

The Call To Educate

On the 10th Dec 1948 the General Assembly of the United Nations proclaimed within the Universal Declaration Of Human Rights that

“every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms.” (UDHR Preamble)

Educating on Human Rights is a social responsibility. It is no easy task but it does not have to be an arduous or boring one. Manchester Jewellers Network have compiled some suggestions, using “Articles of Hope, Adornments for Justice” to inspire and equip teachers and youth workers. These ideas are mostly suitable for 11-19yr olds but may easily be adapted for a much wider age range.

Many of the following ideas may be used in support and alongside Amnesty International’s educational resources as a means to educate, inform and even fundraise within schools or colleges. Al’s Learning About Human Rights Through Citizenship www.amnesty.org.uk/content.asp?CategoryId=301#learning pack includes some challenging and stimulating lesson plans. Many of the suggestions below embellish the activities they facilitate.

Eleven Creative Briefs

Using the UDHR as a starting point, ask students to choose a human rights issue that is important to them and create a piece of artwork. Amnesty International has a summary version of the UDHR that you can use to facilitate students’ understanding of Human Rights. This is available as a PDF here. www.amnesty.org.uk/uploads/documents/doc_18651.pdf

Article 1

Melissa Hansom’s interpretation, “Brotherhood,” highlights the ongoing problem of knife crime, in particular highlighting gang warfare within inner city areas.

Poster brief: Produce an anti-knife crime poster. Carrying a knife is not an effective form of self-defence. The weapon can easily be turned on you. The poster could focus on a knife amnesty in your area. Contact your local police to find out how they are dealing with this issue and invite students to include information on the poster on how knives can be safely and anonymously handed in at your local Police Station.

Article 2

Abbey Filer’s interpretation, “Chains,” celebrates the entitlement to rights and freedom for everyone, without distinction.

Photography brief: Run a photography competition. Invite students to take a photograph, that depicts and celebrates the concept of “equality and diversity” within your school, college or local community.

Article 4

Gemma Scully’s interpretation, “Slavery,” considers the modern use of the word “Nigga” in the context of the hip-hop culture and its historical roots in the slave trade.

Poetry brief: What is slavery today? Whether it is called human trafficking, bonded labour, forced labour or sex trafficking, it still exists and is not consigned to history. Invite students to research this issue and write a wrap, hip-hop rhyme or poem, that highlights this ongoing problem.

Article 15

Rowena Golton’s interpretation, “A Prayer For Tibet,” addresses the issue of refugees and asylum seekers. Why do people become refugees? What rights do they have?

Passport Design Brief: In conjunction with Activity 1: The Island, in Al’s Learning About Human Rights Through Citizenship pack, invite students to produce a design for the front cover of a Passport for Esperanza, the Island of Hope. What does hope look like? Place the final image on the front cover of a folded card. The inside should contain a copy of the UDHR. On completing Activity 3: Respect Refugees, use the Passport as a reward for those that become successful asylum seekers.

Article 19

Martin Rees’s interpretation, “Free Speech,” addresses the right to freely hold opinions and express information. In today’s digital age the media plays a crucial part in disseminating information about human rights abuses. Who can access the Internet and what content may be displayed? What restrictions are there in other countries?

Photomontage Brief: Create a photomontage of photos from local and national newspapers and national Internet sites that highlight injustice. Invite students to add their own photos that record injustice in the local community. How can they get involved and defend those in need?

Journalism Brief: Without headlines many photographs are ambiguous. With headlines and careful cropping the way we interpret photographs can be influenced for good or bad. Without revealing the original context, invite students from another class to write stories to fit in with the photos on the photomontage. Bring both classes together to discuss the results. What and when is World Press Freedom Day? www.worldpressfreedomday.org

Article 21

Tara Kirkpatrick’s interpretation, “Represented,” celebrates the hard won female right to vote in the UK. In many countries the democratic right to choose and take part in government is still a restricted, corrupt or a fear-ridden process.

Rosette Brief: In conjunction with voting for the People’s Charter in Activity 1: The Island, in Al’s Learning About Human Rights Through Citizenship pack, invite students to produce a rosette to signify a Human Right that is important to them. These may also be used as a basis for further discussion and be worn by the candidates in Activity 2: “The Cabinet Game.” A rosette making template and instructions is available here. www.adornmentsforjustice.org/education/Rosette%20Template.pdf

Article 23

Samantha Mill’s interpretation, “Working Class Hero,” takes a personal look at the poor working conditions that killed her own father through asbestosis. Her statement praises those who still fight for better working conditions and fair pay and the nurses who care for those who have succumbed to industrial disease. Who is your working class hero? Why?

Medal Brief: Invite students to create a medal, in a variety of mixed media, to give to their working class hero. Who are they going to champion for better pay and working conditions? What role does a trade union play? What are Fair Trade products? A simple template is available here. www.adornmentsforjustice.org/education/Medal%20Template.pdf

Article 25

Ewa Barker’s interpretation, “Another World Is Possible” focuses on the right to have sufficient food. Ewa has concentrated on how the knock-on effect of growing corn for bio-fuels has dramatically increased the price of grain, thus increasing the cost of food out of the reach of many.

Hunger Banquet Brief: Hold an Oxfam Hunger banquet meal as a dramatization of the unfair and unjust distribution of food and resources in the world today. Instructions can be found in PDF form here.

www.oxfam.ca/what-you-can-do/fundraise-for-oxfam/hungry-for-change/hungry4change-hunger-banquet/rev-h4c-hunger-2.pdf

Illustration Brief: Create an image like the “petrol plant” that represents this statement:

<http://www.adornmentsforjustice.org/education/Illustration%20Brief.pdf>

“In 2008 the USA, once bread basket to the world, dedicated 30% of its corn crop to the production of bio-fuels for its automobiles. Europe too, introduced laws forcing all motorists to accept bio-fuels mixed in with their petrol. Through 2007 & 2008 bio-fuel refineries sprang up, watching speculators placed their bets, grain prices rocketed. The competition between feeding cars and feeding people began. Analysts attributed three quarters of the rise in the grain price to bio-fuels.” Lee see word doc.

Article 27

Anne Hawley’s interpretation, “Apothecary Ring,” considers the fine balance between protection of intellectual property and the right to access medicine for all.

Hospital Arts Brief: Liaise with a local hospital or doctors surgery. Invite students to create pictures or mosaics to line the walls. Theme the images on access to medicine for young and old, rich and poor, for all nationalities and cultures.

Campaign Badges: Invite students to produce the Amnesty International Symbol in the style of a famous artist. Use a scanner, colour photocopier or digital photo to scale down the image for use as a badge. Use a badge machine to create bespoke badges to sell in school or college to raise funds for Amnesty International.

Article 28

Stefanie Buckley’s interpretation, “One Vision- A Free And Fair World,” considers the purpose and responsibility of actualizing all of the human rights of the UDHR, by each and every State and Nation, in order to create a world that is fair and free.

T-Shirt Design Brief: Watch the educational ad for Article 28 on Youth For Human Rights International: “The World I See Is Fair And Free” www.youthforhumanrights.org/watchads

Envisage a world of hope, where human rights are upheld and freedom and justice is a reality. Invite students to create and produce a T-shirt design in response to this vision.

Article 29

Caroline Royale’s interpretation, “Freedom, Liberty, Power,” takes a look at the social responsibility each human has in making freedom and justice a reality, as an individual and as a member of the community in which they live.

Stencil Brief: What is your own personal perception of freedom? Invite students to create an image or symbol to represent this concept. Produce the image as a stencil which can be used for a number of purposes: to create a rubber stamp, as a campaign sticker, as a postage stamp, as a design for a mug or apron.

Manchester Jewellers Network would love to see the creative results of these suggestions. How have you and your students benefited and learnt through this creative journey? Please send images and feedback to educate@adornmentsforjustice.org