**Amnesty International workshop**

**Human rights education and active citizenship**

**Thursday 27 October 2011**

**Afternoon Workshop 1**

**I’m Sue Moody.**

**Hello and welcome to Workshop 1:**

**‘Amnesty International: bringing Human Rights to life with CfE’**

**My background**

* **I write learning and teaching materials (eg Scottish Opera, SNH, NLS and RHET)**
* **Before that, I was Head of Publishing at LT Scotland (as it was then) for 12 years**
* **Before *that*, I was Primary Education Officer at Design Council Scotland.**
* **I’ve done supply teaching recently, so I understand what it’s like in the classroom.**

**What’s *your* background?**

**Quick introductions and why you are here.**

**Why human rights education?**

**Human rights education is a key principle of education for global citizenship.**

**‘Complex, ethical, global issues provide rich, relevant and meaningful contexts for learning in accordance with the principles of curriculum design.**

**‘Developing global citizens can bring together the totality of all that is planned for children and young people in a coherent and meaningful way.**

**‘Global citizenship is embedded in the experiences and outcomes in all curriculum areas, encouraging children and young people to develop and articulate their own informed world view and become active citizens as well as creative, critical thinkers.’**

***Developing global citizens within Curriculum for Excellence,* LT Scotland, 2011**

**What’s your understanding of human rights education?**

**Discuss in groups of three and report back.**

**General discussion with Julie Hepburn about Amnesty International’s perspective.**

**That’s all very well, but how do you bring HRE to life within CfE?**

**Start with a meaningful context to stimulate learning, and the experiences and outcomes will take care of themselves.**

**Here’s an idea to try …**

**Mission possible!**

**Your task …**

**The management team in your school has decided to work towards a Rights Respecting Schools award.**

**As part of this, you and your colleagues have decided that pupils should plan, organise and run a Red Hand Day event in your school on 12 February 2012, to raise awareness of the issue of child soldiers.**

**Work in pairs to develop a learning and teaching plan for this event.**

**Mission possible!**

**Some things to keep in mind:**

* **Provide suitable research materials about child soldiers (Amnesty International, UNICEF, YouTube, BBC)**
* **What’s going to be involved in the event? (eg presentations and documentaries by pupils; poems, drama, banners, red hands and pupils’ own ideas).**
* **Who’s going to be invited? (eg local MP, MSP, media including local radio station, Director of Education, etc). If they can’t make it, ask them to nominate someone who can.**
* **How is the event going to be promoted?**
* **How are you going to organise pupils into different jobs (eg job specifications, job applications, interviews)**
* **CfE experiences and outcomes and assessment**

**You have 15 minutes to work up a plan. Report back and discussion.**

**Some suggestions for learning and teaching outline:**

* **Initial discussion with pupils about human rights. What are human rights? Why did the Human Rights Act come about? Use Amnesty International resources to introduce and develop concept.**
* **Introduce issue of child soldiers – their rights are taken away. Show Ishmael Beah clip on YouTube. Tell pupils that school is going to organise Red Hand Day event to raise awareness of this issue. Pupils are responsible for planning, organising and implementing this.**
* **Discuss what needs to be done: project management of day; content of event to be decided; marketing and publicity; invitations and guest list; copywriting; graphic design of banners and promotional literature; catering, etc. Write job descriptions – pupils to apply for jobs.**
* **Once teams recruited project management team to organise the event and make sure that everything happens on time.**
* **Be on hand to support and facilitate, but let pupils take the lead and take responsibility for their learning.**

**Mission possible!**

**As a result of this project, pupils will have covered Curriculum for Excellence outcomes and experiences in Expressive Arts, literacy and English, Social Studies and Technologies.**

**Mission possible!**

**They will also have covered two key principles of developing global citizens**

**principle How can you …?**

**Know, respect and care for the > develop learners’ understanding of equality**

**rights, responsibilities, values and human rights issues and make links to**

**and opinions of others and rights and responsibilities locally, nationally and**

**understand Scotland’s role globally**

**within the wider world. > demonstrate the values of wisdom, justice,**

 **compassion and integrity both within and outwith the school community**

**Think creatively and critically and > develop in learners a range of literacies that**

**act responsibly in all aspects of will enable and empower them to act responsibly**

**life, politically, economically and on local and global issues (eg political literacy,**

**culturally. financial literacy and media literacy).**

 **>engage learners in developing solutions to the**

 **challenges they face as global citizens.**

**And finally …**

**Sharing ideas**

**In pairs, discuss any successful HRE projects that have taken place in your school or local authority.**

**Note and report back any lessons learned and useful ideas.**