

ASSEMBLY INSPIRATION
AND RESOURCES

FLY
THE
FLAG

FLY THE FLAG
EDUCATION PACK
2020

“The opposite of
poverty is not wealth,
the opposite of
poverty is justice.”

FROM ‘*JUST MERCY*’ BY BRYAN JOHNSON,
LAWYER AND FOUNDER OF THE EQUAL JUSTICE INITIATIVE

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HOW TO USE THIS PACK

This pack will support you in delivering assemblies to explore Article 25 of the Universal Declaration of Human Rights (UDHR) and the *Fly The Flag* project with your students. It complements the free teaching resources for Key Stages 1- 5 available on the *Fly The Flag* website, created for the project launch in 2018. This resource can be used to build on student's knowledge if they have completed the *Fly The Flag* or other human rights 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 online or in person, or to create a moment of reflection in class or tutor time.

The 'Useful Background Information for Teachers' 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 know about 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, food, health or refugee status. Raising and discussing these issues in an assembly is encouraged but will require sensitivity and support. Students experiences and disadvantage may be amplified by the Coronavirus pandemic.



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, particularly in 2020. It also recognises that human rights are not a privilege.

HOW TO USE THIS PACK

USEFUL BACKGROUND INFORMATION FOR TEACHERS

This information can help you to introduce your assembly.

Fly The Flag is a project to encourage people to learn about, and defend, their human rights.

Lots of different arts organisations across the whole of the UK have worked together with human rights organisations to help people in the UK learn about what their human rights are, and 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 societies. The arts can help us learn about, express, and defend our human rights.

In 2018 the artist Ai Weiwei was asked to design a flag as a symbol for human rights, to mark the 70th Anniversary of the Universal Declaration of 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.

In 2020 25 poets were commissioned to write responses to Article 25, recognising that people's right to a good life has been impacted by the Coronavirus pandemic and government responses. Recordings of the poems will be shared on the *Fly The Flag* website from 10 December 2020, the 73rd anniversary of the signing of the UDHR.

Every school in the country is been invited to join in and *Fly The Flag*, learning about human rights and sharing their exploration. 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 – coming to school for a free education, enjoying the arts, accessing healthcare.

Human rights can be violated – 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.

We encourage you to take a moment to reflect on your thoughts, values and attitudes in relation to the content before planning your assembly and inviting your student's responses.

SHARE

We're really pleased that your school is joining in with this powerful UK-wide movement of hope, togetherness, reflection and creativity.

We'd love to promote your schools' Fly The Flag activity on our social media, we invite you to share with us.



[@we_flytheflag](https://twitter.com/we_flytheflag)



[@we_flytheflag](https://www.instagram.com/we_flytheflag)



[/Fly-The-Flag-122826161959107/](https://www.facebook.com/Fly-The-Flag-122826161959107/)

PRIMARY: ASSEMBLY SUGGESTIONS

Select from this menu of resources to create an assembly suited to your students and school. You can use this to create a year group assembly or a tutor group presentation and discussion. You can also use the useful background for teachers, on page 6, and the resources in the pre-prepared slides that accompany this pack.

These suggestions complement the free Key Stage 1 and 2 resources on the [Fly The Flag website](#) and can be used to create an assembly before or after students have studied human rights.

Please ensure that you have watched any video content to ensure it is suited your students and school.

ASSEMBLY FOR STUDENTS WHO HAVE NOT STUDIED HUMAN RIGHTS

 15 mins

Begin with the *Fly the Flag* flag and use the introduction slides to introduce the assembly and the flag designed by Ai Weiwei (3 mins)

Show the *What's Fair* film and complete the activity (10 mins)

Choose a poem from the KS1 & 2 Assembly pack slides (available from 10/12/20) for students to listen to

ASSEMBLY FOR STUDENTS WHO HAVE STUDIED HUMAN RIGHTS

 15 mins

Begin with the *Fly the Flag* flag and use the introduction slides to introduce the assembly and the flag designed by Ai Weiwei (3 mins)

Complete the Freedom from Want activity (10 mins)

Choose a poem from the KS1 & 2 Assembly pack slides (available from 10/12/20) for students to listen to

PRIMARY: ASSEMBLY INSPIRATIONS

INTERACTIVE ACTIVITY: UNDERSTANDING ARTICLE 25

 10 mins

Ask the students for suggestions of what they think they need to have a good life.

Prompt questions could include – Where do they live? How do they stay healthy?

You could ask another teacher to write down students' suggestions on a flipchart or shared whiteboard.

Share the Simplified version of Article 25, in the slide pack. You could ask a student to read the quote.

Ask the students what they notice, like or find interesting about this article. Is there anything they would add? You could introduce water not being mentioned, or how this was written before the internet – should access to the internet be included?

FILM: 'WHAT'S FAIR?'

 10 mins

What is Fair? BBC Teach PSHE KS1 / 2 animation (film duration: 2min 55 secs)

Ask the students what they noticed or remembered from the film

Ask the students to think about, or turn to their neighbor and share, what they think fairness means.

Ask the students to vote Yes / No on the following questions – does fairness mean that everyone should have the same things? In the short film Karim has hurt their arm – is it fair that they carry the same as the others? Ben hasn't got much food – is it fair that they have less to eat?

Share the Simplified version of Article 25 from the KS1 & 2 Assembly slide pack. You could ask a student to read the quote.

Ask the students to notice that Article 25 says that we all have the right to enough food, clothing, housing and healthcare. And that people who may not be able to work – mothers with babies, some people with disabilities, people who can't find jobs also have this right. Sometimes people might need different things, or extra help. Fairness does not always mean that everyone has the same, it means that everyone's needs for food, warmth and health are met. 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?

PRIMARY: ASSEMBLY INSPIRATIONS

INTERACTIVE ACTIVITY: FREEDOM FROM WANT

 10 mins

Share the Freedom from Want image from the KS1 & 2 Assembly slide pack

In 2017 the charity Oxfam investigated how wealth was shared out between everyone on the Earth. They discovered that the richest 8 people in the world (all men) shared the same amount of wealth as the poorest 50% of people in the world. That's 8 people who have the same amount as 3.8 billion people (That's 3,800,000,000, or more than 50 United Kingdom's worth of people)

Ask the students if they think the richest 8 people in the world have enough to have a good life? Why? Do you think that the poorest 50% of people in the world have enough to have a good life? Why?

Article 25 of the UDHR says that everyone should have the things they need for a good life – enough food, clothing, shelter and access to healthcare. The American President, Franklin D. Roosevelt, said that this was 'freedom from want'.

REFLECTION/DISCUSSION QUESTIONS

If everyone had a good life how would the world be different?

Can fairness change the world? How?

Can ordinary people change the world? How?

What can you do to treat everyone fairly?

SUGGESTIONS FOR TEACHER AND STUDENT CO-LED ASSEMBLIES

Individual students or small groups create pictures to illustrate the different elements of Article 25, these can form a display or be photographed and used in a presentation

Students create a series of tableau (freeze frames or still images) to represent the different elements of Article 25, contrasting ideas of a world where those elements are not met with a world where they are.

Share flags the students make as part of *Fly The Flag* lessons

Sharing a presentation about Eleanor Roosevelt or Ai Weiwei, created as follow on activity to the *Fly The Flag* lesson plans

SECONDARY: ASSEMBLY SUGGESTIONS

Select from this menu of resources to create an assembly suited to your students and school. You can use this to create a year group assembly or a tutor group presentation and discussion. You can also use the useful background for teachers, on page 6, and the resources in the pre-prepared slides that accompany this pack.

These suggestions complement the free Key Stage 3, 4 and 5 resources on the [Fly The Flag website](#) and can be used to create an assembly before or after students have studied human rights.

Please ensure that you have watched any video content to ensure it is suited your students and school.

ASSEMBLY FOR STUDENTS WHO HAVE NOT STUDIED HUMAN RIGHTS

 **15 mins**

Begin with the *Fly the Flag* flag and use the introduction slides to introduce the assembly and the flag designed by Ai Weiwei (3 mins)

Show the Introduction to the UDHR - UK Equality and Human Rights film (2 mins)

Exploring Article 25 activity (10 mins)

Select a poem from the KS3,4 & 5 Assembly Pack slides (available on 10/12/20) for students to listen to

ASSEMBLY FOR STUDENTS WHO HAVE STUDIED HUMAN RIGHTS

 **15 mins**

Begin with the *Fly the Flag* flag and use the introduction slides to introduce the assembly, the flag designed by Ai Weiwei and the commissioned poems for 2020 (5 mins)

Poverty and Justice activity (10 mins)

Select a poem from the KS3,4 & 5 Assembly Pack slides (available on 10/12/20) for students to listen to

SECONDARY: ASSEMBLY INSPIRATIONS

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](#) (1min 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](#) (2min 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 to share or reflect on how they think the events of 2020 may have impacted people's human rights.

INTERACTIVE ACTIVITY: EXPLORING ARTICLE 25

 10 mins

Share the original text of Article 25 from the KS3,4 & 5 Assembly slide pack. You could ask a student to read it out. What do students notice about the language used? It's old fashioned language, and ideas eg wedlock

Share the Simplified version of Article 25. Notice that the content is quite visionary – that everyone should have enough food, clothing, shelter and healthcare to live a good life. Special attention should be offered to those who may need more support or not be able to easily provide a good life for themselves.

As a signatory to the UDHR, the UK should be ensuring that people are experiencing their rights under Article 25 – how well do you think the UK is doing at this?

Who is responsible for ensuring the UK defends rights? We all have some responsibility. The government, on behalf of the population, should ensure that policies and powers they have defend human rights. Organisations and individuals also have responsibilities.

Reflect on, or discuss with a neighbour one action you think the government could take and one action you could take to support and defend your communities rights as described in Article 25.

SECONDARY: ASSEMBLY INSPIRATIONS

INTERACTIVE ACTIVITY: POVERTY AND JUSTICE

 10 mins

Share the quote from Bryan Stevenson, 'The opposite of poverty is not wealth, the opposite of poverty is justice'.

Bryan Stevenson is an American Human Rights Lawyer and founder of the Equal Justice initiative.

Invite students to contribute their opinion or consider if they agree or disagree that the opposite of poverty is justice.

Justice is defined as what is morally right or fair.

Share the Oxfam statistic from 2017 – the 8 richest people (all white men) share as much wealth as the poorest 50% of the world. Or 8 people share the same amount as 3.8 billion (that's 3,800,000,000 or 57 x the population of the UK)

Do students think that this distribution of wealth is morally right or fair? Why or Why not?

Article 25 of the UDHR says that everyone has the right to a good life – enough food, clothing, shelter and healthcare. What action or actions (if any) do they think should be taken?

INTERACTIVE ACTIVITY: FREEDOM FROM WANT

 10 mins

Share the Roosevelt Four Freedoms slide from the KS3,4 & 5 Assembly slide pack. In 1941, the American President, Franklin D Roosevelt gave his annual 'State of the Union' address to the American people. In it he laid out a vision, of a world with four freedoms, that he believed could be achieved within a generation.

These four freedoms – freedom of speech and expression, freedom of worship, freedom from fear and freedom from want – are all described in the UDHR, that was signed in 1948.

Ask students what 'freedom from want' might mean? They could reflect, discuss with a partner or offer suggestions.

SECONDARY: ASSEMBLY INSPIRATIONS

FREEDOM FROM WANT (CONTINUED)

Share the Simplified version of Article 25. The UDHR describes food, clothing, housing and healthcare – with special consideration given to certain groups. Is there anything you think is missing from this list? Why do you think that is? Examples could include water or WiFi.

In 2020 the Coronavirus pandemic has impacted lots of people's jobs and income. The Independent Food Aid Network which operates foodbanks has had a 177% increase in the number of people they are supporting with emergency food parcels. If enough food to live a good life is a human right we all have, how else could the UK make sure that nobody goes hungry?

FILM: FLY THE FLAG POEMS

 5 mins

Select one of the poems commissioned for *Fly The Flag* 2020 and suggested in the KS3,4 & 5 Assembly slide pack – what do students notice or enjoy?

Why do you think *Fly The Flag* project asks poets to write about Article 25 – the right to a good life in 2020? (Not many people know their human rights, human rights are at risk in the UK and around the world, the Coronavirus pandemic has meant lots more people's human rights are being met).

Why are poets, 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 understood and respected. The right to make and enjoy art is one of our human rights.

SECONDARY: ASSEMBLY INSPIRATIONS

REFLECTION/DISCUSSION 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 Bryan Stevenson quote, 'The opposite of poverty is not wealth, the opposite of poverty is justice'. Do you agree with him? What actions can we as individuals take to ensure justice?

How would the world be different if everyone was free from want?

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

How will you *Fly The Flag* for human rights?

SUGGESTIONS FOR TEACHER AND STUDENT CO-LED ASSEMBLIES

Students create short scenes that illustrate each element of Article 25, 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 and discuss Article 25, and poems, prose or art work created in response to the article, in different locations around the school. You could reflect all the different languages used in your school community.

Students could write their own poems inspired by *Fly The Flag* or the [Amnesty International – Words that Burn](#) writing guide. These could be filmed and shared or performed live.

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.

Students could use an assembly to raise awareness of a particular campaign related to Article 25 that they have created, inspired by the [Fly The Flag lesson plans](#).

“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 25, UNIVERSAL DECLARATION OF HUMAN RIGHTS
(SIMPLIFIED VERSION BY AMNESTY INTERNATIONAL UK)

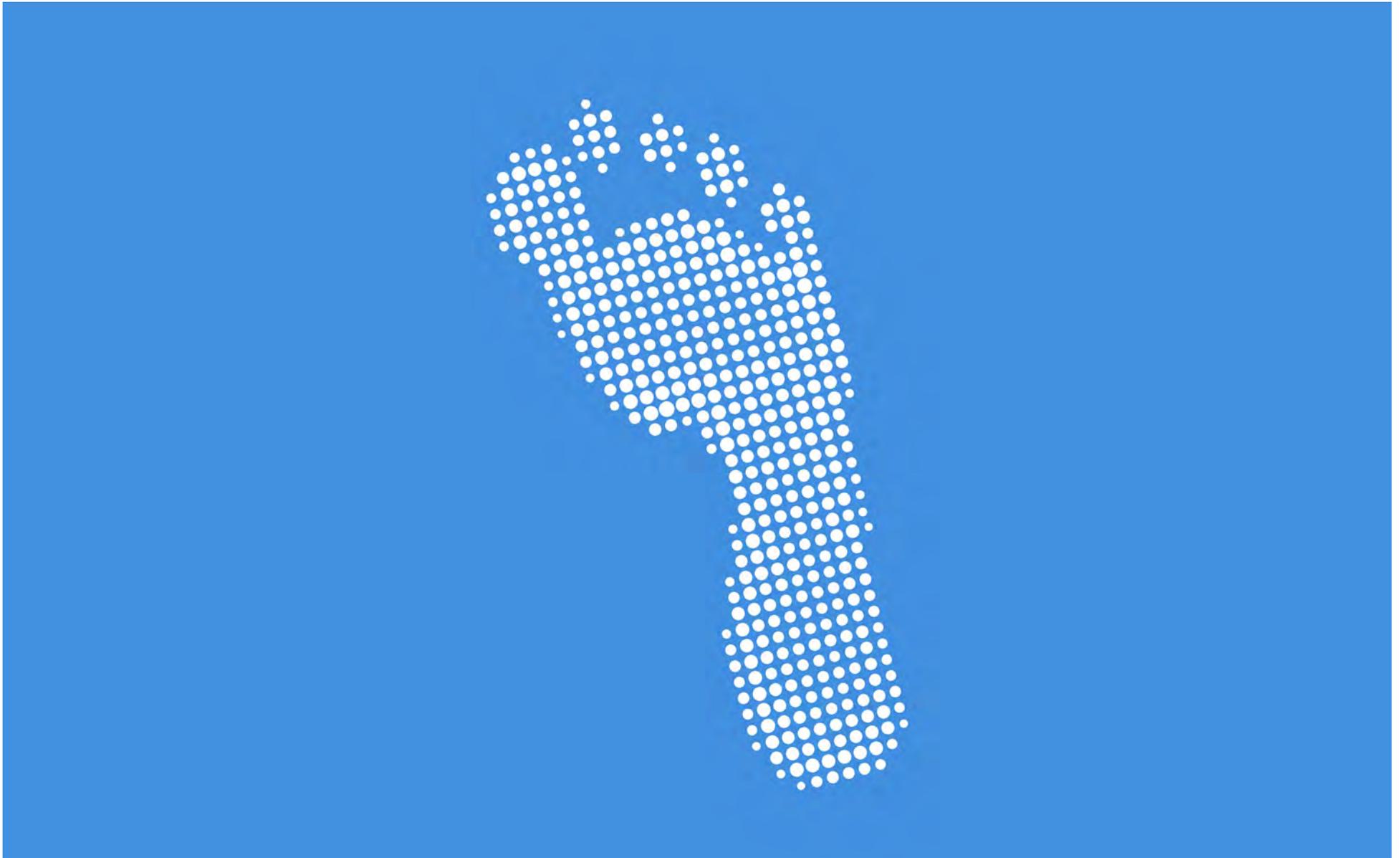




Ai Weiwei

Photo by Camilla Greenwell





Fly The Flag - Ai Weiwei



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.



THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

SIMPLIFIED VERSION BY AMNESTY INTERNATIONAL UK

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.



THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

Preamble

Plain text version from
www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr3/blms/3-2-3b.pdf

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.



ADDITIONAL RESOURCES

You can buy a flag from the website [here](#) - though we encourage you to make your own.

- You can find all the newly commissioned *Fly The Flag* 2020 poems on www.FlyTheFlag.org.uk from 10 December 2020.
- Amnesty International - *Words that Burn* - six lesson plans to inspire secondary students to write their own poems inspired by Human Rights.
- Donmar Warehouse *Writing Wrongs* project - monologues by different writers and young people exploring what human rights mean to them. There is a guide to writing your own *Writing Wrongs* monologue on pages 19-21 of the *2019 Fly The Flag Assembly pack*.
- 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.
- 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.
- 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.





Fly The Flag assembly pack

Created by **Fuel**, on behalf of *Fly The Flag*

Written by Anne Langford

Edited by Fuel

Fly The Flag is delivered by a unique collective of arts organisations and human rights charities. A full list of our partners can be found [here](#)

A large graphic on the right side of the page. It features a white, tilted rectangular shape against a blue background. Inside this shape, the words 'FLY THE FLAG' are written in a bold, blue, uppercase, sans-serif font, stacked vertically and slightly offset to the right.