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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 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 student protests in November 2010 were against the raising of the cap on university fees, from £3,000 to £9,000. On 24 November 2010, a group of protesters, including children under the age of 18 in school uniform, were subject to a policing tactic called kettling. The protesters were contained on Whitehall and kept for up to 10 hours. In addition to the resources in the pack this article provides more background on the incident and the civil case.
- The definition of ‘civil liberties’: only being subject to laws that are for the good of the whole community.
- The definition of ‘civil cases’: the civil law exists to protect individuals against one another and the state. Claimants must prove that there was a duty of care, that duty of care was breached and that breach caused injury or loss. The standard of proof is lower than in a criminal trial: the claimant need only prove their case on the balance of probabilities in order to succeed.

**Content Note:** It’s 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 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.
KS4 CURRICULUM LINKS

**KS4 Citizenship Curriculum, Department for Education (non-statutory)**

Building on the Key Stage 3 programme of study to deepen pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

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

These session plans support the Wider World theme:

- **L2.** about the unacceptability of all forms of discrimination and how to challenge it, prejudice and bigotry in the wider community including the workplace.
- **L3.** to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of ‘shame’ and ‘honour based’ violence).
- **L16.** about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions).
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)
- Understand the origins of the Universal Declaration of Human Rights
- 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:
- One copy of the Student Protests 2010 text cut into strips
- The Universal Declaration of Human Rights, simplified version, one per student
- Whiteboard/flipchart and pens
- Electrical tape in a bright colour or chairs to mark out a space
- Picture of the Fly The Flag flag to project or display

ITS NICE TO HAVE:
- Image of Eleanor Roosevelt to project or display
- Image of Ai Weiwei to project or display

ACTIVITY 1: INTRODUCTION

Prepare the room before students arrive. Clear an area where all the students in the class can stand, they should be standing close together but not too tightly packed. Mark the area out with tape or chairs facing out so students can't sit down. Make sure you can return the students to working in small groups with minimal re-organisation.

As students enter give them each one piece of the Student Protests 2010 text, which you will find on pages 13-19 of this pack. Ask them to stand in the area that you have marked out. Call out the numbers (1-27) and ask the students to read out their text when they hear their number.

- What did you notice about what you have read or heard?
- What did it feel like to be standing in this confined space? What might it have felt like to be kettled? How do you think the student protesters behaviour might have been affected by the experience of being kettled?
- Who was in the wrong? Why?
SESSION 1

ACTIVITY 2: IDENTIFYING HUMAN RIGHTS

15 - 30 mins

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 six 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 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

30 - 45 mins

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 all out loud. Introduce that this is the Universal Declaration of Human Rights, it was created in 1948 by the United Nations.
- Are there any rights that surprise them?
- Is there anything missing that they came up with on their lists?
- What rights may be impacted by the kettling incident that they learned about at the beginning of the session? (The rights possibly being impacted are Articles 3, 5, 9, 20 & 25 – clarify that students would need more information to be certain)

Ask the participants why they think the Declaration might have been drawn up in 1948?
- What significant events happened between 1914 – 1918 and 1939 – 1945?

ACTIVITY 4: ABOUT FLY THE FLAG

45 - 50 mins

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)
- What sort of reaction do you think the Fly The Flag project might provoke?
SESSION 2: HUMAN RIGHTS CASE STUDY: PROTEST

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 kettling of student protesters in 2010
- Discuss the human rights issues surrounding the kettling of student protesters in 2010
- Consider the role of Liberty and other human rights non-governmental organisations (NGOs) in society
- Understand the relationship between the Universal Declaration of Human Rights, the United Nations Convention Rights of the Child, the European Convention of Human Rights and the UK Human Rights Act
- Consider why the *Fly The Flag* project is happening, have an opinion about the project and consider how they would they would like to recognise the Universal Declaration of Human Rights

YOU WILL NEED:

- A copy of the Student Protests 2010 text in full, one between two students
- The Universal Declaration of Human Rights, simplified version, one per student
- Whiteboard/flipchart and pens
- 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 AND RE-CAP

0 - 5 mins

Project the *Fly The Flag* image. Ask students to re-cap what was discussed in the last session. Ask how many human rights they can remember, record their answers.

ACTIVITY 2: KETTLING AND HUMAN RIGHTS

5 - 25 mins

Explain that human rights can never be taken away, they can however be disregarded 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 the class into small groups and give them the Student Protests 2010 text and a copy of the Universal Declaration of Human Rights. Ask the students to identify which human rights may have
SESSION 2

ACTIVITY 2: CONTINUED

been violated for the student protesters under the age of 18 and which for those over the age of 18. Ask the group to feedback their thoughts. The rights possibly being impacted are Articles 3, 5, 9, 20 & 25 – clarify that students would need more information to be certain. Article 25 relates specifically to people under the age of 18, who are provided with extra protection.

• Are there any conflicts that arise when trying to realise everyone’s human rights? (When trying to keep non-protesters in the area safe, for example)

Finally ask the students which human rights are most important. Allow some discussion, then explain that in the introduction to the list of rights the Declaration makes it clear that the rights are ‘indivisible’.

• What do students think that means? (All rights are equal and violating one is as bad as violating all)

• Why is this interesting or important that rights aren’t ranked? What are the students’ opinion on this?

ACTIVITY 3: DEFENDING HUMAN RIGHTS

25 - 35 mins

Give the groups five minutes to discuss who should have behaved differently, and how they should have behaved to ensure that everyone’s human rights were defended during the protest. Ways in which human rights can be defended. Ask for feedback.

Explain that the Universal Declaration of Human Rights is not a legal document – it is a statement. 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. 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.

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.

Liberty, Amnesty International and Human Rights Watch are examples of independent organisations who work in different ways to defend human rights. Liberty is an organisation that works to promote human rights and protect civil liberties through a combination of testing laws in court cases, lobbying politicians, campaigning and research. Liberty is a membership organisation. Liberty supported one of the students mentioned in this kettling incident to bring a civil court case (not a criminal case) and started a legal review, to interrogate whether the act of kettling then was legal.
ACTIVITY 3: CONTINUED

- Why do you think it’s important that Liberty does things like this? (Standing up to power and making sure the government and organisations act within the law, and that the law is protecting people’s human rights)

The civil case was settled out of court (some money was paid to the student but the police did not admit to being at fault) and the legal review determined that kettling was acceptable, but some clearer guidelines were issued to the police. Ask students for their thoughts on this.

The Universal Declaration of Human Rights places responsibility for defending human rights on everyone – ask the students for some every day, simple, practical examples of how they can stand up for human rights, of themselves and others. For example, not using racist language.

ACTIVITY 4: HOW WILL YOU ‘FLY THE FLAG’?

35 - 50 mins

Project the Fly The Flag flag, ask students if they remember who designed the flag?

Ai Weiwei, an artist who has experienced being exiled with his family, being secretly detained without trial for 81 days, and having his passport removed by the Chinese government. He is very outspoken about human rights.

In June 2019, the Fly The Flag project is inviting and encouraging as many places as possible to recognise the importance of human rights.

- What do you think your school could do to recognise the importance of human rights?
- What actions could you take?

You could extend this activity by

- Finding out more about Ai Weiwei, his art and activism
- Finding out more about Eleanor Roosevelt and her activism
- Finding out more about human rights organisations like Liberty, Human Rights Watch, Amnesty International and others
- Finding out more about the United Nations and its role today
- Reading the Universal Declaration of Human Rights Preamble and discussing the implications of it, whether students agree with it, and if there is anything they would add or take away.
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 extracurricular 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 June 2019, linking their school to their local community. Students might support transition work with primary schools, lead assemblies, arrange displays, run a lunchtime or after school session of their own, engage family members, influence the school council, school governors and other school partners.

STEP 1
Understanding campaigns
Reflect on how 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 for change and the complexity of issues from their session about the kettling of student protesters.

• What do they do?
• Whose attention are they trying to get?
• How do they get their message across?
• What sort of image do they have?
• How are they funded?

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 local community e.g. air pollution. Students could be supported to pitch issues that they think are important, 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 aims are
  1. 
  2. 
  3. 
• This issue is about the following human rights (list the articles and the rights)
• The other organisations campaigning about this issue are
• The people we want to reach with our message are (other students, school council, school senior leadership team, parents and families, local people, local Councillors, local MP)

• We will use these methods to get our message to those people (letter writing, petition, encouraging others to take action, competitions, organising events, fundraising, direct actions)
• We will raise the profile of our campaign by (posters, assemblies, social media, face to face canvassing, lunchtime stall)
• We will get support/funding for our campaign from
• This campaign group is being set up by (refer to transparency and honesty)

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 and creating campaign slogans and awareness raising materials e.g. posters, flyers, social media posts, t-shirt designs, short films, other collateral (keyrings, awareness wristbands)
• Writing to local politicians, including councillors and your MP
• Creating an event, an assembly or something more informal like a break time event or a gig
• 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 and others.

Spheres of influence task

- Show students how to map their spheres of influence.
- Draw a small circle in the centre of a piece of paper and ask students to write their name in it.
- Draw three more concentric circles around this, don’t worry about being neat.
- In the circle closest to their name they should write the names of the people they can influence most strongly, for example close family and friends.
- Expanding outwards, encourage students to think about the other people and organisations they can influence.
- Encourage students to think about the ways in which they influence others – through direct contact, through modelling behaviour, how they spend their money and time.
- Ask students to think about an issue that is important to them and consider one action they can take in each of the circles to influence change e.g. Talk to a family member to raise their awareness, tag and share some social media posts with friends, stop, or start, shopping somewhere and let the company know why.

Initiate small group discussions, with feedback to the whole group, inspired by the following quotes, spheres of influence task and the students’ campaigning experience.

- “Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.” Margaret Mead
- “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
1. On 24 November 2010 several thousand people, including school and university students, walked out of schools and colleges in London and travelled to central London.

2. Similar walk-outs happened across the UK and some students arranged sit in protests in their schools.

3. They were protesting spending cuts to further education for 16-18 year olds. This included scrapping the EMA grant which helped people afford to go to college.
4. They were also protesting against raising the cap on tuition fees for university, which would mean the cost of university could go up from £3,000 to £9,000 per year.

5. Students as young as 15, many in school uniform, were involved in the protest which met in Trafalgar Square in London and marched along Whitehall (a road linking Trafalgar Square with the Houses of Parliament).

6. A protest earlier in the month had resulted in a group occupying the Conservative Party headquarters, breaking a window and spraying graffiti.

7. An extra 1,000 police were brought in from around London to manage the protest.
8. At 1pm police prevented protesters from entering Parliament Square, next to the Houses of Parliament.

9. A newspaper reporter at the protest said at this point the protesters were noisy but good natured.

10. Protesters tried to push through the police line to Parliament Square, which led to clashes.

11. An empty police van had been left in the middle of the crowd. Some protesters vandalised it, smashing windows, climbing on the roof, putting a smoke bomb inside and spraying it with graffiti.
12. A group of school girls encircled the van – telling other protesters they weren’t there to fight the police and that damaging the van wasn’t the right thing to do.

13. The protesters were kept on Whitehall, surrounded by police on all sides, a tactic known as kettling.

14. At about 6pm police on horses charged at one end of the crowd to push them back.

15. Police said that they didn’t charge at the protesters, describing it as crowd control using horses, despite video footage of the incident.
16. About 1,000 protesters escaped and ran around London, some committing acts of vandalism like knocking over bins, throwing traffic cones into the road, damaging bus shelters and ticket machines.

17. Hundreds of protesters were unable to escape and remained kettled in Whitehall.

18. Police falsely informed the media that the protesters were provided with water and toilet facilities, they were not.

19. It was very cold and as the evening wore on some protesters lit fires to keep warm. When a ticket machine was set on fire the police intervened to put it out.
20. A 15 year old GCSE student’s foot was broken while trying to leave the kettle, she was left alone and without medical attention in the kettled area.

21. A 17 year old A-Level student asked police for access to a toilet for 6 hours and then, after using a toilet, was returned to the kettled area.

22. A 19 year old’s ankle was broken in a surge of protesters being moved by police. He was not offered medical attention and when he asked, no police knew where he could get it.

23. Between 9 and 10pm the protesters started to be allowed to leave, nearly 10 hours after they had first been stopped.
24. Some protesters were searched, photographed and had their names and addresses taken as they left.

25. During the day of protests 41 people were arrested and seven police officers and at least 11 protesters were injured.

26. Emma Norton, legal officer at Liberty, said: “Policing demonstrations is no easy task but the police must distinguish between the law-abiding majority and the handful intent on violence.”

27. Scotland Yard justified kettling, saying it was crucial to contain people and the threat of disorder while minimising the use of force.
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948
SIMPLIFIED VERSION BY AMNESTY INTERNATIONAL UK

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.
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
Fly The Flag – Ai Weiwei
Ai Weiwei
Camilla Greenwell
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

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