Express Yourself!

Young People Promoting Human Rights in Ireland

6-Step Teacher's Guide to a CSPE Human Rights Action Project and Exhibition

Acknowledgments

Express Yourself! Advisory Group

The Irish Human Rights Commission (IHRC) was established under statute in 2000, to promote and protect the human rights of everyone in Ireland. The human rights that the IHRC is mandated to promote and protect are the rights, liberties and freedoms guaranteed under the Irish Constitution and under international agreements, treaties and conventions to which Ireland is a party.

Introduction

Ensuring that everyone everywhere, including 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 in so doing help build a culture of respect for human rights in Irish society. Education is an empowering factor. Civic, Social and Political Education (CSPE) aims to foster a spirit of active citizenship based on human rights; nurturing knowledge, skills and agency.

The Irish Human Rights Commission (IHRC) promotes educational activity that strengthens human rights and CSPE students can contribute to this goal by making the human rights of people in Ireland the focus of their CSPE Action Project. We are inviting students to play a prominent role in promoting human rights by creating images that express what human rights in Ireland mean to them for display in their schools to celebrate International Human Rights Day, 10 December, and at ***Express Yourself! Young People Promoting Human Rights in Ireland***, a national exhibition organised by the IHRC at the Lighthouse Cinema, Smithfield, Dublin 7 from 27 February to 6 March 2013. To assist the process, we have produced this **6-Step Guide** to aid teachers to support CSPE students to develop a Human Rights Action Project and to produce an image for display at the ***Express Yourself!*** Exhibition.

Express Yourself! **Young People Promoting Human Rights 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).

Compatibility with CSPE Syllabus

With this initiative the IHRC is promoting an approach that encourages students to work together throughout the Action Project process. It 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

Step by Step Guide

As a resource to **Express Yourself! Young People Promoting Human Rights**, the IHRC has produced this simple **6-Step Guide** to aid teachers to address human rights in the classroom: to create awareness of the value of human rights and why they should be protected; to encourage and support CSPE students to make human rights in Ireland the focus of their Action Projects; and as part of the Action Projects create images that can promote human rights to a wider audience. Many excellent CSPE resources on human rights already exist. The aim of this Guide is to offer a framework and approach informed by such publications that will be helpful to teachers in supporting CSPE students take part in **Express Yourself! Young People Promoting Human Rights in Ireland.**

6 Steps

Step 1 Exploring and Understanding Human Rights
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

Underpinning this resource is the IHRC's view that advancing a comprehensive education in human rights *"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 daily life"* (UN World Programme for Human Rights Education).

A similar guide for students is available on the IHRC's website at www.ihrc.ie/cspe

Web Support – www.ihrc.ie/cspe

The **6-Step Guide** will be supported by a web resource. This online resource will provide teachers and students with educational resources on human rights as well as background information on the development of human rights, what mechanisms are there to protect people, what Ireland's achievements are and the gaps that remain to be fulfilled. It will also provide material for teachers and students to assist the Human Rights Action Project development process. Look out for one-page information sheets on a range of human rights topics as well as 'how-to tips', which will be made available on the IHRC's website at www.ihrc.ie/cspe

Action Project Approach

The IHRC invites CSPE students to focus on human rights in Ireland and:

- Gain a greater understanding of human rights issues in Ireland;
- Challenge attitudes and perceptions;
- Foster a set of skills and know-how to take action to promote and defend human rights;
- Create *Express Yourself!* images through group effort that give concrete expression and validation to students' views on human rights;
- Achieve results in a co-operative, participatory and democratic way;
- Collectively organise an event to display their images on International Human Rights Day, 10 December at their school or in the community to promote awareness about human rights;
- Submit their images to the *Express Yourself!* Exhibition organised by the IHRC;
- Increase awareness nationally of the contribution of CSPE students to promoting human rights.

Criteria for Image Submission to the 'Express Yourself!' Exhibition

- Image can be a painting, graphic, collage, photo/montage, cartoon, illustration etc;
- Must visualise the human rights issue depicted in the Human Rights Action Project;
- Must clearly convey human rights in an Irish context (locally or nationally);
- Must make a link to a human rights standard such as an article in the Universal Declaration of Human Rights or Convention on the Rights of the Child;
- Must be max. A2 size to facilitate framing and exhibiting;
- Must clearly communicate what the students want to say to the wider community about the human rights issue they care about;
- Must be accompanied by a 50 word caption and 100 word statement explaining the image, why the image is important, how it was chosen and the group process involved;
- Must show evidence of teamwork and a democratic creative process;
- Should make a visual impact.

Deadline

Express Yourself! Images must be submitted to IHRC by **16 January 2013**. Application Guidelines and Form are available to down load from the IHRC's website www.ihrc.ie/cspe

Further Information

For further information on *Express Yourself! Young People Promoting Human Rights Education,* please contact Fidelma Joyce, Senior Human Rights Awareness Officer, IHRC, 4th Floor, Jervis House, Jervis Street, Dublin 1. Tel: 01 8589601 or email: expressyourself@ihrc.ie

Step 1: Exploring and Understanding Human Rights

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 to consider the implications for society and more specifically 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 the range 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

- **What human rights are and how they relate to student's daily lives?**

    - Helpful source of information for teachers about human rights general, see:

    » *Basic Rights and Responsibilities – A Human Rights Module for Civic, Social and Political Education*, Curriculum Development Unit, CDVEC, 1998.

    » *COMPASS - A Manual on Human Rights Education with Young People*, chapter 4 and chapter 5, Council of Europe, 3rd Edition, 2007. www.coe.int/compass

    - Helpful resources on human rights in Ireland, see www.ihrc.ie/cspe and for children's rights see *What Do You Say? Resource Pack for Civic, Social and Political Education*, Ombudsman for Children, 2010. Copies have been sent by the OCO to all schools and can also be downloaded from www.oco.ie

    - Helpful exercises with students 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. They could be adapted to fit Irish context.

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

    - Helpful exercises with students can be found in *Celebrating the Universal Declaration of Human Rights*, CSPE Resource Pack, Amnesty International, 2008: Classes 3 & 5. www.amnesty.ie/human-rights-education or email hre@amnesty.ie for hard copies. They could be adapted to fit Irish context.

Other Useful Resources

- *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. Available on 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. www.folens.ie/uploads/titles-2011/make-a-difference-resource-book.pdf

- *Right Here, Right Now: Teaching Citizenship through Human Rights,* British Institute of Human Rights, 2008. See www.bihr.org.uk

- *Stand Up, Speak Up!* Holmes, H. and O'Dwyer, G. 2010, Textbook and Workbook, Dublin: Mentor Books

- *One World, 2nd Edition*, Murphy, D. and Ryan, J. CSPE Textbook and Workbook, Dublin: EdCo

Step 2: Choosing a Human Rights Action Project Theme

The aim of Step 2 is to support students to identify a Human Rights Action Project issue. 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 issues and should now be equipped with some knowledge of human rights in Ireland and the impact on groups whose rights are not being fulfilled. It is time to focus on one issue that students care about and how they would like to address it through their CSPE Action Project.

Learning Outcomes

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

One Approach

- **Students identify human rights issue in Ireland they care about and make links with.**

    – Useful exercises can be found in

    » *A *is for Action CSPE Action Project Resource (2011)*: Section 1, pp.9-19 www. amnesty.ie/human-rights-education or email hre@amnesty.ie for hard copies

    » *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, with tailored material for CSPE students. www.ihrc.ie/cspe

    – Students can also search on the internet, read newspapers etc.

- **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 (2011)*: Section 1, p. 20. www.amnesty.ie/human-rights-education

- **Ask one group of students to consider organising the display of images in their school community to celebrate International Human Rights Day, 10 December, as their Human Rights Action Project**

    – Useful exercise to help choose 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. See www.oco.ie

Other Useful Resources

- *Celebrating the Universal Declaration of Human Rights*, CSPE Resource Pack, Amnesty International, 2008 www.amnesty.ie/human-rights-education

- *Impact! 5th Edition*, Jeanne Barrett and Fiona Richardson, CSPE Textbook 2010, Gill and Macmillan

- *Make A Difference!*, Conor Harrison and Mairin Wilson, CSPE Textbook, 2011 www.folens.ie/uploads/titles-2011/make-a-difference-resource-book.pdf

- *What Do You Say? Resource Pack for Civic, Social and Political Education*, Ombudsman for Children, 2010. See www.oco.ie

- *Stand Up, Speak Up!* Holmes, H. and O'Dwyer, G. 2010, Textbook and Workbook, Dublin: Mentor Books

- *One World, 2nd Edition*, Murphy, D. and Ryan, J. CSPE Textbook and Workbook, Dublin: EdCo

Step 3: Planning a Human Rights Action Project

Step 3 aims to assist teachers to support students to act on a human rights concern through their Action Project. Students will consider which Action Project goals would be most successful in terms of its possible impact and the resources and time available to them. They will determine, as part of the reporting process on the Action Project what visual means they will use to let others know about their human rights issue in the school community and submit to the IHRC's *Express Yourself!* Exhibition. Read in conjunction with Step 4.

Learning Outcomes

- Enhanced research skills through investigating their human rights topic.
- Stronger analytical skills as a result of assessing range of material.
- Greater ability to critically evaluate different ideas as part of the process of choosing an Action Project aims.
- Greater ability to set goals, identify and allocate tasks, and communicate its key messages within an agreed timeframe and resources.

One Approach

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

  - Useful exercises on research can be found in:

  » *A *is for Action CSPE, Action Project Resource (2011)*: Section 2 pp 21-25. www.amnesty.ie/human-rights-education

  » Also see *A Human Rights Action Project,* Curriculum Development Unit, CDVEC, 1999. Available on www.ihrc.ie/cspe

- **Ask students to describe or map 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 (2011)*: Section 2 pp 26-31. www.amnesty.ie/human-rights-education

- **Ask students to critically assess Action Project ideas and choose one theme 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 (2011)*: Section 2 pp 34-38 www.amnesty.ie/human-rights-education

- 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 team in *A *is for Action CSPE, Action Project Resource (2011):* 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 issue they have chosen.

  - See work by CSPE students for *Human Rights −Framed by Young People* Exhibition in 2008 to get some ideas on www.ihrc.ie/cpse

  - 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

  - 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

Other Useful Resources

- *Impact! 5th Edition*, Jeanne Barrett and Fiona Richardson, CSPE Textbook 2010, Gill and Macmillan

- *Stand Up, Speak Up!* Holmes, H. and O'Dwyer, G. 2010, Textbook and Workbook, Dublin: Mentor Books

- *One World, 2nd Edition*, Murphy, D. and Ryan, J. CSPE Textbook and Workbook, Dublin: EdCo

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 issue
• Good relations with groups working on the issue
• Greater human rights campaigning and advocacy skills
• Stronger project management skills
• 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 review and evaluation 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

• **Ask each Action Project to nominate a liaison person to interact with the Project Team organising the International Human Rights Day Event to ensure good information flow.**

Other Useful Resources

• *A Human Rights Action Project,* Curriculum Development Unit, CDVEC, 1999. Available on www.ihrc.ie

• *Impact! 5th Edition*, Jeanne Barrett and Fiona Richardson, CSPE Textbook 2010, Gill and Macmillan.

• *What Do You Say? Resource Pack for Civic, Social and Political Education*, Ombudsman for Children, 2010. www.oco.ie

Step 5: Preparing the Human Rights Image and Display

The aim of Step 5 is to help students prepare an image that expresses their concern about the human rights theme 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 in Ireland,** National Exhibition organised by the IHRC from 27 February to 6 March 2013 at the Lighthouse Cinema, Smithfield, Dublin 7.

Learning Outcomes

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

One Approach

- **Suggest that each Action Project team will work together to develop an image that best expresses the essence of the human rights theme at the heart of their Project. The criteria for entry to the National Exhibition set out below should be taken into account**

  - Also see Application guidelines for National exhibition on IHRC website for more details www.ihrc.ie/cspe

  - See *Voice Our Concern* teacher's resource, Chapter 7. www.amnesty.ie/human-rights-education or email: hre@amnesty.ie for hard copies.

- **Suggest to the Project Team organising the Human Rights in Ireland Express Yourself event on 10 December to meet to liaise with Action Project teams about their images to inform local event planning.**

- **Use plan created earlier to review progress.**

  - See *A *is for Action CSPE, Action Project Resource (2011):* Section 2 pp 36-37 www.amnesty.ie/human-rights-education

Criteria for Submission to National Exhibition

• Image can be a painting, graphic, collage, photo/montage, cartoon, illustration etc;
• Must give visual expression to human rights issue at the heart of the Action Project;
• Must clearly convey a message on human rights in an Irish context only (local or national);
• Must be no bigger than A2 to facilitate framing and exhibiting;
• Must make a link to a human rights standards such as, those set out in the Universal Declaration of Human Rights or the Convention on the Rights of the Child;
• Must clearly communicate what the students want to say to the wider public about the human rights issue;
• Must be accompanied by a 50 word caption and 100 word statement that explains the image, why the image is important, how it was chosen and the group process involved;
• Must show evidence of teamwork and a democratic creative process;
• Should have visual impact;
• Must be submitted to IHRC by 16 January 2013.

Other Useful Resources

• *Impact! 5th Edition*, Jeanne Barrett and Fiona Richardson, CSPE Textbook 2010, Gill and Macmillan

Note
There may be a selection process if the number of images received is more than space allows. Full details of the selection panel will be provided in the application guidelines and form which can be downloaded from the IHRC website www.ihrc.ie/cspe

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.

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 (2011)*: Section 3 pp 36-37. www.amnesty.ie/human-rights-educationas 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 (2011)*: 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.**

Other Useful Resources

- *A Human Rights Action Project,* Curriculum Development Unit, CDVEC, 1999. Available on www.ihrc.ie/cspe
- *Impact! 5th Edition*, Jeanne Barrett and Fiona Richardson, CSPE Textbook 2010, Gill and Macmillan

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