

The power of the pen

primary pack

ABOUT THIS RESOURCE

Using a current Amnesty International case study, primary school students are introduced to the power of writing for human rights. The resource is taught over two one hour lessons. You may wish to extend Lesson 2 into two lessons to allow more time for drafting and editing.

LEARNING OBJECTIVES

- To develop key literacy skills in reading and writing
- To identify human rights and human rights abuses
- To take action for human rights

RESOURCES

- Lesson plans 1-2
- PowerPoint presentation
- Case study
(download from www.amnesty.org.uk/powerofpen)
- Activity Sheet 1 *Picture Match*
- Activity Sheet 2 *Reading the Case Study*
- Activity Sheet 3 *Freedom Park*
- Activity Sheet 4 *Writing a Solidarity Card*
- Activity Sheet 5 *Writing an Appeal Letter*
- Activity Sheet 6 *Literacy Scorecard*
- *Teacher Notes*
- Curriculum links
- Teacher Cover Sheet

In addition (you provide)

- Class dictionaries and thesauri
- Coloured pens and pencils
- Large envelope

Amnesty International

LESSON 1

READING ABOUT RIGHTS



ABOUT THIS LESSON

This lesson introduces students to human rights using pictures and a current case study. Students learn key vocabulary and develop skills to read and respond to non-fiction text.

RESOURCES

- PowerPoint slides 1-8
- Activity Sheets 1-2
- Case Study
- Teacher Notes
- Different coloured pens
- Dictionaries and thesauri

STARTER 15 MINUTES

Use pictures to introduce key vocabulary and concepts

- Share the learning objectives on PowerPoint slide 2.
- Show PowerPoint slide 3 and give pupils one minute to write a one-word answer to the question: what may have been taken away from this person?
- Repeat for slide 4. Refer to *Teacher Notes* for details of the images.
- List the words pupils have written and compare with the vocabulary list on slide 5.
- Start a word bank or word wall to capture new vocabulary. Are there any words the pupils don't understand? Model these words in sentences (refer to *Teacher Notes* for guidance).

Resources

- PowerPoint slides 1-8
- Activity Sheets 1-2
- Case study
- *Teacher Notes*
- Different coloured pens
- Dictionaries and thesauri

'From the bottom of our hearts, each member of our community thanks you for the solidarity action which allows us to be alive and keep resisting.'

Members of the Peace Community of San José de Apartadó, Colombia



Children of the Peace Community of San José de Apartadó

Continued »

LESSON 1

READING ABOUT RIGHTS

» Continued



MAIN 30 MINUTES

• STEP 1

HUMAN RIGHTS PICTURE MATCH (10 minutes)

Pupils identify human rights picking out key information and vocabulary

- Show PowerPoint slide 6. Define human rights (see *Teacher Notes* for guidance).
- Explain that you are going to look at a few rights in more detail. Hand out Activity Sheet 1 *Picture Match* (illustrated on PowerPoint slide 7). In pairs, ask pupils to match the pictures to the rights.
- As a class, discuss the pictures and the rights. Refer to *Teacher Notes* to explain human rights further and develop the link between human rights and the rights of the child.
- Add any new words to the class vocabulary list.

Extension task: Ask students to illustrate 'Everyone has the right to belong to a country' with their own drawing.

■ Resources

- Activity Sheet 1 *Picture Match*
- PowerPoint slides 6-7
- *Teacher Notes*

• STEP 2

CASE STUDY (15 minutes)

Introduce pupils to the case study

- Download a case study: www.amnesty.org.uk/poweropen. Distribute copies to students.

Note: All case studies will be changed regularly. They all have end dates to ensure relevance, effectiveness and safety for individuals concerned.

Please don't use outdated cases.

- Think-pair-share to gather initial thoughts and feedback ideas from two pairs to the class.
- Ask pupils to complete the tasks on Activity Sheet 2 *Reading the Case Study*. They will need a red, green and blue pencil each. It may be useful to make class dictionaries and thesauri available.
- Feedback answers and discuss.

■ Resources

- Case study
- Activity Sheet 2 *Reading the Case Study*
- Different coloured pens
- Dictionaries and thesauri



PLENARY 15 MINUTES

- Explain that in the next lesson pupils will write a letter taking action to defend the rights in the case study.
- Display PowerPoint slide 8 and share with the class. Ask pupils to write down the most important thing that they have learnt from this lesson. Share their responses with the class.

■ Resources

- PowerPoint slide 8

'Thank you all so much. I will keep working for democracy and human rights development in Burma. I hope to meet you all personally some time; I want to send my best regards to you all.'

Human rights activist Khun Kawrrio's message to Amnesty members and others who campaigned for his release, Burma, 2012



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LESSON 2

WRITING FOR RIGHTS



ABOUT THIS LESSON

This lesson enables students to take action by writing for a real purpose. Students use writing scaffolds and peer assessment to develop key writing skills and write their own letters for human rights.

Note: Teachers may wish to extend this to two lessons to allow time for drafting and editing.

RESOURCES

- PowerPoint slides 9-12
- Activity Sheets 3-6
- Teacher Notes
- Teacher Cover Sheet

Note: Lesson 1 Activity Sheets are used for reference in Lesson 2

STARTER 15 MINUTES

EXPLORING HUMAN RIGHTS, REVIEWING CONTENT

Review content of Lesson 1 by asking groups of four to remember the important things they learned from it.

- Feedback, drawing out the learning objectives of Lesson 1 by: highlighting new vocabulary, identifying human rights and reminding pupils of the case study.
- Read through the learning objectives of Lesson 2 (PowerPoint slide 9).
- Show PowerPoint slide 10. Explain the picture illustrates 'We all have the right to life, and to live in freedom and safety.' Hand out Activity Sheet 3 *Freedom Park*, one per pair. Refer to *Teacher Notes* for more information about the picture.
- Ask each pair to look at all the different activities in the picture and draw themselves onto the picture. They could be joining in or doing a new activity.
- Feedback answers.

Resources

- PowerPoint slides 9-10
- Activity Sheet 3 *Freedom Park*

Freedom Park illustration



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LESSON 2

WRITING FOR RIGHTS

» Continued



MAIN 30 MINUTES

• STEP 1

INTRODUCING LETTER WRITING (15 minutes)

- Remind pupils that they are going to write a letter or card to defend rights denied in the case study from the last lesson.
- Re-read the case study and talk about what human rights are being denied. How could a letter from you help?
- Run through the Frequently Asked Questions about letter writing (on PowerPoint slide 11). Refer to *Teacher Notes* for more information about Amnesty's letter writing campaigns.
- Distribute copies of Activity Sheet 4 (writing a card of support) or Activity Sheet 5 (writing a letter of appeal). Choose appropriately for your class.
- Display the name of the person pupils should address the letter to (this will be on the case study, note that cards of support and appeal letters will be addressed to different people).
- Ask pupils to write the first few sentences of their letter/ card – teacher can model effective openings or share models of student examples.
- Share the success criteria on slide 12 of the PowerPoint and refer these to examples of students work. (Success criteria can be modified to allow teachers to differentiate for each class).

■ Resources

- PowerPoint slides 11-12
- Activity Sheet 4 *Writing an Solidarity Card*
- Activity Sheet 5 *Writing an Appeal Card*
- *Teacher Notes*

• STEP 2

WRITING AND CONSIDERING KEY LITERACY FEATURES (15 minutes)

- Pupils should now complete their own letters/cards.
Note: it may be preferable to write letters on loose paper so they can be posted; if in books photocopy for posting, or use an ICT extension to allow word processing.
- At intervals the class can listen to examples of letters from others. Keep reminding pupils to check their writing using the success criteria on PowerPoint slide 12.



PLENARY 15 MINUTES

- Hand out Activity Sheet 6 *Literacy Scorecard*.
- In pairs, ask pupils to swap letters and use the scorecard to score their partner's letter for any errors – marking with a pencil where there should be corrections and giving their partners a score.
- Pairs can add up their scores. Which have scored highly? Feedback examples to the class. If wished, set up a competition to find the highest scoring pair at the end of the lesson.
- Ensure all students have signed their letters. Complete the Teacher Cover Sheet. Put all the other letters in a large envelope addressed to Education Officer, Education and Student Team, Freepost RLUU-XXEY-CTEE, Amnesty International, 17-25 New Inn Yard, London EC2A 3EA.
- For discussion: How does it feel to have taken action to defend human rights? Share with the class (refer to *Teacher Notes* for discussion prompts).

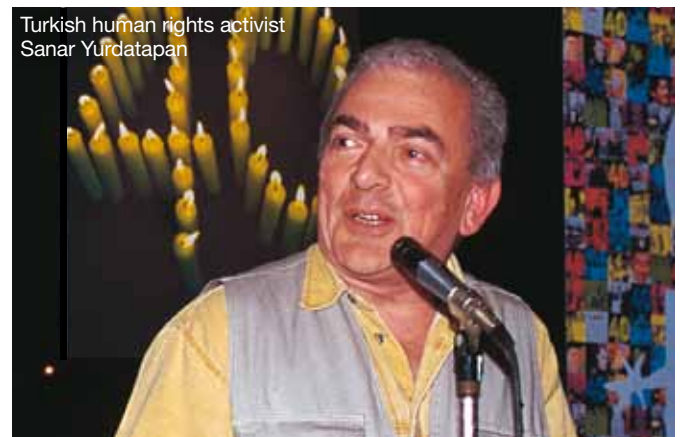
ICT extension: In another lesson, allow students to word process their letters.

■ Resources

- Activity Sheet 6 *Literacy Scorecard*
- *Teacher Notes*
- Large envelope
- Teacher Cover Sheet

'Your letters and cards are like bombs when they drop into the offices of ministers and government officials. When the cards and letters arrived into our barracks they were like rays of sunshine.'

Sanar Yurdatapan, former prisoner of conscience



Turkish human rights activist
Sanar Yurdatapan