

INTRODUCTION TO HUMAN
RIGHTS FOR A SEN SETTING

FLY
THE
FLAG

FLY THE FLAG

EDUCATIONAL RESOURCES: SPECIAL
EDUCATIONAL NEEDS
2021

“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 neighborhood 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

CONTENTS

INTRODUCTION

How to use this pack	4
Useful background information for teachers	5
Share	6

LESSONS

Lesson 1 : What's fair?	7
Lesson 2 : Life	8
Lesson 3 : Human Rights	9
Lesson 4 : Flags	10
Lesson 5 : Footprints	11
Lesson 6 : Share our knowledge	12

RESOURCES

Appendix of Resources	13
Additional resources	22

HOW TO USE THIS PACK

This pack will support you in delivering lessons to introduce your students to the Universal Declaration of Human Rights (UDHR) and the *Fly The Flag* project. It is a resource specifically designed to be used for students with educational health care plans in all settings. It complements the free teaching resources for Key Stages 1- 5 available on the *Fly The Flag* website and can be used in conjuncture with it to deliver bespoke lessons that meet your students EHCP outcomes.

In this pack you will find a menu of suggestions and resources that you can select from to create a sequence of lessons that meet the needs of your students and school. You can teach all of the lessons as a sequence or pick and choose activities from lessons to deliver an individual session on human rights. There are suggestions for activities that can be used with students working at a pre curriculum level. This pack is organised in a sequence of six lessons with

suggested activities for students with different educational needs. It can be adapted for students in a primary or secondary setting if used as a companion to the free teaching resources for Key Stages 1- 5.

The 'Useful Background Information for Teachers' section will ensure that you understand the human rights context. At the back of the pack, you will find a range of resources that you can use within your lessons.



Content note: It is important to be conscious of the personal circumstances of your students and plan your activities 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 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.

HOW TO USE THIS PACK

USEFUL BACKGROUND INFORMATION FOR TEACHERS

Fly The Flag is a project to encourage people to learn about, and defend, their human rights. We come together each year on 10th December for Human Rights Day.

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. Article 26 of the UDHR is the right to an education and to learn about human rights.

Human rights are relevant to everyone in our school community. The disabled community globally has a history of having their human rights violated and the disability rights movement has had tremendous impacts on the lives of disabled people across the globe. That is why it is important that this pack is used with student's specific needs in mind.

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, disability, 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.

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/)

LESSON 1: WHAT'S FAIR?

You will need:

- List of classroom/school rules
- Fair & unfair symbols (In appendix)
- Table setting resources and/or fake food
- Symbol sorting activity
- Paper & pens/pencils
- Game to play

FAIR/UNFAIR

 **10 mins**

Look at the rules of the classroom/school – why do we have them?

Role play activity:

Role play these different scenarios are they fair or unfair?

- Someone snatching
- Someone sharing something equally
- Someone giving food to only one person
- Someone breaking something of yours

Students to use fair/unfair symbols to vote on whether the behavior they see is fair.

SHARING ACTIVITY

 **15 mins**

Share something out unequally – is it fair? What is the difference and how does it make people feel?

Activities to choose from based on your student's needs:

- Setting the table/serving fake food (can you serve everyone fairly)
- What does fairness mean? Write a sentence/paragraph

GAME RULES

 **10 mins**

Choose a game to play together – write the rules using symbols make sure it's fair.

LESSON 2: LIFE

You will need:

- Two bird puppets
- Cage
- Water spray
- Crackers or food
- Images of two birds (In appendix)
- Requesting boards
- Picture boards symbols
- Paper & pens/pencils
- Choice boards to discuss items we need in our lives
- Emotions symbols (In appendix)

SOCIAL STORY WITH PUPPETS

 10 mins

Have two toy (puppet) birds with different things happening to the birds:

- They are hungry the free bird can get to the food
- It rains the free bird goes into its house
- They are thirsty the free bird can get water

COMPARING

 15 mins

Look at images of two birds one caged with no food, water or shelter and one free with a bird house, food, bird bath.

Discussion: Which one is happier & why? What does the bird need to survive?

Activities to choose from based on your student's needs:

- Make requests for items from the social story (food etc) – use symbols to talk about how they feel. Adults to use descriptive commentary
- Match descriptive symbols/words to each picture
- Sentence/paragraph about how each bird feels

WHAT DO WE NEED TO SURVIVE?

 10 mins

Look at what we need survive talking about where we live, what we like to eat & drink using our communication tools – how would we feel if someone took these things away – our home, food, drinks how would it make us feel.

LESSON 3: HUMAN RIGHTS

You will need:

- Box
- Armbands
- Paper chain of people
- Mini blackboard and chalk
- Bubbles
- Mirror
- Scales
- Symbols and pictures to match (In appendix)
- Symbol version the declaration of human rights (In appendix)
- Sorting activities.

SENSORY ITEMS

 10 mins


What's in the box sensory items for each word:

- Safety – armbands
- Community – paper chain of people
- Education – mini blackboard & chalk
- A good life – bubbles (or a sensory activity your class like)
- Identity – mirror
- Fairness – scales

Allow students to explore items.

Introduce the simplified/symbol version of the Universal Declaration of Human Rights.

COMPARING

 15 mins

Activities to choose from based on your student's needs:

- Matching items from the sensory box to the corresponding symbol or picture (Images in appendix)
- Writing why human rights are Important sentence/paragraph

WHAT DO WE NEED TO SURVIVE?

 10 mins

Talk about why human rights are important.

Look specifically at the rights of disabled people.

- Eliminating disability discrimination
- Enabling disabled people to live independently in the community
- Ensuring an inclusive education system
- Ensuring disabled people are protected from all forms of exploitation, violence and abuse

LESSON 4: HUMAN RIGHTS

You will need:

- Communication boards for requesting coloured flag
- Human rights symbol board (in appendix)
- Flag making materials

FLY THE FLAG POEM

 **10 mins**

[Play video of Flying The Flag by Keisha Thompson](#) (2min 57 secs)

Talk about the significance of Flags and how important they are in our culture. Flags can have different connotations – would it be good for us to fly a flag at school that represented human rights.

Look at different places you might find flags and what they mean to the people flying them.

SENSORY ACTIVITY

 **15 mins**

Activities to choose from based on your student's needs:

- Choose different coloured pieces of material (the colours of the *fly the flag* flag) to explore to Blowin in the Wind by Bob Dylan. Try different actions – shake the flag, spin with the flag, throw the flag in the air. How do the flags make us feel? Choosing from symbols.
- Choose one of the human rights to make your own flag on.

ACTIVISM – FLYING FLAGS

 **10 mins**

Flag procession around the classroom to display the flags we have created.

LESSON 5: FOOTPRINTS

You will need:

- Flour & sieve
- Foot template (in appendix)
- Pictures of Ai Weiwei and the *Fly The Flag* flag (In Appendix)
- Sand & shoe
- Sensory items for explorations.
- Communication boards for exploring them
- Paper
- Paint
- Paper & pencils/pens

FOOTPRINTS

 10 mins

Sieve flour over the footprint stencil onto blue paper.

Ai Wei Wei designed *Fly the Flay* logo – introduce Ai Wei explain why he designed the flag logo.

Make a footprint in the sand using shoe. Then with our feet – do we want to do it with our feet?

OUR FOOTPRINTS

 15 mins

Sensory explore different things - sand, mud, ice, water use communication tools to describe the feel of different items. Do we like it or not and why?

Step on things with shoes on, would we try with shoes off – why/why not?

Activities to choose from based on your student's needs:

- Footprints on paper – Using the colours of the *Fly the Flag* Flag make choices about colour and print our own footprints onto paper/fabric
- Allocate one of the words/symbols (or Articles) to each student – you could work as a whole class or in smaller groups with the same word. Talk about what the Article or word means. The student then writes that word or Article inside or around their footprint
- Write a sentence/paragraph about why footprints are used for the *Fly The Flag* logo

SHARE WORK

 10 mins

Look at at each footprint – call and response each word as we look at it.

LESSON 6: SHARE OUR KNOWLEDGE

You will need:

- Videos of previous activities
- Cameras
- Symbols (in appendix)
- Paper
- Pencils

REFLECTION

 **10 mins**

Re- cap on what we have learnt about human rights in a way that is meaningful – Look at videos of different activities we have done while learning about human rights talk about what we have learnt.

How else can we get the message out about *fly the flag*.

Write a letter as a class to MP's about human rights.

ACTIVISM – LETTER WRITING

 **15 mins**

Writing letters/making videos to MP's about why human rights are important using:

- Symbols
- Words/ paragraphs from each student

ACTIVISM – PROTEST AND CELEBRATION

 **10 mins**

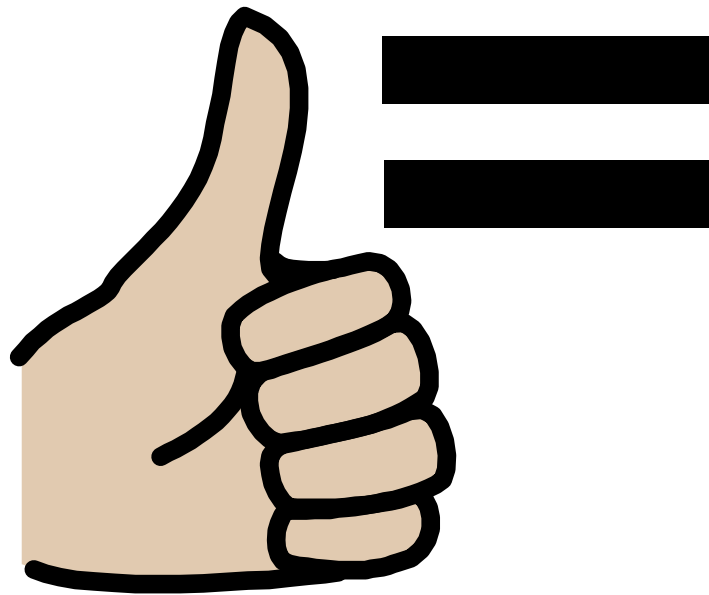
Take our flags & the *fly the flag* for a walk around the school – have a simple call and response to repeat while walking around the school.

APPENDIX OF RESOURCES

LESSON RESOURCES

Fair Symbol (Lesson 1)	14
Unfair Symbol (Lesson 1)	15
Image of a caged bird and a free bird (Lesson 2)	16
Emotions Symbols (Lesson 2)	17
Symbols for the Universal Declaration of Human Rights (Lesson 3 & 4)	18
Symbols and pictures to match (Lesson 3)	20
Foot Template (Lesson 5)	21
Ai Weiwei (Lesson 5)	22
The Flag (Lesson 5)	23





fair

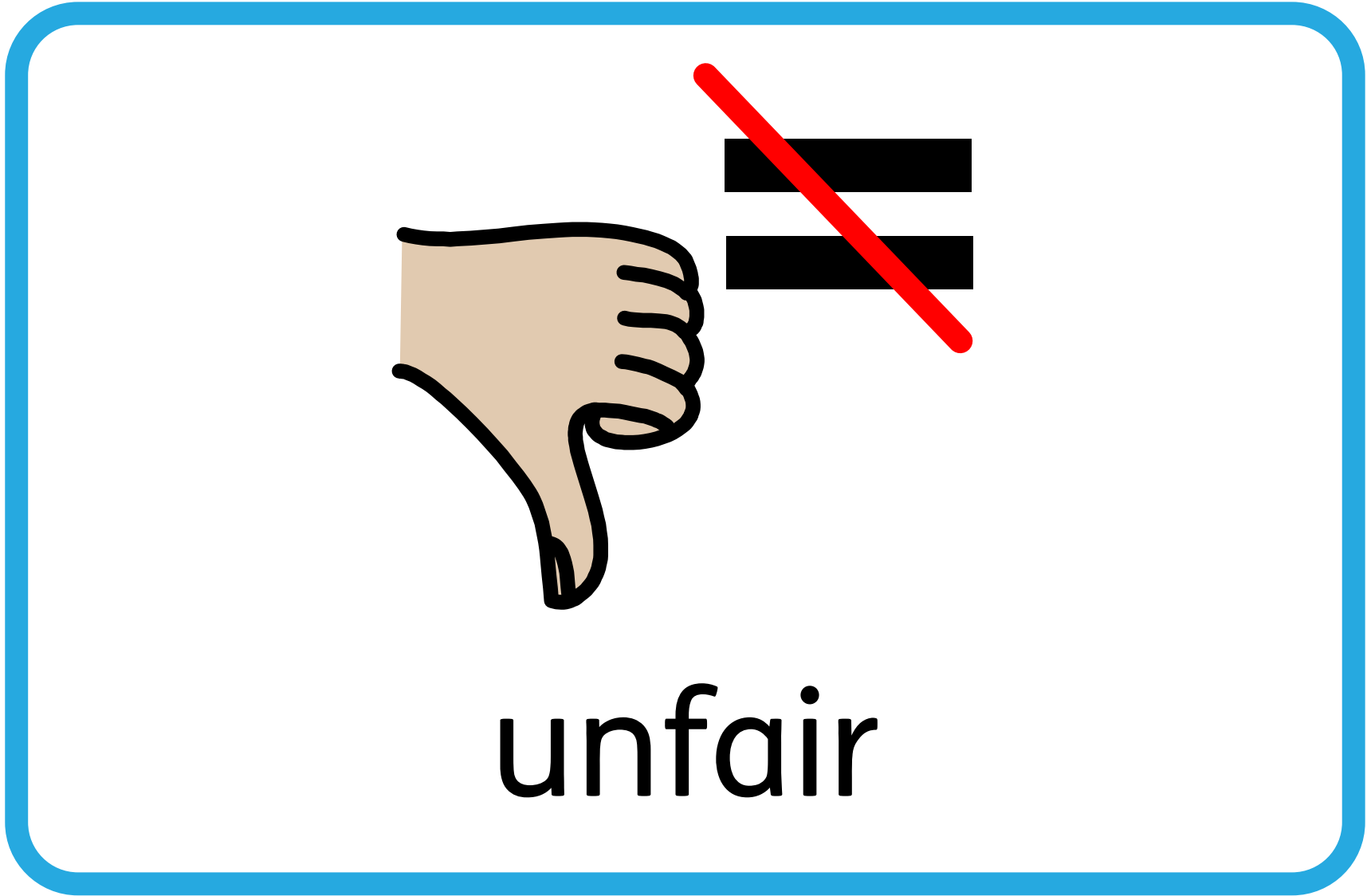
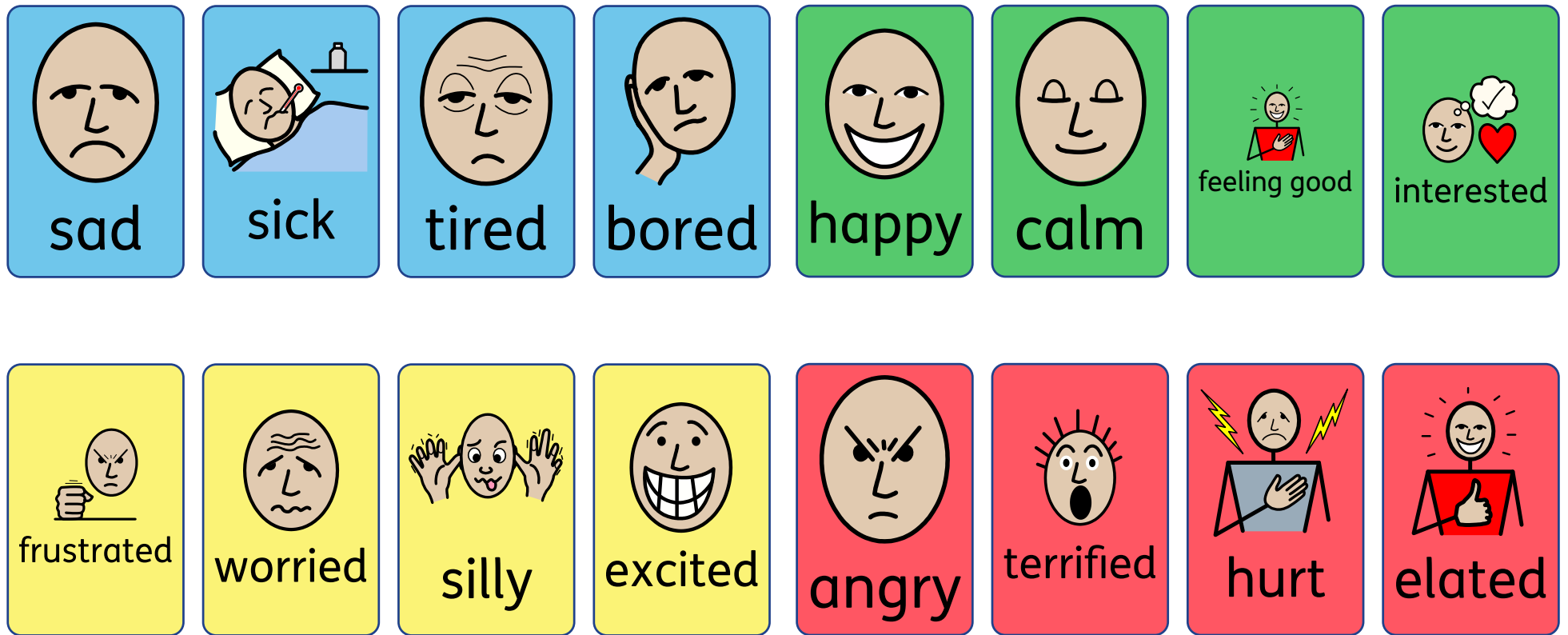
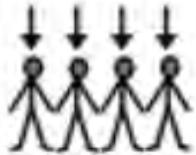












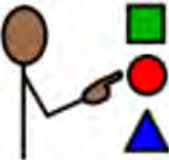







Image of a caged bird and a free bird (Lesson 2)



<p>1. We are all born free.</p> 	<p>2. These rights belong to everyone.</p> 	<p>3. We all have the right to live in freedom and safety.</p> 	<p>4. Nobody has any right to make us a slave</p> 	<p>5. Nobody has any right to hurt us or to torture us.</p> 	<p>6. We all have the same right to use the law.</p> 
<p>7. The law is the same for everyone. It must treat us all fairly</p> 	<p>8. We can all ask for the law to help us when we are not treated fairly.</p> 	<p>9. Nobody has the right to put us in prison without a good reason</p> 	<p>10. If someone is accused of breaking the law they have the right to a fair trial.</p> 	<p>11. You shouldn't be blamed for doing something until it has been proved that they did it.</p> 	<p>12. Nobody should harass us.</p> 
<p>13. We have the right to travel freely.</p> 	<p>14. We have the right to move to another country for safety.</p> 	<p>15. We all have the right to belong to a country.</p> 	<p>16. Every grown up has the right to marry and have a family if they want to.</p> 	<p>17. Everyone has the right to own things or share them.</p> 	<p>18. We all have the right to believe in what we want to believe</p> 

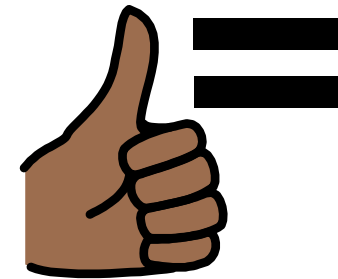
<p>19. We all have the right to make up our own minds</p> 	<p>20. We all have the right to meet our friends and to work together in peace.</p> 	<p>21. We all have the right to take part in the government of our country.</p> 	<p>22. We all have the right to a home, money and medical help if we are ill.</p> 	<p>23. Every grown up has the right to a job, fair wage and to join a union.</p> 	<p>24. We all have the right to rest from work and relax</p> 
<p>25. We all have the right to a good life</p> 	<p>26. We all have the right to an education</p> 	<p>27. We all have the right to our own way of life.</p> 	<p>28. We have a right to peace and order.</p> 	<p>29. We have a duty to other people, and we should protect their rights.</p> 	<p>30. Nobody can take away these rights and freedoms from us.</p> 



safety



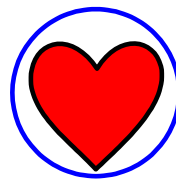
community



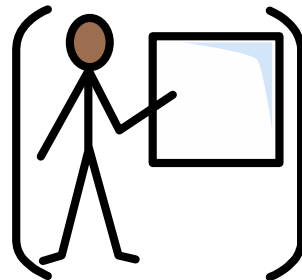
fairness



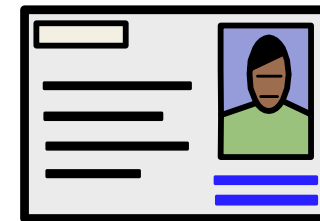
a good



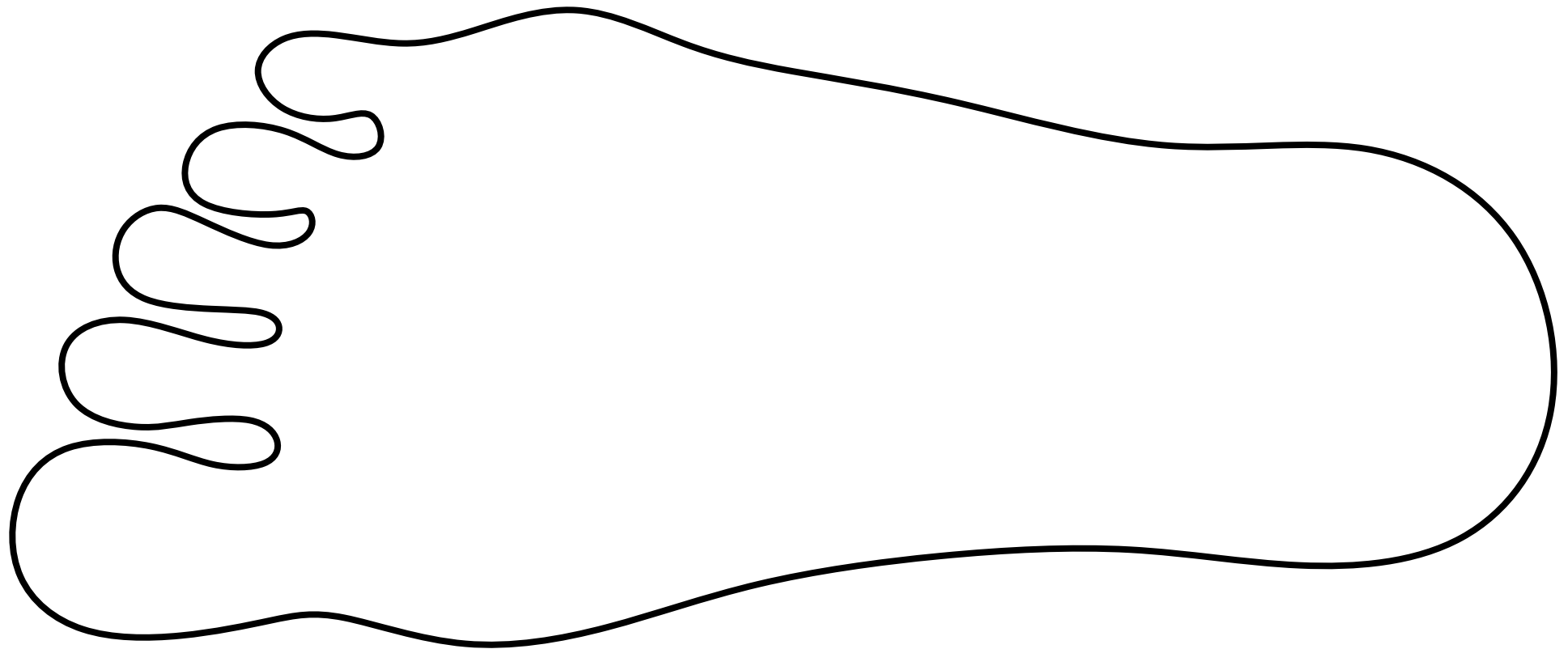
life



education



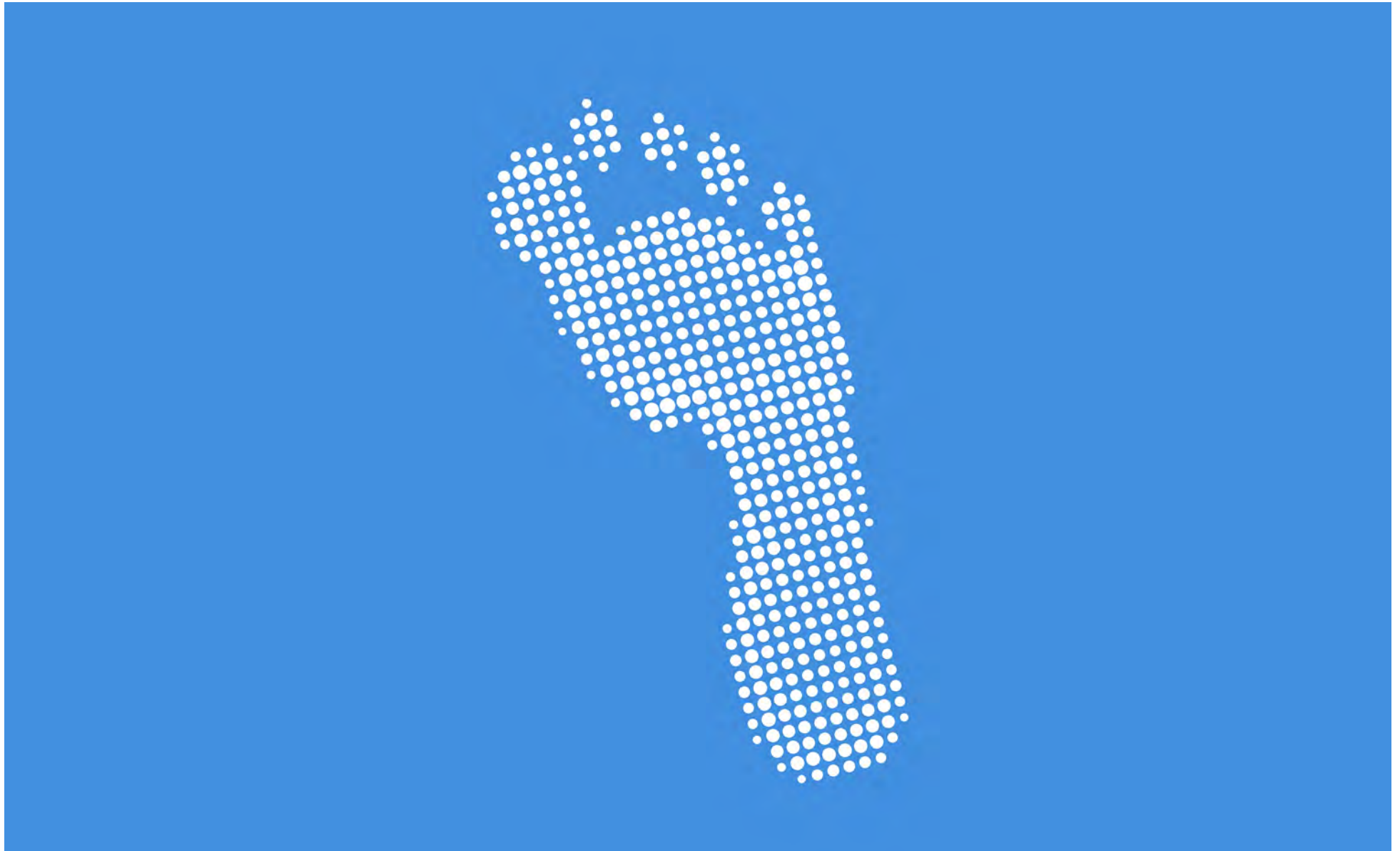
identity





Ai Weiwei (Lesson 5)
Photo by Camilla Greenwell





ADDITIONAL RESOURCES

You can buy a flag [here](#). We also encourage you to make one with your students.

- You can find all the newly commissioned *Fly The Flag* 2020 poems on www.FlyTheFlag.org.uk from 10 December 2020.
- 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.
- You can download the original text of [The Universal Declaration of Human Rights here](#).
- 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.
- 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.





Fly The Flag Pack for SEN Settings

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

Written by Ellis Branson

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 the words 'FLY THE FLAG' in a bold, blue, sans-serif font, stacked vertically. The text is set against a white, rectangular background that is tilted and appears to be floating or casting a shadow on the blue background.