even look at the logos on the students' coats, bags and shoes.
- Get the class to think about why companies have logos and what makes a good logo. Ask them to contribute to a list on the board. This should begin to broach their use of the media to further their message.

Main activity

Look at the Amnesty International logo on **Resource 1 – the Amnesty logo**. What does it tell the observer about Amnesty International?

Activity 1

- Look at the Amnesty International logo and discuss it.
- What can students deduce about the work of Amnesty from the logo?
- Go through **Resource 2 - Amnesty International factsheet**. Based on what they now know, what do students now think about the logo?

Activity 2:

- Briefly look at some of **Resource 3 - Childrens' rights information sheet**. This isn't the main thrust of this section of the lesson, but having some idea of children's rights will help with the activity that follows.
- Imagine you are a campaign group that exists to raise awareness of children's human rights. Design a logo and a leading sentence or catchphrase to accompany the logo.

Plenary

Ask a sample of students to show and explain their logo. Recap the learning aims – who are Amnesty International, what do they do and how can a logo and catchphrase help them use the media to achieve their aims?

Aim high

More able students could go on to add how their hypothetical group would operate, what it would do and how it would be funded.

Assessment

For homework, research Amnesty International and write at least one paragraph to summarise what they do and why they do it

Check the web

<http://www.amnesty.org/>

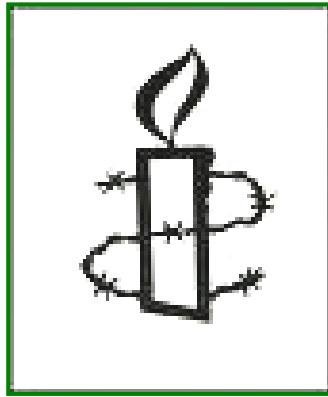
<http://www.unicef.org/crc/>

http://www.unicef.org/crc/files/Rights_overview.pdf

Summary of key learning

- Students learn about an organisation that protects human rights and how this organisation uses the media.
- Students will have a greater appreciation of human rights and children's rights in particular.

Resource 1 – Amnesty logo



- What do you think the logo represents?
- How significant are the candle and barbed wire?
- Is this a good logo for a human rights organisation? Explain your answer.
- What does it tell you about what Amnesty International do?
- Why does Amnesty International need a logo?

Resource 2 - Amnesty International factsheet

Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights to be respected and protected for everyone. We believe human rights abuses anywhere are the concern of people everywhere.

So, outraged by human rights abuses but inspired by hope for a better world, we work to improve people's lives through campaigning and international solidarity.

Our mission is to conduct research and generate action to prevent and end grave abuses of human rights and to demand justice for those whose rights have been violated.

Our members and supporters exert influence on governments, political bodies, companies and intergovernmental groups. Activists take up human rights issues by mobilizing public pressure through mass demonstrations, vigils and direct lobbying as well as online and offline campaigning.

For example, we take action to:

- stop violence against women
- defend the rights and dignity of those trapped in poverty
- abolish the death penalty
- oppose torture and combat terror with justice
- free prisoners of conscience
- protect the rights of refugees and migrants
- regulate the global arms trade.

We are:

- Independent of any government, political ideology, economic interest or religion
- Democratic and self-governing
- Financially self-sufficient, thanks to the generous support of donations provided by individual members and supporters

from <http://www.amnesty.org/en/who-we-are/about-amnesty-international>

Resource 3 – Children's rights information sheet



The United Nation's Convention on the Rights of the Child (UNCRC) applies to all children and young people aged 17 and under.

The Convention is separated into 54 'articles': most give children social, economic, cultural or civil and political rights while others set out how governments must publicise or implement these rights.

From 15 January 1992, when the treaty came into force, every child in the UK has been entitled to over 40 specific rights.

These rights include:

- the right to life, survival and development
- the right to have their views respected, and to have their best interests considered at all times
- the right to a name and nationality, freedom of expression, and access to information concerning them
- the right to live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- the right to education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation
- the rights included in the convention apply to all children and young people, with no exceptions.