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KS1 SESSION PLAN

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These are three short activities that build on each other and can be run immediately after one another, or on following days to suit. They are designed to support you in introducing your students to the idea of human rights, the Universal Declaration of Human Rights and the Fly The Flag project. All the resources required to deliver these activities are at the end of this pack.

**USEFUL BACKGROUND INFORMATION FOR TEACHERS**

- You can download the original text of The Universal Declaration of Human Rights [here](#).
- This short [TED Ed video](#) is a useful introduction to the subject of human rights.

**KS1 CURRICULUM LINKS**

**KS1 Citizenship Curriculum, Department for Education (non-statutory)**

These session plans support the ‘Preparing to play an active role as citizens’ and ‘Developing good relationships and respecting the differences between people’ themes.

**PSHE Association Curriculum (non-statutory)**

These session plans support the Wider World theme:

- **R4.** To recognise what is fair and unfair, kind and unkind, what is right and wrong.
- **L3.** That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).

**Content Note:** It is important to know about the personal circumstances of your group and tailor your sessions accordingly. Some of your students’ human rights may currently not be being met, for example, around housing, health or refugee status. Discussing these issues in a classroom setting is encouraged but will require sensitivity and support.

**Language Note:** *Fly The Flag* is only cautiously using the term ‘celebrate’, this is a conscious decision that recognises that the human rights of many people in the UK and around the world are not currently being met. It also recognises that human rights are not a privilege.
SESSION 1

**KEY LEARNING POINTS:**

Students will:
- Understand that all humans have rights
- Talk about what human rights are
- Understand that there is something called the Universal Declaration of Human Rights
- Discuss simple behaviours that support their, and others’, human rights.
- Understand what the *Fly The Flag* project is

**YOU WILL NEED:**

- A plant
- A toy animal or picture of a kitten (or similar)
- Image of Eleanor Roosevelt to project or display
- Footprints images, one copy of each of five images
- Picture of the *Fly The Flag* flag to project or display
- Image of Ai Weiwei to project or display
- The Universal Declaration of Human Rights, simplified version for your reference
- Blue paper – one piece approx. A5 per student
- A range of brightly coloured paints
- Paint trays, one per paint colour
- Sponges or rollers to put paint on student’s feet
- A way to wash the student’s feet
- Lots of newspaper or sheeting, to protect the painting area

**ACTIVITY 1: INTRODUCING HUMAN RIGHTS**

**0 - 15 mins**

A whole class discussion. We suggest using an actual plant and either a picture of a kitten or a toy kitten (or you can use another animal). Pick something that is playful to introduce the idea of play as part of being healthy and well.

- What does a plant need to grow and be healthy?
- What does a kitten need to grow and be happy and healthy?
- What does a human need to be healthy, happy and safe?

Introduce that all humans have the right to be safe and treated equally.

A long time ago (70 years) lots of people from different countries decided that they would write down all the things that they agreed humans needed to be healthy, happy and safe.
Eleanor Roosevelt was someone who stood up for fairness and she was the leader of the team who made the list.

This special list is called the Universal Declaration of Human Rights, everything on the list is as important as everything else. Show the students the picture of Eleanor Roosevelt with the Declaration.

• What do you notice about the list? (It’s long – 30 different things called ‘Articles’, it is on big paper – because it is important and special)

ACTIVITY 2: ABOUT FLY THE FLAG

15 - 30 mins

As a whole class look at the footprint images all together (you could also give small groups of students different images to look at).

• What is this?
• What do we know about the person who made it? (they weren’t wearing shoes)
• How might it feel to walk without shoes in mud/sand/water/snow without shoes? (hot, cold, nice, horrid – reference keeping safe)

Show the students a picture of Ai Weiwei and introduce that he is an artist. Ai Weiwei has designed a flag with a footprint on it as a reminder to people that human rights are important.

Show the students the flag and ask for their comments.

• What sort of flags are there? (countries, teams)
• Where do we see flags? (on flagpoles, small ones that we wave, hung up inside)
• What might a flag make people feel?
• Do you think this school should fly a flag to remind people that human rights are important? Why? Where should we put our flag?
SESSION 1

ACTIVITY 3: MY FOOTPRINT

30 - 50 mins

Preparation: Use key words from the The Universal Declaration of Human Rights – free, rights, human, life, safe, fair, protect. You could select Articles that are appropriate to the literacy level of your students.

- Use paint to help every student make a footprint on a piece of paper – you could use pennant shaped pieces of paper, so that the footprints can form a classroom display. We suggest blue paper to mirror the flag colour but encourage you to use a range of bright paint colours.
- Allocate one of the words (or Articles) to each student – you could work as a whole class or in smaller groups with the same word. Talk about what the Article or word means. The student then writes that word or Article inside or around their footprint.

You could extend this activity by

- Reading an Article / right each day and talking about what it means.
- Making your own Declaration as a class.
- Finding out more about Ai WeiWei and his art, creating a classroom display.
- Finding out more about Eleanor Roosevelt, creating a classroom display.
Footprint image 4
Mike_shots / Shutterstock.com
Fly The Flag – Ai Weiwei
Ai Weiwei
Camilla Greenwell
Eleanor Roosevelt of the United States holding a Universal Declaration of Human Rights poster in French

UN Photo, November 1949, United Nations (Lake Success), New York
Article 1 – We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

Article 2 – These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.

Article 3 – We all have the right to life, and to live in freedom and safety.

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

Article 5 – Nobody has any right to hurt us or to torture us.

Article 6 – We all have the same right to use the law.

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

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

Article 9 – Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.

Article 10 – If someone is accused of breaking the law they have the right to a fair and public trial.

Article 11 – Nobody should be blamed for doing something until it has been proved that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.

Article 12 – Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a very good reason.

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

Article 14 – If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

Article 15 – We all have the right to belong to a country.

Article 16 – Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

Article 17 – Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
Article 18 – We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

Article 19 – We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.

Article 20 – We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don’t want to.

Article 21 – We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.

Article 22 – We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.

Article 23 – Every grown up has the right to a job, to get a fair wage for their work, and to join a trade union.

Article 24 – We all have the right to rest from work and relax.

Article 25 – We all have the right to a good life, with enough food, clothing, housing and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.

Article 26 – We all have the right to an education and to finish primary school, which should be free. We should be able learn a career or to make use of all our skills. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.

Article 27 – We all have the right to our own way of life, and to enjoy the good things that science and learning bring.

Article 28 – We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.

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

Article 30 – Nobody can take away these rights and freedoms from us.
Here are a selection of free resources to support continued teaching around human rights issues:

- The picture book *We Are All Born Free: The Universal Declaration of Human Rights in Pictures* by Amnesty International
- Amnesty International teaching resources and education blogs
- Red Cross – curriculum linked teaching resources for KS1 – 5, about a range of topics including conflict and violence, humanitarianism, migration and refugees.
- Liberty – for current campaigns and up to date information
Fly The Flag education pack
Created by Donmar Warehouse, in collaboration with Liberty
Written by Anne Langford
Edited by Phil McCormack, Rebecca Tarry & Clare Slater
With thanks to Sam Grant and Gracie Bradley at Liberty,
teacher consultants Katy Brown and Tom Edge

Fly The Flag
Lead Artist – Ai Weiwei
Lead Producer – Fuel
Co-Producers – Fuel, Amnesty International, Donmar Warehouse,
Human Rights Watch, Liberty, National Theatre, Sadlers Wells and Tate