

# IHRC

AN COIMISIÚN UM CHEARTA AN DUINE  
IRISH HUMAN RIGHTS COMMISSION

## **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, National Co-ordinator - Cultural & Environmental Education and the Junior Certificate School Programme (JCSP), Professional Development Service for Teachers (PDST)
- Conor Lynott, Equality Officer, Irish Second Level Students' Union (ISSU)
- Anne Molloy, Human Rights Education Manager, Amnesty International – Irish Section
- Deirdre Toomey, Development Section, Equality Authority
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By

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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.

# 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 2014***. 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. We will soon 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 2013***

We launched ***Express Yourself! Young People Promoting Human Rights*** in 2012 and were delighted by the wonderful response from students who demonstrated how much they care about protecting human rights locally and nationally. Encouraged by the reaction, the IHRC is again inviting students to create posters and messages for display at ***Express Yourself! Young People Promoting Human Rights Equality in Ireland Exhibition 2014***, which will take place at the Lighthouse Cinema, Smithfield, Dublin 7 from **25 March to 4 April 2014**.

***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 in Ireland: 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 and equality 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 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.

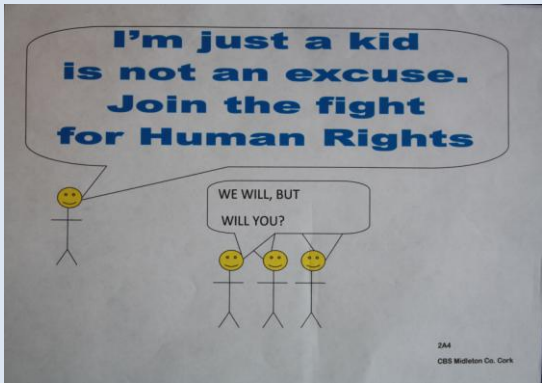
## Human Rights Action Project Approach

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 take action to promote and defend human rights;
- Create **Express Yourself!** images through group effort that validates students' views on human rights and equality in Ireland;
- 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 2014** at the Lighthouse Cinema, Dublin; and
- Increase awareness nationally of the contribution of CSPE students to promoting human rights.

**Express Yourself! Exhibition 2013: This work calls on students to take action on human rights**

### No Excuses



This poster shows a student telling her friends that there is no excuse for not supporting human rights. If it wasn't for people like this others would be shunned aside. This would make a more unfair and unequal world than the one we live in.

This is not only supporting human rights but using the right to free speech. Her friends agree with her and send out a message to everyone: "We will but will you?" This makes people think about their role in life.

This image is important because it makes people think about their role in the world. This image was chosen because it gave the biggest impression to the class.

*Jacques Kinane and Ronan Cotter.  
Class: 2a4, 2<sup>nd</sup> Year, CBS Midleton, Co. Cork  
Teacher: Joy Higgins*

## 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. Available on [www.ihrc.ie/cspe](http://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.bihhr.org.uk/sites/default/files/RightHereRightNow.pdf](http://www.bihhr.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](http://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](http://www.ihrc.ie)

## Web Support- [www.ihrc.ie/cspe](http://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 message on human rights in an Irish context only ( local or 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 29 January 2014.** See [www.ihrc.ie/cspe](http://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](http://www.ihrc.ie/cspe)

**Express Yourself! 2013 Exhibition:** This work illustrates the collaboration of a whole class very well:



#### **Life as a Homeless Teen**

*My home can be anywhere,  
It can be here or there.  
All I want is something to wear  
Without a signal tear.*

*I sleep between the rubbish,  
And sometimes I dream and wish  
I could live anywhere,  
Faraway from the dreadful nightmare.*

*They forgot I had a name,  
They thought it was a game.  
Beaten skin glaring out through rags,  
I am tired, I am sad.*

*I feel betrayed and forgotten,  
Women, children pass by and so do men.  
I am constantly hiding and running from the police,  
I want to be left alone in peace.*

*I am a nomad,  
And if only I had  
Somewhere to stay,  
I would be okay.*

#### **By Blessing Dada**

*Nita Akor, Niamh Anderson, Alannah Bates, Blessing Dada, Lucy Daly, Gemma Dignam, Hannah Dowling, Leah Fagan, Alannah Grogan, Emily Hannigan, Emily Harford, Victoria Hristova, Rebecca Hughes, Tara Kenny, Katlyn Maughan, Megan McDermott.*

#### **Somewhere over the rainbow**

Universal Declaration Of Human Rights (Article 25)  
*"Each person has a right to a home, food and healthcare."*

We chose to highlight this issue on homelessness because the majority of our class opted to do a project on it just before Christmas as it's a big problem in Ireland. Around 6,000 people in Ireland are homeless. It has really opened our eyes to this horrific problem.

Our whole class took part in building a house as our chosen image which represents a basic need that every person must have. Our sculpture shows a homeless person's dream. A home!

The rainbow represents the hopes and dreams of homeless people and maybe someday, "somewhere over the rainbow" there is a chance that homeless people will be rehomed and they will be safe and sound!

#### **The nights and days are cold,**

*My skin looks feeble and old.  
Even though I'm just a teen  
My life has been nasty and mean.*

*I walk the streets alone  
The wind eating at my bones.  
I watch the cars go by  
Filling tears in my eyes.*

*I look down at my feet  
They're bare, swollen and weak,  
I cannot walk another step  
I feel like the ground is out of my depth.*

*I am just a person looking for a home,  
Please don't let me leave this world all alone.*

#### **By Sanda Rusu and Anna Sheedy**

*Jessica O'Brien Healy, Shauna O'Callaghan, Roisin O'Malley, Kate O'Reilly, Eimear Rainey, Emma Roddy, Leah Russell, Alexandrina Rusu, Anna Sheedy, Emma-Louise Steele, Naoise Sweeney, Elenore Tallon, Vanilla Nwojo, Jennifer Ukuta.*

*Class 1Q 1st Year.*

*Loreto College, Swords, Co. Dublin*

*Teacher: Deirdre Scully*



# 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 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

Here are some classroom based 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](http://www.ihrc.ie/cpse)
- *Basic Rights and Responsibilities – A Human Rights Module for Civic, Social and Political Education*, Curriculum Development Unit, CDVEC, 1998; This resource outlines the human rights of children and adults.
- *COMPASS - A Manual on Human Rights Education with Young People*, Council of Europe, 3<sup>rd</sup> Edition, 2007 [www.coe.int/compass](http://www.coe.int/compass) . Chapter 4 and 5 outline clearly what peoples' rights are and some global themes.
- 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](http://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](http://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](http://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](http://www.ihrc.ie/cspe)

**Express Yourself! 2013 Exhibition** This work illustrates the link between equality and human rights very well.



### Inequality in Ireland should be in the past

We believe that inequality should be a thing of the past. We believe that no distinction should be made on the basis of race, colour or gender. All human beings are born free and equal in dignity and rights.

As a class we were asked to research a human rights issue. We as a group were interested in the issue of equality. For our art work we drew the human face coloured in a monochromatic scheme. This figure represents all human beings and all races around the world.

The words freedom, justice, identity, liberty, race and gender were placed on the art to reinforce our thoughts on the issue.

*Mark Treacy, Shane Doherty, Samuel Polak, Calvin Connolly, Kitara Stewart, 2 Year.*

*Roscommon Community College, Lisnamult, Co. Roscommon*

*Teacher: Karen Gannon*

### 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](http://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](http://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](http://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! 2013 Exhibition: This work illustrates very well how the human rights of people we care about can be violated.***



*"I participated in staging this photography and the reason I wanted it published is that my friend died alone and was not found for three days."*

I. Bassett, Cork

*Nancy Edmead, Danielle O' Brien, Hettie O' Brien, Alison O' Donovan, Anne-Marie O' Donovan*

*Sacred Heart Secondary School, Clonakilty, Co. Cork*

*Teacher: Denise Hayes*

## Ageism

We decided to highlight this type of discrimination because many of us have grandparents who are in a similar unfortunate position. Many of them have been denied access to social services, such as home-help and public health nurses, due to stiff budget cuts which have been implemented by our government over the last few years.

They have also fallen victim to lack of transport, waiting lists and prolonged waiting times as well as receiving sub-standard care from the HSE. Researching and creating images relating to the violation of human rights for our CSPE project has been a worthwhile learning experience. It has highlighted the fact that although we do live in a democratic society. Ireland is far from perfect when meeting the requirements of the UDHR.

*"Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international cooperation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality." (Article 22 UDHR)*

## 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](http://www.amnesty.ie/human-rights-education) and *A Human Rights Action Project*, Curriculum Development Unit, CDVEC, 1999. Available on [www.ihrc.ie/cspe](http://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](http://www.ihrc.ie/cspe)

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



## Equality Be 4 The Law



Jordan Tracey, Andrew Smullen, Sean Kearns,  
Evan Matthews, 3<sup>rd</sup> Year

St. John's College Del La Salle  
Ballyfermot, Dublin 10

Teacher: Margaret McGlynn

Our caption depicts the right to be equal before the law. The poster shows a newspaper article about a Judge who was tried fairly for fraud like anyone else. We have also included symbols of justice.

Our project shows that everybody should be equal before the law. We inserted an article about a case when the law was broken by a Judge who betrayed her elderly friend. We included images of what we depict justice to be and where it is served i.e. The Four Courts.

We illustrated justice with a newspaper article we came across when studying this Human Right in an Irish context. We felt all these highlighted the Human Right to be Treated Equal before the Law, regardless of power or position.

## 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](http://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](http://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](http://www.amnesty.ie/human-rights-education);
- Also see *A Human Rights Action Project*, Curriculum Development Unit, CDVEC, 1999. Available on [www.ihrc.ie/cspe](http://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](http://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](http://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](http://www.oco.ie)

***Express Yourself! 2013 Exhibition: This work illustrates the fact that racism is a problem in our communities and must be stopped.***



Class: 2B, 2<sup>nd</sup> Year: Caolán Carragher, Deslit George, Maria Rinkeviciute.

Our Lady's Secondary School, Castleblayney Co. Monaghan

Teacher: Karen Hanniffy

### Racism in Ireland

Our project represents racism in Ireland. We picked this particular topic because we ourselves have experienced it and have seen many people fall under the cruel treatment of racism. All of us should co-operate and put a stop to it!

As you can see, our poster is an image of different colours, handprints, talents and experience joined tighter as one with the map of Ireland in the centre. This means that no matter what colour skin you have, no matter what religion you follow, every one of us is a human being. You should treat every single human being as you treat the people that you deeply care about.

We hope you understand how concerned we are about racism in Ireland and its damaging effects on people, especially the young. We all want is the best for people and hope that our project sends out a positive message to treat others equally.

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](http://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](http://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](http://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 2013 [www.ihrc.ie/cspe](http://www.ihrc.ie/cspe)

***Express Yourself! Exhibition 2013: This work illustrates that young people should have a voice in decisions that affect them.***



*Jordan Hutch, Dylan Chandler, Dean Kearney,  
Troy Ryan, Evan Smyth. Class: 203, 2<sup>nd</sup> Year*

*Larkin Community College, Dublin 1*

*Teacher: Maire O'Higgins*

### Why can't I speak

Our image is of a boy who doesn't get listened to at home. In school he doesn't speak because he thinks that people won't have time to listen to him.

Everyone has the right to freedom of opinion and expression. Some young people don't get to express themselves.

We choose to highlight this human right because we want to have more say in school about things that we care about in education.

In our school we have just started a student council so this will help, but sometimes the classes are too big and we don't get time to say what we want to say.

We want to raise awareness of the importance of our voice in our school.

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

An exhibition in the school will create awareness among to 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 10<sup>th</sup> 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](http://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](http://www.sustainable-everyday.net/lolaprocess)
- An event management checklist can be downloaded from [www.ihrc.ie/cspe](http://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.

***Express Yourself! Exhibition 2013: This work illustrates how stereotypes prejudice people.***

### See Me for Me!



In Ireland members of the Travelling community are not recognised as an ethnic group. This recognition would ensure that the government improves the basic Human Rights such as education and healthcare available to this community.

Members of this community are labeled as different rather than an ethnic group by an insulting stereotype. This stereotype portrays members of this ethnic group as disrespectful towards people and property. However in reality members of this community are active members in society who take pride in their community.

Our poster highlights the major contrast between the reality and stereotype of members of the Travelling community. This stereotyping shown on the right classifies members of this community as different rather than an ethnic group. Without this recognition, members of this community will continue to be denied such basic human rights as healthcare and education.

Before carrying out our project our group was admittedly unaware of this denial of Human Rights. It was important to us to show this major contrast to education others to the reality of this community; unforgivably denied human rights.

Saoirse Kilgarriff, Edith Cunningham,  
Aimee Donnelly, Claire Quinn, Class: 3G, 3<sup>rd</sup> Year

Loreto College, St Stephen's Green, Dublin 2

Teacher: Ciara Smith

## 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](http://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](http://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 2013: This work highlights cyber bullying as a major concern*



*Brian Hayes, Colm Coogan, Liam Bolger, Zoe O'Meara, Graeme Cooke, Maureen Glennon, Adrian Noonan.*

*Rehabilitation Training, FETAC Level 3*

*National Learning Network, Kilkenny*

*Teacher: Laura Treacy*

### **Crash the Clash**

Our image shows a judge's gavel being brought down on a computer which has been used for cyber bullying.

It relates to Article 6 of the Universal Declaration of human rights; everyone has the right to be treated as a person under the law everywhere.

The image is trying to convey that cyber bullying happens at home, and in your room at night – during school hours, on the way home and at the weekend. It's a 24/7 thing.

We wanted to highlight this because we feel that this type of bullying can do huge damage because there is no escape from it.

We want everyone to be involved in this including the law, students, parents and also teachers and staff. Anyone linked to cyber bullying should be banned by all social networking sites and exposed by the law.

This human rights project has helped us to understand that the UDHR is about standing up for RESPECT for everyone and ourselves.

## 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 the Lighthouse Cinema, Smithfield, Dublin 7.

### 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](http://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](http://www.amnesty.ie/human-rights-education)



## 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](http://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](http://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](mailto:expressyourself@ihrc.ie)

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**An Coimisiún um Chearta an Duine  
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