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These two sessions will introduce your students to the Universal Declaration of Human Rights and the Fly The Flag project. The first session is designed to act as a standalone session and the second is designed as a follow-on session, to support deeper understanding. All of the resources required to deliver these sessions 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.

**KS2 CURRICULUM LINKS**

**KS2 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:

- L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.

**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: WHAT ARE HUMAN RIGHTS?

KEY LEARNING POINTS:

Students will:

- Understand their human rights as expressed in the Universal Declaration of Human Rights (UDHR)
- Discuss and consider what full expression of their rights might look like and explore simple ways, related to their day-to-day experiences, in which their rights might be violated and how to stand up for them
- Understand what the Fly The Flag project is

YOU WILL NEED:

- Footprints images, one copy of each of the five images
- Picture of the Fly The Flag flag to project or display
- History of the Universal Declaration of Human Rights text, to project or as a handout
- The Universal Declaration of Human Rights, simplified version, one per student
- Whiteboard / flipchart and pens
- Paper
- Pens / pencils
- Image of Eleanor Roosevelt to project or display
- Image of Ai Weiwei to project or display

ACTIVITY 1: INTRODUCTION

0 - 10 mins

Split students into five small groups and give each group a footprint image – ask the groups to discuss what this image makes them think about, using the following questions.

- What made this mark?
- What do we know about who made this mark?
- Why did they make this mark?

Ask each group to share back their ideas.

An artist called Ai Weiwei was inspired by people’s footprints and he has designed a flag with a footprint on as a symbol of human rights. Show the students the flag and ask for their comments.

- What sort of flags are there? (Countries, teams)
- What do flags do? (Tell people we share values or an identity, reminder that we are not alone, something to come together around)
- Why do you think Ai Weiwei has made a flag to highlight human rights? (Human rights are important, we all share them, to encourage more people to think about them)
- What are human rights?
SESSION 1

ACTIVITY 2: EXPLORING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

10 - 20 mins

The following section is presented as an either/or option depending whether or not your students have studied the second world war.

Check understanding of the words – Universal, Declaration and Rights

**Universal**
Relating to everyone

**Declaration**
A statement or announcement, this declaration was written down

**Rights**
A moral, or legal entitlement to have or do something

If students **HAVEN’T** yet studied the second world war

In 1946, a long time ago, lots of different countries joined together in a group called the United Nations.

- Why might countries join together? What sort of things do you think they might try to do as a group?
- Write or project this text onto the whiteboard, you could ask a student to read this out:

  The United Nations is a group of countries who wanted peace and to make life better for everyone, in every country. The United Nations started in 1946. The first thing it did was ask a team of people to think about what makes humans happy, healthy and safe. This team was led by an American person called Eleanor Roosevelt, who was known for standing up for fairness. This team created the Universal Declaration of Human Rights and in 1948, 48 countries who were members of the United Nations agreed to follow these.

If students **HAVE** studied the second world war

Ask students what important event took place between 1939 and 1945? The second world war, this came only 21 years after the first world war. Both of these wars saw millions of people suffer.

- What do you think people wanted most after these wars?
- Ask students if they have heard of the United Nations.
- What do they think it might be?
- Write or project this text onto the whiteboard, you could ask a student to read this out:

  The United Nations is a group of countries who wanted peace and to make sure that the horrors of the first and second world war were never repeated. They joined together in 1946 to prevent future wars and make life better for everyone, in every country. The first thing the United Nations did was ask a team of people to think about what makes humans happy, healthy and safe. This team was led by an American person called Eleanor Roosevelt, who was known for standing up for fairness. This team created the Universal Declaration of Human Rights and in 1948, 48 countries who were members of the United Nations agreed to follow these.
SESSION 1

ACTIVITY 3: IDENTIFYING HUMAN RIGHTS

20 - 40 mins

Split the students into six small groups and say that they are now going to take on the same job as the team led by Eleanor Roosevelt. Give each group a theme; Safety, Fairness, Identity, Education, a good life and Work or Community. Each group have to come up with a list of as many things as possible that they think humans need to have in order to be happy and healthy in relation to that theme.

After five minutes pause and give the students a handout of the simple version of the Universal Declaration of Human Rights. This is the list of things that the United Nations agreed are human rights. As a whole class, take it in turns to read each of the rights out loud.

Ask the groups to identify if any of their ideas are the same as the rights that are listed in the Universal Declaration of Human Rights.

• Are there any rights that they have that are missing from the Universal Declaration of Human Rights?

Explain that in the Universal Declaration of Human Rights children are recognised as needing special protection and so the United Nations created the Convention on the Rights of the Child.

• What extra things would you add to your lists if they were thinking about children? (The right to play, the right to live with their family if it is safe or to be looked after properly if they can't live with their family, the right to have a name, the right to speak their family’s language).

Ask students how they think people’s human rights are supported and protected (through the law, by the government etc).

Explain that one of the most important ways is by everyone, together, supporting and protecting these rights. Ask each group to discuss ways in which they can, in everyday life, support one of the rights of others related to the themes they were discussing. For example, using kind language.

<table>
<thead>
<tr>
<th>Safety</th>
<th>Live somewhere there is peace, safe places to cross the road</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairness</td>
<td>No one should tell lies about us, we should be treated equally</td>
</tr>
<tr>
<td>Identity (or beliefs)</td>
<td>We can choose our religion, allowed to speak our language</td>
</tr>
<tr>
<td>Education and work</td>
<td>Everyone can go to school, not be forced to work</td>
</tr>
<tr>
<td>A good life</td>
<td>We can enjoy the arts, we can have time to relax</td>
</tr>
<tr>
<td>Community</td>
<td>We can meet our friends, we can be involved in how our country is run</td>
</tr>
</tbody>
</table>
ACTIVITY 3: CONTINUED

Ask each group to share some of their ideas. Explain that no-one can take our rights away, as humans we all have these rights. However, people might behave in a way that means we can’t express our rights. Give an example: if we have the right to education but there are no schools, we can’t express our right. Ask the students to suggest some other examples.

ACTIVITY 4: FLY THE FLAG

40 - 50 mins

The artist Ai Weiwei thinks it’s very important we all recognise that we have human rights and that they are important. He would like more people to stand up for human rights.

• What sort of people do the students think would like to stand up for human rights?
• Would they like to?

Ai Weiwei has designed this flag because the Universal Declaration of Human Rights is now 70 years old. In lots of other countries people will also celebrate this anniversary.

• Why might a flag be a good way to recognise human rights?
• Where do they think these flags should be flown?

Lots of places will fly this flag during the same week in June 2019.

• What other things could the students do, as well as Fly The Flag, to recognise how important human rights are?
SESSION 2: MARKING THE IMPORTANCE OF HUMAN RIGHTS

KEY LEARNING POINTS:
Students will:
• Deepen their understanding of human rights as expressed in the Universal Declaration of Human Rights through designing a flag
• Understand what the Fly The Flag project is and have considered how they would like to mark the event

YOU WILL NEED:
• Picture of the Fly The Flag flag to project or display
• Image of Ai Weiwei to project or display
• Plain A4 Paper
• Coloured pencils and/or paints/felt tips
• Whiteboard or flipchart and pens to record student comments

IT’S NICE TO HAVE:
• Collage materials – newspapers, magazines, fabric scraps, scissors, glue

ACTIVITY 1: INTRODUCTION AND RE-CAP

0 - 5 mins

Begin with a discussion re-capping the first session, asking students some simple questions, and recording the answers.

• What are human rights?
• Who has human rights?
• Why are they important?
• Can anyone remember what the Universal Declaration of Human Rights is?
• Can anyone remember how old the Universal Declaration of Human Rights is? (70 years old)
• What happens when there is a special birthday or anniversary – what sort of things do we do? Have a party (reference decorations), cards and gifts, song or speech.
• How do you think the team of people who wrote the Universal Declaration of Human Rights would like us to remember this special anniversary?
**SESSION 2**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dignity</td>
<td>Worthy of honour and respect</td>
</tr>
<tr>
<td>Freedom</td>
<td>The power or right to act, speak, or think as one wants if that does no harm to others</td>
</tr>
<tr>
<td>Equality</td>
<td>Having the same status, rights or opportunities</td>
</tr>
<tr>
<td>Universal</td>
<td>Relating to or done by all people or things in the world or in a particular group</td>
</tr>
<tr>
<td>Rights</td>
<td>That which is morally correct, just or honourable</td>
</tr>
<tr>
<td>United</td>
<td>Joined together politically, for a common purpose or by common feelings</td>
</tr>
<tr>
<td>Protection</td>
<td>Keep safe from harm or injury</td>
</tr>
<tr>
<td>Justice</td>
<td>Behaviour or treatment that is morally right and fair</td>
</tr>
<tr>
<td>Peace</td>
<td>When there is no war, a state of calm</td>
</tr>
</tbody>
</table>

**ACTIVITY 2: A FLAG FOR HUMAN RIGHTS**

**5 - 45 mins**

**Ask the students if they can remember what thing the artist Ai Weiwei has designed to recognise the importance of human rights?**

**Explain that everyone in the class is going to design their own flag to recognise the importance of human rights.**

**Split the class into nine small groups and give each group one word, from the list on the right, and a few minutes to come up with a definition of what they think that word means. Students could be encouraged to use dictionaries or computers/tablets. Share back as a whole group and record on the whiteboard/flipchart.**

**As a whole group ask the students what shapes, colours or pictures their word makes them think about.**

**You can invite students to choose which word they would like to make a flag about, or you can allocate words to students.**

**Encourage students to spend a few minutes designing their flag on scrap paper before creating a flag. You could use sheets of A4, create pennant shaped flags that are turned into bunting, or spend longer and create the flags as a textile or sewing project.**

**At the end of the session allow some time for each student to share their flag and their design ideas.**
ACTIVITY 3: HOW WILL YOU FLY THE FLAG?

45 - 50 mins

Explain that the *Fly The Flag* project is all about making sure as many people as possible understand what their human rights are.

- How can you help the *Fly The Flag* project?
- Who could you tell about what you have learned about human rights?
- Where could we fly this flag?

Finally ask the students to reflect on something interesting they have learned about human rights to close the session.

**You could extend this activity by**

- Selecting a word or one of the articles from the Universal Declaration of Human Rights and writing a thank you letter to Eleanor Roosevelt about why this is important to you.
- Finding out more about Ai Weiwei and his art, creating a classroom display.
- Finding out more about Eleanor Roosevelt, creating a classroom display.
- Reading one of the rights each day and talking about what it means.
- Reading and discussing the Universal Declaration of Human Rights Preamble (simple text version) then practising and speaking it out loud or performing it as a whole class.
These are some suggestions for supporting your students to develop campaigning skills and take action on issues that are important to them. You can use these suggestions to deliver lessons or run extra-curricular activities. Where possible we encourage peer leadership.

**STEP 1**

**Understanding campaigns**

Refresh why the Universal Declaration of Human Rights was created – to make life better for everyone.

Ask the group to think about ways they can share important messages – you may want to refer to handwashing posters in bathrooms, class or school rules, a school motto, assemblies and letters to families.

You may want to research a human rights organisation like Liberty or Amnesty International.

**STEP 2**

**What do we care about?**

Ask the students to discuss the issues that they think are most important to make life better for everyone in their school. You may wish to propose a range of issues, like being kind to one another or tidying up, with a vote to focus the group on one issue.

**STEP 3**

**Campaign planning**

Students work together to create a campaign by completing the following statements:

- The issue we want to campaign about is
- Our aim is
- The people we want to tell about this issue are (other students, school council, teachers, parents and families)
- We will tell people by (making flags, posters, letters, cards, an assembly)
- This campaign group is being set up by (the importance of transparency and honesty when campaigning)
**STEP 4**

**Take action**

Support students to take action – this step may take multiple sessions and we encourage a ‘plan – do – review’ approach. Suggestions for actions include:

- Designing campaign slogans and awareness raising materials eg. Posters, badges, displays, short films
- Presenting at assembly, to the school council or school governors
- A direct action – for example handing out paper straws to encourage a switch from plastic

**STEP 5**

**Reflect**

Encourage students to reflect on what they did and how taking these actions made them feel. This can lead to a conversation about values. It may be worth noting that campaigning for change can be dispiriting if we don’t achieve what we want to, and that change can sometimes take time and need patience.

Lead a discussion about how students can encourage others to behave in new ways – through conversations and demonstrating good behaviour.

Initiate a group discussion inspired by the quote, “Education is the most powerful weapon which you can use to change the world.” Nelson Mandela.
Footprint image 1
Peter Gudella / Shutterstock.com
Footprint image 3
M. Rohana / 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
The United Nations is a group of countries who wanted peace and to make life better for everyone, in every country. The United Nations started in 1946. The first thing it did was ask a team of people to think about what makes humans happy, healthy and safe. This team was led by an American person called Eleanor Roosevelt, who was known for standing up for fairness. This team created the Universal Declaration of Human Rights and in 1948, 48 countries who were members of the United Nations agreed to follow these.
The United Nations is a group of countries who wanted peace and to make sure that the horrors of the first and second world war were never repeated. They joined together in 1946 to prevent future wars and make life better for everyone, in every country. The first thing the United Nations did was ask a team of people to think about what makes humans happy, healthy and safe. This team was led by an American person called Eleanor Roosevelt, who was known for standing up for fairness. This team created the Universal Declaration of Human Rights and in 1948, 48 countries who were members of the United Nations agreed to follow these.
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.
**PREAMBLE**

Because respect for the equal importance of every human being is the only way the world will have freedom, justice and peace;

Because ignoring the rights of human beings has caused acts of hatred that have shocked and saddened the people of the world and we all want to live in a world where people can speak freely what they believe, and where no one is poor or afraid;

Because it is important that the laws should protect all people, so that no one is forced to rebel against cruelty;

Because it is important that countries learn to get along with one another;

Because the peoples of the world have said in the Charter of the United Nations that they believe in human rights, and in the value of each and every man and woman, and they have decided to work for a better world, a better life and more freedom for all people;

Because all member countries of the United Nations have promised to work together to respect human rights and freedoms;

Because all countries need to have the same understanding of what these human rights and freedoms are;

Now, therefore, The General Assembly proclaims This Universal Declaration Of Human Rights, as a rule, to be followed and remembered always by the people and societies of the world, as they teach respect for these rights and freedoms, doing everything possible to be sure they are kept by all the countries of the United Nations and by all the people living in these countries.
Here are a selection of free resources to support continued teaching around human rights issues:

- Amnesty International teaching resources and education blogs
- Amnesty International list of teaching resources about the refugee crisis, including links to a range of interactive games for young people aged 7-19
- Red Cross - curriculum linked teaching resources for KS1 – 5, about a range of topics including conflict and violence, humanitarianism, migration and refugees.
- UNICEF teaching resources for KS2 – 5, about the refugee crisis with a human rights/rights of the child focus
- Save the Children: Complete guide to campaigning for young people
- A research guide for the Universal Declaration of Human Rights, including a link to the verbatim minutes of the meeting at which the Declaration was adopted.
- 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