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**KS3 SESSION PLAN**

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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.
- The National Pupil Database (NPD) is held by the Department for Education, it currently holds data on young people aged 3-21 and has more than 20 million records. Since 2006, the School Census has been conducted three times a year, collecting data from state funded, or partially state funded, schools and education providers. In 2016, the government started asking schools to collect data about students’ nationality, country of birth and English language speaking competencies. It transpired that this data, with individual identifiers, was being accessed by the Home Office and the media. In April 2018, the #BoycottSchoolCensus campaign successfully stopped this data being collected. In addition to the resources in this pack, more detail about this can be found in the Liberty Briefing on the School Census.
- The definition of ‘civil liberties’: only being subject to laws that are for the good of the whole community.
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 may be violated
- Understand what the Fly The Flag project is

YOU WILL NEED:
- School Census Questionnaire, one per student
- History of the Universal Declaration of Human Rights text, to project
- The Universal Declaration of Human Rights simplified version, one per student
- Whiteboard/flipchart and pens
- Paper
- Pens/pencils
- Picture of the Fly The Flag flag to project or display

IT’S NICE TO HAVE:
- Image of Eleanor Roosevelt to project or display
- Image of Ai Weiwei to project or display

ACTIVITY 1: INTRODUCTION

0 - 10 mins

Explain that you will be working on a new project, Fly The Flag, and to begin with there’s a short questionnaire. Allow students three minutes to complete the questionnaire and then collect it in. Avoid answering any questions from students until you have collected the questionnaires in. Then ask them about the experience.

- How comfortable did you feel about filling in the questionnaire? What made them feel comfortable/uncomfortable?
- What information do you think the school holds about you?
- What information do you think the government holds about you?
- How do they feel about this?
SESSION 1

ACTIVITY 1: CONTINUED

Show the students the picture of the *Fly The Flag* flag. This flag has been designed by the artist Ai Weiwei, with the footprint as a symbol for human rights, and in June 2019, this flag will be flown from as many places as possible in the UK.

- Why do you think this project is happening now? (Most people in the UK don’t know what their human rights are, our human rights are precious and threatened)
- Why is a flag a good reminder of human rights? (a symbol of shared values, a reminder that we are not alone, something to come together around)

ACTIVITY 2: IDENTIFYING HUMAN RIGHTS

This session is about human rights. Ask the following questions to the whole class and record the answers.

- What are human rights?
- Who has human rights?

Split the class into small groups and ask each group to answer the following question:

- What are your human rights?

Give the group five minutes to make a list of as many things that they think are rights as they can. Ask the groups to feedback what they have identified and record these answers.

ACTIVITY 3: EXPLORING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Ask the students what happened between 1914 and 1918, and again between 1939 and 1945.

Project the following text on the whiteboard or print copies. You could invite students to read it out.

The first world war and second world war saw millions of people lose their lives. Formed after the wars, the United Nations are a group of countries who wanted peace, and to make sure that the horrors of the first and second world wars 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, Eleanor Roosevelt, who was known for standing up for fairness. Together, they created the Universal Declaration of Human Rights. In 1948, 48 countries who were members of the United Nations signed up to this declaration.
SESSION 1

ACTIVITY 3: CONTINUED

Give each student the simplified version of the Universal Declaration of Human Rights or project them on the board and take it in turns to read them aloud. As a whole class, check understanding.

- Are any of the rights similar to the ideas that they came up with?
- Are there any rights that surprise them?
- Is there anything missing that they came up with on their lists?
- What rights may be affected by collecting information about school students? (the rights possibly being affected are Articles 2, 12, 25 & 26 - clarify that students would need more information about what was being done with the information collected about school students to be certain).

ACTIVITY 4: STANDING UP FOR HUMAN RIGHTS

35 - 45mins

Ask the students how they think people's human rights are supported and protected.

Explain that the Universal Declaration of Human Rights is not a legally binding document. Ask if the students know what legally protects their rights in the UK? (government, legal system)

The students' rights are protected by two legally binding treaties (agreements between countries), the UN Convention on the Rights of the Child which offers extra protection for children and young people under the age of 18 and the European Convention of Human Rights.

Throughout this moment of change in the UK, we will remain a signatory of the European Convention on Human Rights, which is currently enforced in UK law through the UK Human Rights Act. However, Liberty, and other organisations, remain concerned about how and which human rights will be protected after Brexit. They are working closely across the political spectrum to secure human rights. For a current update on the impact of Brexit please refer to the Liberty website.

Their rights are also protected by the Human Rights Act, a UK law that means that every public body, such as schools, hospitals and the police, have to actively promote and uphold human rights.

Explain that one of the most important ways to stand up for rights is by everyone supporting and protecting them. For example, not using racist language. Give each group three minutes to discuss practical, everyday ways they can support their own and other people’s human rights.

Ask each group to share their suggestions.

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. As a whole class discuss things that might be a violation of rights. For example, if someone treats us differently because of our gender.
ACTIVITY 5:
YOUR INFORMATION RIGHTS

45 - 50mins

Introduce that each student in the class has a record on the National Pupil Database, which the Department of Education, part of the government, manages.

- Why might it be beneficial to the government to track pupils and what they achieve?

Ask the students what they would like you, the teacher, to do with their School Census questionnaires they filled out earlier in the session. Then do as they ask.

Explain that at the next session you'll be exploring how some organisations have worked hard to make sure that collecting, keeping and using information kept on the National Pupil database is done in a way that protects students' human rights.
SESSION 2: HUMAN RIGHTS STUDY: SCHOOL CENSUS

KEY LEARNING POINTS:
Students will:
• Deepen their understanding of human rights as expressed in the Universal Declaration of Human Rights through a case study of the School Census
• Discuss the human rights issues around the School Census
• Consider the role Liberty, a non-governmental organisation (NGO), plays in society
• Consider why the Fly The Flag project is happening, have an opinion about the project and consider how they would like to recognise the Universal Declaration of Human Rights.

YOU WILL NEED:
• Picture of the Fly The Flag flag to project or display
• School Census Briefing, one per student
• The Universal Declaration of Human Rights simplified version, one per student
• Whiteboard/flipchart and pens

IT’S NICE TO HAVE:
• Image of Ai Weiwei to project or display

ACTIVITY 1: INTRODUCTION AND RE-CAP

0 - 5 mins
Show students the flag and ask them what they think the footprint might be a symbol of?
Ask students to re-cap what they remember about human rights.
• What rights/articles can they remember?
• Which of the rights they think is most important?

Explain that in the introduction of the Universal Declaration of Human Rights, it says that all rights are as important as the others and cannot be separated. They are all important for individual humans and communities to be happy, healthy and safe.
ACTIVITY 2: DEFENDING HUMAN RIGHTS

5 - 15 mins

Explain that human rights can never be taken away, they can however be ignored or violated. For example, you can never take away someone’s right to education, but if there is no training or pay for teachers, a young person’s right to education might be violated.

Split students into five small groups, give the groups five minutes to think about ways in which human rights can be defended.

- What simple, everyday actions can students do to stand up for human rights, of themselves and others? For example, not using racist language.

Ask the groups to feedback. Ask the students if they know of any groups who defend human rights. Introduce Liberty, an organisation that works to promote human rights and protect civil liberties through a combination of testing laws in court cases, lobbying politicians (trying to influence them), campaigning and research. Liberty are one of the organisations trying to make sure that the information on the National Pupil Database is collected and stored in a way that doesn’t affect students’ human rights.

ACTIVITY 3: THE SCHOOL CENSUS AND HUMAN RIGHTS

15 - 35 mins

Give students the Schools Census Briefing and ask the group to read it aloud. Check understanding and then discuss the two sets of questions.

- Why might this information be useful or important for schools, the government and people planning education across the country? Who do you think they should be allowed to share it with? Other parts of the government? The media? Private companies?

- Why do you think this information (about nationality, country of birth and English proficiency) was being collected? Do you think that it is appropriate?

Project the list of human rights onto the whiteboard, as a whole group determine which human rights might have been disregarded or violated. The rights possibly being affected are Articles 2, 12, 25 & 26 – discuss the students reasoning behind their suggestions.

ACTIVITY 4: THE SCHOOL CENSUS – RAISING AWARENESS

35 - 45 mins

Give each group five minutes to come up with at least two ideas of how they would raise awareness of the National Pupil Database and School Census among other students and their parents. Explain that the #BoycottSchoolCensus campaign put adverts on bus stops.

Ask each group to share their ideas back and discuss the advantages and disadvantages of these ideas.
ACTIVITY 5: ABOUT FLY THE FLAG

45 - 50 mins

Ask the students who they think should stand up for human rights? Explain that in June 2019 the school will be taking part in Fly The Flag for human rights.

• Do they think this is a good project for the school to be involved in? Why?

Ask for suggestions of what else the students and school community could do when they Fly The Flag to recognise the importance of human rights.

You could extend this activity by

• Finding out more about Ai Weiwei and his work
• Finding out more about Eleanor Roosevelt and her activism
• Finding out more about human rights organisations like Liberty, Human Rights Watch, Amnesty International or others
• Reading the Universal Declaration of Human Rights Preamble and discussing the implications of it. Whether students agree with it, if there is anything they would add or take away.
DEVELOPING CAMPAIGNING SKILLS

These are some suggestions for supporting your students to develop campaigning skills and take action about 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.

This overview is designed to give students the skills and experience to take an active role in deciding how to *Fly The Flag* in their school in June 2019. Students might run a lunchtime or after school session of their own, engage family members or influence the school council.

**STEP 1**

**Understanding campaigns**

Refresh why the Universal Declaration of Human Rights was created – by passionate and motivated individuals and groups who had clear aims. You can reflect on what students learned about campaigning from their session about the School Census.

Research a human rights campaign group – Liberty, Human Rights Watch, Amnesty International or another.

- What does this group do?
- Who are they trying to change?
- How do they get their message across?

**STEP 2**

**What do we care about?**

Ask the students to identify and discuss the issues that they think are most important to create a positive change for human rights in their school e.g. use of discriminatory language. Students could be supported to pitch issues they think are important with a vote, to focus the group on one issue.
DEVELOPING CAMPAIGNING SKILLS

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
- This issue is about the following human rights (list the articles and the rights)
- The people we want to reach with our message are (other students, school council, school senior leadership team, parents and families)
- We will use these methods to get our message to those people (letter writing, awareness raising with posters, events and competitions, assemblies)
- 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 or creating campaign slogans and awareness raising materials e.g. Flags, posters, flyers, displays, t-shirt designs, short films, other collateral (keyrings, awareness wristbands)
- 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 what, if anything, they achieved. 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. Ask the students what skills they have developed, how their actions have made them feel and what the long-term outcomes may be for themselves.

Lead a discussion about who the students can influence and how – encourage students to think about conversations they have, their behaviour and the companies they support by buying products. This can lead into a discussion about values and how our actions can demonstrate or support our values.

Initiate a group discussion inspired by the following quotes, reflections on who we can influence and how, and the students campaigning experience.

“Be the change that you wish to see in the world.” Mahatma Gandhi

“Education is the most powerful weapon which you can use to change the world.” Nelson Mandela
### FLY THE FLAG SCHOOL CENSUS QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Your name</th>
<th>How many sisters or step-sisters do you have?</th>
<th>Your shoe size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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| Your class                 | Your favourite family food                     |                                     |
|----------------------------|-----------------------------------------------|                                     |
|                             |                                               |                                     |

<table>
<thead>
<tr>
<th>Your school</th>
<th>What languages do you speak?</th>
<th>The size of your handspan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Please measure the width of your hand from thumb to little finger.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many brothers or step-brothers do you have?</th>
<th>Your eye colour</th>
</tr>
</thead>
<tbody>
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cm
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 first world war and second world war saw millions of people lose their lives. The United Nations are a group of countries who wanted peace and to make sure that the horrors of the first and second world wars 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, Eleanor Roosevelt, who was known for standing up for fairness, and they created the Universal Declaration of Human Rights. In 1948, 48 countries who were members of the United Nations signed up to this declaration.
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.
The National Pupil Database started in 2002. It contains data about pupils aged 2-19 who are in nurseries, primary and secondary state schools and academies, special schools, Pupil Referral Units, sixth forms and colleges. The Department for Education manage the database and schools send the information they collect to it. It has records on about 20 million individuals. The information is collected through a census taken three times a year.

The database includes the following information:
- Name
- Date of birth
- Address
- Gender
- Educational attainment (exam and test results)
- Eligibility for free school meals
- Information about special educational needs
- Detailed information about any absences and exclusions

Why might this information be useful or important for schools, the government and people planning education across the country?

Who do you think they should be allowed to share it with? Other parts of the government? The media? Private companies?

In 2016 the Education Act, the laws that cover education, was updated and the Department for Education asked schools to collect new information about pupils:
- Nationality
- Country of birth
- Proficiency in speaking, reading and writing in English

Why do you think this information was being collected? Do you think that it is appropriate?

Liberty and Against Borders for Children, a grassroots campaign group, were concerned that the information collected about the nationality of pupils was violating their human rights and might be used inappropriately.
Their research found that:

- The census forms did not make it clear that parents had a right to refuse to give information
- Pupils were asked in tutor group for their nationality or country of birth, meaning their parents could not refuse to give the information
- Some pupils whose names did not sound ‘British’ were asked to provide information about nationality while other pupils were not asked
- Schools used information they already had without informing parents
- The Department for Education had initially intended to share the data with the Home Office, and only went back on that agreement following public outcry

#BoycottSchoolCensus was a campaign led by Against Borders for Children, that Liberty and other organisations were part of and it:
- Organised boycotts – encouraged parents, teachers and schools not to submit or collect the information
- Lobbied politicians – made sure politicians in the House of Commons and the House of Lords understood the problem and were working to stop the collection of this information
- Made a legal challenge – taking the government to court to prove that this was not legal

200,000 children and families refused to give nationality and country of birth data to their school, and for 2 million children, schools did not give nationality or country of birth data to the Department for Education.

In April 2018 the #BoycottSchoolCensus campaign was successful and the Department of Education stopped asking schools to collect information about nationality and country of birth of pupils.
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