



POST-PRIMARY SCHOOL PACK

AMNESTY
INTERNATIONAL



Written and compiled by:
Deirdre Walsh, Youth Activism Officer,
Amnesty International Ireland

Edited and reviewed by the Campaigns and
Activism Team, Amnesty International Ireland

Design by:
Raymond Keary

Published by:
Amnesty International Ireland,

Sean McBride House,
48 Fleet Street,
Dublin 2,
D02 T883
Ireland

Copyright:
2018 Amnesty International Ireland

AMNESTY
INTERNATIONAL



Cover image:
Youth activists Eimear and Alesi
campaign for Brave Human Rights
Defenders August 2018

CONTENTS

| | | |
|-----------|---|----|
| 1. | Introduction | 4 |
| | Amnesty International | 4 |
| | Young People and Amnesty International | 5 |
| | The Universal Declaration of Human Rights | 6 |
| | Human Rights Glossary | 8 |
| 2. | Activism for Human Rights | 10 |
| | Who is a Youth Activist? | 10 |
| | Approaches to Youth Activism | 12 |
| | 7 points for Effective Youth Activism | 14 |
| 3. | Setting up an Amnesty School Group | 16 |
| | Support from Amnesty International | 17 |
| | Getting Started | 18 |
| | Roles and Responsibilities. | 19 |
| | The First Group Meeting | 20 |
| | Group Membership | 21 |
| 4. | Taking Action | 22 |
| | Activity Guides | 22 |
| | Planning a Human Rights Campaign. | 26 |
| | School Group Case Studies | 33 |
| | Reflection and Evaluation | 35 |
| 5. | Joining the Youth Activism Community | 36 |
| | Amnesty International Ireland Contact Information | 36 |
| | Useful Websites. | 37 |
| | International Human Rights Dates | 38 |

SECTION 1:

INTRODUCTION

AMNESTY INTERNATIONAL

In 1961, British lawyer Peter Benenson was outraged when two Portuguese students were jailed simply for raising a toast to freedom. At that time, Portugal was under the dictatorship of General Salazar. Peter Benenson had read that the students had been arrested and sentenced to seven years' imprisonment for their simple gesture. On 28 May 1961 Peter Benenson's article 'The Forgotten Prisoners' appeared in The Observer newspaper. It told the stories of people who were in prison simply because of their ideas. This action sparked the idea that people everywhere can unite in solidarity for justice and freedom. This inspiring moment gave birth to Amnesty International as an extraordinary people's movement.

Amnesty International is now a global movement of more than 7 million people who take injustice personally. We are campaigning for a world where human rights are enjoyed by all.

“Only when the last prisoner of conscience has been freed, when the last torture chamber has been closed, when the United Nations Universal Declaration of Human Rights is a reality for the world's people, will our work be done.”

Peter Benenson,
Amnesty International founder

In Ireland, our 20,000 members and supporters campaign on issues like protecting migrant & refugee rights and supporting human rights defenders. We are independent of any political ideology, economic interest or religion. We are funded by our members and supporters.

Through detailed research and determined campaigning, Amnesty International helps fight abuses of human rights worldwide.

Research: Human rights change starts with the facts. Our experts do accurate, cross-checked research into human rights violations by governments and others worldwide.

Advocacy and Lobbying: We use our analysis to influence and press governments, companies and decision-makers to do the right thing.

Campaigns and Action: Through petitions, letters and protests, campaigners and activists worldwide press for action from the people and institutions who can make change happen.

YOUNG PEOPLE AND AMNESTY INTERNATIONAL

The aim of this school pack is to support youth activists and the establishment of school groups. It can be used as a tool to run group sessions and plan actions in order to bring human rights to schools and local communities. By setting up an Amnesty International school group you are educating those around you about human rights and you are joining a community of like-minded people in Ireland and globally who stand in defence of humanity and justice.

Young people in all their diversity have played a key role in Amnesty International's campaigning, and will continue to contribute to Amnesty International's vision of a world in which human rights are enjoyed by all. Far from being bystanders, young people can be agents of change. History has shown us time and again the power of young people to change the world. When they stand up against injustice, such as in South Africa in 1976 against apartheid, in Czechoslovakia in 1989 in support of democratic rights, or more recently in the US against gun violence, the world takes notice. Young people bring energy, creativity, drive and passion to Amnesty International. With this in mind we want to give young people the tools, skills and confidence to organise and lead action for human rights.

Youth activists are a central part of the Amnesty International movement and help bring torturers to justice. Change laws to stop violence against women. Or release people who have been jailed just for speaking out. Amnesty International supports youth activists so that they are equipped with knowledge about human rights issues, and develop the skills and confidence to take action for human rights change. This knowledge can be used to develop plans for action in schools and communities that contribute to campaigns for human rights in Ireland and globally.

HUMAN RIGHTS

“Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation.”

Mary Robinson,
High Commissioner for Human Rights (1997 – 2002), and President of Ireland (1990–1997)

Human rights are what every human being needs to live a dignified and fulfilled life and to participate fully in society. They are entitlements – you have them just because you are human.

Human rights are:

- Universal – they apply to everyone equally;
- Inalienable – they cannot be taken away from people;
- Indivisible – they are all connected. Failure to protect one right can lead to abuse of other rights, just as taking action to fulfil one right can lead to the fulfilment of other rights.

Human rights are underpinned by a set of common values that have been prevalent in societies, civilisations and religions throughout history.

These values include fairness, respect, equality, dignity and autonomy. It is important to recognize that women, men, children and specific groups of people can experience different human rights abuses and are affected by them in different ways.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Eleanor Roosevelt,
Chair of the first UN Commission on Human Rights.

Atrocities committed by states during World War II, and in particular the appalling abuse of the Holocaust, led the newly formed United Nations to establish a Human Rights Commission in 1947. A group of government leaders came together, chaired by Eleanor Roosevelt, to draft a new document in an attempt to prevent such human rights abuses from happening again. The vision of these leaders was not only influenced by events in Europe; other world events such as the assassination of Ghandi in India and the beginning of apartheid in South Africa were also at the forefront of their minds.

The resulting document, the UDHR, was adopted by the countries of the UN in 1948 and it remains the most famous and most important of all human rights frameworks. The preamble recognises a universal entitlement to rights for all humans, and sets the aim of contributing towards freedom, justice and peace in the world. Human rights are defined in the 30 articles.

The UDHR is not legally binding for countries, which means countries are not obligated by law to ensure the rights are provided for in legislation or policy. However it has formed the basis of a range of treaties that are legally binding, such as the Convention on the Rights of the Child, and the Convention against Torture. Regional groups of countries and individual states have incorporated these human rights into their own treaties and laws, such as the European Convention of Human Rights.

Rights can be divided into different groups of rights, for example **Civil and Political Rights**. These are rights to civil liberty and equality including:

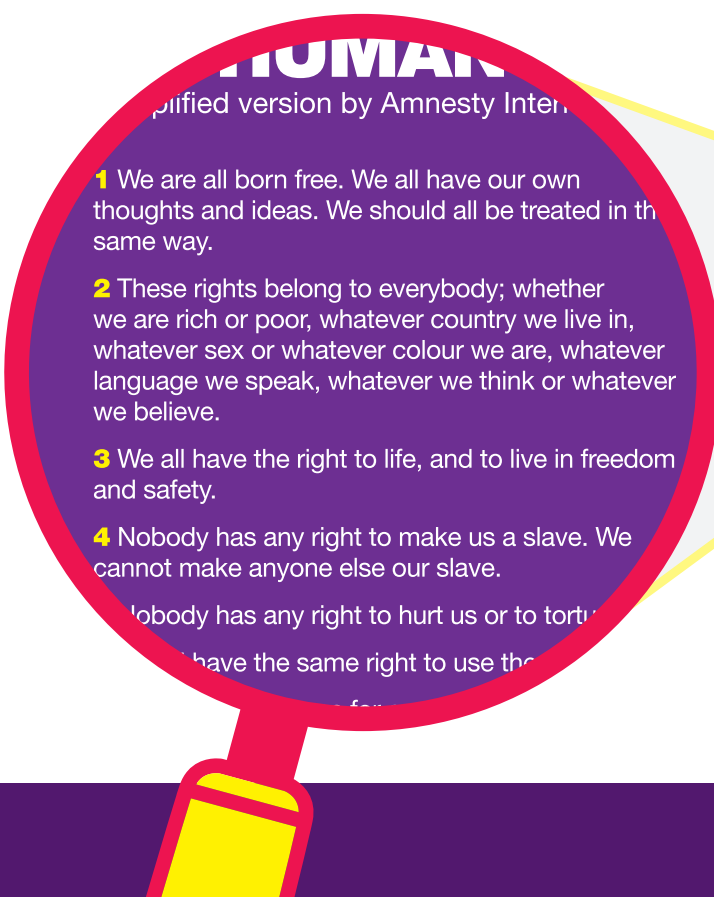
| | |
|------------------------------------|---|
| Freedom to express yourself | A fair trial |
| Access to information | Freedom from torture |
| A right to life | Privacy and respect for your family life |

People also have **Economic, Social and Cultural Rights** relating to the material necessities of life such as the right to:

| | |
|-------------------------|------------------------|
| Adequate housing | Social security |
| Health | Education |
| Work | Food |

Collective Rights apply to people because of their membership of a group and include the right to development.

Human Rights Education (HRE) resources with classroom activities can be found on our website: www.amnesty.ie/what-we-do/human-rights-education



HUMAN RIGHTS GLOSSARY

Human Rights Convention:

The United Nations has conventions, which declare the existence of rights (e.g. the UDHR), as well as conventions which give enforceable legal rights to individuals. Some conventions focus on the prevention of specific abuses (e.g. torture or genocide). While others seek to protect those in especially vulnerable situations (e.g. refugees, women, racial minorities, children, migrant workers, people with disabilities).

Human Rights Campaign:

A focused project that is realistic and completed within a specific time. A campaign is planned, organised and communicated to achieve agreed goals. It uses a range of tactics (methods), including research, communications, awareness-raising and action. A successful campaign requires the creativity, skills, and energy of committed activists!

Rights-holders:

The people most directly affected by the human rights issue. For example a person who is forced to seek refuge or asylum in another country.

Target / Duty-bearer / Decision-maker:

The person or people who can take the action required to create positive human rights change. They should have the power to make decisions or have a direct link or line of influence with the decision-makers. A target of a human rights campaign could also be a group of people, for example a school community.

Stakeholders:

The rights-holders or community of interest plus anyone else who has a vested interest in an issue, i.e. local politicians, local business owners, or staff of a local NGO.

Human Rights Activist:

Activists campaign to protect human rights around the world. This includes acting online and in person with other people to create positive human rights change. Activists are educated about human rights issues and use their skills, knowledge and creativity to work together as part of a movement of people who are enthusiastic and passionate about campaigning for human rights.

Action for Human Rights:

This is something an individual or group of people can do to actively try to create positive human rights change. This could be online or in a school or community and includes a wide range of activities, from signing a petition to organizing a protest. An action becomes an action for human rights when the purpose of the action is clearly connected to addressing a human rights issue and contributes to a human rights campaign.

Petition:

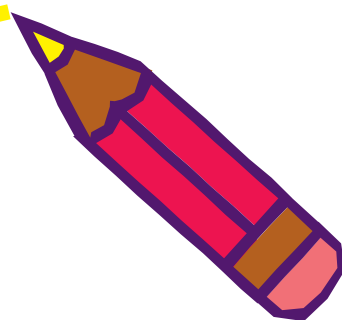
This is a formal request, often including the names of a number people making the request, and addressed to a person or group in authority or power, asking for them to take action on behalf of a person or group of people experiencing human rights abuses.¹

Prisoner of Conscience:

Someone who has not used or advocated violence but is imprisoned because of who they are (sexual orientation, ethnic, national or social origin, language, place of birth, colour, gender or economic status) or what they believe (religious, political or other conscientiously held beliefs).²

Learn more www.amnesty.org/en/what-we-do/detention.

GLOSSARY



1 <http://www.dictionary.com/browse/petition>

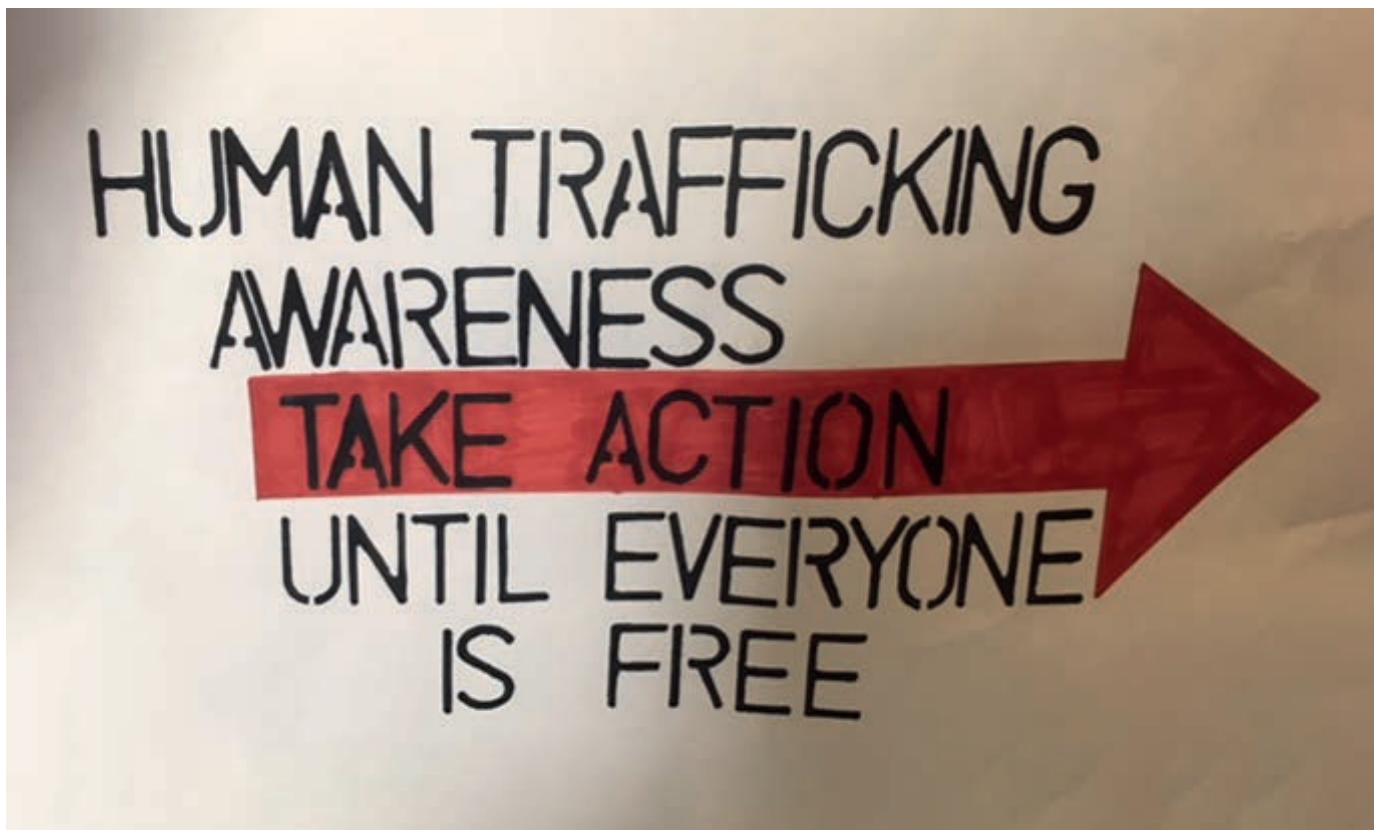
2 <https://www.amnesty.org/en/what-we-do/detention/>

SECTION 2:

ACTIVISM FOR HUMAN RIGHTS

WHO IS A YOUTH ACTIVIST?

This section and the following sections 3 and 4 are addressed directly to students to support learning and action for human rights.



Human rights awareness campaign by TY students in Presentation Warrenmount Secondary School in 2018



“ I have gained a better understanding of human rights abuses and in turn a better ability to spread the messages of equality and peace. ”

Bevin

“ I feel like Amnesty has changed me to be a better person. I have empathy for all people who are struggling in their lives and need someone to defend them. ”

Aoife

APPROACHES TO YOUTH ACTIVISM

Different approaches to taking action are highlighted below. You can choose what type of action is most interesting to you, what is possible, and what will create the human rights change you want to see.

| Action Approaches | Description |
|--|--|
| Advocacy & Lobbying | Writing letters and emails to local TDs and councilors, meeting with TDs or councilors in their constituency offices, and inviting TDs and councilors to your school |
| Awareness-raising & Peer-learning | Deliver talks/workshops to other classes, speaking at assemblies, making announcements, creating displays, and sharing information through social media |
| Community Organising | Developing relationships with other individuals and groups in your community, and engaging in collaborative action |
| Creative Campaigning | Creating posters, street art & murals, hosting exhibitions, photography and video projects, and hosting film screenings |
| Solidarity Action | Solidarity means to demonstrate empathy and show support for another person and act with them as equals. Actions include writing letters or postcards to prisoners of conscience or people experiencing human rights violations, and working alongside people who are affected by human rights issues in Ireland |
| Fundraising | Festivals and gigs, AmnesTEA parties, bag-packing, or organising sports events |



| Action Approaches | Description |
|--|---|
| On-street Action & Events | Protests, marches, vigils, petition deliveries, street-art, or canvassing door to door |
| Online Action | Sharing human rights information and news, mobilising people to do online petitions, and connecting with youth activists around the world |
| Media & Communications | Acting on social media, getting local media or press coverage in newspapers, radio or TV |
| Petitioning and Letter-writing | The Amnesty letter-writing marathon, printed and online petitions, writing/signing letters, emails or postcards to politicians and people in positions of power |
| Public Speaking and Debates | Speaking at assemblies, at events and during street actions, and hosting debates on human rights issues |
| A Whole-school Approach to Human Rights | Meeting with staff, management and students to agree how to incorporate human rights values, education materials and action into school policies and classroom activities |

7 POINTS FOR EFFECTIVE YOUTH ACTIVISM

1.

PLAN FOR HUMAN RIGHTS CHANGE

Choose a priority human rights issue that you care about and that you believe you can contribute to – this could be a local, national or global issue. What actions will create or contribute to the change you want to see in the world?

2.

WORK WITH RIGHTS-HOLDERS

Rights-holders should be at the centre of decision-making and action planning. These are people who are directly experiencing the human rights issue you want to address. Can you think of human rights issues and communities or individuals directly affected by these issues in Ireland?

3.

BECOME ACTIVIST LEADERS

Amnesty International staff will support you with human rights education and training so that the members of your Amnesty school group will have the skills, knowledge and confidence to lead action and education for human rights in your school and community.

4.

BE CREATIVE

Effective activism often involves taking that “extra step” - moving beyond the comfortable and the familiar in order to get people’s attention, and to achieve your desired goal. Think about what skills, materials, and contacts you have, and how you can use these in a clever way to really stand out from the crowd, share your campaign message, and to encourage others to take action with you.

5.

COLLABORATE WITH OTHERS

What other groups or individuals in your community, or in other schools care about human rights or social justice issues? What youth leaders can you work with to do more for human rights? Amnesty International staff can put you in touch with other schools if you are interested in working on a cross-school campaign for human rights.

BE EFFECTIVE!

6.

A WHOLE SCHOOL APPROACH

You will be able to achieve more for human rights if you get the whole school on board. This includes setting up a meeting with the principal and staff members. Explain why you care about human rights and what actions you hope can take place in your school. Working with other student groups in the school such as the student's council or a social justice committee will allow you to do more together. Parents and the board of management can also be very supportive of student-led action! The work of the Amnesty group can connect with and support other school initiatives.

7.

REFLECT ON LEARNING

At the end of each action project and at the end of each school year reflect on what knowledge and skills you have gained, what actions you have taken, and what contribution you think these actions have made to human rights campaigns. You can complete the self-assessment form included in this pack at the beginning and at the end of each school year, and use the 'learning from action' template. Think about how your group will continue next year, what you would do differently, and how you can share the learning you have gained with new members!

Finally, share your actions with Amnesty staff by emailing youth@amnesty.ie so we can support you and celebrate your work for human rights.

HUMAN RIGHTS
ARE FOR
EVERYONE

Artwork by TY students in Presentation Warrenmount Secondary 2018

SECTION 3:

SETTING UP AN AMNESTY SCHOOL GROUP



Students attending the Amnesty Schools Day April 2018

School groups are a vital part of our movement in Ireland. School group members connect with other youth activists nationally and globally, gain knowledge and skills to take action on a regular basis, and become youth leaders in your school community.

SUPPORT FROM AMNESTY INTERNATIONAL

We send a trained and experienced school speaker to each school interested in taking action for human rights and setting up a school group. Amnesty youth staff also visit schools with groups to support them with training and skills development to become youth leaders for human rights change.

We send a monthly newsletter to schools with detailed updates on our campaigns including suggested actions for school members. This includes urgent actions which focus on individuals or groups in danger around the world, and how we can act to protect them. Campaign updates, tips & guides, recognition of youth actions, and action ideas can be found on the youth activism social media platforms:

 @youthamnestyireland

 @amnestyyouth

 actamnesty

There is a schools day every year in November, where school groups come together to engage in peer learning, connect with the wider community of youth activists in Ireland, listen to inspirational speakers and collectively take action. Listen to youth activists speaking at an Amnesty Schools Day here:

www.youtube.com/watch?v=Mc7cvlXzOMQ

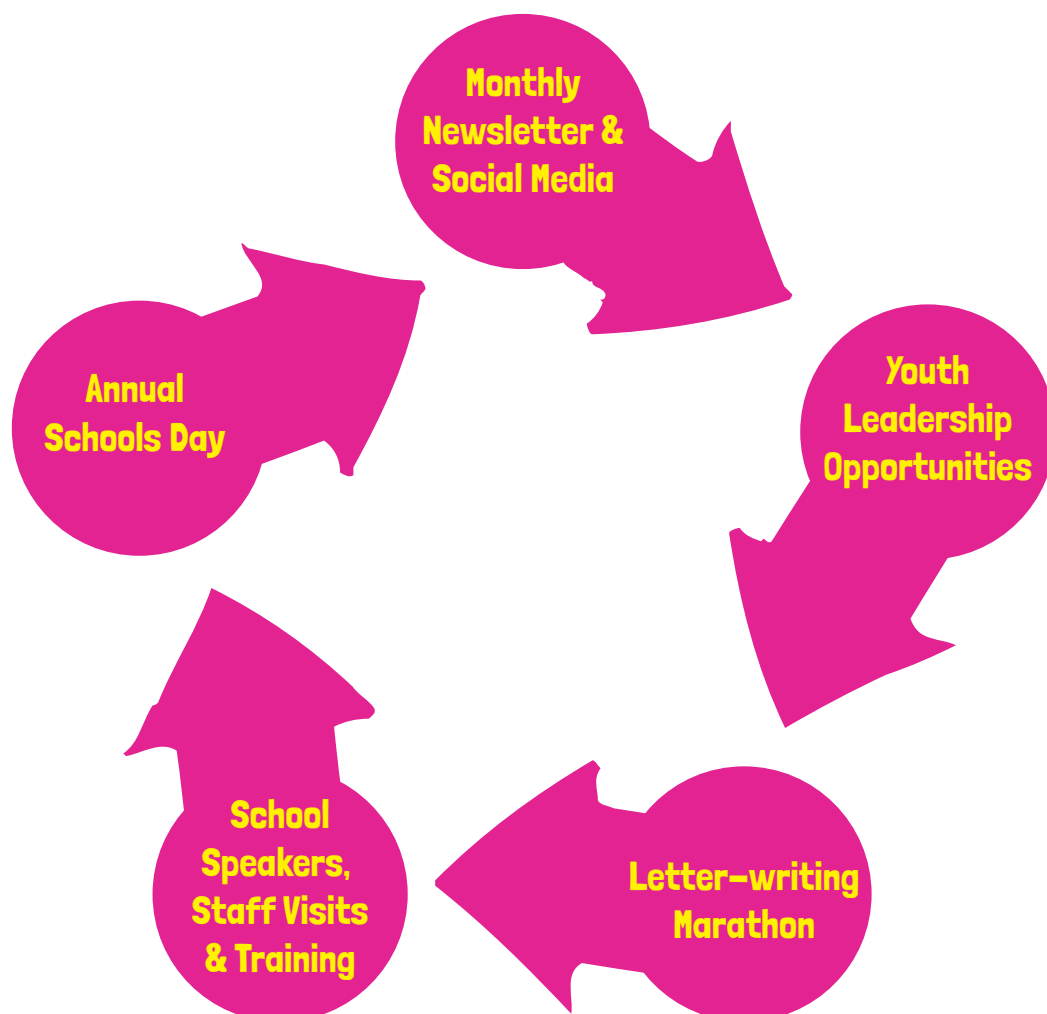
In November and December every year schools all over Ireland participate in the Letter-writing Marathon, joining Amnesty supporters across the globe who write millions of letters for people whose basic human rights are being attacked. It is the world's biggest human rights campaign, and it's not just letters – it could be petitions, emails, Tweets, Facebook posts, photos, postcards – whatever you think will have the biggest impact, and help bring about change.

There are also leadership opportunities for individual young people who are interested in getting more involved with Amnesty International at a planning and decision-making level.

You can contact Amnesty staff at any time for information, guidance and support!

SET UP YOUR
AMNESTY SCHOOL
GROUP NOW!!!

YOUTH ACTIVISM COMMUNITY



GETTING STARTED

- At least one staff teacher needs to support the group and act as a contact person, and students run the group themselves when this support is in place.
- Permission should be received from the principal and school management.
- Recruit students for your group. You could involve students from all years, or focus on junior or senior cycle students. It's a good idea to have students from at least 2 year groups so that there is continuity and a handover from year to year.
- Arrange a regular meeting place and time, this could be before or after school or at lunchtime.
- Register your group with Amnesty International using the form provided in this pack.
- Advertise your new group. Suggest and oversee setting up an Amnesty International notice board, make an announcement at a school assembly, or put up posters.

ROLES AND RESPONSIBILITIES

For a school group to be truly student-led young people need to take on key roles and responsibilities.



ALL OF THESE ROLES CAN BE SHARED BY TWO OR MORE STUDENTS, DEPENDING ON HOW LARGE AND ACTIVE THE GROUP IS!

THE FIRST GROUP MEETING



Students at the Amnesty Schools Day 2018

AIMS

- Welcome interested students
- Introduce the work of Amnesty International and activism for human rights
- Elect students to committee roles
- Agree on items for the next meeting
- Get to know each other!

EXAMPLE AGENDA

1. Meet and greet with refreshments. Try to make these Fairtrade and with little or no packaging, ensuring that packaging can be recycled! Can your school or parents provide this for your group?
2. Welcome new members. Pass around a sign-up sheet to keep a log of who is in the group and attends each meeting.
3. Read through the agenda so everyone knows what is coming up.
4. The group coordinator introduces themselves and explains why they wanted to start an Amnesty group.
5. Ice-breaker game. This is a great way to get to know each other. Check out the National Youth Council of Ireland for ideas: <https://whycare.ie/images/Resources/OneWorldWeekHumanRights.pdf>
6. Invite a guest speaker from Amnesty International to introduce the work of the organisation and youth activism for human rights.
7. Q&A session after the presentation.
8. Group roles and responsibilities are explained and interested students are elected.
9. Agree on aims for the next meeting, for example creating an action plan for the upcoming months.
10. Review what has happened in this meeting, and set up a time and date for the next meeting.

GROUP MEMBERSHIP

Why do young people come along to groups and how do you make sure they come back?

People usually come to groups for three reasons:



To understand human rights issues, share their interests and contribute to campaign planning.



To connect with people who feel as passionately about issues as they do.



To use their skills to create change.

If these are fulfilled at your meeting, people will enjoy the experience and be more likely to come back. Review what has happened in this meeting, and set up a time and date for the next meeting.



KEY POINTS

- Give group members the opportunity to learn more about campaigns.
- Give group members a chance to contribute their knowledge.
- Reinforce that all perspectives and contributions are valuable.

Give everyone the opportunity to engage in group planning. It shows that each group member is valuable and that their contribution is important.



KEY POINTS

- Identify any particular human rights interests they feel strongly about.
- Make sure people are socially connected in the group.

The group is an opportunity for people to express their outrage at human rights violations and connect with others who share the same values. So make sure people have a chance to make friends.



KEY POINTS

- Make sure hands-on action is part of your group's work.
- Delegate tasks.
- Identify group members' skills.

Take action and make change! People like to do things, so try and have some kind of action at each meeting – whether it be a petition to sign or a letter to write. It is also important that your group plans towards bigger things – whether it be a protest, information stall or a meeting with your local TD.

Delegating responsibilities makes people feel included and important too. Giving people specific tasks to complete between meetings goes a long way in making people feel valued.³

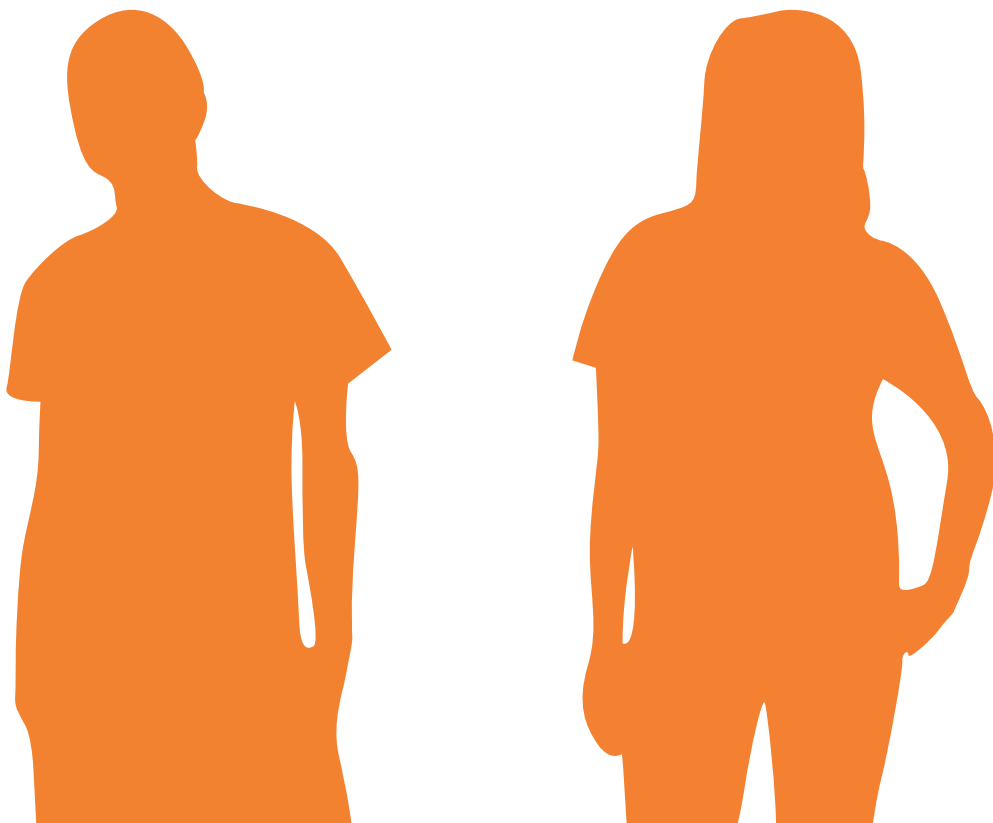
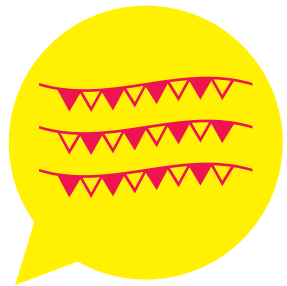
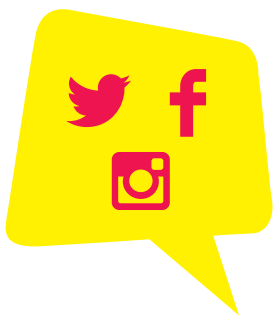
³ https://www.amnesty.org.au/wp-content/uploads/2016/09/convenor_guide.pdf

SECTION 4:

TAKING ACTION

ACTIVITY GUIDES

These step-by-step guides can be used to support school groups and new members to get started taking action for human rights.





SOCIAL MEDIA FOR HUMAN RIGHTS

Social media can be used as a powerful tool to raise awareness by: sharing information and facts about human rights violations; sharing messages, photos, and videos of solidarity; and calling others to act with you.



Amnesty International's ActAmnesty Instagram

- **Research the human rights issue/campaign and plan your social media campaign by answering these questions:**

Why do you care about this issue?

What is your message to others?

Who do you want to reach?

What do you want to achieve? E.g. other people gain awareness about the issue/other people take action with you.

How long will your social media campaign last?

- **Choose social media platforms.**

Are you going to use personal accounts or the school/group account?

You can use different content for different platforms. Instagram (to reach your friends): high quality photos for the grid, or a series of photos/quotes/short videos for a story.

Facebook (to reach the wider community): text, short videos and good quality photos.

Twitter (to reach organisations, politicians and decision-makers): text, photos, and short videos/animations.

- **Hashtags and tagging.**

Research relevant hashtags for the human rights issue/campaign you are working on and include these in your posts – this will strengthen your social media campaign and connect your message to wider global activism on the issue.

Tag Amnesty International and we will re-share to increase the reach and impact of your campaign.

Use #youthamnesty to contribute to youth activism online!

- **Selfie photos and videos.**

Personal messages are a powerful way to reach people and to demonstrate empathy and solidarity. Have fun, share your messages, and be the change you want to see!

- **Use selfie-frames, Amnesty badges/t-shirts, and handmade posters and signs to strengthen your images and connect them to the human rights issue.**

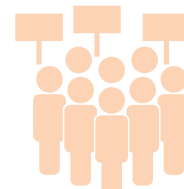
Be brave visually – think about how you can create a striking image or short video that will resonate with people and catch their attention.

It's also important to take care while acting online.

When a personal photo or video is posted it's in a very public sphere and will remain there indefinitely. Ensure everyone is comfortable with what is being shared, and gain permission from parents/guardians and school staff.

- **Communicate success.**

Share outcomes on social media after your campaign, for example any update on the issue, the number of petitions signed, and acknowledge the contribution your school and the wider community made. Amnesty International will provide you with information.



HUMAN RIGHTS PROTEST

Protests are public demonstrations, usually in a public space, and are a call for change. Protests always have a target – the person or people who can make the change happen. Individuals and groups have a right to freedom of speech and to protest peacefully. Since the 1960s Amnesty International activists have taken to the streets to publicly call for those in power to take action for human rights change.



Youth activists protest outside the Egyptian Embassy May 2017 for the release of Ibrahim Halawa

- **Decide what your message is and what you are asking for.**

What is the issue and why is it important to you?
Who can make the change you want? Who is the target?

Where is the most appropriate location and at what time? E.g. if your target is the Irish Government it may be at Government buildings. If your target is the general population it may be on a busy shopping street.

- **Get permission.**

It is best practice to notify the Gardaí by letter to the station nearest the protest. You will need to include the time, date, reason for the protest and the numbers you expect to attend. Amnesty International can provide you with a template letter.

Communicate to school management and parents/guardians the reason for the peaceful protest and explain what will happen and why.

- **Visual messages and chants.**

How will you communicate your message?
Create eye-catching banners, signs or posters! Wear Amnesty International badges and t-shirts. Agree on a number of chants or call and responses that you use as a group to clearly communicate your message!

- **Mobilise people to join the protest.**

How will you get friends, family, the school community and other like-minded people to join your protest? Use social media, school announcements, or posters to mobilise others and explain the urgency and need for the protest. Protesting together for an issue you care about can be an exhilarating and moving experience – the more people, the more powerful!

- **Designate spokespeople.**

At least two people should be prepared to answer questions from the public, or even the media. These people could stand apart from the crowd to distribute materials and talk to people who want to know more about your action.

Bring any relevant petitions for people to sign.

- **Get support from Amnesty.**

**FINALLY, GET IN TOUCH WITH
AMNESTY STAFF AND WE WILL
SUPPORT YOU!**

HUMAN RIGHTS FESTIVAL



Bring human rights to your school through hosting a mini-festival for rights! This is a fun way to involve more students in your school, raise awareness and raise money - while listening to music and enjoying that festival feeling. Amnesty activists have volunteered at Irish music festivals such as Electric Picnic for years, bringing human rights campaigns to festival-goers, and getting thousands of petition signatures that have created significant human rights change.



Youth activists campaigning at Electric Picnic 2016 with Amnesty International

○ **Recruit bands and performers.**

A festival has to have music and performances! Are there student bands in your school that you can approach? Can you invite the school choir or music students? Are there student dancers or other performers? Create a line-up for your festival. Take inspiration from and connect with other youth-music gigs such as the Irish Youth Music awards programme with Youth Work Ireland: www.iymas.ie

○ **Decide your human rights issue/campaign.**

What issue do you want to highlight at your festival? Get in touch with Amnesty staff who will give you campaign materials and petitions!

○ **Get permission.**

Pitch your idea of a mini-festival to school management! Try to get the support of music and art teachers in your school. Explain the benefits: you will raise awareness about human rights; encourage people to act through signing petitions; and raise money for human rights with Amnesty International. The festival will also celebrate student talent through music and the arts. Agree on a date and location e.g. in a school hall, or outdoors on the school grounds. Ask for support to create a stage or area with equipment such as a microphone and speakers.

○ **Invite festival-goers.**

Use social media, posters, flyers, school announcements and word-of mouth to invite people to your festival. Advertise the cost (the donation to Amnesty International), the line-up of performances, and the human rights issue you are campaigning on.

○ **Roles and responsibilities.**

Decide who will do what, e.g. introducing bands and performers, collecting petition signatures, and giving people wrist-bands/collecting money.

○ **Festival materials.**

Amnesty International will provide you with festival wristbands. Suggested cost of entry and wristband is 3euro per student. Think about how you will brand and decorate your festival, for example creating yellow flags, signs and bunting with the Amnesty logo to create a festival atmosphere.

○ **More fundraising ideas.**

If you can include additional fundraising activities please do! For example a raffle, or a sale of student artwork through including an exhibition and auction in your festival.

○ **Contact Amnesty staff**

Contact Amnesty staff for guidance on how to donate funds raised. You can find a breakdown of how donations are used on the Amnesty website: <https://www.amnesty.ie/who-we-are/how-we-run/>

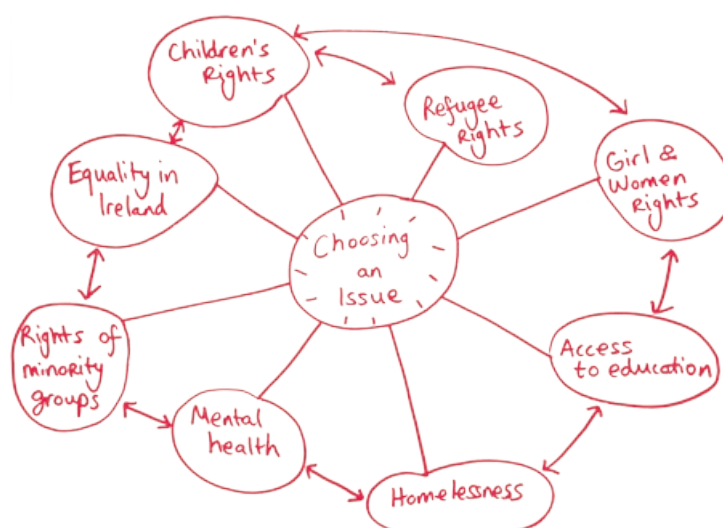
PLANNING A HUMAN RIGHTS CAMPAIGN

Youth activists can make a powerful contribution to human rights campaigns by planning a series of actions within the school or community. Whatever human rights issue your group wants to focus on, there will be other activists and campaigners working on this issue! By planning a campaign in your school or community, you are also contributing to wider human rights change and joining a global community of youth activists.

STEP 1: MAPPING THE ISSUE

The first step is to decide on the human rights issue you want to work on, it's helpful to use a mapping tool to explore the issues that you care about, that are relevant to you and other young people, and that you feel you can contribute to.

MIND-MAP TOOL



To get started it may be helpful to answer the questions below:

- What human rights issues do I know of?
- What issues am I interested in and care about?
- What human rights issues affect me or other young people?
- What human rights issues affect others in my school or community?
- What issues do I hear about in the news?
- What is happening in Ireland, in the EU, or in the wider world?
- What human rights work can I contribute to?
- Is there an Amnesty International campaign I can support?

Create a mind-map by drawing lines in all directions for different human rights issues or campaigns. Be open, be creative and start connecting similar issues together. You can do this as a whole group or divide into groups of 2 or 3 and then compare your results.

The aim is to agree as a group on a single human rights issue or campaign you want to take action on. You may need to take a vote, or decide to work on one issue for part of the year, and another issue at a later stage.

STEP 2: BRAINSTORM FOR ACTION – FACILITATOR GUIDE

Try some creative brainstorming techniques to generate activity ideas and approaches.

EMPTY YOUR BRAIN ACTIVITY



Materials:

Lots of post-its in different sizes and colours, pens and markers, a selection of interesting printed photos or images related to human rights and youth action.

Time:

30 minutes

Method:

Divide into groups of 3/4 students. Give each group a bunch of post-its.

Ideas:

The first task is to silently come up with ideas, one idea per post-it, on how they and others can take action for human rights. You can leave this open to any human rights issue, or choose an area of human rights to focus on. Write as many ideas as possible – the crazier, the better!

Photo-Inspiration:

After 3 minutes lay interesting photos related to human rights and youth activism on the ground or on a table and ask each group to choose a few photos to inspire them. Other prompts such as music, text or video could also be used to inspire ideas.



Group-Thinking:

They now have another 5 minutes to come up with as many ideas as possible and talk to each other to inspire each other. Never say no to an idea, be open to everything, and think big!

Great Ideas

Each group has 5 minutes to pick 3 of their best ideas. They might have a few post-its that are similar and can group these together under one 'idea.' For example delivering talks to other classes, and developing an educational booklet for students could be grouped together under 'peer-education'.

They then have a few extra minutes to choose someone to feedback to the wider group and explain the ideas. A sentence explaining each idea needs to be written on a large post-it.

Sharing Ideas

The nominated person from each group explain their 'great ideas' to the group and displays them in a row on the wall or a table.

Choosing Ideas

Each person in the group is then asked to choose their favourite idea. They can choose any of the ideas, not just their own! Take note of the most popular ideas – these can be used to develop the campaign plan.

This activity is modified from the Mobilisation Lab's Campaign Accelerator Toolkit:

<https://mobilisationlab.org/wp-content/uploads/2017/03/CA-create-final.pdf>

ALPHABET BRAINSTORM – FACILITATOR GUIDE

| | | | |
|---|-------------------------|---|--|
| A | All school announcement | N | |
| B | bake sale | O | |
| C | cards of solidarity | P | |
| D | Dance for Rights | Q | |
| E | Equality week actions | R | |
| F | ... | S | |
| G | ... | T | |
| H | ... | U | |
| I | ... | V | |
| J | | X | |
| K | | Y | |
| L | | W | |
| M | | Z | |

Write the letters of the alphabet on 4 flipchart sheets. Leave a space beside each letter. Hang the sheets in four different locations in the room. Divide the group into four teams and ask them to stand in a line in front of each sheet. They are to run up to the sheet in turns like a relay race and write an idea for a human rights action for each letter of the alphabet.

After 10 minutes close the activity and gather all the sheets together to look at them as a whole group.

Give everyone a sticker or a marker and ask them to mark their 3 favourite ideas. Ask them to think about:

- What is the most interesting?
- What will create the most human rights impact or change?
- What is possible?

Take note of the most popular ideas – these can be used to develop the campaign plan.

MATRIX-MAPPING ACTIVITY

Choose some of your favourite activity ideas and map these ideas on the matrix to assess what will have the most impact, and what is possible.

| IMPACT Vs EFFORT | LOW IMPACT | MEDIUM IMPACT | HIGH IMPACT |
|-----------------------------|-----------------------|--------------------------|------------------------|
| LITTLE EFFORT | | | |
| MEDIUM EFFORT | | | |
| A LOT OF EFFORT | | | |

STEP 3: CAMPAIGN ACTION PLANNING

Consider using the below headings and questions to start creating your action plan.

Identify your Goal:

What is your vision for change? What change do you want to see happen in the world at the end of your campaign?

SMART Objectives:

These can be long term and short term and are 'how' you will achieve the overall goal.



GOAL SETTING

- S** Specific
- M** Measurable
- A** Attainable
- R** Relevant
- T** Time-Bound

Think about it this way:

WHO does WHAT, by WHEN?

E.g. By the end of the second school term we will have developed relationships with local refugee and migrant communities and hosted a welcoming event.

E.g. By the end of the year 1000 people will sign a petition that we share asking leaders in the EU to relocate 10,000 refugees.

The Target Audience: Who has the power to make the change you want to see? Remember the target is always a person or a group of people! For example it could be students in your school, or a local politician.

Rights-holders, Allies & Opponents: Who cares about the issue? Who is affected most by the issue? What do they have to gain or lose? Who can you collaborate with or bring on-board to strengthen your campaign? Who might oppose you or hold you back?

Identify your Message: What is your demand for change? Keep this clear and focused, and think about what language is most appropriate to use when communicating with politicians or decision-makers, or with students and people in your community.

Skills and Resources: What skills do people have within the group? For example public speaking, writing, design, research, social media, or planning. How can you utilize these skills? Do you know other people that have specific skills needed for the campaign and may be willing to help?

What materials, funding, meeting rooms, or other resources do you need?

Identify Obstacles: Are there any obstacles that might hold you back? For example time-constraints, or lack of funds for materials. How will you overcome these obstacles?

Evaluating Progress: How will you know if you have achieved your objectives? A check-in should be done at regular intervals, for example at group meetings to see if you need to adapt any of your activities - plans can change and you can still run a successful campaign!

A 'Learning from Action Guide' is provided below to support the evaluation process at the end of a campaign.

Your group may prefer to use a visual campaign planning guide like the template provided below, or a simple grid template.



1. Human Rights

Which human rights issue will you explore?
Does your work contribute to a current Amnesty International campaign?

2. Goal

What human rights change do you ultimately want to make?

3. Communication

What are the most suitable methods to communicate this information to your target audiences?

4. Working with others:

Who do you need to have on board?
How will you get each of them on board?

5. Roles

Who will do what?

11. By When:

When does each task need to be achieved by?
(Timeline)

6. Tasks

What are you going to do?

10. Resources

What do you need to make your plan happen?

9. Key Messages

What do your target audiences need to know about the issue and your goal?
E.g. information, facts, real life case studies, why you are taking action...

7. What could throw you off course?

What issues could you encounter and how will you deal with them?

8. Who will you target?

Who has the power to make the real change needed in order to achieve your goal (person/people, organisation, government dept)?

Adapted from a tool produced by WorldWide Global Schools www.worldwiseschools.org

EXAMPLE CAMPAIGN PLANNING TEMPLATE

| | | | | | |
|---|---|---|--|--|--|
| Area of Human Rights | Refugee Rights | | | | |
| Amnesty International Campaign | The I Welcome Campaign | | | | |
| Campaign Goal | Our school collaborates with refugees and migrants to create a welcoming and inclusive environment in our community. | | | | |
| SMART Objectives (Who, What, by When) | Target audiences(s) | Working with others | Key Messages | Roles & Resources | Tactics (approaches to activism) |
| Step 1: Peer-Learning The Amnesty group gives talks to classes about refugee rights and welcoming communities during the 1st term. | Students in the school | Staff & management Amnesty staff support | We are all equal and should live lives of dignity and respect. Some groups of people like refugees have specific rights and we can all take action to defend these rights. | Research Talk preparation Public speaking Talk materials Timetable slots | Awareness-raising Peer learning Whole school approach |
| Step 2: Relationship Building The Amnesty group develops relationships with those new to Ireland in the school and the wider community during the 2nd term. | The school community Organisations/ groups Refugee & migrant communities & individuals | Staff & management Students & parents Amnesty staff support | We want to get to know you and embrace those new to our community through organizing events and activities together. | Research Emails/letters Meetings Collaboration | Community organising Solidarity action Whole school approach |
| Step 3: Welcoming Event Key student and community leaders organize a welcoming event by the end of the 2nd term (e.g. a Christmas solidarity dinner). | The school community Organisations/ groups Refugee & migrant communities & individuals Local TD/ Politicians | Staff & management Students & parents Amnesty staff support | We aim to build lasting connections and friendships, learn from each other, and celebrate diversity. | Invitations Event planning Food/music/ Decorations Public speaking Location/room Contacting media | Solidarity action Media Community organising |

SCHOOL GROUP CASE STUDIES

WESLEY COLLEGE DUBLIN



Wesley College Amnesty group with Ibrahim Halawa April 2018

- 1. How long has your school had an Amnesty group?**
Over 10 years
- 2. How many students and how many year groups are involved?**
All years: 30 students
- 3. How often and when do you meet?**
Every Wednesday
- 4. What support do students receive from school and Amnesty staff?**
Teachers offer support communicating to our principal and support our ideas every week. Amnesty staff visited the school to speak to the group.
- 5. What have you learned?**
*Student: "We can be agents of change no matter our age."
Teacher: "The power of youth and how engaged they can be."*
- 6. What have you enjoyed the most? What keeps you motivated?**
Student: "Seeing the difference we are making in the school community's mindset."
- 7. An action the group has taken for human rights.**
 - Human Rights Defender 'I am Brave' campaign
 - Ibrahim Halawa spoke in our school
 - Posters and clean graffiti
 - Letter-writing campaign (100's of signatures)
 - Raised awareness

LORETO COLLEGE ST STEPHEN'S GREEN, DUBLIN



Loreto on the Green Amnesty Group September 2018

- 1. How long has your school had an Amnesty group?**
Over 20 years
- 2. How many students and how many year groups are involved?**
3 year groups: 4th, 5th & 6th
- 3. How often and when do you meet?**
Every Thursday at lunchtime, 1pm
- 4. What support do students receive from school and Amnesty staff?**
A teacher heads our meetings and teachers accompany us on trips. Amnesty staff have helped us in action projects and other Amnesty volunteers have taken part.
- 5. What have you learned?**
Student: "I have learned that a small group of students can make a big difference."
- 6. What have you enjoyed the most? What keeps you motivated?**
Student: "I enjoy seeing the fruits of our actions and the excitement and passion in our group when we're working on a project for human rights."
- 7. An action the group has taken for human rights.**
We made petitions, wrote letters, campaigned online and staged a demonstration outside the Norwegian embassy to protest the deportation of an Afghani teen Taibeh Abassi from her home in Norway. We showed Taibeh support.
- 8. Teachers who have been involved in Amnesty.**
*Ms Mary Keane (retired) founded the Amnesty group.
Mr. Jamie Baine and Ms Jeanne Barrett.*

LUCAN COMMUNITY COLLEGE

DUBLIN



Lucan Community College Sleepout for Housing Rights May 2018

1. How long has your school had an Amnesty group?
8 years

2. How many students and how many year groups are involved?

Senior Students: TY, 5th and 6th years. 48 students during the last academic year.

3. How often and when do you meet?

Once a week, every Friday 1.25 - 2pm. Additional time used when organising major actions.

4. What support do students receive from school and Amnesty staff?

Very positive support from Senior Management – Principals and DP's. Significant support and involvement from staff, especially around Human Rights Day events.

5. What have you learned?

Student: "We need groups of people to come together so the message can be heard by everyone. It only takes a few people to make a big difference. There are so many people in difficult situations whose rights have been violated, and they need help."

Teacher: "I have learned that there are very inspirational and confident young human rights activists involved with the group, who are principled and committed to taking action to bring about positive change in our community and globally. I believe these young leaders provide us with hope for the future."

6. What have you enjoyed the most? What keeps you motivated?

Student: "The sleep-out, creating posters, campaigning for rights, making a difference. Knowing what's happening around the world and how what we're doing is helping, and we can see a change."

7. An action the group has taken for human rights

The group has taken action around of lots of issues last year, including Amnesty Campaigns such as Write for Rights, Brave, and I Welcome Refugees. Campaigns they initiated include solidarity with March for Our Lives and for gun control, and around homelessness.

The groups' most recent campaign was raising awareness and taking action around "Housing is a Human Right" and the shocking and continued rise of homelessness. For the 4th year in a row, students organised a 12-hour sponsored overnight sleep-out, in the outdoor area of the school courtyard. In order to put pressure on the government to act, they invited local TD's, Councilors, the Lord Mayor and local newspapers and radio to attend on the night and to listen to their views. They also delivered an awareness raising lesson to 1st years about the issue. They constructed a giant house, used as part of their media campaign. They collected 701 petitions from the school community, and presented them to local TD's who gave them to the Minister for Housing. Ibramim Halawa (they campaigned for his release for over 4 years) attended to thank them and to lend his support for this campaign. They made a video of the event and used this as part of their social media campaigning on the issue sharing it on Twitter: @studentsofllcc.

Overall the campaign was a success in raising awareness in the school and local community, getting substantial media coverage and in putting pressure on the government to act. They expressed their determination to continue the campaign until action is taken to solve the housing crisis.

STEP 4: REFLECTION AND EVALUATION

LEARNING FROM ACTION GUIDE

You can use this guide to reflect and assess how your campaign worked to achieve your human rights goal. Students nominated to take responsibility for evaluation can gather the information below from the Amnesty group members and others involved in the campaign.

OVERALL REFLECTIONS:

- What worked well?
- What was challenging?
- What would you do differently next time?
- How will you pass on learning to students in the Amnesty group next year?

SKILLS & KNOWLEDGE:

- What skills did you gain?
- What human rights knowledge did you gain?

ACTIONS:

- How did activities help to achieve the campaign goal?
- How did they create change for human rights?

MONITORING SUCCESS:

- Gather specific information on how your activities worked to achieve your goal.

For example:

- The number of petitions signed
- Comments of people that participated in your activities
- Responses or engagement from politicians
- Number of likes, shares and comments on social media
- Number of people attending events
- Amount of money raised
- How did you share/publicise your activities and what you achieved?

STUDENT SURVEY

We need your help to find out how we can best support students to take action to claim their rights and to work in solidarity with others around the world with Amnesty International.

We are asking student members to fill in the self-assessment survey included in this pack at the start and at the end of the school year.

This will show you what you have learned and what skills you have gained from being a member of an Amnesty School Group.

Please send Amnesty International the results at the end of the school year as it will help us to find out how we can better support you and your school group, and to assess the impact of our schools programme.

SECTION 5:

JOINING THE YOUTH ACTIVISM COMMUNITY



The Lucan Community College Amnesty group led action for Human Rights Day and the 'I Welcome' campaign in December 2017

AMNESTY INTERNATIONAL IRELAND CONTACT INFORMATION

The main contact for young people and schools is the Youth Activism Officer, whose role is to support young people and educators in post-primary schools and 3rd level colleges and universities.

The Youth Activism Officer can offer you resources, guides and tools, suggested actions, and training in campaign and action planning. A trained network of school speakers are available to do school talks, and the Youth Activism Officer visits schools where possible. We can connect you with other schools who have active Amnesty groups to share learning and engage in joint action.

Email: youth@amnesty.ie / **Phone:** 01 8638300 /

Web: www.amnesty.ie

Amnesty International Office, 48 Fleet Street, Temple Bar, Dublin 2, IRELAND.

 @youthamnestyireland

 @amnestyyouth

 actamnesty

USEFUL WEBSITES

| HUMAN RIGHTS & EDUCATION RESOURCES | WEB ADDRESS |
|---|--|
| Amnesty International Ireland | www.amnesty.ie |
| Amnesty International | www.amnesty.org/en/latest/education |
| National Youth Council of Ireland | www.youth.ie www.oneworldweek.ie |
| Development Education Online Resource | www.developmenteducation.ie |
| WorldWise Global Schools | www.worldwiseschools.ie |
| Sustainable Development Goals | www.un.org/sustainabledevelopment |
| Model UN Programme | www.nmun.org |
| 80:20 Educating & Acting for a Better World | www.8020.ie |
| Irish Development Education Association | www.ideaonline.ie |

| INTERNATIONAL HUMAN RIGHTS ORGANISATIONS | WEB ADDRESS |
|--|--|
| Office of the High Commissioner for Human Rights | www.ohchr.org |
| United Nations | www.un.org/en/about-un |
| Council of Europe | www.coe.int |
| Human Rights Watch | www.hrw.org |
| Frontline Defenders | www.frontlinedefenders.org |

| IRISH HUMAN RIGHTS ORGANISATIONS | WEB ADDRESS |
|--|--|
| Irish Human Rights Commission | www.ihrec.ie |
| Free Legal Advice Centre (FLAC) | www.flac.ie |
| Northern Ireland Human Rights Commission | www.nihrc.org |
| Ombudsman for Children | www.oco.ie |
| Migrant Rights Centre | www.mrci.ie |

| IRISH GOVERNMENT CONTACT INFORMATION | WEB ADDRESS |
|--------------------------------------|--|
| The Oireachtas | www.oireachtas.ie |
| Local TDs | www.kildarestreet.com/tds/ www.whoismytd.com |

INTERNATIONAL HUMAN RIGHTS DATES

| | | | | |
|---|---|--|---|--|
| JANUARY 27 International Day of Commemoration in Memory of the Victims of the Holocaust | 20 FEBRUARY World Day of Social Justice | 8 MARCH International Women's Day | 21 MARCH International Day for the Elimination of Racial Discrimination | 7 APRIL World Health Day |
| 3 MAY World Press Freedom Day | 17 MAY International Day Against Homophobia | 4 JUNE International Day of Innocent Child Victims of Aggression | 20 JUNE World Refugee Day | 26 JUNE International Day in Support of Victims of Torture |
| 12 AUGUST International Youth Day | 21 SEPTEMBER International Day of Peace | 1 OCTOBER International Day of Older Persons | 2 OCTOBER International Day of Non-Violence | 10 OCTOBER World Mental Health Day & World Day Against the Death Penalty |
| 16 OCTOBER World Food Day | 17 OCTOBER International Day for the Eradication of Poverty | 24 OCTOBER United Nations Day | 24 OCTOBER Disarmament Day | 20 NOVEMBER Universal Children's Day |
| 25 NOVEMBER International Day for the Elimination of Violence against Women | 1 DECEMBER World AIDS Day | 2 DECEMBER International Day for the Abolition of Slavery | 3 DECEMBER International Day of Persons with Disabilities | 10 DECEMBER Human Rights Day |
| | | 18 DECEMBER International Migrants Day | | |

AMNESTY
INTERNATIONAL

