“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

ELEANOR ROOSEVELT,
CHAIR OF UNITED NATIONS COMMISSION ON HUMAN RIGHTS, 1958
## INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to use this pack</td>
<td>5</td>
</tr>
<tr>
<td>Useful background information for teachers</td>
<td>6</td>
</tr>
<tr>
<td>Content note</td>
<td>5</td>
</tr>
<tr>
<td>Language note</td>
<td>5</td>
</tr>
<tr>
<td>About <em>Fly The Flag</em></td>
<td>7</td>
</tr>
</tbody>
</table>

## PRIMARY

### Key Stages 1 & 2

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly inspirations</td>
<td>8</td>
</tr>
<tr>
<td>Reflections / discussion questions</td>
<td>11</td>
</tr>
<tr>
<td>Suggestions for teacher and student co-led assemblies</td>
<td>11</td>
</tr>
<tr>
<td>A 15 minute assembly for students who have not studied human rights</td>
<td>12</td>
</tr>
<tr>
<td>A 15 minute assembly for students who have studied human rights</td>
<td>12</td>
</tr>
</tbody>
</table>

## SECONDARY

### Key Stages 3, 4 & 5

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly inspirations</td>
<td>13</td>
</tr>
<tr>
<td>Reflections / discussion questions</td>
<td>17</td>
</tr>
<tr>
<td>Suggestions for teacher and student co-led assemblies</td>
<td>17</td>
</tr>
<tr>
<td>A 15 minute assembly for students who have not studied human rights</td>
<td>18</td>
</tr>
<tr>
<td>A 15 minute assembly for students who have studied human rights</td>
<td>18</td>
</tr>
<tr>
<td><em>Writing Wrongs</em> invitation</td>
<td>19</td>
</tr>
</tbody>
</table>
## RESOURCES

<table>
<thead>
<tr>
<th>Article One, UDHR</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amnesty <em>Right up your Street</em> illustration</td>
<td>23</td>
</tr>
<tr>
<td>Eleanor Roosevelt ‘Small Places’ quote</td>
<td>24</td>
</tr>
<tr>
<td>Eleanor Roosevelt image</td>
<td>25</td>
</tr>
<tr>
<td>Ai Weiwei image</td>
<td>26</td>
</tr>
<tr>
<td>Flag image</td>
<td>27</td>
</tr>
<tr>
<td>The Universal Declaration of Human Rights, simplified version</td>
<td>28</td>
</tr>
<tr>
<td>The Preamble to the Universal Declaration of Human Rights, plain text version</td>
<td>30</td>
</tr>
<tr>
<td>Universal Declaration of Human Rights quick quiz</td>
<td>32</td>
</tr>
<tr>
<td>Links to additional resources</td>
<td>34</td>
</tr>
</tbody>
</table>
HOW TO USE THIS PACK

This pack will support you in delivering assemblies to introduce your students to the Universal Declaration of Human Rights (UDHR) and the Fly The Flag project. It complements the free teaching resources for Key Stages 1-5 available on the Fly The Flag website. This resource can be used to build on student’s knowledge if they have completed the Fly The Flag lessons, it can also support you to deliver assemblies that are an introduction to human rights.

In this pack you will find a menu of suggestions and resources that you can select from to create an assembly that meets the needs of your students and school. It is organised by primary and secondary level. You can use this pack to develop a whole school or year assembly, or to create a moment of reflection in class or tutor time.

The ‘Useful Background Information for Teachers’ section will ensure that you understand the human rights context. You can use this to introduce your assembly. There are also suggestions for assemblies that students participate in, or jointly lead with teachers. At the back of the pack you will find a range of resources that you can use to create presentations.

Content note: It is important to be conscious of the personal circumstances of your students and plan your assembly accordingly. Some of your students’ human rights may currently not be being met, for example, around housing, health or refugee status. Raising and discussing these issues in an assembly 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.
Fly The Flag is a project to encourage people to learn about, and defend, their human rights.

There is a special Fly The Flag week during 24-30 June 2019.

Lots of different arts organisations across the whole of the UK have worked together with human rights organisations to make the project happen. Lots of people in the UK aren't aware of what their human rights are, or how their lives are positively affected by human rights every day.

The arts enable people to imagine new ways of being, or doing things, and can play a significant role in creating meaningful change, for individuals, communities and systems. The arts can help us learn about, express, and defend our human rights.

The artist Ai Weiwei was asked to design a flag as a symbol for human rights.

Ai Weiwei has experienced violations of his human rights and has created art work and films in response to violations of people’s human rights, including those of refugees.

The flag is something that people can rally around. It can be used in celebration, in protest or hung to let people know that a particular place respects human rights.

Every school in the country has been invited to join in and Fly The Flag, learning about human rights especially during Fly The Flag week, 24-30 June 2019. Article 26 of the UDHR is the right to an education and to learn about human rights.

Our human rights are inalienable and indivisible, that means everyone has the same rights, no-one can take them away from you, and each right is as important as the others.

Human rights can be exercised – for example, coming to school for a free education, enjoying the arts, accessing healthcare.

Human rights can be violated – for example, when people aren't treated equally because of their race, gender, faith or sexual orientation, when there isn't adequate housing for people, when refugees aren't welcomed somewhere.

Human rights can be defended – by speaking up about human rights violations, through protest, lobbying leaders and organisations and through the courts.

We need to know what our human rights are in order to defend them.
Fly The Flag is an ambitious collaboration between arts organisations and human rights charities, marking the 70th anniversary of the Universal Declaration of Human Rights. We invited artist and activist Ai Weiwei to design a flag as a symbol for universal human rights, which was unveiled at our launch on the anniversary date, 10 December 2018.

The project was born out of the realisation that today many people in the UK don’t know what their human rights are, and we risk forgetting them at our peril.

From 24–30 June 2019, from the Highlands of Scotland to the coast of Cornwall via cities, towns and villages across the UK, in galleries and theatres, shopping centres and offices, schools and libraries, both physically and online, people are coming together to recognise that human rights are for everyone, every day. We’re really pleased that your school is joining in with this powerful UK-wide moment of hope, togetherness and creativity.

We invite you to share your schools’ Fly The Flag activity with us on social media. @FlyTheFlag70 #FlyTheFlag70
FILM: ‘EVERYBODY’

4 mins

Everybody – Amnesty International introduction to the UDHR animation and live action video (film duration: 3 min 37 secs - to start of credits).

This short film introduces the UDHR using animations based on ‘We Are All Born Free’, a picture book for children by Amnesty International.

Ask the students what they remembered or noticed in the film.

INTERACTIVE ACTIVITY: RIGHT UP YOUR STREET

10 mins

Amnesty International - Right up your street illustration on page 23. Project this image and lead a simple quiz.

Can you spot - children going to school? Somebody to vote for? People talking about their religion? People enjoying time with their family? People enjoying music? People protesting about something that they are unhappy about?

These are all examples of people enjoying their human rights.

Who else is being treated fairly in this picture?

Who might be being treated unfairly in this picture? Children who are soldiers, the homeless person, possibly the people being taken to prison, the child who is about to be hit.

This picture is all about our human rights, they are for all of us, everywhere.
INTERACTIVE ACTIVITY: UNDERSTANDING ARTICLE 1

10 mins

Ask a teacher, or student, to stand up in front of everyone and ask for suggestions of what this person needs to be healthy, happy and safe.

Prompt questions could include – Where do they live? Who do they live with? What are they allowed to do? What do they enjoy? How do they stay healthy?

You could ask another teacher to write down students’ suggestions on post-it notes and stick them on the person who is standing at the front or write them up on a flipchart or board.

Share Article 1 of the UDHR on page 22 of this pack. You could ask a student to read the quote. Include definitions of what the words mean. You can introduce the idea of dignity by asking the students to think about a time that someone didn’t respect them: how did that feel? When we hurt other people with words or actions, we don’t allow them dignity.

INTERACTIVE ACTIVITY: ‘SMALL PLACES’

5 mins

Ask the students to think about all the places they go. You could collectively make a list. For example, school, home, friend’s homes, the park, the swimming pool, shops, library etc.

Project the image of Eleanor Roosevelt, page 25.

This is Eleanor Roosevelt, an American who was put in charge of helping countries agree what the list of human rights should be in 1948. Lots of governments sent representatives to have these conversations and eventually they produced a list, called the Universal Declaration of Human Rights. This list has been translated into more languages than anything else, and the laws of lots of different countries are based on this list. However, Eleanor Roosevelt thought that ‘human rights begin... in small places, close to home – so close and so small that they cannot be seen on any maps of the world.’

Invite the students to notice how the things that a person needs to be healthy, happy and safe also enable them to experience freedom, equality and dignity. These are all human rights – things we are entitled to, just by being human.
INTERACTIVE ACTIVITY: ‘SMALL PLACES’ CONTINUED

You could invite students to talk to the person sitting next to them or invite suggestions from the whole assembly. Why is it important that you are treated equally in [places suggested by students]? How can you make sure that other people are treated equally in [places suggested by students]? What can you do in [places suggested by students] to make sure that people are treated with dignity?

OBSERVE AND REFLECT ACTIVITY: THE FLAG, WHAT DOES IT MEAN?

3 mins

Project the flag, page 27.

What is this an image of? What do you think it means or symbolises?

This is an image of a flag designed by the artist Ai Weiwei to be a symbol for human rights.

Why are artists, and arts organisations like theatres and galleries interested in human rights? Artists, and making art – writing, drawing, theatre, music – can change the way we think and act. The arts can help us move closer to a world in which everyone’s human rights are respected. The right to make and enjoy art are one of our human rights.
<table>
<thead>
<tr>
<th>Reflection Questions</th>
<th>Suggestions for Teacher and Student Co-Led Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can kindness and fairness change the world?</td>
<td>Individual students or small groups create a picture to illustrate specific articles, these can form a display or be photographed and used in a Powerpoint.</td>
</tr>
<tr>
<td>Why is making art important?</td>
<td>Students create a series of tableau (freeze frames or still images) to represent specific articles of the UDHR, with the teacher or other students reading the article.</td>
</tr>
<tr>
<td>Can ordinary people change the world? How?</td>
<td>Share flags the students make as part of <em>Fly The Flag</em> lessons.</td>
</tr>
<tr>
<td>What can you do to treat everyone fairly?</td>
<td>Sharing a class declaration, created as a follow-on activity to the <em>Fly The Flag</em> lessons.</td>
</tr>
<tr>
<td></td>
<td>Sharing a presentation about Eleanor Roosevelt or Ai Weiwei, created as follow on activity to the <em>Fly The Flag</em> lessons.</td>
</tr>
</tbody>
</table>
ASSEMBLY FOR STUDENTS WHO HAVE NOT STUDIED HUMAN RIGHTS

15 mins

Begin with the *Fly the Flag* flag projected – use the *Useful Background for Teachers* on page 6 to help you introduce the assembly and the flag designed by Ai Weiwei (3 mins).

Show the Everybody Amnesty International film (4 mins).

Do the *Small Places* – interactive activity (5 mins).

Select a reflection question for silent reflection or discussion with a partner, or back in the classroom (3 mins).

ASSEMBLY FOR STUDENTS WHO HAVE STUDIED HUMAN RIGHTS

15 mins

Begin with the *Fly The Flag* flag projected – ask students to remind you what the flag is and use the *Useful Background for Teachers* on page 6 to help you introduce the assembly and the flag designed by Ai Weiwei (3 mins).

Do the Understanding Article 1 – Interactive activity (10 mins).

Select a reflection question for silent reflection or discussion with a partner, or back in the classroom (2 mins).
FILM: INTRODUCTION TO THE UDHR

5 mins

The following films are a useful starting point or a refresher to remind students of what their human rights are.

UK Equality and Human Rights Commission video (1 min 49 secs) An introduction to human rights, and the UDHR with a particular focus on the UK, OR.

Amnesty International: Human rights in two minutes (2 min 33 secs) An introduction to the development of the UDHR, and an overview of the different rights, their indivisibility and the role of everyone in upholding those rights.

Ask students how many of their human rights they can name? Why is it important to know what your human rights are? (If you know what they are you can defend them, and challenge those who are violating them).

FILM: ABOUT FLY THE FLAG

10 mins

Ai Weiwei talks about Fly The Flag (film duration: 2 min 35 secs) – if your students have some knowledge of human rights

A short film in which Ai Weiwei talks about his design process for the flag, human rights and how we are all responsible for defending them.

What do you think about the footprint as a symbol for human rights? What do you notice about Ai Weiwei’s process of designing the flag?

Why do you think the Fly The Flag project is happening now? (Not many people know their human rights, human rights are at risk in the UK and around the world).

Why are artists, and arts organisations like theatres and galleries interested in human rights? (Artists, and making art - writing, drawing, theatre, music - can change the way we think and act. The arts can help us move closer to a world in which everyone’s human rights are respected. The right to make and enjoy art are one of our human rights).
FILM: WARNING SIGNS

10 mins

Rights Info: The Warning Signs video (film duration: 5 min 37 secs) – if your students have some knowledge of human rights.

This short film focuses on three occasions in history when people’s human rights have been violated in the most extreme way, through genocide - the deliberate killing of a large group of people of a particular nation or ethnicity.

In this video, three people with personal experience describe the process that led up to genocide, in particular the ‘othering’ of particular groups of people, their dehumanisation and the erosion of their rights.

Ask students what they noticed and if they recognise anything that was talked about in the film happening now. Do they recognise any of these things in the communities they live in? Ask for examples.

READ AND REFLECT ACTIVITY: ‘SMALL PLACES’

5 mins

Project the Eleanor Roosevelt ‘Small Places’ quote, page 24 and read it aloud.

Introduce that Eleanor Roosevelt was the Chair of the United Nations Commission on Human Rights. She managed the process by which the Universal Declaration of Human Rights (UDHR) was written in 1948. She worked with representatives from 48 countries to create the UDHR, the world’s most translated document. This is not a legal document but has formed the basis of laws and constitutions in many countries.

Ask the students the places where they experience their human rights. For example, school – free education, doctors/hospital – free healthcare.

Do they agree with her statement? If yes, why?

If no, why not?
What action can you take to defend your rights? (Individually taking a stand if you see someone’s rights being violated, behaving in a way that always respects the rights of others, protesting, lobbying those in power to change laws, policies and procedures and enforce them).

**READ AND REFLECT ACTIVITY: ‘SMALL PLACES’ CONTINUED**

**READ AND REFLECT ACTIVITY: PREAMBLE**

- **5 mins**

  Project the plain text Pre-amble to the Universal Declaration of Human Rights, page 30.

  Explain that this is the introduction to the list of 30 articles or rights. It provides context for why the Universal Declaration was created and what it wants to achieve.

  Read the Pre-amble.

  Ask students what they notice about the text.

  Have we lived up to its aspirations from 1948? What do they think they might add if they were writing this now?
READ AND REFLECT ACTIVITY: UDHR

15 mins

- Project and/or handout the Simplified Universal Declaration of Human Rights, pages 28 to 29.
- Read through all of the rights.
- Ask students which of these human rights they feel are respected in the UK. (Free education, healthcare).
- Which rights are currently being violated in the UK and for whom? (If you are homeless your rights under Article 22 are not being met).
- Which rights might be in conflict with one another? For example, when might exercising Article 19, Freedom of Expression, the right ‘to think what we like, to say what we think’, when might it conflict with other rights? (When using hate speech, like racism, gender or faith-based hate speech or if inciting violence). How can we balance these rights?

INTERACTIVE ACTIVITY: UDHR QUICK QUIZ

3 mins

- Lead the students through the quiz on page 32. Students could be split in class or table teams depending on the context.
- Lead a brief discussion on whether students think it is important to learn their human rights. What could happen if they don’t know their human rights?
REFLECTION QUESTIONS

These questions can be used for quiet reflection, discussion with a partner, prompt discussion in the classroom, or for an assembly-based discussion.

Share the Margaret Mead quote on page 31. Do you agree with her? What action will you take to defend human rights?

How would the world be different if all human rights were respected?

How can artists – musicians, writers, visual artists - change the world we live in?

SUGGESTIONS FOR TEACHER AND STUDENT CO-LED ASSEMBLIES

The UK government has used indefinite detention – imprisonment without trial or end date for people suspected of terrorism. Many of these people often did not know the charges against them, have the opportunity to defend themselves in court (or another way) or know when they might be released. The UK government said this was essential to keep people safe. What do you think about this decision?

Lots of human rights organisations campaign against the death penalty in countries where it is used, including America. If a country still has the death penalty, would you visit it or buy things made there? Why or why not?

How will you Fly The Flag for human rights?

Students create short scenes that illustrate each of the rights, either being defended or violated. You could encourage students to research news stories to use real life, contemporary examples.

Students create a short film where they read the UDHR. Different students each speak a right in different locations around the school or in the community. You could reflect all the different languages used in your school community.

Sharing a presentation using follow on activity in the Fly The Flag lesson plans. This could be about Eleanor Roosevelt, Ai Weiwei or one of the case studies Student Database (KS3), Student Protests (KS4) or Drill Music (KS5).

Students could use an assembly to raise awareness of a particular campaign that they have created, inspired by the lesson plans.
ASSEMBLY FOR STUDENTS WHO HAVE NOT STUDIED HUMAN RIGHTS

15 mins

Begin with the *Fly The Flag* flag projected – ask students what the flag represents and use the Useful Background Information for Teachers on page 6 to help you introduce the assembly and the flag designed by Ai Weiwei (3 mins).

Show the Introduction to the UDHR - UK Equality and Human Rights film and ask questions (5 mins).

Show the ‘About the *Fly The Flag*’ film and ask questions (5 mins).

Select a reflection question for silent reflection or discussion with a partner, or back in the classroom (2 mins).

ASSEMBLY FOR STUDENTS WHO HAVE STUDIED HUMAN RIGHTS

15 mins

Begin with the *Fly The Flag* flag projected – use the Useful background for Teachers on page 6 to help you introduce the assembly and the flag designed by Ai Weiwei (3 mins).

Show the Rights Info: ‘The Warning Signs’ video and ask questions (10 mins).

Do the ‘Small Places’ – read and reflect activity (5 mins).

Ask the students: how will they *Fly The Flag* for human rights? (2 mins).
Inspired by *Fly The Flag*, the Donmar Warehouse have produced a series of short films with writers and community groups which respond to the subject of human rights.

Writers worked with participants to produce monologues, poems, spoken word, and speeches which you can find here. The films are a creative way for participants, young and old, to explore how the Universal Declaration of Human Rights is part of their daily lives.

This online project was designed to encourage others to make their own *Writing Wrongs* films and create a national conversation. This is an opportunity to allow young people to explore and understand the power of their own words, and activate other people in their community to also think about their human rights through producing their own films.

To support teachers and young people in developing their own *Writing Wrongs* film, the team behind the project have produced this short ‘How to’ video that shares an insight into their process.

Why not explore human rights through creative writing and film?

We would love for your students to create and share their own *Writing Wrongs* films.
STEP ONE: FIND YOUR INSPIRATION

Start by looking at the UDHR with your students and have them think about which of the articles speak to them the most. One of the key objectives of Fly The Flag and Writing Wrongs is to think about human rights on a local and personal level – how do we link the articles to our everyday lives?

Ask students to consider why they are interested in a certain article, or selection of articles, and how it may link to them or people around them?

Consider what other stimuli could be used as a starting point – a piece of music, a photograph, an article, a film etc.

STEP TWO: WRITE YOUR MONOLOGUE

Using the articles that the students wish to explore, ask them to think about what they wish to write about in particular and who this is for.

Guide the students to keep the idea as clear and focussed as possible and to think about the journey through the piece that they are writing – what is the start, middle and end? Is there an idea or an image that you would like to leave with your audience?

To get started, you may wish to consider getting students to do two or three minutes of free writing around their chosen starting point (there's lots of directions on how to do this online).

The text may be written from a personal perspective as a speech or piece of spoken word, or may be more of a monologue that is written from a character's point of view. The perspective from which it is written may change how you prepare for this in terms of structure and building character.

STEP THREE: REHEARSAL AND PERFORMANCE

Ask students to think about what makes a good performance – what do performers do in order to engage their audience and have their ideas heard?

Consider pacing of text, volume, diction etc. Think about how eye contact with the camera/audience and where the performers' point of focus may be (is it direct to camera or looking off camera at another character).
STEP FOUR: FILM YOUR MONOLOGUE

Things to consider when choosing a location: Does the piece command a certain location – if not, what location will make a suitable filming location or enhance the mood or atmosphere of what you are trying to convey?

Can someone help you film, or can you film a self-tape?

Is the space quiet enough to capture your voice?

Where is the light source? (Try not to film with light behind you, keep it in front or to the side of you.)

STEP FIVE: UPLOAD

Instruct the young people to upload their films either via their own YouTube or Vimeo channel, or on the school or college channel.

When uploading please include the project name, the title of the piece and the first name of the student e.g. Writing Wrongs: Red by Loren.

SHARE AWAY!

When sharing via Twitter, Instagram or Facebook, use the hashtag #WritingWrongs and @donmarwarehouse so that the films can be seen by the Donmar and others that have made their own films. Also include the hashtag #FlyTheFlag70 and @FlyTheFlag70

Things to consider as a performer: What are you or your character wearing?

Do you/your character need to perform in a certain way e.g. is a character’s physicality different to yours? How do they speak – is this different from how you would regularly speak?

Filming: Be sure to film in landscape rather than portrait mode, and keep the camera on a surface that doesn’t move – or ideally held by someone else.

Consider if you wish to include a sign, like in the Writing Wrongs videos to guide other people back to the project.
“All human beings are born free and equal in dignity and rights.”

ARTICLE 1, UNIVERSAL DECLARATION OF HUMAN RIGHTS
Right Up Your Street

© Painting by Dan Jones, Amnesty International, 1995
“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

**ELEANOR ROOSEVELT, CHAIR OF UNITED NATIONS COMMISSION ON HUMAN RIGHTS, 1958**
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 to 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.
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 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.
“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

MARGARET MEAD,
ANTHROPOLOGIST AND WOMEN’S RIGHTS ACTIVIST (1901–1978)
UNIVERSAL DECLARATION OF HUMAN RIGHTS QUICK QUIZ

How many articles, or rights, are listed in the Universal Declaration of Human Rights?
A) 12  
B) 20  
C) 30

How many languages has the Universal Declaration of Human Rights been translated into?
A) 257  
B) 370  
C) 401

How many countries originally signed the Universal Declaration of Human Rights?
A) 7  
B) 48  
C) 73

On 10 December 2018 the Universal Declaration was how old?
A) 70 years old  
B) 90 years old  
C) 110 years old
How many articles, or rights, are listed in the Universal Declaration of Human Rights?  
C) 30

How many languages has the Universal Declaration of Human Rights been translated into?  
B) 370

How many countries originally signed the Universal Declaration of Human Rights?  
B) 48

On 10 December 2018 the Universal Declaration was how old?  
A) 70 years old

The UK was one of the original signatories. Many more countries have now adopted it. The UDHR is not a legally binding document, though it forms the basis of many laws and the constitutions of many countries.

The Declaration was signed on 18 December 1948. There are lots of people alive today who were born into a world that hadn’t collectively acknowledged their right to life, to education or marry who they chose. Many countries celebrate Human Rights Day on 10 December each year.
You can buy a flag from the website here – though we encourage you to make your own.

You can order a free Right up your Street poster from Amnesty International. To order the poster: Phone 01788 545 553 and quote the code ED142.

You can order free My Rights Passports from Amnesty International. A colourful pocket-sized booklet of all the articles of the Universal Declaration of Human Rights for students aged 11+. To order: Phone 01788 545 553 and quote the code ED112.

- 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.
- Amnesty International UK have comprehensive free human rights teaching resources. In addition to detailed creative resources for all ages you can; book an Amnesty International speaker to come to your school, find out about establishing an Amnesty International youth group in school or sign up to the termly Amnesty International mailing – Teach Rights – which includes details of projects your school can get involved in, training opportunities and details of new resources as they become available.
- 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.

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Fly The Flag assembly pack
Created by Donmar Warehouse, with support from Amnesty International UK
Written by Anne Langford
Edited by Phil McCormack, Rebecca Tarry & Clare Slater
With thanks to Rowena Seabrook at Amnesty International UK, teacher consultants Katy Brown and Tom Edge

Fly The Flag
Lead Artist - Ai Weiwei
Lead Producer - Fuel
Co-Producers - Amnesty International UK, Donmar Warehouse, Fuel, Human Rights Watch, Liberty, National Theatre, Sadler's Wells, Tate
Co-Commissioners - Coventry UK City of Culture 2021, Farnham Maltings