

2014-2015

Young People Promoting Human Rights & Equality in Ireland

6-Step Teacher Guide to CSPE Action Project & Exhibition

Acknowledgments

Express Yourself! Advisory Group

The IHRC would like to sincerely thank the Advisory Group for its very valuable input and support:

- Jeanne Barrett, Chairperson, Association of CSPE Teachers (ACT)
- Dermot Carney, Arts Officer, National Association of Principals and Deputy Principals (NAPD)
- Conor Harrison, Advisor, Professional Development Service for Teachers (PDST)
- Alex Fogarty, Equality Officer, Irish Second Level Students' Union (ISSU)
- Máirín Wilson, Lecturer in Education, Church of Ireland College of Education (CICE)

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By

Irish Human Rights Commission

4th Floor, Jervis House

Jervis Street

Dublin 1

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The Irish Human Rights Commission (IHRC) was established under statute in 2000 to promote and protect the human rights of everyone in Ireland. Human rights are the basic standards that we are all entitled to by virtue of being human. The human rights that the IHRC protects are the rights guaranteed in the Irish Constitution and the rights covered in the many international treaties and conventions to which Ireland has committed to respect, protect and fulfil. The IHRC will merge in late 2014 with the Equality Authority to become the Irish Human Rights and Equality Commission.

Introduction

The Irish Human Rights Commission (IHRC) is inviting students to promote human rights and equality in Ireland through images, words and action by participating in the ***Express Yourself! Exhibition 2015***, which takes place from **23 March to 27 March 2015** (venue to be confirmed). To assist the process, we have produced this **6-Step Guide** to support teachers to make it easy for CSPE students to focus on human rights and equality in their Action Project.

Ensuring that everyone everywhere, including in Ireland, can live "equal in dignity and rights" is at the heart of the Universal Declaration of Human Rights (UDHR). Young people can play an active role in making this principle a reality and build a culture of human rights and equality in Irish society. Civic, Social and Political Education (CSPE) is the perfect vehicle to do just that as its goal is to foster a spirit of active citizenship based on human rights and equality.

The IHRC was established to promote and protect human rights in Ireland. This autumn we will merge with the Equality Authority to form the Irish Human Rights and Equality Commission. Promoting educational activity that strengthens human rights and equality will continue to be a core part of what we do.



Building on the success of the Express Yourself! Exhibition 2014

Express Yourself! Young People Promoting Human Rights and Equality is in its third year of operation. Since its inception in 2012 we have been delighted by the wonderful response from students who, through their images and statements, demonstrated how much they care about protecting human rights locally and nationally.

Express Yourself! Young People Promoting Human Rights and Equality in Ireland is being organised by the IHRC in collaboration with the Association of CSPE Teachers (ACT); the Irish Second Level Students' Union (ISSU); The Professional Development Service for Teachers (PDST); and The National Association of Principals and Deputy Principals (NAPD).

Step by Step Guide

This simple **6-Step Guide** to *Express Yourself! Young People Promoting Human Rights and Equality in Ireland* is to help teachers in the classroom to:

- put the spotlight on human rights and equality issues in Ireland;
- create awareness of why they should be protected;
- encourage and support CSPE students to make human rights and equality in Ireland the focus of their Action Projects and submit posters for the *Express Yourself!* Exhibition in March 2015.

Many good CSPE resources on human rights and equality already exist. The aim of this Guide is not to duplicate such material but to offer a framework and approach informed by these publications that will be helpful to teachers in supporting CSPE students take part in *Express Yourself! Young People Promoting Human Rights and Equality*. The six steps are:

Step 1 Exploring and Understanding Human Rights and Equality

Step 2 Choosing a Human Rights Action Project Theme

Step 3 Planning the Human Rights Action Project

Step 4 Executing the Human Rights Action Project

Step 5 Preparing the *Express Yourself!* Image for Display

Step 6 Review and Reflection

Compatibility with CSPE Syllabus

Underpinning this resource is the IHRC's view that advancing a comprehensive human rights education "*not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in everyday life*" (UN World Programme for Human Rights Education).

With this initiative, the IHRC is promoting a transformative learning approach that encourages students to work together throughout the Action Project process. The Guide encourages the use of active and creative methodologies and it highlights a range of resources that can be helpful at different stages of the process.

The step-by-step approach reflects key skills set out in the CSPE syllabus including:

- Awareness and research skills
- Analysis and evaluation skills
- Communication and creative skills
- Action skills

Meeting the Goals of a CSPE Action Project

According to the Department of Education and Skills guidelines, the CSPE Action Project should:

- be based on one or more of the seven course concepts
- be consistent with the human rights and social responsibility perspective of CSPE
- have an action component
- enable the student to communicate with other people or communities about their action
- enable the student to practice the skills associated with Civic, Social and Political Education
- enable students to develop knowledge and understanding of the subject of the action project
- include a reflection and evaluation dimension.

Human Rights Action Project Approach

The IHRC is inviting CSPE students to focus on human rights in Ireland and thereby:

- Gain a greater understanding of human rights and equality issues in Ireland;
- Challenge stereotypes, attitudes and perceptions;
- Enable engagement with other people or communities to get their insights;
- Foster a set of skills and know-how to promote and defend human rights and equality;
- Create **Express Yourself!** images through group effort that validate students' concerns;
- Achieve results in a co-operative, participatory and democratic way;
- Collectively organise an event to display the images promoting human rights and equality in their school or in their community, perhaps on International Human Rights Day, 10 December (or another convenient date) and so fulfill the goal of a CPSE Action Project;
- Submit images to the **Express Yourself! Exhibition 2015**; and
- Increase awareness nationally of the contribution of CSPE students to promoting human rights.

Express Yourself! Exhibition 2014: This work highlights the importance of CSPE



Shauna Emerson, Joy Robinson,
Caithlyn McEvitt
Class: Naomh Damhnait. 3rd Year
Mater Christi Secondary School, Finglas, Dublin

Teacher: Una McArdle

If we didn't have C.S.P.E.

If we didn't have C.S.P.E as a subject, we wouldn't know about Rights and Responsibilities, Stewardship, Law, Democracy, Development, Interdependence and Human Dignity. These are only some of the things we learn about in C.S.P.E. C.S.P.E shows us what we're entitled to, what our rights and responsibilities are and that it is up to us to respect each other. It also shows us how to be good citizens.

C.S.P.E stands for Civic Social and Political Education. There are seven concepts of CSPE, which are Rights and Responsibilities Human Dignity Democracy Law and Independence and Development. We have the right to C.S.P.E!!

Key Human Rights Educational Resources

The following is a list of textbooks and academic resources which are invaluable to the teaching of human rights and equality in schools:

- *Making Human Rights Work: The Promotion and Protection of Human Rights*, Curriculum Development Unit, CDVEC, 2000
- *A Human Rights Action Project*, Curriculum Development Unit, CDVEC, 1999. www.ihrc.ie/cspe
- *Impact! 5th Edition*, Jeanne Barrett and Fiona Richardson, CSPE Textbook 2010
- *Make A Difference!*, Conor Harrison and Mairin Wilson, CSPE Textbook, 2011
- *Right Here, Right Now: Teaching Citizenship through Human Rights*, British Institute of Human Rights, 2008. See www.bihr.org.uk/sites/default/files/RightHereRightNow.pdf
- *Celebrating the Universal Declaration of Human Rights*, CSPE Resource Pack, Amnesty International, 2008. See www.amnesty.ie/human-rights-education
- *Equality and Diversity & Grounds for Action: Building a Culture of Equality in our Society*, CDVEC Curriculum Development Unit and Equality Authority in collaboration with the Equality Commission for Northern Ireland, 2012. See www.ihrc.ie
- *Equality in Second-Level Schools: A Training Manual for Educators and Trainers*, The Equality Authority, 2014

Web Support- www.ihrc.ie/cspe

The resources highlighted in the **6-Step Guide** are supported by a web resource. This online resource will provide teachers and students with a wide range of interactive and written material on human rights. It provides details of groups work to protect human rights and equality.

Criteria for Image Submission for the National Exhibition

- Image can be a painting, graphic, collage, photo/montage, cartoon, illustration etc;
- Must visualise the human rights and equality issue in Ireland at the heart of the Action Project;
- Must clearly convey a human rights and/or equality issue in **Ireland only** (local/national);
- Must make a link to a human rights standard, such as an article in the Universal Declaration of Human Rights or the Convention on the Rights of the Child;
- Must be no smaller than A3 or bigger than A2 (594 mm x 420 mm) to facilitate framing.
- Must clearly communicate what the students want to say to the wider community about the human rights and equality issue they care about.
- Must be accompanied by a 50 word caption and 100 word statement;
- Must show evidence of teamwork and a democratic creative process;
- Should make a visual impact;
- **Deadline for entries is 6th February 2015.** See www.ihrc.ie/cspe for entry form and gallery of posters and photographs from last year's **Express Yourself! Exhibition**;
- **Please Note!** There may be a selection process if the number of images received is more than space allows. See application form for details www.ihrc.ie/cspe

Express Yourself! 2014 Exhibition: A collaboration of a whole class on direct provision



Eleanor O'Brien, Magdalena Rudricka.

Class: Class Cormac
Pobalscoil Inbhearn Sceine, Kenmare, Co. Kerry

Teacher: Lisa Sanford

2 Different Worlds

"Boxed- In" is a collaborative CSPE Project which Class Cormac of Pobalscoil Inbhearn Sceine have undertaken on the experience of people seeking asylum in Ireland. This is one of nine posters that attempt to capture their lives.

We researched the following areas - Human Rights, Asylum Seekers and Refugees, History of Asylum Seekers in Ireland - where they come from, the average age of an Asylum Seeker, why they come to Ireland, how many asylum seekers there are here, their accommodation and rights to work, legislation and Asylum Seekers in the media.

We found out the following information-

- *Ireland has spent over €750 million on Asylum seekers' food and accommodation provision since 2004*
- *Ireland is the 7th best country to live in, in the world for Asylum Seekers*
- *Ireland is one of the only European countries in which it is illegal for Asylum Seekers to work.*
- *Asylum Seekers do not get special treatment in the medical system.*
- *Between 2005- 2012, 39 Asylum Seekers who were residing in direct provision accommodation died.*
- *Asylum Seekers are not allowed to access third-level education in Ireland.*

We asked a Senator the following questions-

Ireland is signed up to the Universal Declaration of Human Rights:

- Why then are we violating the human rights of Asylum Seekers who have come to our country through direct provision?
- Why has the Irish Government taken so long to react to this problem?

The Senator raised these questions in the Seanad.

Step 1 Exploring and Understanding Human Rights and Equality

The aim of Step 1 is to help students get a better understanding of human rights; to develop empathy with people denied their rights and the implications for Irish society. Having understanding and empathy helps empower students to promote and defend their human rights and the rights of others.

Learning Outcomes

- Better understanding of human rights from the experience and interests of the students.
- Fuller appreciation of human rights issues in Ireland and empathy with people denied their rights.
- Greater knowledge of human rights standards and mechanisms that protect people.

One Approach

Here are some classroom activities which will complement the learning outcomes of Step One.

What human rights are and how they relate to student's daily lives.

- **Helpful source of information for teachers about human rights and equality:**
 - *What are human Rights?* See a range of material on human rights on www.ihrc.ie/cpse
 - *Basic Rights and Responsibilities – A Human Rights Module for Civic, Social and Political Education*, Curriculum Development Unit, CDVEC, 1998; It covers the human rights of children and adults.
 - *COMPASS - A Manual on Human Rights Education with Young People*, Council of Europe, 3rd Edition, 2007 www.coe.int/compass. Chapter 4 and 5 outline clearly what peoples' rights are.
 - Helpful exercises to explore what human rights are can be found in *Celebrating the Universal Declaration of Human Rights*, CSPE Resource Pack, Amnesty International, 2008: Classes 1 & 2 www.amnesty.ie/human-rights-education. The exercises can be adapted to fit the Irish context.
- **Helpful resources on children's rights:**
 - *What Do You Say? Resource Pack for Civic, Social and Political Education*, Ombudsman for Children, 2010. It contains activities on the Convention on the Rights of the Child, on having a voice as a young person and other issues such as family, health, play etc. See www.oco.ie
 - What are children's rights? See timeline, information on children's rights, interactive games, video, reports and lists of organisations representing children and young people on www.ihrc.ie/cspe
- **Helpful resources on Equality and Diversity:**
 - Protecting human rights and promoting equality are interlinked. *Equality and Diversity: Building a Culture of Equality in our Society*, CDVEC Curriculum Development Unit in collaboration with the Equality Authority and the Equality Commission of Northern Ireland, 2012: Section 3 includes a number of lessons on Exploring Equality. For example, Lesson 10 explores *How Equal is our Society?*, Lesson 11-12 explores *Equality in our School?* and Lessons 18-22 explore *Equality Experiences: The stories of Young People and Migrant Workers*. See www.ihrc.ie/cspe

Express Yourself! 2014 Exhibition The link between equality and human rights is highlighted.



Rainbow Scales of Equality

Article 2 of the United Nations Declaration of Human Rights states that all human beings deserve the same freedoms and rights without distinction, including the distinction of race.

The different coloured hands below the wooden scales represent people's differences in general and colours in particular. They are holding the balance of equality to promote anti-racism and the idea that all people should be treated equally.

Our piece is trying to convey the message of equality, especially anti-racism. We think all people are, and should be, treated equally, but we know that this is not always the case.

The 3D letters spell out EQUALITY and are covered in newspaper cuttings – photos, articles and headlines – which broadly show people from all walks of life, of all ages, gender, race, ability and social status. Some of the articles and headlines are about instances of inequality or the struggle for equality.

The wooden scales, made by three of us, represents the balance of fairness and the coloured hands are people of all different races trying hard to hold the balance steady so that equality prevails.

3A1- Josh Gorman, Cian Daly, Cianán Gannon,
Michael Gaines, Gareth Stapleton, Ethan O'Connor, Seán Martin, Adam
Clarke, Scott Woulfe, Daniel McBreen, Liam Graham, Ryan Gannon,
Darragh Seery, Shane Hayden, Jamie St. Leger, Andrew Branagan, Dean
Hayden, Thomas Bradley, Evan Scanlon, Graham Davis, Dermot Rankin,
Nathan Hyland, Jordan Daly

3A2 – Darren Smyth, Shane Daly, Stefan Dunne, Craig Grey, Jamie
Kearns, David Lawrence, Darrel Leavy, Jake Lyons, David Maughan,
Anthony Mc Donnell, Brian McKenna, Christopher McLaren, Ryan
McMahon, Martin Melia, Aaron O'Brien, Adam O'Neill, Aaron Pigott,
Patrick Roberts, Brian Stokes, Eric Wall, Ryan Walsh, Clayton White

Patrician College, Finglas, Dublin

Teacher: Sarah Conlon

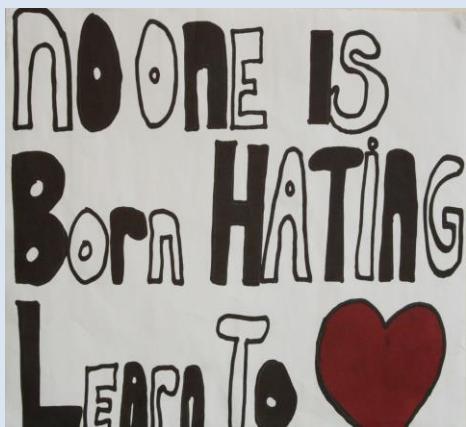
What it would be like if and when human rights are not fulfilled?

Students should be encouraged to empathise with people who have had their human rights breached; some students may even have examples of when this has happened to themselves or someone they know.

- Helpful exercises that encourage empathy are:

- *Celebrating the Universal Declaration of Human Rights*, CSPE Resource Pack, Amnesty International, 2008: Classes 3 & 5 on how society operates when human rights are denied and how individuals are affected. They could be adapted to fit Irish context. www.amnesty.ie/human-rights-education.
- For more information on a wide range of human rights breaches in Ireland, see IHRC reports www.ihrc.ie/cspe
- Exercises on stereotyping can be found in *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education*, Equality Authority and Professional Development Service for Teachers, 2011: Lessons 3-6 explore how stereotyping can reduce opportunities for individuals and members of groups in the community. Lesson 7 explores stereotyping, stereotyping and young people and equality law.www.ihrc.ie/cspe .
- Equality issues are highlighted in *Equality and Diversity & Grounds for Action: Building a Culture of Equality in our Society*, CDVEC Curriculum Development Unit and Equality Authority in collaboration with the Equality Commission for Northern Ireland, 2012. Lessons 23 and 24 explore *Understanding Discrimination, Harassment and Victimisation*.

Express Yourself! 2014 Exhibition: This work illustrates very well how the human rights of people we care about can be violated.



Sarah, and Katie Roche Murphy,

Class: 1A2 First Year

Coláiste an Chraobhín
Duntahane Road,
Fermoy, Co. Cork

No One is Born Hating – Learn to Love

Our poster is inspired by the words of Nelson Mandela. I believe they are very powerful and it is related to Article 1 of the Universal Declaration of Human Rights. These words encourage us to see beyond colour and treat people with love and respect, because as Mandela stated “Love comes more naturally to the human heart”.

We were amazed by Mandela’s statement. It seems such a simple solution to such a complex problem. The message of the Poster is love and respect. It is easier to show love rather than hate. We want people to see our poster to leave with the image of the red, beating heart of love. We hope people will think about the power of love to stop racism and hate. As Martin Luther King stated, “a journey of a thousand miles begins with a simple step”.

Step 2 Choosing a Human Rights Action Project Theme

The aim of Step 2 is to support students to find out more about human rights and equality in Ireland and to identify an issue that could be the focus of their Human Rights Action Project. Along with understanding and empathy, students need to develop the skills to use the information available to them to take action. The CSPE Action Project is a perfect vehicle for students to gain such know-how. In Step 1, students were exposed to a range of human rights and equality issues and should now be equipped with some knowledge of human rights in Ireland and can understand the impact of human rights breaches on people and groups. Now it is time to become more aware of the range of human rights and equality issues facing people and groups in Ireland.

Learning Outcomes

- Greater knowledge and more in-depth understanding of human rights in Ireland.
- Selecting a human rights issue that will become the focus of their Action Project.

One Approach

Students identify human rights issue in Ireland

- Useful activities to identify human rights issues in Ireland:
 - **Newspaper Sweep:** activity invites students to examine and assess information on human rights in Ireland from a range of sources including newspapers, online media, websites etc. Be a human rights correspondent for a day and report on what you found. See **A* is for Action CSPE Action Project Resource:** Section 1, pp.9-14 www.amnesty.ie/human-rights-education and **A Human Rights Action Project**, Curriculum Development Unit, CDVEC, 1999. Available on www.ihrc.ie/cspe
 - The IHRC website is also a good source of information on current human rights concerns in Ireland. See press releases or tailored material for CSPE students on www.ihrc.ie/cspe

The collage below illustrates the coverage human rights issues in Ireland receive in the media.



Express Yourself! Exhibition 2014: This work illustrates a topical issue in the news



Mia Tormey, Aoibheann Moriarty, Anna MacNeill.
Class: 1st Year '1 Childers'

St. Dominic's College, Cabra, Dublin
Teacher: Kathryn Moore

As long as we both shall live

For our poster we chose the right to marriage. We believe that everyone should be able to marry whoever they want regardless of age, gender, nationality, etc. Although we know homosexual marriage is not legal in many places we support it and think it should be included in this right.

We believe that the prevention of any marriage is going against the Universal Declaration of Human Rights.

Although we worked hard on this project, we enjoyed it and feel strongly about this right. We hope you like our representation of this right

Students select a human rights and equality issue they care about

- **Students reflect on how the issues selected relate to CSPE core concepts.**
 - Useful exercises to help identify issues can be found in *A* is for Action CSPE Action Project Resource*: Section 1, p. 20 www.amnesty.ie/human-rights-education
 - Lesson 27 'Our Vision of Equality for our School and Community' and Lesson 28 'Your Equality Bucket List' / 'If You were a Politician' in *Equality and Diversity: Building a Culture of Equality in our Society*, CDVEC Curriculum Development Unit in collaboration with the Equality Authority and the Equality Commission of Northern Ireland, 2012, pp 102-103.
 - Useful teaching resources and materials on stereotyping and the impact of stereotyping are listed in *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education*, Equality Authority and Professional Development Service for Teachers, 2011, pp 69-71. www.ihrc.ie/cspe
 - See 'Twenty Actions at a Glance' for ideas on equality and diversity actions, which can be adapted to make links with human rights standards, included in *Grounds for Action: Building a Culture of Equality in our Society*, Equality Authority in collaboration with the CDVEC Curriculum Development Unit and the Equality Commission for Northern Ireland, 2012, pp 13-14.

Step 3 Planning a Human Rights Action Project

Step 3 aims to assist teachers to support students to act on a human rights and equality concern they have identified, through their Action Project. Students will consider which human rights and equality issue to focus on in terms of the awareness they wish to create and the resources and time available to them. They will decide what they will do about the issue, how they will communicate their concern to others and what visual image would help promote their issue in the school community and meet the criteria for entry to the *Express Yourself! Exhibition*.

Step 3 deals with the teacher assisting students in their research into a human rights and equality issue in Ireland that they can identify with and which is a good fit with the goals of the CSPE Action Project. It is important to note that the term ‘research’ within this Human Rights Action Project should encompass the values of ‘active learning’ as well as using academic and online resources. Where possible, pupils should try to contact organisations active on the issue and visit them or invite to come to the school to speak about their work.

Learning Outcomes

- Enhanced research and analytical skills through investigating their human rights and equality topic.
- Greater ability to critically evaluate different ideas and make choices.
- Greater ability to set goals, identify and allocate tasks, and manage time and resources.

One Approach

Ask students to research the Human Rights Action Project topic identified in Step 2.

- A **is for Action CSPE, Action Project Resource*: Section 2 pp 21-25 suggests ways to carry out research. See www.amnesty.ie/human-rights-education;
- Also see *A Human Rights Action Project*, Curriculum Development Unit, CDVEC, 1999. Available on www.ihrc.ie/cspe;
- See IHRC website which has detailed resource material on a range of human rights;

Ask students to describe the range of issues, people and organisations associated with the topic.

- Useful exercises on research can be found in *A *is for Action CSPE, Action Project Resource*: Section 2 pp 26-31 www.amnesty.ie/human-rights-education
- Useful lists for organisations in Ireland are included in *Spotlight on Stereotyping: A Resource for Teachers of Civic, Social and Political Education*, Equality Authority and Professional Development Service for Teachers, 2011, p 73. A further list is available in *Grounds for Action: Building a Culture of Equality in our Society*, Equality Authority in collaboration with the CDVEC Curriculum Development Unit and the Equality Commission for Northern Ireland, 2012, pp 118-119.
- Useful template for carrying out equality research that can be adapted to include human rights as well. Rough Guide 7 Carrying Out Equality Research, in *Grounds for Action: Building a Culture of Equality in our Society*, Equality Authority in collaboration with the CDVEC Curriculum Development Unit and the Equality Commission for Northern Ireland, 2012, p 95.

Ask students to critically assess Action Project ideas about the human rights and equality issue and choose one aspect to highlight taking into account interests in the group, skills, resources, and time.

- Useful exercises can be found in *A *is for Action CSPE, Action Project Resource*: Section 2 pp 34-38 www.amnesty.ie/human-rights-education
- *Useful exercise choosing an Action Project can be found in What Do You Say? Resource Pack for Civic, Social and Political Education*: Activity 10, p.80. Ombudsman for Children 2010 www.oco.ie

Express Yourself! 2014 Exhibition: This work illustrates the link between the poster and wider Action Project.

Everyone has Human Rights

Our poster relates to UDHR rights we all have that give us Freedom, Hope, Identity, Justice, Health, Life and a Home. The UDHR can protect our rights and we want to make people aware of this. You can be any colour, race or creed. We are entitled to these human rights. Many people don't know that they are protected by the UDHR and the CRC.

In our Action Project we took part in a protest to demand an end to worldwide poverty, as part of The International Day for the Eradication of Poverty. We want people to be aware that by protecting human rights, we will help to protect human dignity. On the International Day for the Eradication of Poverty, we made banners for our protest and we stood at the Eradicate Poverty Commemoration Stone at the River Liffey and we sang a protest song to show our solidarity with the poor.

Steven Chen, Tamzin Courtney, Caitlin Fay,
Madara Viedmane, David Dykas, Bradly O' Callaghan.

Class: First Year

Larkin Community College
Champions Avenue, Dublin 1

Teacher: Maire O'Higgins

Ask students to develop a plan: to identify skills within the groups, set-out tasks and allocate responsibility for them

- Check out useful tips and approaches in *Make A Difference!*, Conor Harrison and Mairin Wilson, CSPE Textbook, 2011: Chapter 4, pp.76-94 www.folens.ie/uploads/titles-2011/make-a-difference-resource-book.pdf and *A Human Rights Action Project*, Curriculum Development Unit, CDVEC, 1999. Available on www.ihrc.ie/cspe
- Useful exercises on identifying tasks and creating a team in *A *is for Action CSPE, Action Project Resource*: Section 2 pp 34-37 www.amnesty.ie/human-rights-education

Remind students that one of the Human Rights Action Project goals is to create an image that expresses what they would like to communicate to others about the human rights and equality issue they have chosen.

- See work by CSPE students for *Express Yourself! Exhibition* in 2014 www.ihrc.ie/cspe

Express Yourself! Exhibition 2014: Children's rights highlighted in a novel but effective way



Oh... that's to like, die for

This image is related to Article 35 of the Convention on the Rights of the Child which states that all "State Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form."

No child shall be sold like a product. This image shows three babies that are in a gift bag. The babies have barcodes at the back of their heads which makes them similar to products that you buy in the store. No child has the right to be sold because the goods that you buy in a normal shop don't have feelings but the child has. Children are sold every day even now! I hope that this poster makes people aware of this.

Bartosz Kos, Class: 2nd Year
De La Salle College, Newtown Co. Waterford
Teacher: Nicola Lee

Ask the class to organise an exhibition to promote awareness among the school community

An exhibition in the school will create awareness among the school community about human rights and equality in Ireland and helps fulfill the goals of a CSPE Action Project. Maybe invite a person who works on human rights issues to open the event. **This will meet the criteria to fulfil the CSPE Action Project criteria.** The exhibition could take place on International Human Rights Day, which is on the 10th of December, or another day appropriate for the school.

- There are useful resources that provide tips on organising such an Exhibition

- *Make A Difference!*, Conor Harrison and Mairin Wilson, CSPE Textbook, 2011: Chapter 4, pp.76-94 www.folens.ie/uploads/titles-2011/make-a-difference-resource-book.pdf
- A useful resource on organising exhibitions is the LOLA Exhibition Guide. See www.sustainable-everyday.net/lolaprocess
- An event management checklist can be downloaded from www.ihrc.ie/cspe
- See a useful template for students, Rough Guide 10 Carrying out an Equality and Diversity Audit, which could be easily adapted in *Grounds for Action: Building a Culture of Equality in our Society*, Equality Authority in collaboration with the CDVEC Curriculum Development Unit and the Equality Commission for Northern Ireland, 2012, p 98.

Step 4 Executing a Human Rights Action Project

The aim of Step 4 is to help students to carry out their Human Rights Action Project and should be read in conjunction with Step 5.

Learning Outcomes

- A good understanding of a human rights and equality issue
- Greater human rights campaigning and advocacy skills
- Stronger project management skills and better teamwork skills

One Approach

Ask students to meet regularly to assess progress, discuss any challenges they are facing and come up with solutions.

- Use plan created earlier to review progress. See *A* is for Action CSPE, Action Project Resource*: Section 3 pp 36-37. See www.amnesty.ie/human-rights-education

Ask students to document progress, as the information is useful for keeping track and for the review and evaluation process at the end of the project:

- Taking short minutes will help later when compiling final Action Project Report
See *Make A Difference!*, Conor Harrison and Mairin Wilson, CSPE Textbook, 2011: Chapter 4, pp.76-94
www.folens.ie/uploads/titles-2011/make-a-difference-resource-book.pdf.
- See a useful template for students on Rough Guide 2 Recording Your Work in *Grounds for Action: Building a Culture of Equality in our Society*, Equality Authority in collaboration with the CDVEC Curriculum Development Unit and the Equality Commission for Northern Ireland, 2012, p 90.

Ask each Action Project to nominate a liaison person to interact with the Project Team in organising the exhibition in the school.



Express Yourself! Exhibition 2014: This work highlights migrant worker's rights



Aisling Cooney, Aoife Dowling.
Class: 3.1 3rd Year
Sacred Heart Secondary School, Clonakilty,
Co. Cork

Teacher: Judy O'Connell

Migrant Worker Rights

This picture is a demonstration of Migrant Workers working in an unpleasant working environment. This is the case for many workers, some of which work in these conditions for a wage as low as 51 cent an hour for a 77 hour week.

We chose this topic because we were appalled by how some migrant workers are treated in Ireland.

Many migrant workers originate from countries such as Poland and The Philippines. A migrant worker is someone who is engaged in a remunerated activity in a state in which they are not a national.

A study showed that 40% of migrant workers feel/are discriminated against. Some 120 careworkers with over 11 different nationalities said that they experienced discrimination, such as racial abuse and unfair allocation of jobs. In these cases the rights to join a trade union and to be treated fairly are being abused.

Express Yourself! Exhibition 2014: This work calls for an end to stereotyping



Amy de Burca, Courtney McCormack.

Scoil Phobail MhicDara
Carna, Connemara
Co. Galway

Teacher: Kevin Joyce

Accepting people for who they are

The idea behind this poster is that it doesn't matter if you're a girl or a boy, black or white, or what your sexuality is. The poster is focused more on stereotyping, because that it is a big thing all around the world and it is not fair to judge people based on their sexuality, skin colour or gender.

No one is superior to anyone else. You should not be judged on what you look like. You can achieve anything regardless of your skin colour, sexuality or gender.

Step 5 Preparing the Human Rights Image and Display

The aim of Step 5 is to help students prepare an image and a statement that expresses their concern about the human rights and equality issue that is at the core of their Human Rights Action Project. This step will also give guidance on how to organise an event in the school or community. It will outline criteria for images to go forward for selection to be part of ***Express Yourself! Young People Promoting Human Rights and Equality in Ireland*** National Exhibition organised by the IHRC at City Hall, Dames St., Dublin 2 from 23 to 27 March 2015.

Learning Outcomes

- Develop creative, artistic and communications and persuasion skills.
- Develop organisational, teamwork and event management skills.

One Approach

Invite students to create human rights image and statement

- Having researched their human rights and equality issue, invite each Human Rights Action Project Team to work together to develop an image that best expresses the essence of the human rights and equality issue at the heart of their Project
- Invite students to write up a human rights statement that accompanies the image and indicates the human rights standard that is being violated or should be greater protected, the individuals and groups most affected and what should be done
- Provide students with the criteria needed for entry to the National Exhibition set out below which should be taken into account when designing the image and statement should they wish to enter the National Exhibition.
- Also see Application for National exhibition on IHRC website for more details www.ihrc.ie/cspe
- Ask the Project Team to factor in when their work should be completed to be in time for the school exhibition and to check in with those organising the event and what remains to be done to meet various deadlines.
- Use plan created earlier to review progress. See *A *is for Action CSPE, Action Project Resource*: Section 2 pp 36-37 www.amnesty.ie/human-rights-education



Homelessness



Leigh Fitzpatrick, Michelle Davis,
Christopher O'Carroll, Brónagh Walkin, Joan
Freer.

Class: Rehabilitative Training Programme
National Learning Network, Kilkenny

Teacher: Rosemary Watchhorn

We want to show in our image that every human being has a right to equality and dignity. This could be you one day so don't turn your back and walk away, because all they want is to be loved and to be wanted like everyone else. You should treat homeless people the way you would like to be treated if you were homeless.

Our image shows someone who is lost in themselves and who has no one to turn to for help.

It relates to Article 1 of the Universal Declaration of Human Rights, "All humans are born free and equal in dignity and rights."

Some people are homeless as a result of running away from home. They may have lost their homes because they can't afford to pay for rent or bills are piled up. Some people or teenagers are kicked out of their homes because of drugs or alcohol use. Some children may run away because of child abuse. Some people might run away in relation to the loss of a loved one and would want to get away to escape the situation.

No matter what the reason is that someone should find themselves homeless, we believe in order to have equality in dignity and rights, we need to provide better solutions for our homeless citizens.

Step 6 Review and Reflection

The aim of Step 6 is to support students to review the whole Action Project process; its successes and challenges. It will also offer guidance to help students to reflect on the skills they used and acquired as a result of their participation in the Action Project.

It is our hope that by taking part in a Human Rights Action Project that pupils will become aware of the human rights and equality issues relevant to them and to the wider society in Ireland. Having an understanding of human rights, their origin and development will better equip students to participate in their own community and in Irish society.

Learning Outcomes

- Better understanding of the importance of review and evaluation to the learning process and project management.
- Greater skills to organise, review and evaluate information and processes.

One Approach

- Ask students to review the outputs and outcomes against the goals, objectives and tasks set out at the beginning of the process.
 - Use plan created earlier to review progress. See *A *is for Action CSPE, Action Project Resource*: Section 3 pp 36-37 www.amnesty.ie/human-rights-education as well as short minutes from meetings.
- Ask students to identify the skills they used and the new skills they acquired as a result of carrying out the Action Project.
- Suggest they use plan created earlier to review progress. See *A *is for Action CSPE, Action Project Resource*: Section 3 pp 42-46 www.amnesty.ie/human-rights-education
- Ask students to identify their attitude to/feelings around the human rights issue they explored and to explain what new insights they got into this issue.
- Ask students to make suggestions around reasonable social /political responses or actions to address the issue they have explored.
- Ask students to identify the successes and what they would do differently in the future.
- Useful templates for students are included in *Grounds for Action: Building a Culture of Equality in our Society*, Equality Authority in collaboration with the CDVEC Curriculum Development Unit and the Equality Commission for Northern Ireland, 2012. See Template 2 End of Action Reflection p 83; Template 4: Self-Evaluation by Students of their Action p 87; Rough Guide 3 Creating an Evaluation Sheet p 91; and Rough Guide 4 Creating an Evaluation Wall p 92.

Further Information

For more information on *Express Yourself! Young People Promoting Human Rights and Equality in Ireland*, please contact Fidelma Joyce, IHRC, Tel: 01 8589601 or email: expressyourself@ihrc.ie

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**An Coimisiún um Chearta an Duine
An 4ú hUrlár, Teach Jervis
Sráid Jervis
Baile Átha Cliath 1**

**Guthán: 01 8589601
Facs: 01 8589609
Ríomhphost : expressyourself@ihrc.ie
www.ihrc.ie/cspe**

**Irish Human Rights Commission
4th Floor, Jervis House
Jervis Street
Dublin 1**

**Tel: 01 8589601
Fax: 01 8589609
Email: expressyourself@ihrc.ie
www.ihrc.ie/cspe**