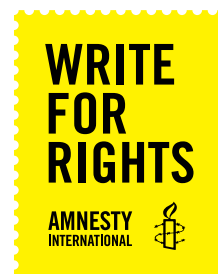


**WRITE FOR RIGHTS 2018**  
**– A HUMAN RIGHTS**  
**EDUCATION TOOLKIT**  
**FOR EDUCATORS**

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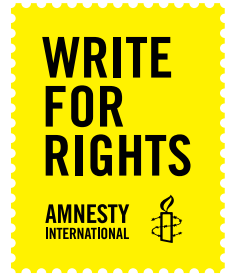




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# 1. USING THE HUMAN RIGHTS EDUCATION WRITE FOR RIGHTS TOOLKIT



Thank you for your interest in Write for Rights (W4R)! This Amnesty International global campaign brings about change to the lives of people and communities from different parts of the world where human rights abuses have taken place.

This Human Rights Education (HRE) Write for Rights (W4R) toolkit was created to support your participation with your students in the campaign. By learning about the lives of others and writing persuasive letters to help end human rights violations and achieve justice, you and your students contribute to the international human rights movement and see for yourselves how words can make a difference in the world.

In addition to the toolkit, you have access to the W4R campaign web page here: <https://www.amnesty.org/en/get-involved/write-for-rights/>. You can find more detailed information on the people we are campaigning for, including those mentioned in the toolkit, a Letter-Writing Kit with letter templates and instructions on how to work with the W4R campaign in your classroom or school environment, videos – and more!

This toolkit was primarily designed for use in a school setting: both inside the classroom as well as in clubs or school-wide events. It was created for students aged 13 and above. Activities in the toolkit can also be adapted for use in other, non-formal education contexts such as youth groups and community settings. We encourage you to try!





## 1.1 STRUCTURE OF THE HRE W4R TOOLKIT

The UN Declaration on Human Rights Education and Training (2011) says that human rights education is “about”, “for” and “through” human rights. The varied human rights education (HRE) activities in this toolkit contain methodologies that we think you will find exciting – including letter-writing, the creative arts, social media, project-based work and roleplays. They are designed to enable teachers to introduce the W4R campaign into the classroom, to encourage students to engage more fully with human rights, and to extend participation in the human rights issues associated with the W4R campaign and cases.

This toolkit is divided into 11 sections. The first five introduce the HRE W4R Toolkit (section 1), the W4R campaign (section 2), the 2018 W4R campaign (section 3), who are Women Human Rights Defenders (WHRDs) (section 4) and What are human rights (section 5). The toolkit also contains optional learning activities that teachers can use to prepare students to take part in the campaign in the W4R section and the introduction to human rights sections.

The subsequent sections present the key human rights associated with some of the people profiled in the 2018 W4R (sections 6-11). Each year, W4R illustrates the importance of specific rights such as the right to life, the right to a fair trial, Indigenous peoples’ land rights and non-discrimination. In 2018, W4R highlights WHRDs from around the world who are facing risks and retaliation for standing up against injustice and defending the human rights of others in their communities.

In these sections you will find a choice of activities to accompany each right: a warm-up, a longer activity (that can sometimes be shortened) and guidance on taking action for WHRDs profiled in this year’s campaign. Each lesson is associated with at least one of the WHRDs and concludes with a call to action for one of them.

You can decide which of the WHRDs you want to focus on for the W4R campaign. You can work on just one case, or several - you can even work on all of them. You may want to start with an introductory activity on the UDHR (section 5) or on the topic of WHRDs (section 4) in order to better understand who they are and the work they do before doing the specific activities proposed in sections 6-11. We aim to give you a range of options so you can choose the activities that will best cater for the needs of your students and can be completed in the time you have available.

The Annex contains all handouts of the WHRDs profiled in the W4R Toolkit and a simplified version of the UDHR which can be used for some of the activities.

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## 1.2 AMNESTY INTERNATIONAL'S HUMAN RIGHTS EDUCATION

Human rights education (HRE) enables people to learn about human rights and how to claim them. HRE can be defined as any learning, education, training or information efforts aimed at building a universal culture of human rights. It encompasses:

- a. knowledge - learning about human rights and human rights mechanisms;
- b. values, attitudes and behaviour – developing values and reinforcing attitudes and behaviours which uphold human rights;
- c. skills to take action - acquiring skills to apply human rights in a practical way in daily life and taking action to defend and promote human rights.

Amnesty International works with and through its members, supporters and activists like you in carrying out HRE in local and national contexts. Today, educator groups at many of Amnesty's regional offices and sections across the world raise awareness and support campaigning for the international human rights movement. The W4R campaign is one of the ways in

which schools can actively engage in HRE and take action for human rights. You and your students will be joining thousands of like-minded others in classrooms across the world in bringing attention to the injustices experienced by human rights defenders.

In addition to the W4R campaign, Amnesty International carries out other forms of HRE. As an educator of youth, remember that you can join your local Amnesty International section and help to create and carry out human rights education! You can also carry out HRE year-round in your classroom or through an Amnesty International club.



## 2. THE WRITE FOR RIGHTS CAMPAIGN

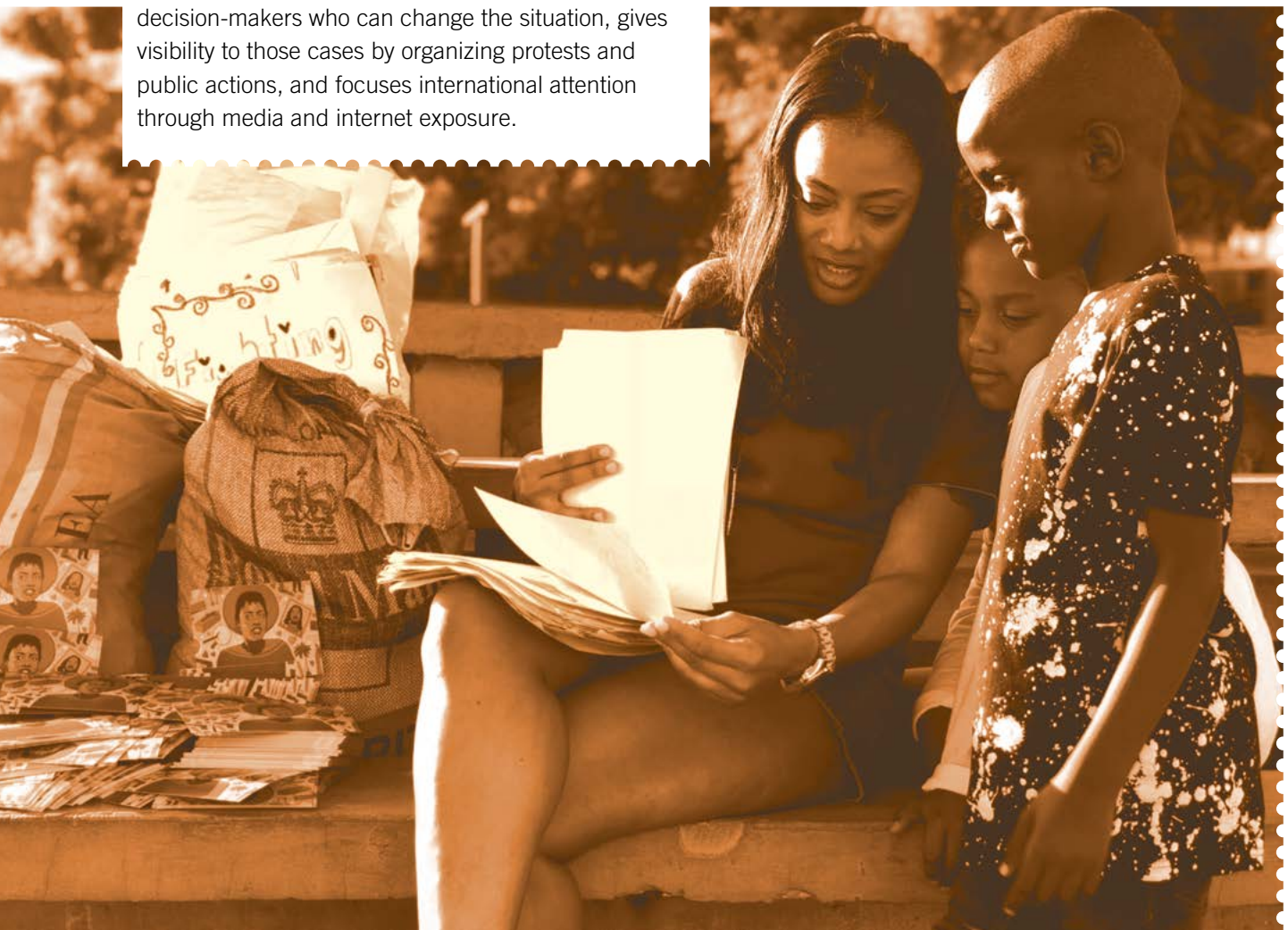
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Amnesty International's W4R campaign takes place annually on and around Human Rights Day, 10 December. Human Rights Day commemorates the day when the Universal Declaration of Human Rights was adopted in 1948, shortly after the founding of the United Nations. People celebrate Human Rights Day in different ways all over the world. At Amnesty International, we encourage people to show their solidarity with the international human rights movement by engaging in the W4R campaign, one of Amnesty's biggest human rights event. In 2017, more than 6 million actions were taken in support of the individuals and groups featuring in the campaign.

W4R involves raising awareness, taking action and more. It is a campaign that aims to bring about genuine change in the lives of people or communities that have suffered or are at risk of human rights violations. Among the many actions that happen as part of W4R, Amnesty International raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and focuses international attention through media and internet exposure.





A major part of the W4R campaign consists of a letter-writing marathon which involves millions of people around the globe. Every year, we ask supporters to write two letters. One is to the person in authority – it could be a king/queen, president or head of police – who can help make change happen. The other letter is to the person or group of people we are fighting for (and/or their family) to express support so they know we will never forget them.

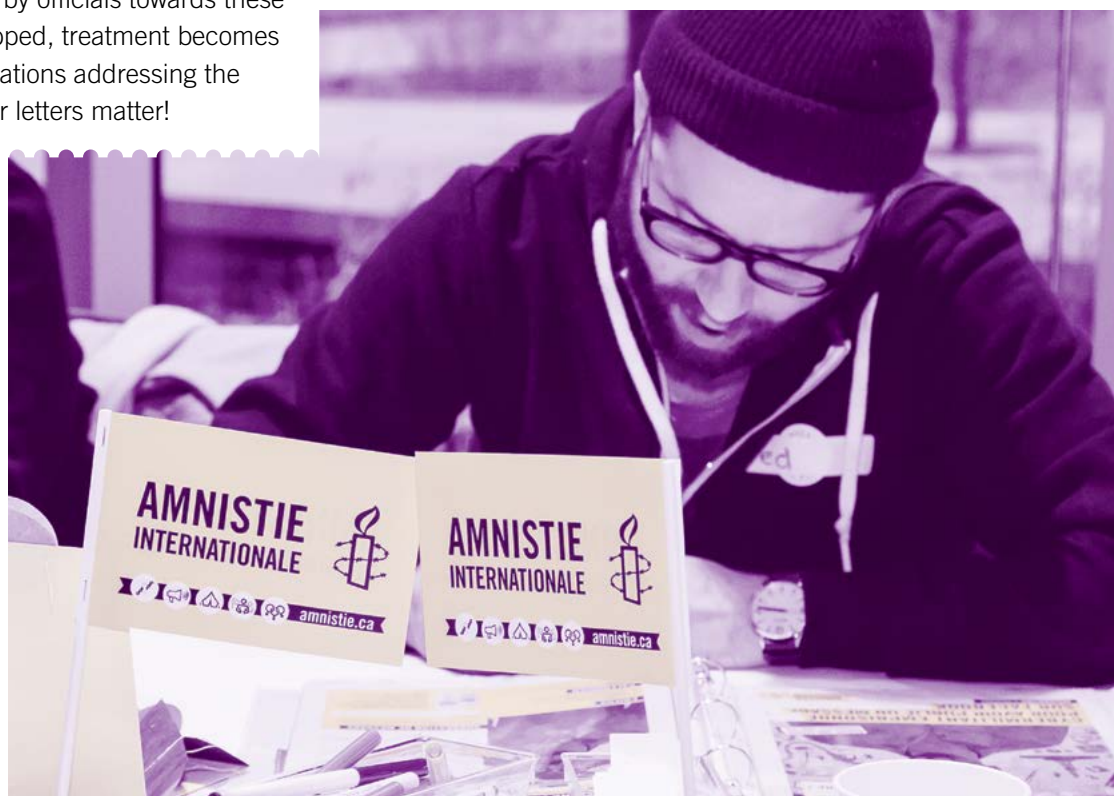
As a result of the international call to action, public officials are bombarded with letters. Victims of torture, prisoners of conscience and people facing the death penalty or other human rights violations receive messages of solidarity from thousands of people in far-off corners of the globe. Those suffering the violations and their families know that their cases are being brought to public attention. They know that they are not forgotten.

The results of similar campaigns in previous years have been striking. Individuals affected by the violations report the difference that these letters make. They express their gratitude to those who have written, and they often describe the strength they derive from knowing that so many people are concerned about their case. Often there is a noticeable change by officials towards these individuals: charges are dropped, treatment becomes less harsh, and laws or regulations addressing the problem are introduced. Your letters matter!

There are different ways to learn about previous W4R campaigns. Here are two links to some past success stories:

1. [Big wins for Write for Rights](#)
2. [10 ways you proved your words have power](#)

You might also want to share with your students a one-minute video on these [W4R successes](#) or have them engage in Amnesty International's 15-minute online course that introduces the W4R campaign. The course is self-paced and contains a video and three infographics. There is a quiz at the end to confirm learning. Here is the link to [Write for Rights – A Short Guide](#).



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## SUCCESS STORIES

Below are three success stories to inspire you and your students' actions this year!

### FREED IN CHAD



Mahadine, an online activist in Chad, faced a life sentence for a Facebook post critical of the government. Supporters took more than 690,000 actions for him; he was freed in April 2018.

*“I want to express my gratitude to you all. I appreciate you, I love you, I respect you.”*

### CHARGES DROPPED IN PERU

Criminal charges against Máxima Acuña, a peasant farmer who is defying one of the world's biggest gold mining companies, were dropped in May 2017. More than 150,000 people worldwide sent her solidarity messages.

*“Keep on supporting, helping, and not just me, ok?”*



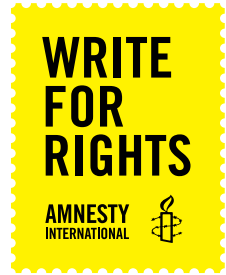
### RELEASED IN THE USA

*“I wish I had the time and ability to thank each one of you for giving me a little bit of joy with each letter and card.”*



Whistleblower Chelsea Manning walked free in May 2017, after her 35-year prison sentence was cut short by outgoing US President Barack Obama. More than a quarter of a million people wrote for her release.





## 2.1 HOW CAN I ORGANIZE A W4R LETTER-WRITING CAMPAIGN IN MY SCHOOL?

The main purpose of this section is to familiarize teachers with the logistics of organizing a letter-writing campaign. Through years of experience working with educators and young people, Amnesty International has developed many resources to help anyone who wants to get involved in the W4R campaign. This toolkit is one of them!

The W4R Toolkit you are reading now contains lessons on the cases of human rights defenders and the specific human rights they are fighting for.

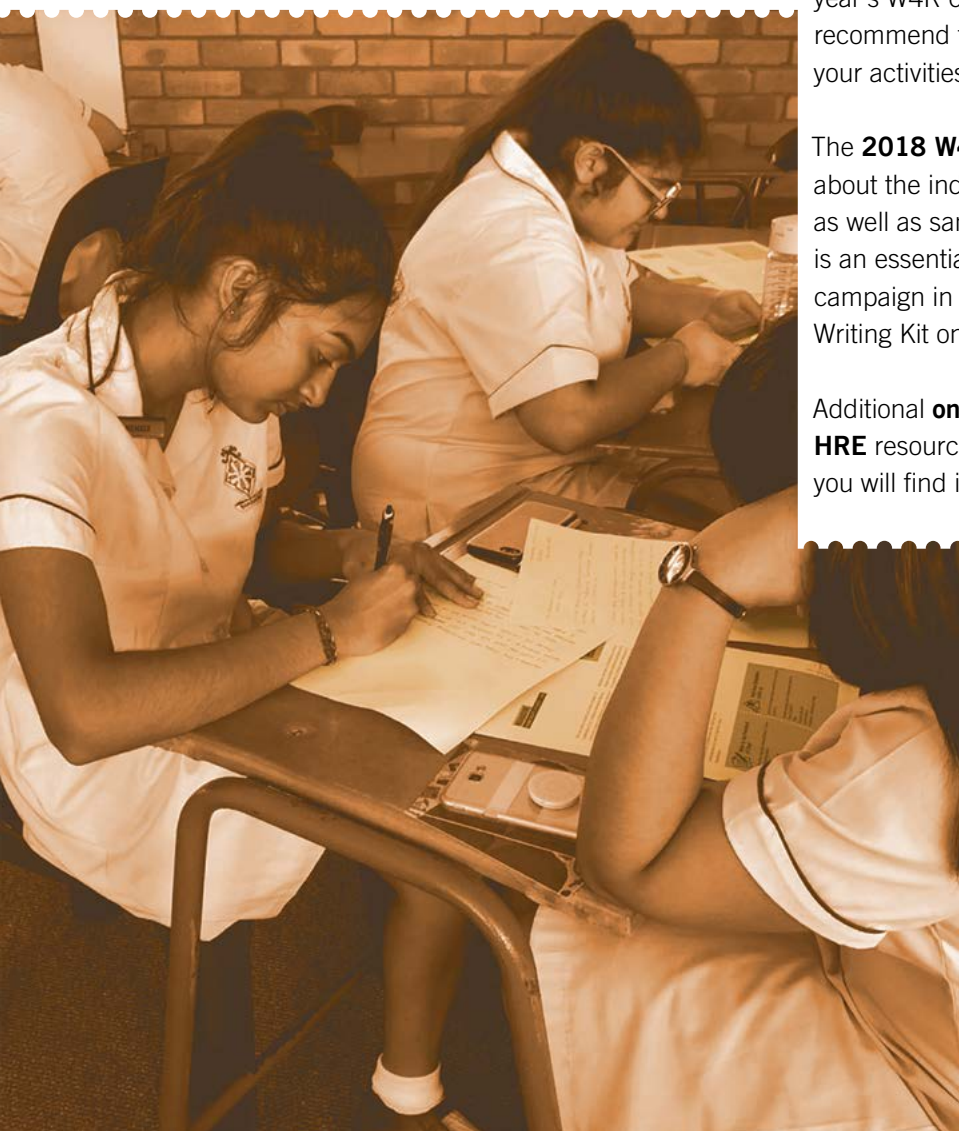
You will find six out of 10 individuals profiled in the W4R campaign.

Besides the toolkit, there are many other resources that you can draw on in preparing your students to engage in the campaign:

The **2018 W4R web page** (<https://www.amnesty.org/en/get-involved/write-for-rights/>) gives you access to the full descriptions of each person profiled in this year's W4R campaign, videos and more. We strongly recommend that you visit the web page while preparing your activities.

The **2018 W4R Letter-Writing Kit** contains fact sheets about the individuals featured in this year's campaign, as well as sample W4R letters and addresses. This is an essential document if you wish to use the W4R campaign in your classroom. You will find the Letter-Writing Kit on the 2018 W4R web page.

Additional **online and offline Amnesty International HRE** resources are proposed in the suggestion boxes you will find in the toolkit for all activities.





## 2.2 ACTIVITY

# W4R LETTER WRITING

Below is an activity you can use when preparing students for the “hands-on” work of letter-writing. You might want to use this lesson following your engagement with one of the people whose rights have been violated and the associated human right. You might also opt to have your students move into letter-writing for one or more individuals by skipping the individual situation-based activities and proceeding directly to the activity below.

The next section introduces the context of this year’s campaign focusing on women human rights defenders that it aims to support. More detailed information and activities focusing on HRDs and WHRDs are provided.

The W4R Letter Writing activity aims at engaging students to take action for one or more people of the 2018 W4R campaign depending upon the time available. Use the W4R handouts and the letter-writing materials you will find on the W4R web page to empower students to write effective letters for a person of their choosing. You can use the guideline found in the “Take Action” activity of each section (6-11) to help your students write their letter. Examples of letters can be seen in the W4R Letter-Writing Kit for your students if you wish to expedite and/or combine the letter-writing process with an individual-based activity.

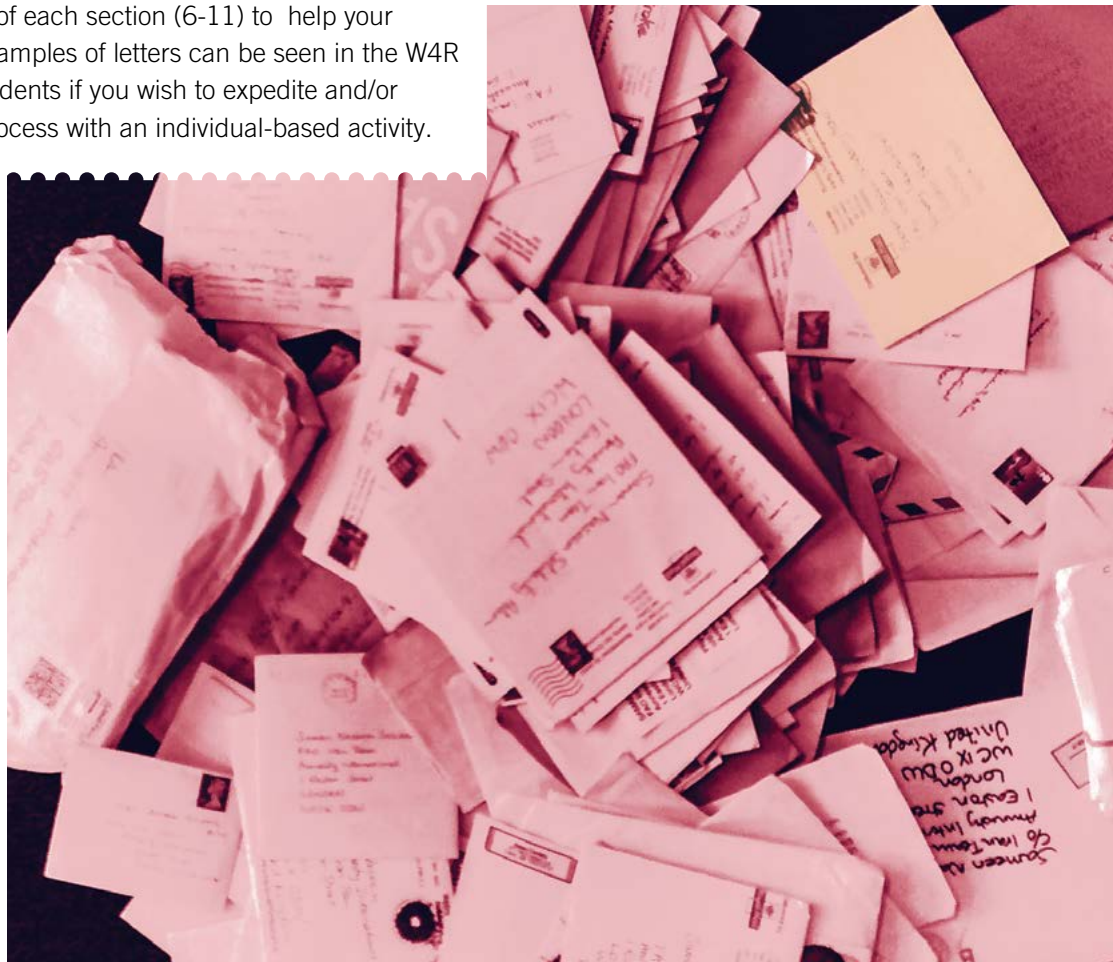
## OVERALL LEARNING OUTCOMES

Students will be able to:

**Explain the purpose of Amnesty International’s W4R campaign and its impact**

**Discuss one or more people featured in this year’s W4R campaign and the human rights violations they are subjected to**

**Write effective letters of solidarity to the individual(s) and to officials**



Activity adapted from the “Letter Writing” Lesson from *Amnesty USA’s 2017 Educator Guide*



## 2.2 ACTIVITY

# W4R LETTER WRITING

### TIME

60 MINUTES

### MATERIALS

Paper, pens, envelopes and stamps

Picture of one or more persons from this year's W4R campaign (See W4R Web page for the pictures)

Handouts: **The W4R people (Annex)**

Optional: **Sample of W4R letters (See W4R Letter-Writing Kit)**

Optional: **Internet access and computer or tablet**

### PREPARATION

**Prepare pictures of the WHRDs on slides for projection**

**Print copies of the handouts**

**Arrange for each student to have an envelope, paper, pens and a stamp, according to the number of cases and letters they will be writing**

Optional: **Printed copies of letter samples**

**Take a look at the Take action activity of sections 6-11 to guide your students**

### PLAN

1. Display an image of one or more of the women human rights defenders from this year's W4R campaign. Briefly share their story. **5 MINUTES**
2. Tell students about W4R, and how they can take part by writing letters to officials who have the power to put an end to these human rights abuses or solidarity messages to the people they want to help and support. **5 MINUTES**
3. Distribute the handouts and review the "six simple rules" for effective letter writing in the box at the end of this activity. **5 MINUTES**
4. Provide students with one or two pieces of paper and encourage them to write a letter to the officials or/and a solidarity letter. Repeat this process for each of the individuals profiled for this year's campaign. **30 MINUTES**
5. Once their letters are complete, ask students to reflect on what they have learned and the letter that they have written. **10 MINUTES**

If time allows, talk through the following questions to inspire reflection and to help them think of other ways they can continue to help:

  - a. How does it feel to advocate for another person's human rights?
  - b. Who can you share your experience with to involve them in W4R?
  - c. What are some other ways you can think of to take action for someone else's human rights?
6. Collect the students' letters and encourage them to act on one of the ways they can involve others in W4R and to continually take action to promote and defend human rights. (See "Additional actions" below.) **5 MINUTES**

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## 2.2 ACTIVITY

# W4R LETTER WRITING

### ADDITIONAL ACTIONS

1. With a mobile device (or on a tablet or computer), compose a post about Write for Rights expressing:

- solidarity to someone whose rights are currently being violated and your support for their cause (see Take action sections 6-11)
- your support for the Write for Rights campaign, encouraging others to write in support of people whose rights are being violated

Share your tweet with your followers!

Make sure to use the #W4R18 and tag @amnesty in your posts. **5 MINUTES**

2. Organize an Amnesty International event! Check out how you can get involved and take action to promote and defend human rights on our web page: [www.amnesty.org/en/get-involved/take-action/](http://www.amnesty.org/en/get-involved/take-action/)

### WHAT MAKES A GOOD LETTER?

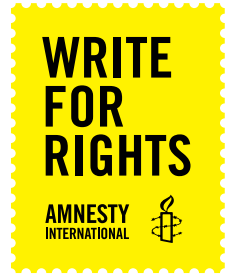
See the six simple rules below. If you wish, distribute sample letters found in the W4R Letter-Writing Kit.

Follow the six simple rules:

- Always be polite
- Follow the instruction and information provided, and avoid any mention of religion, including religious holidays, or politics
- Let them know who you are, and mention that you are a student
- If you have a personal connection to the country or issue, feel free to include it
- Emphasize how the person you are writing to has the power to make a difference
- Be brief—one page at the most. Sometimes just a few well-crafted sentences can be the most effective



# 3. INTRODUCTION TO THE 2018 W4R CAMPAIGN



Brave individuals throughout the world struggle in their defence of human rights each day. Many of the human rights that we personally enjoy are possible because of the efforts of others who have advocated for these rights.

A human rights defender (HRD) is someone who acts to promote or protect human rights. HRDs are ordinary people all over the world, working alone or with others to promote human rights. HRDs can be engaged with any of the human rights listed in the simplified version of the Universal Declaration of Human Rights (see Annex), including civil, political, economic, social and cultural rights, as well as environmental rights. Sometimes they are working for the rights of individuals, but they may also be promoting the rights of groups, such as women, Indigenous people or others who are marginalized or who are experiencing systematic discrimination – for example, on the basis of their sexual orientation or gender identity.

This year's W4R is about women human rights defenders (WHRDs) who have suffered human rights violations or are at great risk because of the positions they have taken on certain human rights issues. In this year's campaign we are celebrating the amazing

contribution of women to the advancement of human rights around the world and highlighting the specific challenges they face when defending human rights. Female activists often face additional challenges of gender-based discrimination and violence and stereotypes that can impact negatively on their ability to not only enjoy their human rights but to be taken seriously as activists as well.

WHRDs can be women, in all of their diversity, working on any human rights issue, or defenders of any gender working on rights related to gender and sexuality. It could be an Indigenous woman fighting for her community's rights and against gender-based violence, a woman advocating against torture, an LGBTI rights campaigner, a sex workers' rights collective, or a man fighting for the advancement of sexual and reproductive rights.



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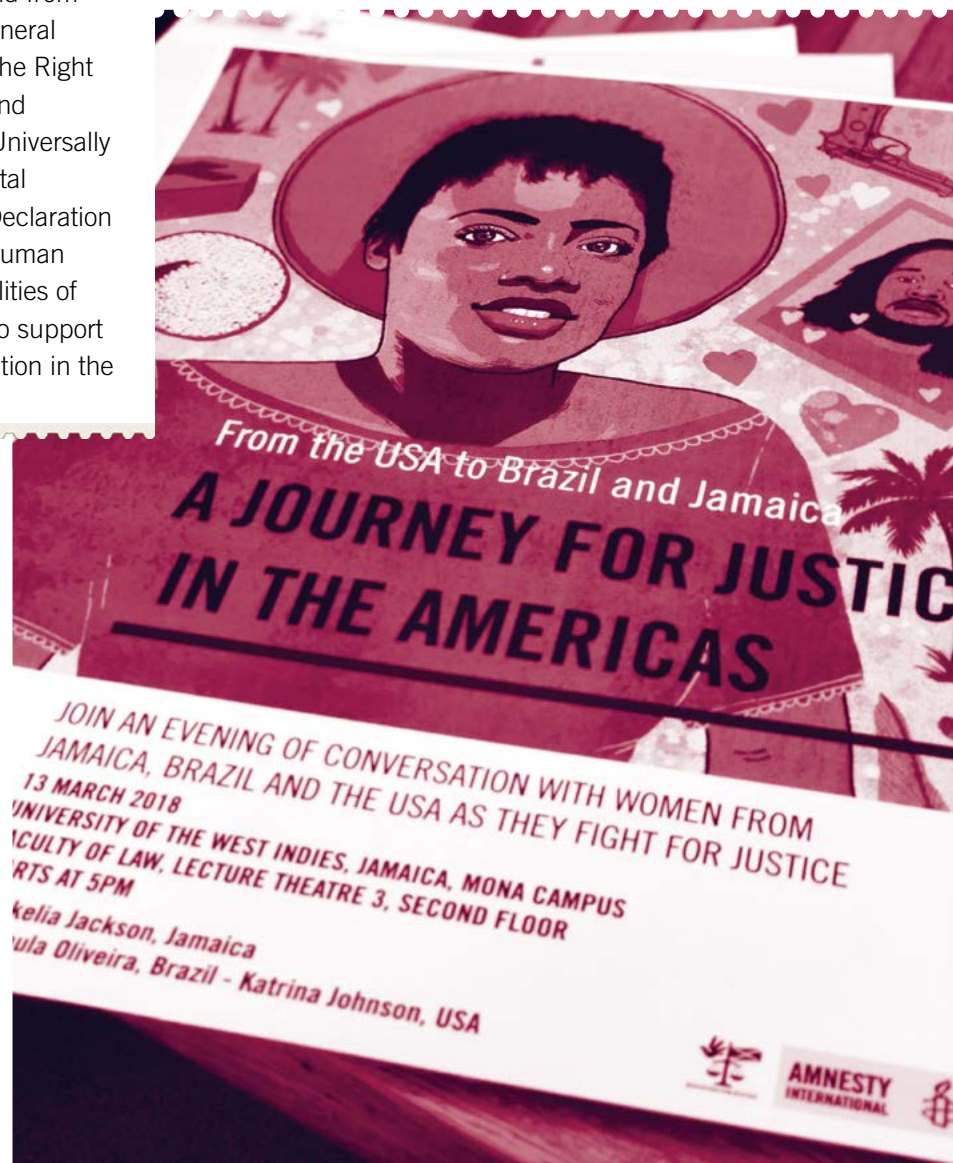


Many WHRDs break new ground with their work as they challenge power and social norms. What these defenders have in common are the additional, specific challenges they face for being women, LGBTI people or for identifying with their struggles. Women defenders need special recognition of their work, a safe space to work in, and specific protection to meet their needs. Because their cutting edge work continues to be underrepresented and insufficiently recognized by mainstream society, including policy-makers and the media, this year W4R will shed light on their causes and their courage.

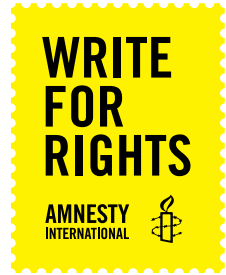
Fifty years after the adoption of the Universal Declaration of Human Rights, the UN acknowledged that people who stood up for human rights were in need of support both from institutions and from individuals. In December 1998, the UN General Assembly adopted the UN Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms – commonly known as the UN Declaration on Human Rights Defenders. It defines a human rights defender and sets out the responsibilities of governments, civil society and individuals to support and defend them. You will find this Declaration in the Annex to this toolkit.

You can also engage in a more comprehensive self-paced course to learn more about who HRDs are and how they mitigate risks, and to explore the creative ways in which they speak up: [Human Rights Defenders Massive Open Online Course](#).

You can learn more about HRDs in Amnesty International's 20-minute, self-paced online course called "[Human Rights Defenders – A short guide](#)." It comprises three short components: a video, a case study and a quiz for self-assessment of learning.



# WHRDs AND W4R 2018



The W4R 2018 campaign focuses on women from different parts of the world who are standing up for human rights. Their names, countries, short description and the human rights they work on are listed below. You will also find more detailed information about each WHRD in the Annex and more on other WHRDs in this year's campaign on the W4R web page.



## NAWAL BENAISSA

Nawal Benaissa, Morocco, is a human rights defender who faces constant harassment from the authorities, including repeated arrests and a 10-month suspended prison sentence for fighting against discrimination in her region.

**FREEDOM OF EXPRESSION AND PEACEFUL ASSEMBLY**

## ATENA DAEMI

Atena Daemi, Iran, is serving a seven-year prison sentence in Tehran's Evin prison. She has suffered inhumane conditions and been denied medical treatment as retaliation for defending human rights, in particular for speaking out against the death penalty.

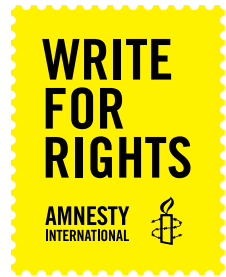
**FREEDOM FROM TORTURE AND INHUMANE TREATMENT**



## GULZAR DIUSHENOVA

Gulzar Diushenova, Kyrgyzstan, is a campaigner facing daily discrimination for fighting on behalf of women with disabilities to get equal access to services, including health care.

**FREEDOM FROM DISCRIMINATION**



# WHRDs AND W4R 2018



## MARIELLE FRANCO

Marielle Franco, Brazil, worked tirelessly to promote the rights of black women, people who are LGBTI and young people facing discrimination. She denounced abuses committed by security forces, including extrajudicial executions. She was killed in March 2018.

**RIGHT TO LIFE**

## NONHLE MBUTHUMA

Nonhle Mbuthuma, South Africa, faces intimidation after standing up against the destructive impact of a titanium mining company in her community.



**INDIGENOUS PEOPLES' LAND RIGHTS**



## HUYEN NGOC NHU QUYNH

Nguyễn Ngọc Nhu' Quỳnh, aka Mẹ Nấm (Mother Mushroom), Viet Nam, a blogger sentenced to 10 years in jail for speaking out against injustice and denouncing human rights violations, including police brutality.

**FAIR TRIAL**

Each of the people is profiled by at least one of the activities in this toolkit. You can identify the activity by matching the associated human rights area. For example, the activity on freedom from discrimination involves Gulzar Diushenova from Kyrgyzstan. It is important to keep in mind that all the persons presented in this toolkit see many of their rights violated.

To help your students reflect on what it means to be a WHRD, we have included a short activity which can be done in addition to the activities proposed for each individual case.



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# 4. WOMEN HUMAN RIGHTS DEFENDERS

## 4.1 BACKGROUND INFORMATION: WHO IS A WOMAN HUMAN RIGHTS DEFENDER?

Women human rights defenders are women, in all of their diversity, working on any human rights issue, and defenders of all genders working on rights related to gender and sexuality.

It could be an Indigenous woman fighting for her community's rights and against gender-based violence, a woman advocating against torture, an LGBTI rights campaigner, a sex workers' rights collective, or a man fighting for sexual and reproductive rights.

Women human rights defenders often break new ground with their work as they challenge power and social norms. What these defenders have in common are the additional, specific challenges they face for being women, LGBTI people or for identifying with their struggles. Women human rights defenders need special recognition of their work, a safe space to work in, and specific protection to meet their needs.

### Challenges WHRDs may face:

People who fight for the principles of freedom, justice and equality often do so in an environment where they are demonized and restricted in their work. Many human rights defenders are smeared, threatened, spied on, physically attacked, criminalized and sometimes even killed, just for daring to stand up to those in power.

The situation becomes even tougher if the identity of the defender fuels discrimination (for example if they are women, Indigenous, black, lesbians or if these identities and characteristics intersect). Defenders who experience intersecting forms of discrimination and structural inequality are at an increased risk of attack for what they do and who they are. Discrimination and oppression may be based on age, sex, gender, language, ethnicity, sexual orientation, gender identity, race, caste or class, Indigenous identity, disability, religion or belief, nationality or other status. These different forms of discrimination can overlap and interact, intensifying and diversifying an individual's experience (see section 10).





This means that WHRDs can be targeted because of misogyny, racism, homophobia and transphobia, and other forms of hate and discrimination, as well as for defending human rights.



**For example: Aura Lolita Chávez, an Indigenous woman**

human rights defender from Guatemala with the K'iche People's Council (Consejo de Pueblos K'iche, CPK), was threatened with death and sexual assault by armed men in June 2017. She explained “when they threaten me, they say that they will kill me, but before they kill me they will rape me. They don't say that to

*my male colleagues. These threats are very specific to Indigenous women. There is also a very strong racism against us. They refer to us as those rebel Indian women that have nothing to do, and they consider us less human.”*

As well as facing the same attacks as other human rights defenders, women human rights defenders are often exposed to additional risks and pressures, particularly when they demand human rights publicly and challenge social norms, or when the rights they defend are disputed in mainstream discourse (for example, access to abortion, or decriminalization of sex work). The risk is greater in highly patriarchal societies with strict notions about sexuality, gender roles, and women's place in the community and the home.



**For example: In El Salvador, women human rights activists**

campaigning on sexual and reproductive rights have been publicly accused in the press of being “unscrupulous”, “pro-death”, “adding to the rivers of blood already flowing in the country”, “unpatriotic traitors bringing shame on El Salvador”, and of “manipulating vulnerable women”.



Those attacking them may be state actors such as governments and politicians, but also non-state actors, such as armed groups, religious groups and businesses.

**For example: In September 2014, Iraqi lawyer and women’s human rights defender Samira**

Saleh Al-Naimi was murdered by a group of armed men belonging to the group calling itself Islamic State (IS) who shot and killed her in a public square. She had allegedly been kidnapped and tortured before the murder because of her criticism of the group for violations they had committed. Samira had been “tried” in a Shari’a court on charges of apostasy, or committing actions seen as against the Muslim faith.

In addition, many women human rights defenders also face pressure within their family and their community if their activism or public activities are viewed as rejecting gender norms or challenging gender stereotypes, which they are expected to conform to.



**For example: in June 2008, Laxmi Bohara, a member of the**

Women’s Human Rights Defender Network in Nepal, died after being severely beaten and forced to take poison by her husband and mother-in-law. They had criticized her human rights work as being incompatible with the traditional role that wives and mothers are expected to fulfil.

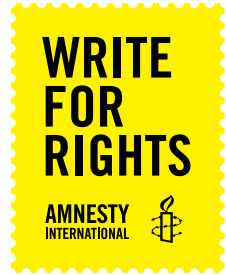
The violence they face may include gender-based violence, including sexual violence, stereotyped smears and insults, defamation campaigns linked to their gender or identity, and attacks on their reputations or appearance.



**For example: In South Africa, sexual assaults and other**

physical attacks against LGBTI people remain common, particularly against those living in townships and rural areas. In April 2011, Noxolo Nogwaza, a lesbian human rights defender, died in a township near Johannesburg after being raped, beaten and stabbed.

Their families may also be attacked or threatened because WHRDs are seen as – and often are – primary care-givers. In addition, WHRDs face different forms of exclusion at economic, political and legal levels, which also impact on their ability to defend human rights.



## 4.2 ACTIVITIES: INTRODUCING WOMEN HUMAN RIGHTS DEFENDERS

### OVERALL LEARNING OUTCOMES:

Students will be able to:

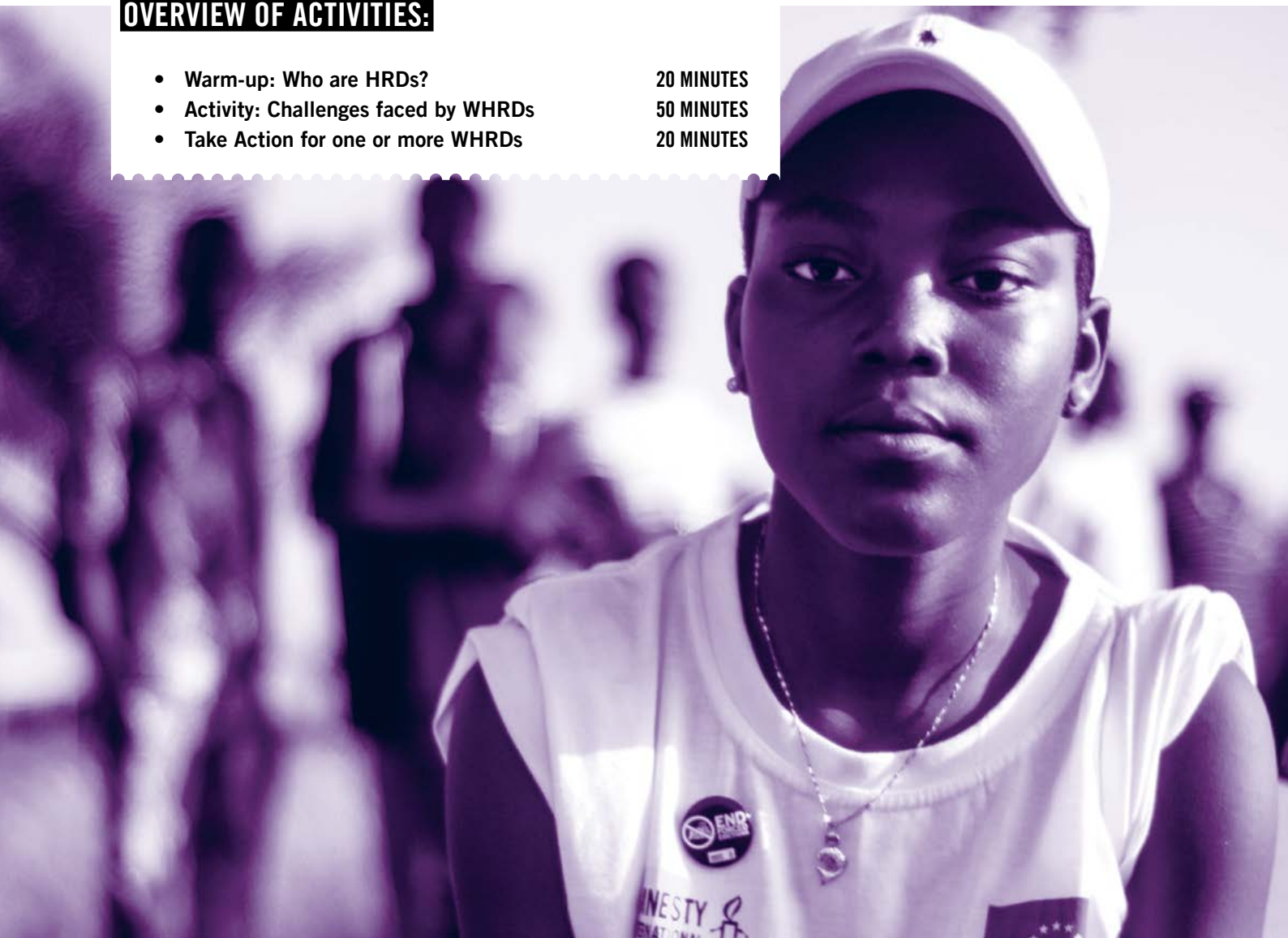
Identify who is a human rights defender and explain what they do

Outline challenges WHRD are facing and recognize the importance of their work

Write a letter (or letters) to support WHRDs

### OVERVIEW OF ACTIVITIES:

- |                                       |            |
|---------------------------------------|------------|
| • Warm-up: Who are HRDs?              | 20 MINUTES |
| • Activity: Challenges faced by WHRDs | 50 MINUTES |
| • Take Action for one or more WHRDs   | 20 MINUTES |



# WRITE FOR RIGHTS

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## WARM-UP

# WHO ARE HRDs?

## TIME

 20 MINUTES

## MATERIALS

Poster board  
Markers

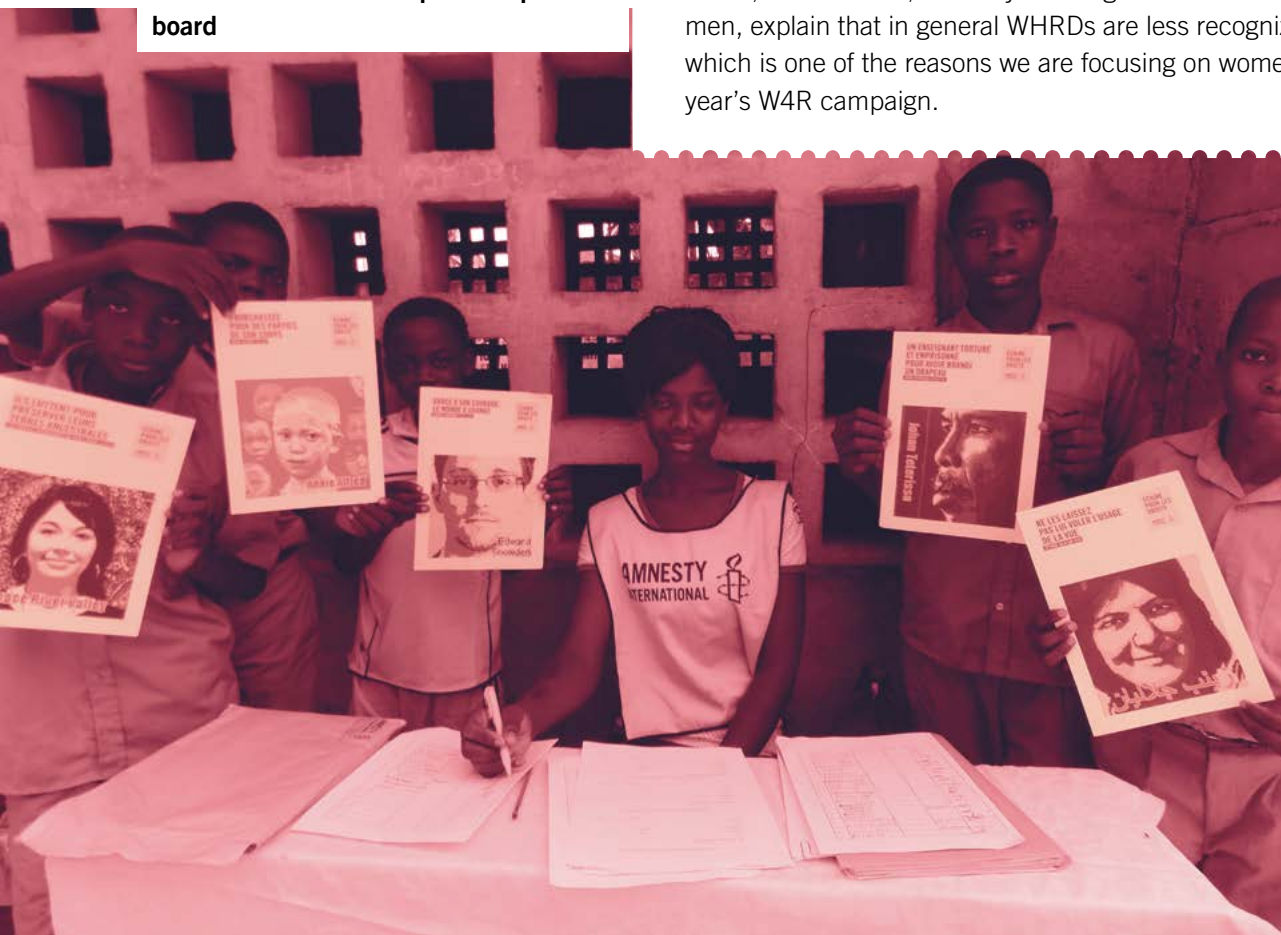
## PREPARATION

Teacher or facilitator should read the Introduction to 2018 W4R Individual cases in annex and background information above

Draw a silhouette on a piece of poster board

## PLAN

1. To introduce human right defenders, ask students to think of people they may know or have heard about in history who have defended human rights. They can be people from their country, community or abroad. For example, Martin Luther King, Rosa Parks, Edward Snowden, etc. Write the names of the men on one side of the silhouette and the women on the other side. **5 MINUTES**
2. Invite students to come up and write in the silhouette the particular characteristics, roles and abilities displayed by the people they named that makes them a HRD. Reflect with the group what could be the definition of a HRD and write it at the bottom. As a final definition you could refer back to Amnesty's suggestions on who is a HRD on p15. You can also watch the video "Are you a HRD?" with your class. **10 MINUTES**
3. Review with students if they could think of more men than women HRDs, or vice versa, and why that might be. If the result is more men, explain that in general WHRDs are less recognized in society which is one of the reasons we are focusing on women for this year's W4R campaign. **5 MINUTES**





## ACTIVITY

# CHALLENGES FACED BY WHRDs

## TIME

🕒 50 MINUTES

## MATERIALS

Poster board  
Markers

Handout: **All W4R handouts in annex**

Optional: **AV equipment and internet access**

## PREPARATION

**Read the Introduction to the people in 2018 W4R campaign in the annex and the background information above pieces of poster board**

Optional: **Set up the AV equipment to watch the video**

## PLAN

1. Depending on how many students there are, form groups of 2 or 4 people. Give each group a poster board and ask them to draw a silhouette. Ask one group to write in and around the silhouette the characteristics, abilities and roles that they think women have in society, and the other group the same but focusing on men. **10 MINUTES**
2. In plenary ask the students to reflect on the following questions:
  - a. Are the characteristics of men or women more like those we identified as HRDs? (In most cases it will be that the characteristics for HRDs are more like those expected from men, not women.)
  - b. What happens to women who do not conform to their perceived roles or specific characteristics that society expects from them? (Often when women or others try to break with social norms and expectations they are marginalized, targeted for violence, discriminated against, stigmatized and threatened. WHRDs break or challenge social norms by being public figures or being otherwise outspoken. (See background information above.) **15 MINUTES**
3. To further explore the challenges that WHRDs face, divide into small groups and give each group one case from the W4R. Ask the groups to read their case and answer the following, and then prepare a creative way to present their woman HRD:

**ACTIVITY****CHALLENGES FACED  
BY WHRDs****WRITE  
FOR  
RIGHTS**AMNESTY  
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- What specific challenges do you imagine this HRD faces or faced because she is a woman?
- What type of discrimination, violence or human rights violations has she been exposed to?
- What characteristics do you imagine she must have or had to do what she does or did?

**15 MINUTES**

- Bring the groups together in plenary. Ask the students to name the challenges their HRDs have identified because they are women. Even though these women are from countries in different regions of the world, do they face similar challenges, discrimination, violence and rights violations? Conclude that this is due to the fact they are women and for that reason Amnesty is focusing this W4R on WHRDs to try to give them added protection for their special needs and recognition for their work. Encourage your students to take action for one or more WHRDs.

**10 MINUTES****4.3 TAKE ACTION FOR  
WOMEN HUMAN RIGHTS  
DEFENDERS**

Depending on the time allotted, have your students write solidarity letters or to officials for one or more people of the 2018 W4R Campaign. To guide your students, you can refer to the “Take action activity” that you will find at the end of each section on the different people featured in this Toolkit (sections 6 to 11) or use the 2018 Letter-Writing Kit.



# 5. HUMAN RIGHTS – A SHORT INTRODUCTION



Amnesty International organizes the W4R campaign annually so that any person can express through letter-writing their support for those whose rights have been violated and attacked and to advance justice and human dignity. This is a direct and meaningful way to get involved with human rights!

## 5.1 BACKGROUND INFORMATION: WHAT ARE HUMAN RIGHTS?

Human rights are the freedoms and protections that belong to every single one of us. They are based on principles of dignity, equality and mutual respect, and they belong to everyone – regardless of age, nationality, gender, race, beliefs, sexual orientation and gender identity, or any other status.

Human rights are about being treated fairly and treating others fairly. They are about having the ability to make choices about one's own life. Human rights are **universal** – they belong to all of us, everybody in the world, wherever or whoever we are. They are **inalienable** – they cannot be taken away, bought, traded or sold. And they are **indivisible** and **interdependent** – they are all of equal importance and are interrelated: the advancement of one human right helps the progress of other rights; equally, when one human right is denied this adversely affects other rights.

Human rights are enshrined in international human rights treaties. These are international laws that governments are obliged to uphold. These binding laws provide the basis for organizations like Amnesty International to call on governments to refrain from the types of behaviour or treatment that fall short of human rights standards and principles.

### What is the Universal Declaration of Human Rights?

The Universal Declaration of Human Rights, also known as the UDHR, was adopted by the General Assembly of the United Nations on 10 December 1948. Since then, it has formed the backbone of the international human rights system, and has been followed by numerous other human rights treaties that elaborate and build upon the principles contained within it. The human rights laws and standards contained in these treaties continue to evolve and, together, they constitute a comprehensive system protecting and promoting human rights.

The UDHR is the most widely translated document in world history. It is inspiring and thought-provoking. Have a look! An abbreviated version is located in the Annex of this toolkit.

Amnesty International offers a free 90-minute, self-paced course "[An Introduction to Human Rights](#)" that you could ask your students to complete in preparation for the letter-writing campaign. This course has four short components with videos, quizzes, case studies and interactive exercises which can be used in your classroom. Those who successfully complete this course and pass the quizzes receive a certificate.



# WRITE FOR RIGHTS

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## 5.2 TWO SHORT ACTIVITIES TO INTRODUCE HUMAN RIGHTS TO YOUR STUDENTS

The activities below provide an introduction to human rights to enable your students to connect the rights in the UDHR to their daily lives. You can use these warm-up activities to introduce human rights to your students if you feel they need basic knowledge of the issues before engaging with the W4R activities.

### OVERALL LEARNING OUTCOMES

Students will be able to:

**Distinguish between the different human rights contained in the UDHR**

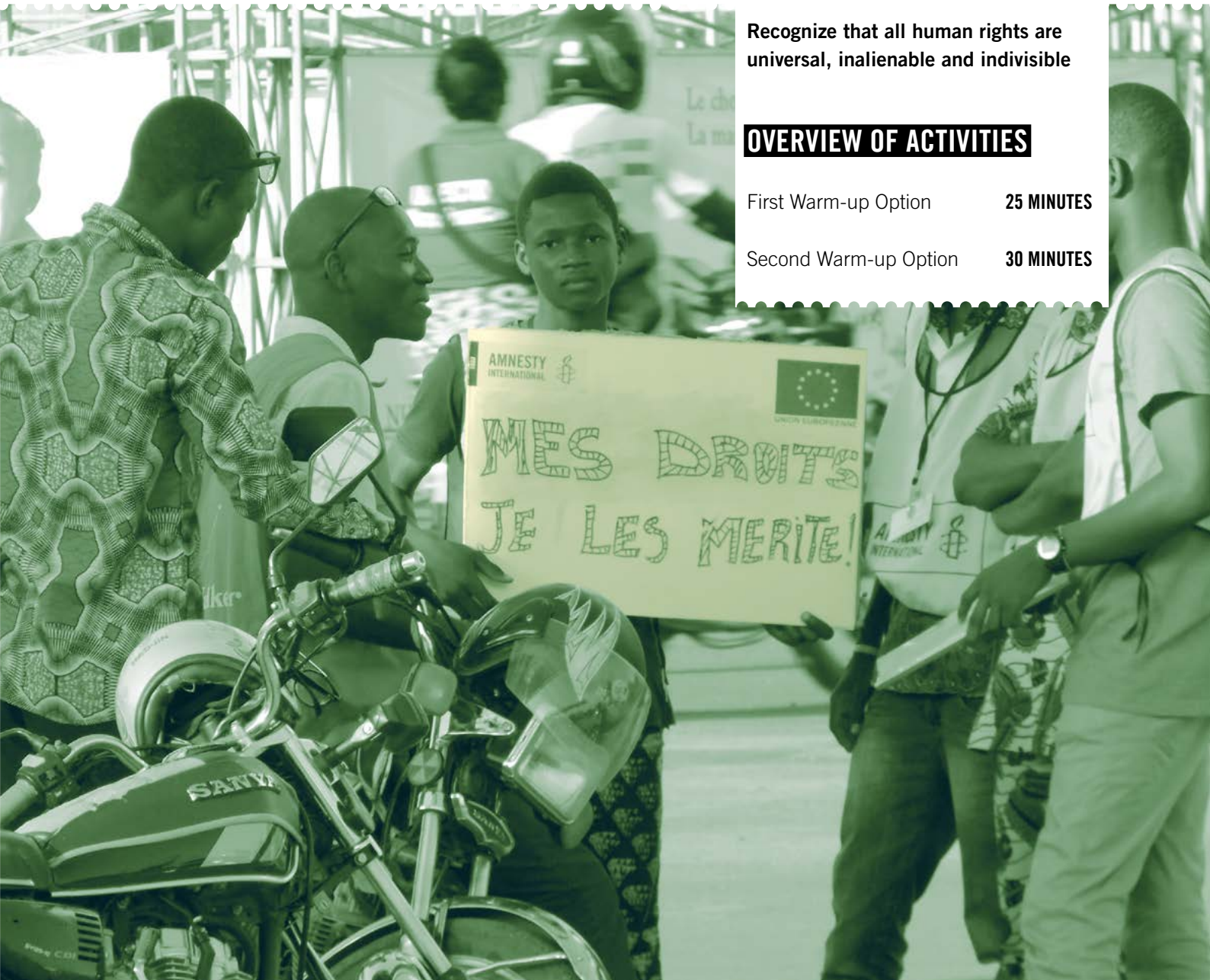
**Explain how human rights apply in their daily lives**

**Recognize that all human rights are universal, inalienable and indivisible**

### OVERVIEW OF ACTIVITIES

First Warm-up Option **25 MINUTES**

Second Warm-up Option **30 MINUTES**





## ACTIVITY

# FIRST WARM-UP OPTION

## TIME

🕒 25 MINUTES

## MATERIALS

Handout: **UDHR Article Cards**

Handout: **Daily Action Cards**  
**Scissors**

## PREPARATION

Print copies of both handouts (UDHR Article Cards and Daily Action Cards)

Cut the handouts to have one UDHR Article Card and one Daily Action Card each

## PLAN

1. Divide students into small groups and distribute eight UDHR Article Cards and eight Daily Action Cards to each group. **5 MINUTES**

2. Ask the groups to match the rights with the examples (that is, which Daily Action Card can be applied to which UDHR Article). **10 MINUTES**

3. Regroup and ask students to discuss their answers. They should look like this:

**Article 19** I use social media and say what I think on different topics

**Article 3** I walk freely in my town without fearing for my life

**Article 12** I do not have to disclose my personal life to my teacher

**Article 13** I can go wherever I want in my country freely

**Article 25** I go to see a doctor if I am sick

**Article 18** I speak freely about my beliefs

**Article 24** I play with my friends

**Article 26** I can go to school and study

There is more than one possible solution for some of the rights. This is a good opportunity to outline that rights are interconnected.

**10 MINUTES**

**ACTIVITY****SECOND WARM-UP OPTION****TIME**

 30 MINUTES

**MATERIALS**

Handout: **UDHR Article Cards**

**PREPARATION**

**Print copies of both handouts (UDHR Articles and Daily Action Cards)**

**Cut the handouts to have one UDHR Article and one Daily Action Card on each card**

**PLAN**

1. Have each group pick four rights from among the UDHR Article Cards and place them in chronological order. Which right did students enjoy from the time they woke up to the present moment in the classroom? **5 MINUTES**
2. Get each group to remove one of the four rights they have arranged. Ask students to discuss in their group the following question: How would today have been different if they could not enjoy this right? **10 MINUTES**
3. Have every group present to the others and discuss:
  - a. How the denial of the right they removed led to the denial of other rights
  - b. How their parents, teachers, friends, etc. would be affected by the denial of that right **15 MINUTES**

Explain that human rights are universal, inalienable and indivisible. Removing one right can have an impact on other rights.

**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****UDHR ARTICLE CARDS****ARTICLE 19:****Right to freedom of expression****ARTICLE 3:****Right to life and to live in  
freedom and safety****ARTICLE 12:****Right to privacy****ARTICLE 13:****Right to freedom of movement****ARTICLE 25:****Right to a standard of living  
adequate for your health and  
wellbeing****ARTICLE 18:****Right to freedom of thought,  
conscience and religion****ARTICLE 24:****Right to rest and leisure****ARTICLE 26:****Right to education**

**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****DAILY ACTION CARDS**

**I use** social media  
to say what I think on different  
topics

**I walk** freely in my town  
without fearing for my life

**I do not** have to  
disclose my personal  
life to my teacher

**I can** go wherever I  
want in my country freely

**I go to see** a doctor  
if I am sick

**I speak** freely  
about my beliefs

**I play** with  
my friends

**I can** go to school  
and study

**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL 

## 6. NAWAL BENAÏSSA & THE RIGHTS TO FREEDOM OF EXPRESSION AND PEACEFUL ASSEMBLY

This unit contains a brief introduction to the **Rights to Freedom of Expression and Peaceful Assembly** and three corresponding activities: “Warm-up: Word Cloud”, “Activity: Right to Protest” and “Take Action for Nawal Benaïssa”. Depending upon the time available and the needs of students, teachers may choose to use either Warm-up or Activity, or both, before encouraging students in the final activity to “Take Action for Nawal Benaïssa”.





## 6.1 BACKGROUND INFORMATION ON THE RIGHTS TO FREEDOM OF EXPRESSION AND PEACEFUL ASSEMBLY

According to the UDHR, freedom of expression is the right of every individual to hold opinions without interference and to seek, receive and impart information and ideas through any media, regardless of frontiers. **Freedom of expression** protects your right to hold your own opinions and to express them freely without government interference. This includes the right to express views through public protests or through written materials, media broadcasts and works of art. This right also protects your freedom to seek and receive information from other people. Although we have the right to freedom of expression, it is not an unlimited right – sometimes governments have a duty to protect other people’s rights or certain public interests which requires some expression to be prohibited. But the circumstances in which the authorities can restrict freedom of expression are very narrow and must be considered as exceptional rather than the norm.

**Freedom of peaceful assembly** is the right of people to come together in a public place for a common expressive purpose, such as for meetings, strikes, processions, rallies and sit-ins. The right to peaceful assembly means that someone can gather together with others peacefully without fear of being arrested or harassed by the police. In fact, the authorities have a positive duty to facilitate peaceful assemblies, so the police may be required to take special measures to ensure the safety of both the people assembling and the general public.

The rights to freedom of expression and peaceful assembly are enshrined in international human rights law, including in the UDHR and the International Covenant on Civil and Political Rights (ICCPR), as well as many national legal systems.

If you would like to explore the rights to freedom of expression further with your students, Amnesty International offers two free online courses. There is the brief introductory course, “[Speaking Out for Freedom of Expression](#)”, which can be completed in 20 minutes. The other is “[Freedom of Expression – A Fundamental Right](#)”, which takes 10 hours to complete.

## 6.2 ACTIVITIES: FREEDOM OF EXPRESSION AND RIGHT TO PROTEST

### OVERALL LEARNING OUTCOMES

Students will be able to:

**Outline how the right to freedom of expression relates to their lives**

**Explain why it is important that human rights defenders can speak up freely**

**Write a letter (or letters) in support of Nawal Benaisa**

### OVERVIEW OF ACTIVITIES

**Warm-up: Word Cloud** 20 MINUTES

**Activity: Right to Protest** 60 MINUTES

**Take Action for Nawal Benaisa** 20 MINUTES

# WRITE FOR RIGHTS

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## WARM-UP

# WORD CLOUD

## TIME

 20 MINUTES

## MATERIALS

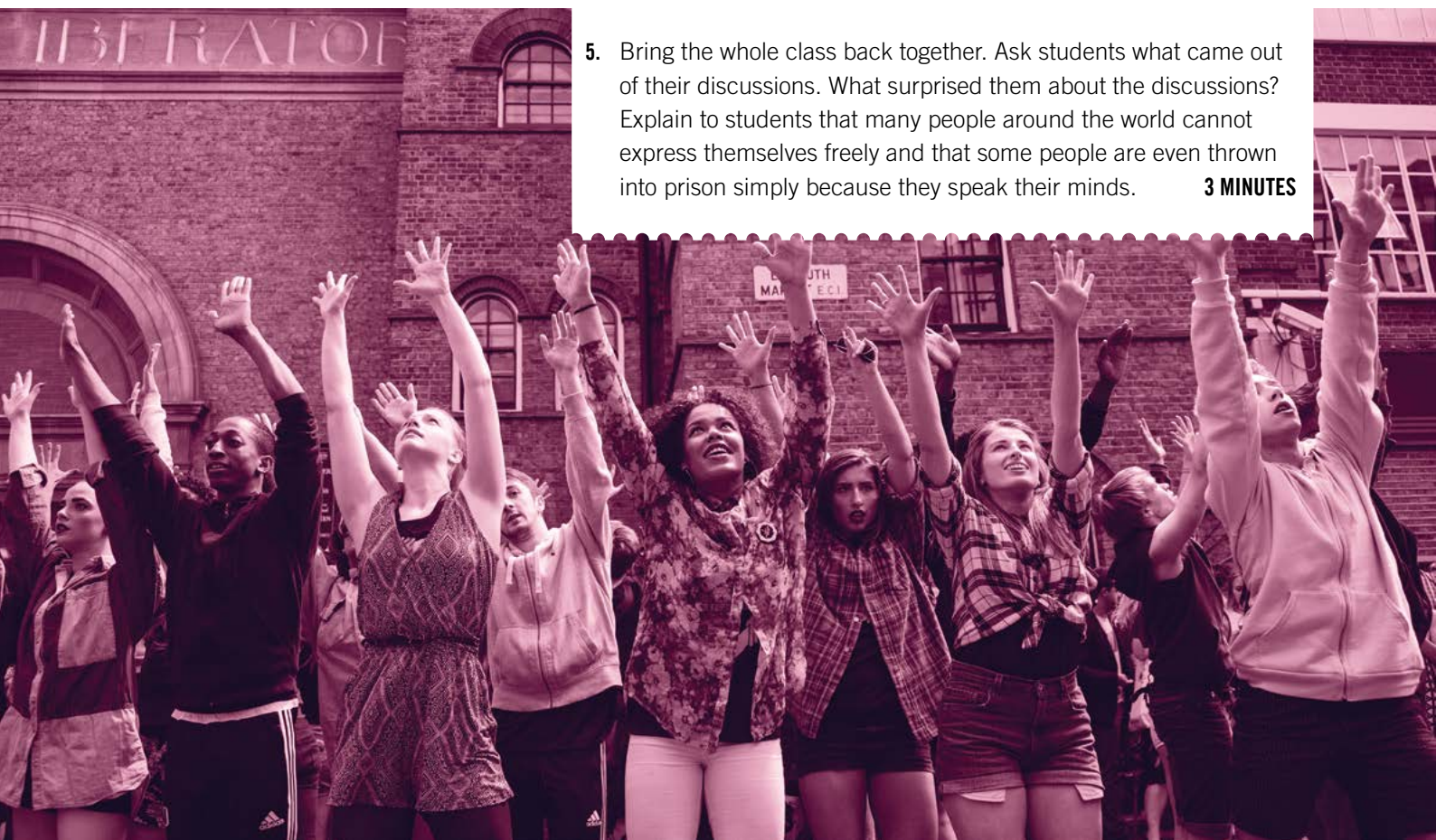
Flip chart  
Sticky notes

## PREPARATION

Prepare the flip chart  
Hand out the sticky notes

## PLAN

1. Ask students to write down on sticky notes the ways in which they commonly express themselves. Examples could be “sharing selfies”, “writing poems” or “dancing”. **3 MINUTES**
2. Invite students to put their sticky notes on the chart so everyone can see their responses. Give students a minute to look at the notes on the flip chart. **2 MINUTES**
3. Once the flip chart is covered with notes, ask students why they express themselves in these ways? What does it enable them to do? Why is it important to them? **5 MINUTES**
4. Ask students to get together in pairs and discuss what would be the consequences if they were not allowed to express themselves in these ways any more? Would it have a big impact on their daily activities and their friendships? How would it make them feel? Would they be upset? Why? Or why not? **7 MINUTES**
5. Bring the whole class back together. Ask students what came out of their discussions. What surprised them about the discussions? Explain to students that many people around the world cannot express themselves freely and that some people are even thrown into prison simply because they speak their minds. **3 MINUTES**







## ACTIVITY

# RIGHT TO PROTEST

## TIME

**60 MINUTES**

## MATERIALS

**Projector, or printed pictures**

Handout: **W4R Nawal Benaissa**  
(see Annex)

Handout: **Protest Notes**

Optional: **Internet connection and computer**

## PREPARATION

**Print copies of the W4R Nawal Benaissa handout for students**

**Set up the projector, or print pictures of Nawal**

## PLAN

1. Show the students the four pictures in the Handout: Types of protest. What do the pictures have in common? Where are the pictures located? What are the people in the pictures doing? Why? **5 MINUTES**
2. Read the notes about the pictures out loud. Pause after each paragraph and ask the students which picture is being described. Together with the students, explore why people protested in the ways they did? What do the protestors across all the cases have in common? **10 MINUTES**
3. Reveal to students that the last picture shows Nawal Benaissa, a human rights defender and protest leader in Morocco, who speaks up for herself and her community. Nawal Benaissa is part of a popular movement that emerged in October 2016, after the vendor Mouhcine Fikri was killed by a rubbish truck while trying to recover some fish the police had confiscated from him and thrown into the back of the vehicle. Distribute the handout of Nawal Benaissa's story to students and ask them to read it. **5 MINUTES**
4. Ask students to split up into five groups, research more about Nawal's story online and discuss the questions below. If they do not have access to online resources, ask them to work with information in the handout.
  - a. Why is Nawal protesting? What are her demands? Who is she protesting for?
  - b. What are the difficulties she is facing?
  - c. Why is it important that Nawal can freely express herself? And for whom?
  - d. What inspires you about her story?
  - e. What do you think gives Nawal the strength and courage to continue? How could you take action to support her? **25 MINUTES**
6. Ask each group to answer one of the questions above (a, b, c, d, e) and other groups to comment and add their own findings. After the last question let everybody decide if they want to get active for Nawal by writing a letter of solidarity. **15 MINUTES**

**WRITE  
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RIGHTS**

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## 6.3 TAKE ACTION

# FOR NAWAL BENAISSA

### TIME

 20 MINUTES

### MATERIALS

Paper, pens, envelopes and stamps

Projector, or printed pictures of Nawal

Handout: **W4R Nawal Benaissa (see Annex)**

Optional: **Internet connection and computer**

Optional: **Letter-Writing Kit templates**

### PREPARATION

Print copies of the **W4R Nawal Benaissa** handout

Set up the projector, or print pictures of Nawal

### PLAN

1. Explain to students that Nawal Benaissa speaks out for her region, where many people feel forgotten by their government. She's been on peaceful protests and campaigned on social media. But she's been harassed by the Moroccan authorities and was given a 10-month suspended sentence for "inciting to commit an offence". She just wants to be free to fight for the chance of a better life.
2. Encourage students to write to the Moroccan Head of Government, urging him to stop harassing Nawal today.

You can give students the following guidelines to help them write their letter to the Moroccan Head of Government. They can:

- Tell him something about themselves.
- Tell him what shocks them about Nawal's story. She is a peaceful protestor and human rights defender who just wants a better life for people in her region.
- Urge him to halt the harassment of Nawal.

The letter can be sent to:

Department of the Head of Government  
Palais Royal Touarga  
Rabat, Morocco  
Facebook: [www.facebook.com/cg.gov.ma](http://www.facebook.com/cg.gov.ma)  
Twitter: @ChefGov\_ma  
Salutation: Excellency



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **6.3 TAKE ACTION****FOR NAWAL BENAÏSSA****3. Encourage students to stand with Nawal Benaïssa.**

The students can send their message of solidarity and support to Nawal and her family, so they know there are people around the world who stand by them.

You can give the students the following guidelines to help them write their letter of solidarity. They can:

- Express their solidarity, admiration or anything else they feel towards Nawal
- Ask them to think about what she might want to hear at this difficult time

The letter can be sent to:

c/o Amnesty International Morocco  
20 rue Ouargha appartement 5 Agdal  
10000 Rabat – Morocco

Alternatively, you can choose to use the templates provided in the 2018 Letter-Writing Kit.



**WRITE  
FOR  
RIGHTS**

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**HANDOUT**

**TYPES OF PROTESTS**



**WRITE  
FOR  
RIGHTS**

AMNESTY  
INTERNATIONAL 

**HANDOUT**

**TYPES OF PROTESTS**






**HANDOUT**

**TYPES OF PROTESTS**



**WRITE  
FOR  
RIGHTS**

AMNESTY  
INTERNATIONAL 

**HANDOUT**

**TYPES OF PROTESTS**



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****PROTEST NOTES**

More than 1,000 people, including schoolchildren, protested against bride kidnapping in Kyrgyzstan on 6 June 2018, after a 20-year-old woman was murdered in a police station by her kidnapper.



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****PROTEST NOTES**

This is one of a series of photographs of actions and events taking place in the USA as part of Amnesty International USA's Game of Drones bus tour. This brings Amnesty USA's campaigns and grassroots organizing around a secret drone programme into cities across the USA, building a mobile organizing space that directly incorporates local activists. This photograph shows University of Minnesota students taking action to urge the US government to end extrajudicial executions. Drone strike victims and their families have little chance of securing justice.

**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****PROTEST NOTES**

In 2014, tens of thousands of people took to the streets of Hong Kong, China, to call for democratic reforms in the city. The 79-day protest occupied key districts of central Hong Kong and became known as the Umbrella Movement. The umbrellas, used by the protesters to deflect pepper spray and tear gas, has given the everyday item iconic status, symbolizing resistance and the underlying social grievances.

**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****PROTEST NOTES**

**Nawal Benaissa of the grassroots Al-Hirak Al-Shaabi movement attends a protest on 31 May 2017 in the northern Moroccan city of Al-Hoceima. Thousands staged demonstrations to demand the release of the leading voice of the protest movement. The region has been shaken by social unrest since the death in October 2016 of fishmonger Mouhcine Fikri, 31, who was crushed in a rubbish truck as he protested against the seizure of his fish by the police.**



## 7. MARIELLE FRANCO & THE RIGHT TO LIFE

The Right to Life unit contains three possible activities: “Warm-up: The State and the Right to Life”, “Activity: Marielle and her Right to Life” and “Take Action for Marielle Franco’s Family”. Depending upon the time available and the needs of students, teachers may choose to use either Warm-up or Activity, or both, before encouraging students in the final activity to “Take Action for Marielle Franco’s Family”.

### 7.1 BACKGROUND INFORMATION ON THE RIGHT TO LIFE

Everyone has the inherent **right to life**. This right is the precondition to enjoy the other rights and has to be protected by law. Nobody should be randomly deprived of their right to life. This means that governments not only have to refrain from taking life, they also have to take reasonable measures to prevent death. A failure to investigate the circumstances of someone’s death could constitute a human rights violation under international human rights law.

States have to ensure that a prompt, independent, impartial, thorough and effective investigation takes place if someone has lost their life. This has to be carried out by independent and impartial bodies. If it is suspected that the death was the result of criminal conduct, the authorities must ensure that those suspected of responsibility are brought to justice in fair trials.

Article 6 of the International Covenant on Civil and Political Rights (ICCPR) and Article 3 of the UDHR outline that states have to respect, protect and fulfil the right to life.

Amnesty International opposes the death penalty in all circumstances and holds that it breaches human rights, in particular the right to life and the right to be free from torture or cruel, inhuman or degrading treatment or punishment. To know more, take Amnesty International’s free 20-minute online course, “[Taking a Stance Against the Death Penalty](#)”.





## 7.1 THE RIGHT TO LIFE AND HRDs

States bear the ultimate responsibility and obligation to protect HRDs and ensure they can carry out their legitimate work in a safe and enabling environment. This obligation requires, in addition, that states implement measures to prevent human rights violations committed against HRDs, address allegations of abuses against them and ensure that they can carry out their legitimate work without fear of reprisals. Yet, it is clear that attacks against HRDs often happen precisely because states do not foster a safe and enabling environment for them. States often fail to recognize and protect defenders at risk, or to bring perpetrators of abuses to account. When states do not take attacks against HRDs seriously, the authorities send a message that such acts are tolerated, with little or no consequence for the perpetrators, making similar attacks more likely in the future.

## 7.2 ACTIVITIES: RIGHT TO LIFE

### OVERALL LEARNING OUTCOMES

Students will be able to:

**Recognize that every person has the right to life**

**Explain how Marielle Franco's rights have been violated and that states have a duty to respect, protect and fulfil the right to life**

**Write a letter to the officials who have the power to end human rights abuses and in support of Marielle Franco's family**

### OVERVIEW OF ACTIVITIES

**Warm-up: The State and the Right to Life** 15 MINUTES

**Activity: Marielle and her Right to Life** 55 MINUTES

**Take Action for Marielle Franco's Family** 20 MINUTES



# WRITE FOR RIGHTS

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## WARM-UP

# THE STATE AND THE RIGHT TO LIFE

## TIME

 15 MINUTES

## MATERIALS

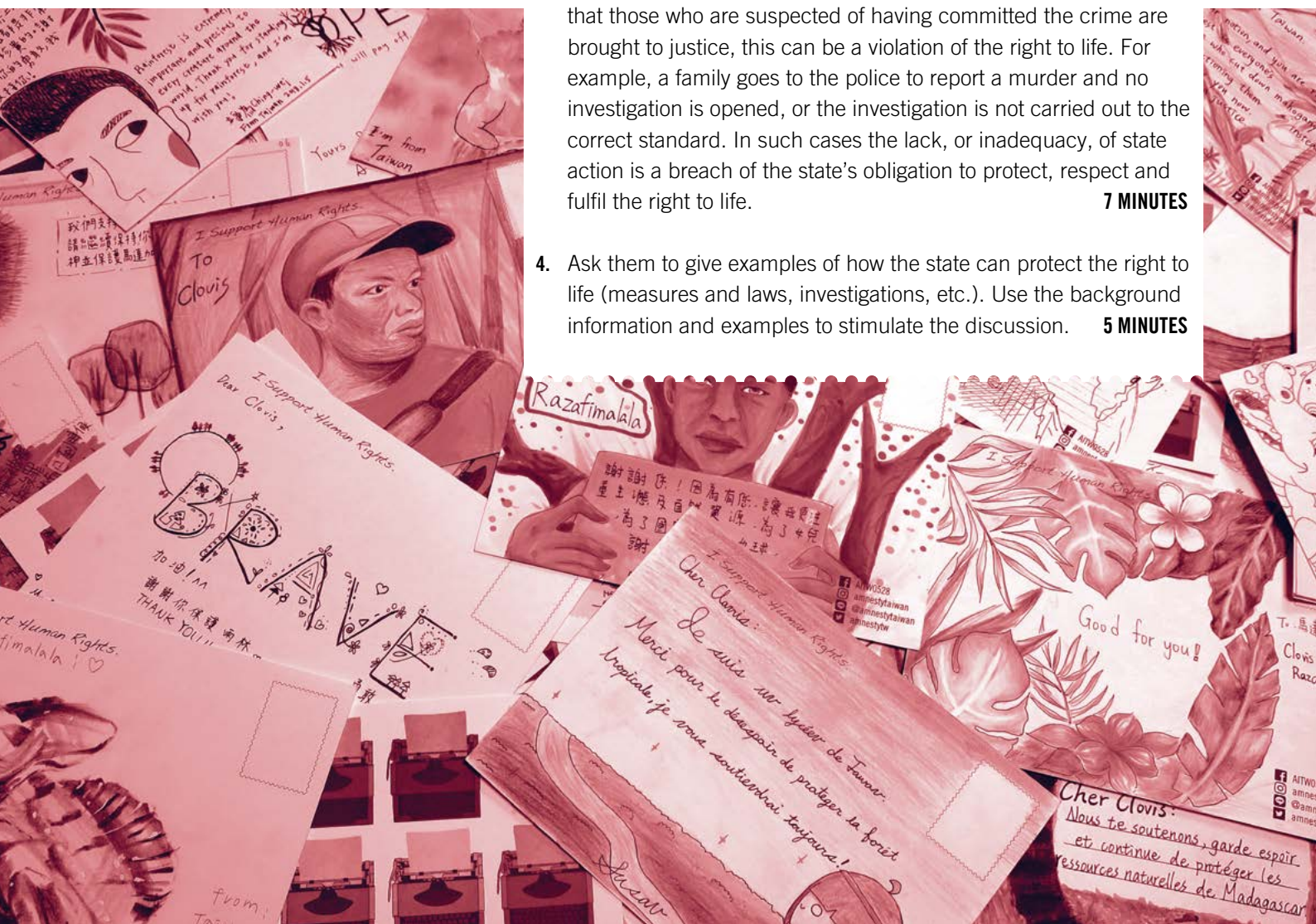
Handout: **Simplified Version of the UDHR (see Annex)**

## PREPARATION

Print copies of the UDHR handout

## PLAN

1. Read out loud Article 3 of the UDHR: “Everyone has the right to life, liberty and security of person”. **1 MINUTE**
2. Tell students to stand up and ask them if they think that “a murder” is a human rights violation? Invite those who say “yes” to stand on your left and those who say “no” to stand on your right. Ask them why? Why not? **2 MINUTES**
3. Let each side express their views. Explain that murder is a horrible crime but that it is not always a human rights violation if, as such, it is not committed by the authorities. But if the state does not take the necessary measures to conduct investigations and make sure that those who are suspected of having committed the crime are brought to justice, this can be a violation of the right to life. For example, a family goes to the police to report a murder and no investigation is opened, or the investigation is not carried out to the correct standard. In such cases the lack, or inadequacy, of state action is a breach of the state’s obligation to protect, respect and fulfil the right to life. **7 MINUTES**
4. Ask them to give examples of how the state can protect the right to life (measures and laws, investigations, etc.). Use the background information and examples to stimulate the discussion. **5 MINUTES**





## ACTIVITY

# MARIELLE AND HER RIGHT TO LIFE

## TIME

 55 MINUTES

## MATERIALS

Blank pieces of paper  
Whiteboard/markers or chalkboard/  
chalk

Handout: **Simplified Version of the UDHR (see Annex)**

Handout: **W4R Marielle Franco (see Annex)**

Optional: **Projector, or printed pictures of Marielle**

## PREPARATION

Print copies of the **W4R Marielle Franco** handout

Print copies of the **Simplified Version of the UDHR**

Set up the **projector, or print pictures of Marielle**

## PLAN

1. Divide the students into groups of four or five and distribute a piece of paper to each group. Ask them to decide on a human rights issue or right that they would like to defend and fight for. They can pick a right from the UDHR handout or choose something they have access to and is essential for their daily lives (for example, access to online communication, food, etc.). **5 MINUTES**
2. Once they have decided on a right/issue, tell them that it is being taken away from them and ask them to reflect on the following questions:
  - a. How do they feel about having their right taken away?
  - b. Why do they think this right/issue is important or is legitimate to defend?
  - c. How can they defend the right/issue in their community or country?
  - d. What means and actions can they take (demonstration, writing a blog, creating a group of activists, etc.)?

Ask them to write down their answers and say that they will be invited to do a short presentation. **10 MINUTES**

3. Once they have decided what actions they would like to engage in, regroup and ask each group to briefly present the right/issue they wish to defend, why and how. Write the proposed actions on the whiteboard/chalkboard. (10 minutes) Ask the students:
  - a. Who could support them (for example, their teacher, the school administrator, the authorities) and how?
  - b. What obstacles might students face when trying to achieve their aim? What or who could stand in their way?
  - c. Why and how? Would they pursue their action anyway?
  - d. What would be the worst thing that could happen if they decide to defend their rights despite the risks?

Tell the students that people around the world are taking action for human rights. The range of challenges that they face are many. Because of the human rights work they carry out, their right to life is sometimes threatened and put at risk. **15 MINUTES**

**ACTIVITY****MARIELLE AND  
HER RIGHT TO LIFE****WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL 

4. Distribute Marielle's handout to your students, or use the projector. Ask different students to read one paragraph each. **5 MINUTES**
  
5. Discuss the case of Marielle with your students and ask the following questions:
  - a. What were the human rights Marielle advocated for during her life?
  - b. Which of Marielle's rights have been violated? How have they been violated? The right to life should be included in this list.
  - c. How do they feel about Marielle's death?
  - d. Do they think some people are more at risk? Why?
  - e. How do they think her killing affected other HRDs?
  - f. Do they think they could have carried out the actions their group developed at the beginning of this activity without fear in their country? Why?
  - g. What can be done to make sure that the right to life is not violated in Brazil and to protect HRDs like Marielle? What kind of actions can be taken and by whom? **15 MINUTES**
  
6. Wrap up the discussion by concluding that the right to life – like all human rights – belongs to all of us. In some contexts, HRDs face particular risks associated with their work. States often fail to recognize and effectively protect defenders at risk, or to bring suspected perpetrators of abuses to account. When impunity for these attacks is perpetuated, the authorities send a message that such acts are tolerated and that there will be little or no consequence for the perpetrators. In an ideal situation, people would be allowed to gather and peacefully protest and not be afraid of what will happen to them. They could speak out about injustice without fear of threats, assault, prison and even death. **4 MINUTES**
  
7. Read the following statement by Amnesty International on Marielle's killing to the students and explain that they can take action to support Marielle's family: "Secrecy and confidentiality designed to ensure the efficacy of the investigation cannot serve as a smoke-screen for the silence from authorities responsible for clarifying the facts around Marielle's killing. We must identify and hold accountable not only those who fired the shots, but also those who ordered the killing, as well as determining the motive for the crime." **1 MINUTE**





## 7.3 TAKE ACTION

# FOR MARIELLE FRANCO'S FAMILY

### TIME

20 MINUTES

### MATERIALS

Paper, pens, envelopes and stamps

Projector, or printed pictures  
of Marielle

Handout: **W4R Marielle Franco (see Annex)**

Optional: **Internet connection and computer**

Optional: **Letter-Writing Kit templates**

### PREPARATION

Print copies of the **W4R Marielle Franco** handout

Set up the projector, or print pictures  
of Marielle

### PLAN

1. Explain to students that Marielle Franco fought fearlessly for a fairer Rio de Janeiro. She stood up for black women, LGBTI people and young people, and condemned unlawful killings by police. But then she was silenced, shot to death in her car. It's part of a pattern in Brazil, where at least 70 HRDs were killed in 2017. People who stand up for human rights live in constant fear.
2. Encourage students to write to the Brazilian President to demand justice for Marielle today.

You can give the students the following guidelines to help them write their letter to the Brazilian President. They can:

- Tell him something about themselves
- Tell him what shocks them about Marielle's story and that they support Marielle's family and HRDs
- Urge him to bring Marielle Franco's suspected killers to justice, including those who ordered the crime, and to protect HRDs in Brazil from further threats and attacks

The letter can be sent to:

President Michel Temer  
Praça dos Três Poderes, Palácio do Planalto – Brasília (DF)  
CEP 70150-900  
Brazil  
Email: gabinetepeessoal@presidencia.gov.br  
Twitter: @planalto  
Salutation: Dear President



### 7.3 TAKE ACTION

## FOR MARIELLE FRANCO'S FAMILY

### 3. Encourage students to stand with Marielle's family.

You can give the students the following guidelines to help them write their letter of solidarity. They can:

- Think about what Marielle's family might want to hear at this difficult time
- Express their admiration or anything else they feel towards Marielle and her family
- Send messages of solidarity and strength, so that Marielle's family know they stand with them in their fight for justice

The letter can be sent to:

Amnesty International Brazil  
Rua da Glória, 344 (3rd floor) Glória  
CEP 20241180 Rio de Janeiro (RJ)  
Brazil

Alternatively, you can choose to use the templates provided in the 2018 Letter-Writing Kit.



## 8. ATENA DAEMI & THE PROHIBITION OF TORTURE AND CRUEL, INHUMAN OR DEGRADING TREATMENT



The **Prohibition of Torture and Cruel, Inhuman or Degrading Treatment or punishment** (also referred to as torture and other ill-treatment) unit contains three possible activities: “Warm-up: Mythbusters”, “Activity: Understanding Torture and Other Ill-treatment” and “Take Action for Atena Daemi”. Depending upon the time available and the needs of students, teachers may choose to use either Warm-up or Activity, or both, before encouraging students in the final activity to “Take Action for Atena Daemi”.

### 8.1 BACKGROUND INFORMATION ON THE PROHIBITION OF TORTURE AND CRUEL, INHUMAN OR DEGRADING TREATMENT

The **prohibition of torture** and other ill-treatment is absolute, meaning that there can never be any justification to subject a person to torture or other ill-treatment. It is also part of what is known as customary international law – which means that it is binding on all states, regardless of whether or not they have signed the treaty that contains the prohibition. Article 5 of the UDHR prohibits torture and cruel, inhuman or degrading treatment or punishment. The UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (UNCAT) is a human rights treaty dedicated to the prohibition of torture.

The existence of various definitions of torture and other ill-treatment under international law can be confusing, but there are common elements to most definitions of torture, namely:

- Torture results in physical and/or mental pain or suffering serious enough to be considered severe
- Torture is inflicted intentionally
- Torture is inflicted for a purpose or on the basis of discrimination
- Officials are involved, either directly or indirectly, in the infliction of torture

In many instances, it is not necessary to make a distinction between torture and cruel, inhuman or degrading treatment or punishment – all of these acts are absolutely prohibited under international law.





However, when a distinction is made, Amnesty International's position is that an act may constitute cruel, inhuman or degrading treatment or punishment rather than torture because it lacks any one or more of the following key elements: intention, purpose (or discrimination), or severe pain or suffering.

Examples of the types of conduct that can amount to torture or other ill-treatment include:

- Corporal punishment
- Inhumane prison conditions
- Rape, or other forms of sexual abuse, by state agents
- Making it illegal to have an abortion
- Threats of violence, which can inflict psychological suffering
- The death penalty

The prohibition of torture and other ill-treatment also means states are obliged not to send any person forcibly to another country or territory where she or he would be at risk of torture or other ill-treatment.

The teacher might consider using an activity found earlier in this Toolkit (section 5) introducing students to human rights before focusing on the prohibition of torture and other ill-treatment.

If you would like to explore this human rights issue further with your students, Amnesty International offers a free, online course: [The Right to Freedom from Torture](#). Amnesty International also offers a dedicated teaching resource on freedom from torture, “[Empower Against Torture: A Series of Human Rights Education Workshops](#)”, and has published a manual, “[Combating Torture and Other Ill-Treatment: A Manual for Action](#)” to be used by HRDs, lawyers, judges, law enforcement officers and other public officials, legislators, health professionals and the media – or anyone else who wants to expose and eradicate torture.

## 8.2 ACTIVITIES: PROHIBITION OF TORTURE AND CRUEL, INHUMAN OR DEGRADING TREATMENT

### OVERALL LEARNING OUTCOMES

Students will be able to:

**Challenge dangerous myths about torture and other ill-treatment**

**Sympathize with victims of torture and other ill-treatment**

**Write a letter (or letters) in support of Atena Daemi**

### OVERVIEW OF ACTIVITIES

**Warm-up: Mythbusters** 15 MINUTES

**Activity: Understanding Torture and Other Ill-treatment** 55 MINUTES

**Take Action for Atena Daemi** 20 MINUTES



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## WARM-UP

# MYTHBUSTERS

## TIME

 15 MINUTES

## MATERIALS

Blank or scrap paper for each student

## PLAN

1. Ensure all students have a piece of scrap or blank paper. Ask students to fold the paper in half, writing “FACT” on one side and “MYTH” on the other. Explain that you will read a set of statements about torture and other ill-treatment. It is the students’ role to be the mythbusters: they will hold up the “MYTH” side when they believe the statement to be false and will hold up the “FACT” side when they believe the statement to be true. **3 MINUTES**

2. Read the following statements aloud, allowing time for all students to consider each statement and vote on whether they think it is true or false. After each vote, read the answer and briefly discuss the facts provided. **12 MINUTES**

**a. Torture is mainly used against terror suspects and during war.**

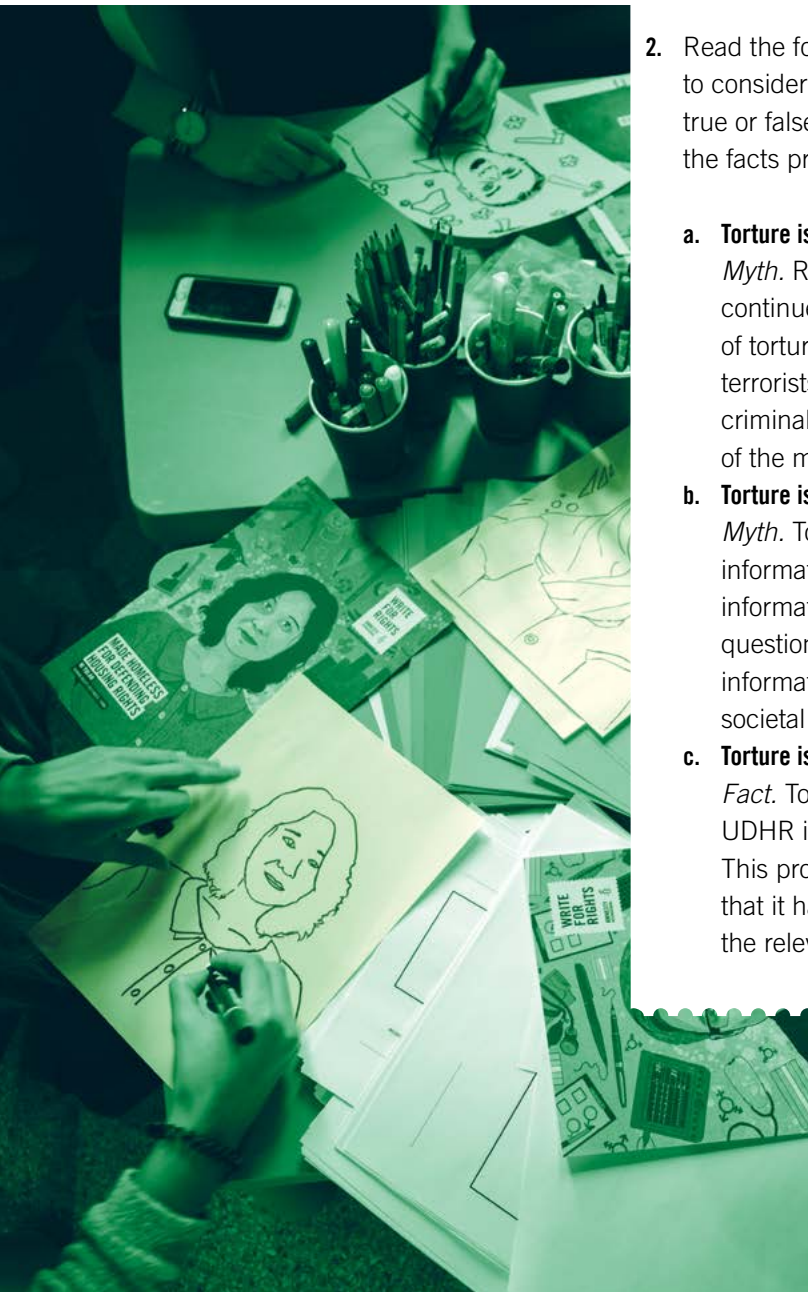
*Myth.* Research shows that torture and other ill-treatment continue to be an issue in many countries today. Most victims of torture and other ill-treatment worldwide are not dangerous terrorists but rather poor, marginalized and disempowered criminal suspects who unfortunately seldom draw the attention of the media and public opinion.

**b. Torture is the only way to get information.**

*Myth.* Torture is a primitive and blunt instrument for obtaining information. States have a huge variety of ways to collect information on crimes without losing their humanity. Humane questioning techniques have proved to be efficient in obtaining information on crimes without the devastating personal, societal and legal consequences of torture.

**c. Torture is illegal.**

*Fact.* Torture has been outlawed internationally since the UDHR in 1948. It is not permitted even in times of emergency. This prohibition has achieved such a strong global consensus that it has become binding even on states that have not joined the relevant human rights treaties.



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**WARM-UP**

**MYTHBUSTERS**

**d. Some forms of torture are not that bad.**

*Myth.* Torture doesn't come in levels. There is no such thing as "torture-lite" – it inflicts severe physical or mental pain or suffering. All forms of torture are despicable and illegal.

**e. It is hard to know when and where torture is taking place.**

*Fact.* Torture is usually hidden – in police lock-ups, interrogation rooms or prisons.

**f. In certain circumstances, torture serves a greater good.**

*Myth.* Torture is never legal or acceptable. Much more needs to be done to end this despicable practice.

**g. Only a handful of the worst governments use torture.**

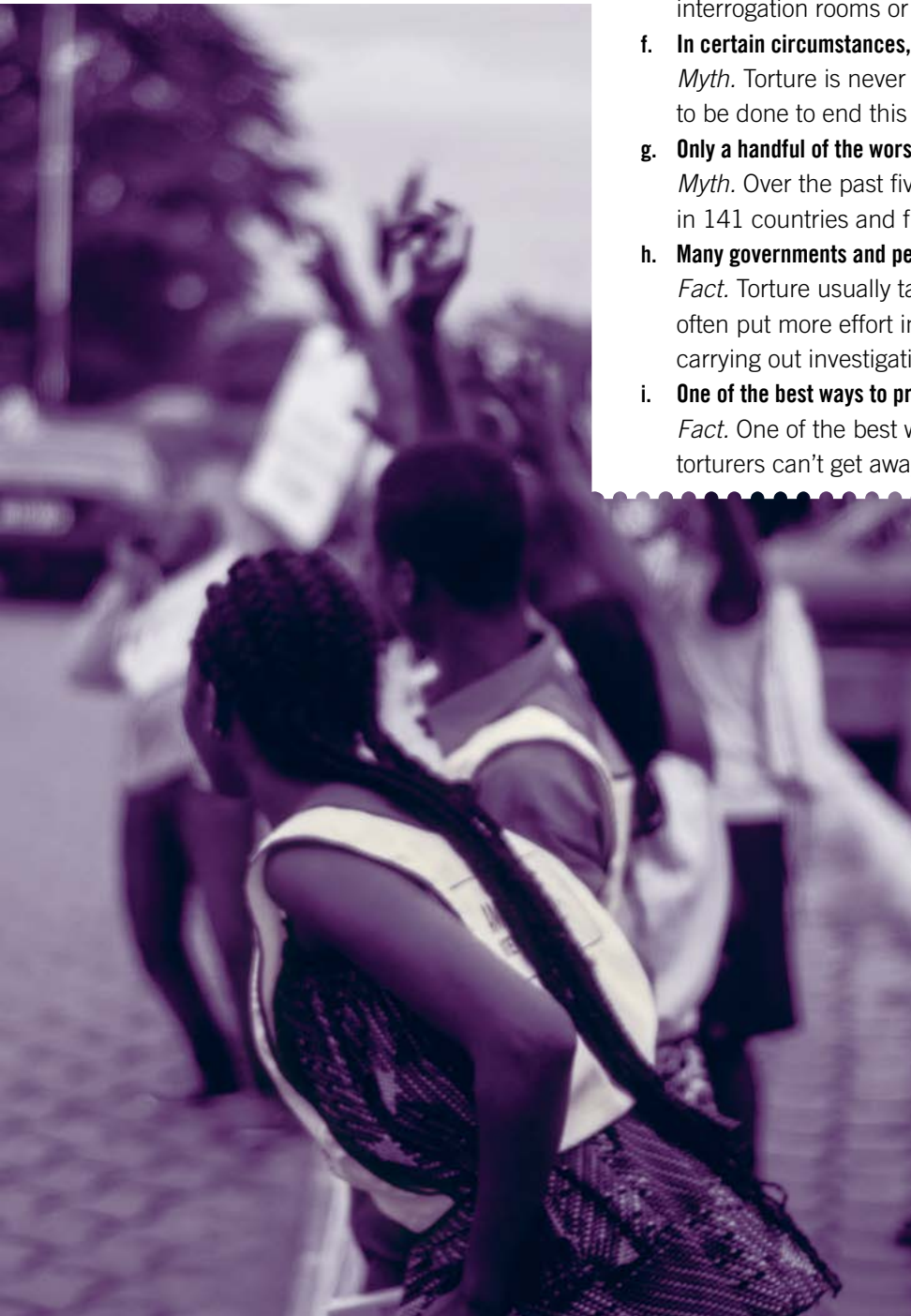
*Myth.* Over the past five years, torture has been reported in 141 countries and from every region of the world.

**h. Many governments and people who torture get away with it.**

*Fact.* Torture usually takes place in the shadows. Governments often put more effort into denying or covering up torture than carrying out investigations when a complaint is made.

**i. One of the best ways to prevent torture is to bring it into view.**

*Fact.* One of the best ways to prevent torture and to make sure torturers can't get away with it is to bring it into view.





## ACTIVITY

# UNDERSTANDING TORTURE AND OTHER ILL-TREATMENT

## TIME

🕒 55 MINUTES

## MATERIALS

Large, blank paper  
Scissors  
Markers  
Tape or board magnets

Handout: **The Ill-treatment of Atena Daemi**

Handout: **W4R Atena Daemi**  
(see Annex)

Optional: **Audio-visual equipment and internet connection**

Optional: **whiteboard**

## PREPARATION

Print copies of **The Ill-treatment of Atena Daemi** handout and cut across the page so that each paragraph is a separate piece of paper

Print copies of **Atena Daemi's W4R** handout

## PLAN

1. Introduce Article 5 of the UDHR to students: "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." Ask students why they think this Article also includes "cruel, inhuman or degrading treatment or punishment". Is there anything they can think of that they wouldn't call "torture" but is still terrible treatment that shouldn't be allowed to happen? At the end of the discussion, emphasize that human rights law forbids torture and other ill-treatment. They are all despicable; they are all illegal. **5 MINUTES**
2. Organize students into five groups. Tell them that they're going to learn about a real, living person – her name is Atena Daemi – and her right to not be subjected to torture and other ill-treatment has been violated in Iran. Explain that each group will receive different information about a difficult time in her life from the past three years. One person should read it aloud to the others in their group, then freely discuss it for a few minutes. Hand out the paragraphs and let the students begin. **10 MINUTES**
3. Ask students to reflect on how they would feel if they were in Atena's situation. What are the emotions they would feel? What are their hopes and fears? Distribute the markers and a large sheet of blank paper to each group and ask them to discuss and write their answers down. **5 MINUTES**
4. Invite each group to share with the rest of the class their paragraph about Atena, as well as their written answers. Post these together on the wall or whiteboard with tape or magnets. **25 MINUTES**

**ACTIVITY****UNDERSTANDING TORTURE  
AND OTHER ILL-TREATMENT****WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL 

5. Begin a discussion with all students. **10 MINUTES**
- a. First, ask them:
    - What are your feelings, hopes and fears now that you have learned even more about Atena? Did anything surprise you?
    - Can you highlight which types of ill-treatment specifically affect Atena as a woman?
  - b. Now, read out loud to the class Atena's W4R handout. Ask students:
    - What other rights are relevant to Atena's struggle, and why? (You may refer them to the simplified UDHR found in the Annex of this Toolkit)
    - You have learned about many of Atena's hardships. But what about Atena's story is inspiring to you?







## 8.3 TAKE ACTION

# FOR ATENA DAEMI

### TIME:

 20 MINUTES

### MATERIALS:

**Paper, pens, envelopes and stamps**  
**Projector, or printed pictures of Atena**

Handout: **W4R Atena Daemi (see Annex)**

Optional: **Internet connection and computer**

Optional: **Letter-Writing Kit templates**

### PREPARATION:

**Print copies of the W4R Atena Daemi handout**

**Set up the projector, or print pictures of Atena**

### PLAN:

1. Explain to students that, like so many, Atena Daemi dreams of an end to the death penalty in Iran. She writes Facebook, Twitter and Instagram posts, hands out leaflets and joins peaceful protests. Incredibly, these simple actions were used as “evidence” to sentence her to seven years in prison. Her trial took just 15 minutes and she’s faced ill-treatment, including violence, behind bars. It’s one more cruel example of Iran punishing peaceful activism.
2. Encourage students to write to the head of the Iranian judiciary to urge him to release Atena Daemi today.

You can give students the following guidelines to help them write their letter to the head of the Iranian judiciary. They can:

- Tell him something about themselves
- Tell him what shocks them about Atena’s story
- Urge him to release Atena Daemi immediately and unconditionally

The letter can be sent to:

Head of the Judiciary Ayatollah Sadegh Larijani  
c/o Permanent Mission of Iran to the United Nations in Geneva  
Chemin du Petit-Saconnex 28  
1209 Geneva  
Switzerland  
Salutation: Your Excellency

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### 8.3 TAKE ACTION

## FOR ATENA DAEMI



#### 3. Encourage students to stand with Atena Daemi.

You can give the students the following guidelines to help them write their letter of solidarity. They can:

- Think about what Atena might want to hear at this difficult time
- Express their solidarity, admiration or anything else they feel towards her

Sadly, it isn't safe to send letters to Atena or her family inside Iran. But please write to us and we will ensure your messages of solidarity are heard. Alternatively, show your support on Twitter or Instagram.

The letter can be sent to:

Amnesty International – International Secretariat  
c/o Iran Team  
1 Easton Street  
London WC1X 0DW  
United Kingdom  
Twitter: @AtenaDaemi  
Instagram: [www.instagram.com/atenadaemi](http://www.instagram.com/atenadaemi)

You can also use the templates provided in the 2018 Letter-Writing Kit.

**HANDOUT****THE ILL-TREATMENT  
OF ATENA DAEMI**

1. ATENA DAEMI was first arrested by nine members of Iran’s Revolutionary Guard in October 2014 and transferred to Tehran’s Evin Prison. She was held in conditions of extreme isolation for 88 days without access to a lawyer. Her cell for the first 20 days was infested with insects and lacked toilet facilities. She said her interrogators offered to grant her easier access to the toilet in exchange for her “co-operation”.

2. ATENA DAEMI says she was interrogated for 58 days, often for periods of 10 hours or longer. During these lengthy interrogations, she had to sit blindfolded while facing a wall. She experienced several health problems, including weakness in the limbs and blurred vision – but the authorities denied her specialized medical care outside prison.

3. ATENA DAEMI was again arrested on 26 November 2016 when three Revolutionary Guard officials raided her parents’ house and took her away to Tehran’s Evin Prison to begin serving a seven-year prison sentence. She said that she was beaten and pepper sprayed by the officials arresting her after she insisted peacefully that they present an arrest warrant. She has said that her sister was also punched in her chest when she attempted to intervene to stop the officials. She also described how, on the way to prison, the Revolutionary Guard officials blindfolded her and repeatedly threatened her by saying that they would open new cases against her and had “cooked-up a plan so that she gets the thought of ever getting released from prison out of her mind”.

4. In 2017, ATENA DAEMI was transferred to the prison clinic to receive a heart test but a male nurse refused to administer the test. The “justification” was that it is “inappropriate” for male medical staff to carry out the procedure as patients are required to remove garments covering their chests. Women political prisoners often face additional layers of gender-specific discrimination when seeking medical care.

5. ATENA DAEMI is being held in unsanitary conditions in the quarantine section of the Shahr-e Rey prison, a former industrial chicken farm. Her access to the outside world is being severely restricted. According to widely published reports and information provided to Amnesty International, the conditions in Shahr-e Rey prison are appalling, falling well below the standard minimum rules for the treatment of prisoners. Prisoners have reported urine-stained floors, filthy showers and bathroom facilities, a severe shortage of beds and the prevalence of contagious diseases. Prisoners have also reported poor quality food containing rock particles and salty, undrinkable water.

# 9. MẸ NĂM & THE RIGHT TO A FAIR TRIAL



The **Right to a Fair Trial** unit contains two possible activities: “Activity: How Fair?” and “Take Action for Mẹ Năm”.

## 9.1 BACKGROUND INFORMATION ON THE RIGHT TO A FAIR TRIAL

The right to a fair trial is a human right. It is one of the universally applicable guarantees recognized in the UDHR, adopted in 1948 by the world’s governments. It has since become legally binding on all states as part of customary international law and reaffirmed and elaborated since 1948 in legally binding treaties such as the International Covenant on Civil and Political Rights (ICCPR).

These human rights standards were drafted to apply to legal systems throughout the world and take into account the rich diversity of legal procedures. They set out the minimum guarantees that all systems should provide to ensure justice, respect for the rule of law and respect for the right to fair criminal proceedings. They apply to investigations, arrests and detention, as well as throughout the pre-trial proceedings, trial, appeal, sentencing and punishment.

Every government has a duty to bring to justice those responsible for crimes in independent, impartial and competent courts in a manner that respects international standards of fairness. Whatever the crime, if people are subjected to unfair trials, justice is not served for the accused, the victim of the crime or the public. The criminal justice system itself loses credibility when people are tortured or ill-treated by law enforcement officials, when trials are manifestly unfair and when proceedings are tainted by discrimination.

Assessing the fairness of criminal proceedings is complex and multi-faceted. Every case is different, and must be examined on its merits and as a whole. The right to a fair trial is broader than the sum of the individual guarantees.

## 9.2 ACTIVITIES ON THE RIGHT TO A FAIR TRIAL

### OVERALL LEARNING OUTCOMES

Students will be able to:

**Recognize what the right to fair trial entails and its importance**

**Outline the consequences of a violation of the right to fair trial**

**Write a letter (or letters) in support of Mẹ Năm**

### OVERVIEW OF ACTIVITIES

**Activity: How Fair? 60 MINUTES**

**Take Action for Mẹ Năm 20 MINUTES**

You can access the Second Edition of Amnesty International’s “[Fair Trial Manual](#)” [here](#).



## ACTIVITY

# HOW FAIR?

## TIME

**60 MINUTES**

## MATERIALS

Sticky notes (two colours)

Tally

Handout: **Fair Trial**

Handout: **Rights Relating to a Fair Trial**

Handout: **Simplified Version of the UDHR (see Annex)**

## PREPARATION

**Print the four Fair Trial handouts**

Note: **If you have a large class, you can print multiple copies of the same case to put them on different walls.**

**Put the four Fair Trial handouts on different walls**

**Print copies of Rights Relating to a Fair Trial handout**

**Print copies of the Simplified Version of the UDHR handout**

## PLAN

1. Ask students to circulate in the room and read the cases. Each student should put a tally on the scale below the case to vote how fairly or unfairly the person in each case was treated. After students have voted on each case, they should return to their seats. **20 MINUTES**
2. Discuss with students the results of the vote and why they felt the people in the cases were treated fairly or unfairly. Ask them to highlight similarities and differences, and specifically in the case of *Mẹ Năm*, the reasons for being charged. **10 MINUTES**
3. Distribute the handouts – Rights Relating to a Fair Trial and Simplified Version of the UDHR – to students, as well as sticky notes of both colours. Explain to students that they can use these handouts as references for their next task. **5 MINUTES**
4. Ask students to circulate to the different cases on the walls. This time, they should again write down any fair trial rights that they think were involved in the case on one colour sticky note, and how they think they would feel in the person's shoes on the other colour sticky note. You should specify beforehand which colour is to be used for rights and which for feelings. They should place the sticky notes next to the relevant case. **20 MINUTES**
5. After students have finished, invite them to discuss their responses as a class. Ask them to reflect on *Mẹ Năm* and the impact a violation of the rights relating to fair trial has on other HRDs in Viet Nam. **5 MINUTES**

# WRITE FOR RIGHTS

AMNESTY INTERNATIONAL 

## 9.3 TAKE ACTION

# FOR MẸ NẤM

### TIME

 20 MINUTES

### MATERIALS

**Paper, pens, envelopes and stamps**  
**Projector, or printed pictures of Mẹ Nấm**

Handout: **W4R Mẹ Nấm (see Annex)**

Optional: **Internet connection and computer**

Optional: **Letter-Writing Kit templates**

### PREPARATION

**Print copies of the W4R Mẹ Nấm handout**

**Set up the projector, or print pictures of Mẹ Nấm**

### PLAN

1. Mẹ Nấm, or “Mother Mushroom”, is one of Viet Nam’s most influential bloggers. She’s pushed for action on police brutality and environmental issues, but in June 2017 she was sentenced to 10 years in prison for “conducting propaganda” against the state and sharing articles online. Her harsh sentence is part of a wider attempt to silence people who speak out in her country.
2. Encourage students to write to the Prime Minister of Viet Nam, urging him to release Mẹ Nấm immediately and unconditionally.

You can give the students the following guidelines to help them write their letter to the Prime Minister of Viet Nam. They can:

- Tell him something about themselves.
- Tell him what shocks them about Mẹ Nấm’s story. For example, that she has done nothing more than speak out peacefully to defend human rights.
- Urge him to release Mẹ Nấm immediately and unconditionally.

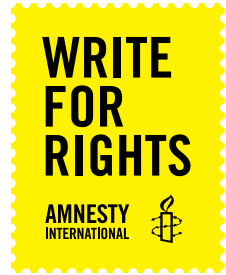
The letter can be sent to:

Prime Minister  
Nguyen Xuan Phuc  
Prime Minister’s Office  
Ha Noi  
Viet Nam

Email: [nguoiphatngonchinhphu@chinhphu.vn](mailto:nguoiphatngonchinhphu@chinhphu.vn), [vpcc@chinhphu.vn](mailto:vpcc@chinhphu.vn)

Salutation: Dear Prime Minister





### 9.3 TAKE ACTION

## FOR ME NĂM

### 3. Encourage students to stand with Mẹ Năm.

You can give the students the following guidelines to help them write their letter of solidarity. They can:

- Think about what Mẹ Năm might want to hear at this difficult time
- Express their solidarity, admiration or anything else they feel towards her

Write your messages of solidarity and support to Mẹ Năm's mother, so she can share them with her daughter when she visits her in prison.

On social media, please use the hashtag #FreeMeNam.

The letter can be sent to:

Nguyen Thi Tuyet Lan  
c/o Amnesty International  
16/F Siu On Centre  
188 Lockhart Road  
Wanchai  
Hong Kong

Alternatively, you can choose to use the templates provided in the 2018 Letter-Writing Kit.



**HANDOUT****RIGHTS RELATING  
TO A FAIR TRIAL****FAIR TRIAL – AN ESSENTIAL HUMAN RIGHT**

Every government has the duty to bring to justice those responsible for crimes.

However, when people are subjected to unfair trials, justice is not served. When people are tortured or ill-treated by law enforcement officials, when innocent individuals are convicted, or when trials are manifestly unfair, the justice system itself loses credibility. Unless human rights are upheld in the police station, the detention centre, the court and the prison cell, the government has failed in its duties and responsibilities.

**RIGHTS BEFORE THE TRIAL STARTS**

A criminal trial is fair only if the rights of the accused have been respected throughout the process. These are the rights to which everyone is entitled before the trial starts. These rights include the right to release pending the trial (save for certain exceptions); the rights of people in custody to information; the right to the assistance of a lawyer before trial; the right to have access to the outside world; the right to be brought promptly before a judge; the right to challenge the lawlessness of the detention; and the right to trial within a reasonable amount of time.

**RIGHTS AT TRIAL**

These are the rights to which everyone is entitled during the trial proceedings:

- The right to equality before the law and courts
- The right to trial by a competent, independent and impartial tribunal established by law
- The right to a fair hearing
- The right to a public hearing
- The presumption of innocence
- The right not to be compelled to testify or confess guilt
- Exclusion of evidence elicited as a result of torture or compulsion
- Retroactive laws and double jeopardy are prohibited
- The right to be tried without undue delay
- The right to defend oneself
- The right to be present at trial
- The right to call and examine witnesses
- Fair trials during states of emergency and armed conflicts
- The right to an interpreter and to translation
- The right to a public, reasoned judgment within a reasonable time
- The right not to be subjected to unlawful punishments
- The right to appeal

*Adapted from Amnesty International's "The right to a fair trial", AI index: POL 30/001/2002*



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****FAIR TRIAL****CASE 1****ME NÂM**

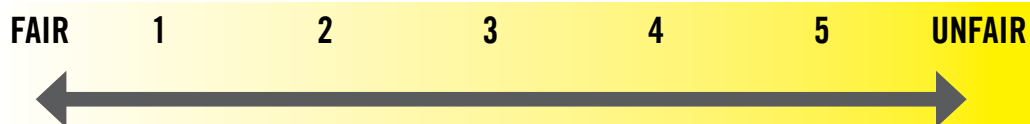
Nguyễn Ngọc Nhu' Quỳnh has always fought against injustice. Known online as Mẹ Nấm, or "Mother Mushroom", after the nickname she gave her first child, she is one of Viet Nam's most influential bloggers in a country where dissent is often a crime. She's faced constant harassment just for defending human rights and speaking out for truth.

On Facebook, she's reposted articles and pushed for action on police brutality and environmental issues, including a toxic industrial spill which killed thousands of fish. She also co-founded an independent network of more than 1,000 bloggers to help raise their voice.

In June 2017, she was sentenced to 10 years in prison for "conducting propaganda" against the state. The flimsy evidence against her included participating in public protests, producing a report on deaths in police custody and possessing poetry collections deemed critical of the state. As her mother says: "My daughter has done a normal thing in an abnormal society."

In prison, her health has deteriorated worryingly and she's gone on hunger strikes to protest the desperate conditions. Her harsh sentence is part of a wider attempt to silence people who speak out in her country.

**Scale: How fair was her treatment?**



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****FAIR TRIAL****CASE 2****ATENA DAEMI**

Like so many, Atena Daemi dreams of an end to the death penalty in Iran. She's written Facebook and Twitter posts criticizing the country's execution record. She's handed out leaflets and she's taken part in a peaceful protest against the execution of a young woman. Simple actions which, sadly, in Iran, take great courage.

Incredibly, these activities have been cited as "evidence" of her criminal activity and now she's been sentenced to seven years in jail. Her trial was a sham – it took just 15 minutes and she was convicted on trumped-up charges, including "gathering and colluding to commit crimes against national security".

Her cruel treatment is one more bitter example of the intense crackdown on people who speak out for a fairer Iran. Dozens have been imprisoned, and many others face surveillance, interrogations and drawn-out prosecutions, forcing them into silence.

Atena has suffered so much already. She's been beaten, pepper sprayed and forced into solitary confinement, but she continues to fight for human rights. Earlier this year, she went on hunger strike to protest her transfer to a notorious prison. Her health has deteriorated alarmingly while in prison. She must be released immediately.

**Scale: How fair was her treatment?**



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****FAIR TRIAL****CASE 3****CARLOS RODRIGUEZ (FICTIONALIZED)**

Carlos Rodriguez was charged with murder on 4 January 2006. He appeared in court two days later. He was not allowed to choose his own lawyer, but the court appointed one for him.

It was the first murder case that his lawyer had ever handled. While he attempted to gather some evidence in Carlos's favour, the lawyer failed to raise crucial matters that would have helped Carlos's case. In court, the police were able to present a lot of evidence against Carlos that they had been gathering for some months before his arrest.

Carlos was found guilty and sentenced to death.

**Scale: How fair was his treatment?**



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****FAIR TRIAL****CASE 4****SALIM AHMED (FICTIONALIZED)**

Salim Ahmed was arrested and put in prison on 9 December 2003. On 6 September 2005, the prison guards told Salim that he was to appear in court to face a charge of stealing from his employer on 3 December 2003.

He was given access to a telephone and was able to contact his wife and to hire a lawyer. In court, the jury heard evidence from both sides. Salim had managed to hire a lawyer, who produced a wedding certificate, receipts of airline tickets and Salim's passport to support his client's claim that on 3 December 2003 he had, in fact, been on his honeymoon in another country.

The court found Salim "not guilty".

**Scale: How fair was his treatment?**



**WRITE  
FOR  
RIGHTS**

AMNESTY  
INTERNATIONAL



## 10. GULZAR DUISHENOVA & FREEDOM FROM DISCRIMINATION

The **Freedom from Discrimination** unit contains three possible activities: “Warm-up: Tree Truths and a Lie”, “Activity: In and Out” and “Take Action for Gulzar Duishenova”. Depending upon the time available and the needs of students, teachers may choose to use either Warm-up or Activity, or both, before asking students to in the final activity “Take Action for Gulzar Duishenova”.

### 10.1 BACKGROUND INFORMATION ON FREEDOM FROM DISCRIMINATION

Discrimination strikes at the very heart of being human. It is treating someone differently simply because of who they are or what they believe, their race, ethnicity, nationality, class, caste, religion, belief, sex, language, sexual orientation, gender identity, age, health or other status. At the heart of all forms of discrimination is prejudice based on concepts of identity, and the need to identify with a certain group. This can lead to ignorance and even hate.

When people face these abuses, their human dignity is denied. They may also not be able to enjoy other rights, such as the right to work, receive health care, get an education, start families, or pursue their life with dignity.

Sometimes people are discriminated against directly for who and what they are. For example, the refusal by the police to provide protection to LGBTI activists during public gatherings. Sometimes it happens indirectly and without any intentions. For example, employers asking for a high level of proficiency in a native language when the tasks involved do not actually require it.

In practice, individuals can experience what is known as “multiple” or “intersectional” discrimination. This will occur where they simultaneously fall into two or more categories of discriminated person. For example, a woman who is disabled can experience both gender discrimination and disability discrimination. Multiple discrimination often results in unique forms of discrimination.





Typically, it affects some of the most vulnerable members of society who are trapped in particularly severe cycles of exclusion and deprivation. In this context, different forms of discrimination intersect and overlap, which can intensify their effects on an individual's experience.

Some governments reinforce their power and the status quo by openly justifying discrimination in the name of “morality”, religion or ideology. It can be cemented in national law – such as by restricting women's freedom – despite breaching international law. Certain groups can even be viewed by the authorities as more likely to be criminal simply for who they are, such as being poor, Indigenous or black.

The right to freedom from discrimination is recognized in the UDHR, Article 2. It entitles every person freedom from distinction, exclusion, restriction or preference based on race, colour, national or ethnic origin, language, religion, sexuality, gender, economic status, political affiliation, ableness, age, or any other status. The term “other status” includes sexual orientation, marital status, transsexual status and imprisonment.

The legally binding International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) both prohibit discrimination. Other binding UN instruments provide additional protection against discrimination against specific groups or on specific grounds: the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD).

## 10.2 ACTIVITIES ON FREEDOM FROM DISCRIMINATION

### OVERALL LEARNING OUTCOMES

Students will be able to:

**Recognize how we make assumptions about people**

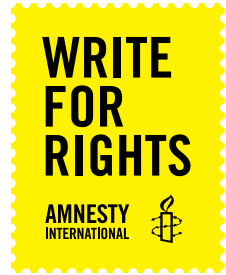
**Develop a sense of solidarity with victims of discrimination**

**Write a letter (or letters) in support of Gulzar Duishenova**

### OVERVIEW OF ACTIVITIES

|                                          |                   |
|------------------------------------------|-------------------|
| <b>Warm-up: Three Truths and a Lie</b>   | <b>25 MINUTES</b> |
| <b>Activity: In and Out</b>              | <b>45 MINUTES</b> |
| <b>Take Action for Gulzar Duishenova</b> | <b>20 MINUTES</b> |

Additional information on [“Amnesty International: Discrimination”](#).



## WARM-UP

# THREE TRUTHS AND A LIE

## TIME

 25 MINUTES

## MATERIALS

Pieces of blank paper

Pens

Flip chart

## PREPARATION

Distribute one piece of paper and a pen to each student

## PLAN

1. Give each student a blank piece of paper and ask them to write their name and four pieces of information about themselves on the paper. Explain that three pieces of information should be fact and one should be a lie. For example, "Alfonse likes singing, loves ice cream, plays football and baseball". **3 MINUTES**
2. Students then circulate with their sheets of paper. They meet in pairs and show each other the four pieces of information and try to guess which of the "facts" is a lie. Ask them to meet another person and repeat. **5 MINUTES**
3. The third time, get students to find one last partner with whom they should – instead of sharing their "facts" – discuss the following questions:
  - a. Was it easy to find the lie?
  - b. How did you go about identifying or guessing which information was a fact and which was a lie?
  - c. Did you make assumptions about the person? What kind of assumptions?
  - d. Were your assumptions always correct? **5 MINUTES**
4. Regroup and ask students to share what they discussed in pairs. Write on a flip chart any assumptions that students made about each other in order to identify what was fact or lie. **5 MINUTES**
5. Reflect with the students on the following to discuss whether the assumptions we make about people are always correct:
  - a. How people usually make assumptions about others based only on what they see – like a person's gender, their skin colour, religion, where they come from, or whether they have a disability
  - b. Many times, assumptions about certain groups come from what we have learned or heard from the media, family and friends
  - c. It is important to recognize that we make assumptions about people, often based on learned stereotypes and prejudices, which can often be unconscious.
  - d. It is difficult to know people just by looking at them or by associating them with a group. **7 MINUTES**



## ACTIVITY

# IN AND OUT

### TIME:

🕒 45 MINUTES

### MATERIALS:

Room with enough space to scatter the students along a straight line

List of affirmations

Handout: **W4R Gulzar Duishenova (see Annex)**

Handout: **Simplified Version of the UDHR (see Annex)**

Handout: **Decoding Discrimination**

Optional: **Projector**

Optional: **Masking tape**

### PREPARATION:

Prepare additional affirmations

Print copies of Gulzar Duishenova handout Optional: Use the masking tape to mark a straight line

Optional: **Set up the projector**

### PLAN:

1. Ask the students to form a straight line. **2 MINUTES**
  
2. Tell them that you will read an affirmation and they will have to step forward or backward as indicated.
  - a. All students whose four grandparents are still alive – one step forward
  - b. All female students – one step forward
  - c. All students with brown eyes – one step forward
  - d. All students who were not born in the country where they live – one step backward
  - e. All students with two or more siblings – one step backward
  - f. All students ... (you can add/use questions more adapted to your group) **8 MINUTES**
  
3. After having read all the affirmations, students will find themselves dispatched unevenly with respect to the start line – behind or in front. Tell the students that you did this exercise to decide who will be exempted from homework for the coming month (or any other significant “advantages” or “rewards” to be waived). The three or five persons at the front will not have any homework for the week to come. Wait on the reaction of students. **3 MINUTES**
  
4. Of the students:
  - a. Ask the ones who will have not been “rewarded” how they feel?
  - b. Ask the ones who are privileged how they feel?
  - c. Ask everyone if they think that this unequal treatment is justified?
  - d. Ask do they think this could happen in reality for some people? Ask them to give some examples. **7 MINUTES**
  
5. Ask why they think we did this exercise and what it means? Explain that some people are treated differently because of who they are and what they believe. If the term has not emerged from the discussion, explain that discrimination can occur based on different characteristics (physical, intellectual, origin, sexual orientation, age etc.). **5 MINUTES**





## ACTIVITY

# IN AND OUT

6. Divide the class into small groups. Distribute the W4R handout on Gulzar Duishenova, the Simplified Version of the UDHR and the Decoding Discrimination handout to each group. Ask them to read Gulzar's text and to answer the following questions:
  - a. What challenges and emotions do you think women with disabilities experience daily?
  - b. What assumptions are made about people with disabilities?  
Do you think Gulzar and other people with disabilities are treated fairly?
  - c. If you were in Gulzar's shoes, how would you want to be treated?
  - d. Which article found in the UDHR directly relates to discrimination? Why?
  - e. Which other human rights are violated because of the discriminations Gulzar experiences? How does this situation affect her personal, professional and social life?
  - f. What does intersectionality mean and how does it affect Gulzar? Can you think of other examples of intersectionality?

**10 MINUTES**

7. Reconvene the class. Ask them to share their answers to stimulate a class discussion. Make sure that students understand that discrimination can be embedded in practices, policies and institutions. Some groups such as women, black people, Indigenous Peoples, people with disabilities and others, are more likely to be discriminated against and suffer from systemic discrimination (for example, those earning a lower wage based on gender, access to work, etc.).

**10 MINUTES**

8. Conclude by explaining that Article 2 of the UDHR recognizes that: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty." (You can project the Article in full or read it out loud slowly.) Explain that additional human rights instruments protect people against discrimination. More specifically, for people with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) has not been ratified by the Parliament of Kyrgyzstan.

**5 MINUTES**

More information on the Convention on the Rights of Persons with Disabilities [can be found here](#).



## 10.3 TAKE ACTION

# FOR GULZAR DUISHENOVA

### TIME

🕒 20 MINUTES

### MATERIALS

**Paper, pens, envelopes and stamps**  
**Projector, or printed pictures of Gulzar Duishenova**

Handout: **W4R Gulzar Duishenova (see Annex)**

Optional: **Internet connection and computer**

Optional: **Letter-Writing Kit templates**

### PREPARATION

**Print copies of the W4R Gulzar Duishenova handout**

**Set up the projector, or print pictures of Gulzar Duishenova**

### PLAN:

1. Explain to students that Gulzar Duishenova is brave. In 2002, she lost movement in her legs after a car accident. But she never let it defeat her. She made it her life's mission to ensure that people with disabilities can live with dignity and move around freely. But she faces daily discrimination in a society where women aren't meant to speak out and people with disabilities are seen as "invalids".
2. Encourage students to write to the Speaker of Kyrgyzstan's parliament to ratify the Convention on the Rights of Persons with Disabilities.

You can give the students the following guidelines to help them write their letter to the Speaker of Kyrgyzstan's parliament: They can:

- Tell him something about themselves
- Tell him that they support Gulzar and other activists as they fight for the rights of people with disabilities
- Tell him that the parliament must ratify the Convention on the Rights of Persons with Disabilities to help address discrimination and improve access to health, buildings, jobs and transport

The letter can be sent to:

Speaker of Parliament  
 Chui Prospekti, 205  
 Bishkek  
 Kyrgyzstan 720000  
 Email: kenesh001@gmail.com  
 Salutation: Dear Speaker

**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **10.3 TAKE ACTION****FOR GULZAR DUISHENOVA****3.** Encourage students to stand with Gulzar Duishenova.

You can give the students the following guidelines to help them write their letter of solidarity. They can:

- Think about what Gulzar might want to hear so that she knows there are people around the world who stand by her
- Express their solidarity, admiration or anything else they feel towards her

The letter can be sent to:

Gulzar Duishenova  
c/o Amnesty International Ukraine  
POB 40  
04050 Kyiv, Ukraine  
Email: [gulzarduisenova@gmail.com](mailto:gulzarduisenova@gmail.com)

Alternatively, you can choose to use the templates provided in the 2018 Letter-Writing Kit.



**WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL **HANDOUT****DECODING DISCRIMINATION****DISCRIMINATION**

Discrimination strikes at the very heart of being human. It is treating someone differently simply because of who they are or what they believe, their race, ethnicity, nationality, class, caste, religion, belief, sex, language, sexual orientation, gender identity, age, health or other status. At the heart of all forms of discrimination is prejudice based on concepts of identity, and the need to identify with a certain group. This can lead to ignorance and even hate.

**INTERSECTIONALITY**

This will occur where people simultaneously fall into two or more categories of discriminated person. For example, a woman who is disabled can experience both gender discrimination and disability discrimination. Discriminations that intersect and overlap, intensify and diversify an individual's experience.

**WRITE  
FOR  
RIGHTS**

AMNESTY  
INTERNATIONAL 

# 11. NONHLE MBUTHUMA & INDIGENOUS PEOPLES' LAND RIGHTS

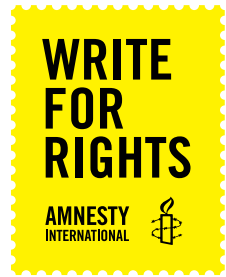
The **Indigenous Peoples** unit contains three possible activities: “Warm-up: Think-Pair-Share”, “Activity: Experiencing Forced Eviction” and “Take Action for Nonhle Mbuthuma”. Depending upon the time available and the needs of students, teachers may choose to use either Warm-up or Activity, or both, before engaging students to “Take Action for Nonhle Mbuthuma”.

## 11.1 BACKGROUND INFORMATION ON INDIGENOUS PEOPLES' LAND RIGHTS

Around the world there are more than 5,000 different Indigenous Peoples, speaking more than 4,000 languages. They have different customs and cultures, but they often share some unpleasant realities: removal of their lands, denial of their culture, physical attacks and being treated as second-class citizens. Indigenous Peoples are often marginalized and face discrimination in countries' legal systems. This leaves them at further risk of violence and abuse.

The lands on which Indigenous Peoples live are often rich in resources and have been appropriated, sold, leased or simply plundered and polluted by governments and private companies. Many people have been uprooted from their land through discriminatory government policies or armed conflict. Indigenous Peoples often share a key value – the close association between





identify, their way of life and their land. They act as “guardians” or “custodians” of the land for the next generation. Losing it may mean a loss of identity.

The land rights of Indigenous Peoples are recognized in the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). They have the right to “own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.” (Article 26)

Some are standing up against powerful state authorities and businesses that want to exploit their territories and make money from these natural resources. Indigenous HRDs who speak out face intimidation and violence – even murder – when they seek to defend their communities and their lands. Peaceful efforts of Indigenous Peoples to maintain their own cultural identity or exercise control over their traditional lands and resources can be branded treason or “terrorism”.

At the international level, Indigenous Peoples have made their voices heard and effectively lobbied governments. As a result, the [UN Declaration on the Rights of Indigenous Peoples \(2007\)](#) was adopted. Governments must implement laws and policies that bring the Declaration to life, particularly around:

- Ensuring that Indigenous Peoples have a say in decisions that affect them
- Maintaining their distinct cultural identities
- Living free from discrimination and the threat of genocide
- Having secure access to the lands and resources essential to their wellbeing and ways of life

## 11.2 ACTIVITY ON INDIGENOUS PEOPLES' LAND RIGHTS

### OVERALL LEARNING OUTCOMES

Students will be able to:

**Recognize the extreme circumstances faced by people forcefully evicted from their homes**

**Sympathize with one land rights defender and people who are uprooted from their land**

**Write a letter (or letters) in support of Nonhle Mbuthuma**

### OVERVIEW OF ACTIVITIES

**Warm-up: Think-Pair-Share 15 MINUTES**

**Activity: Experiencing Forced Eviction 55 MINUTES**

**Take Action for Nonhle Mbuthuma 20 MINUTES**

If you would like to explore this human rights issue further with your students, Amnesty International offers a free, online course, “Indigenous Peoples’ Land Rights”. This 20-minute course can be found [here](#).



# WRITE FOR RIGHTS

AMNESTY INTERNATIONAL 

## WARM-UP

# THINK-PAIR-SHARE

## TIME

 15 MINUTES

## MATERIALS

Optional: **Piece of paper**  
**Pen**

## PREPARATION

Optional: **Distribute a piece of paper and pen to each student**

## PLAN

1. Give students the following scenario: They must leave their homes tonight for good, due to circumstances beyond their control. They have two minutes to choose five things they can take with them that would fit in a backpack. What do they choose to bring? They can write down their answers. **1 MINUTE**
2. Allow students to consider the scenario and what they would take with them. They can write it down if they like. **2 MINUTES**
3. Get students to pair up and exchange their answers with each other. Ask them to discuss: What would they miss most? Why? **2 MINUTES**
4. Ask the students to share their answers with the rest of their class. **5 MINUTES**
5. Ask students to share whether they thought about missing objects and belongings, or people, places and communities. Why? Explain to students that sometimes people around the world are evicted from their home. **5 MINUTES**





## ACTIVITY

# EXPERIENCING FORCED EVICTION

## TIME

🕒 55 MINUTES

## MATERIALS

Whiteboard and markers, or chalkboard and chalk

Handout: **W4R Nonhle Mbuthuma** (see Annex)

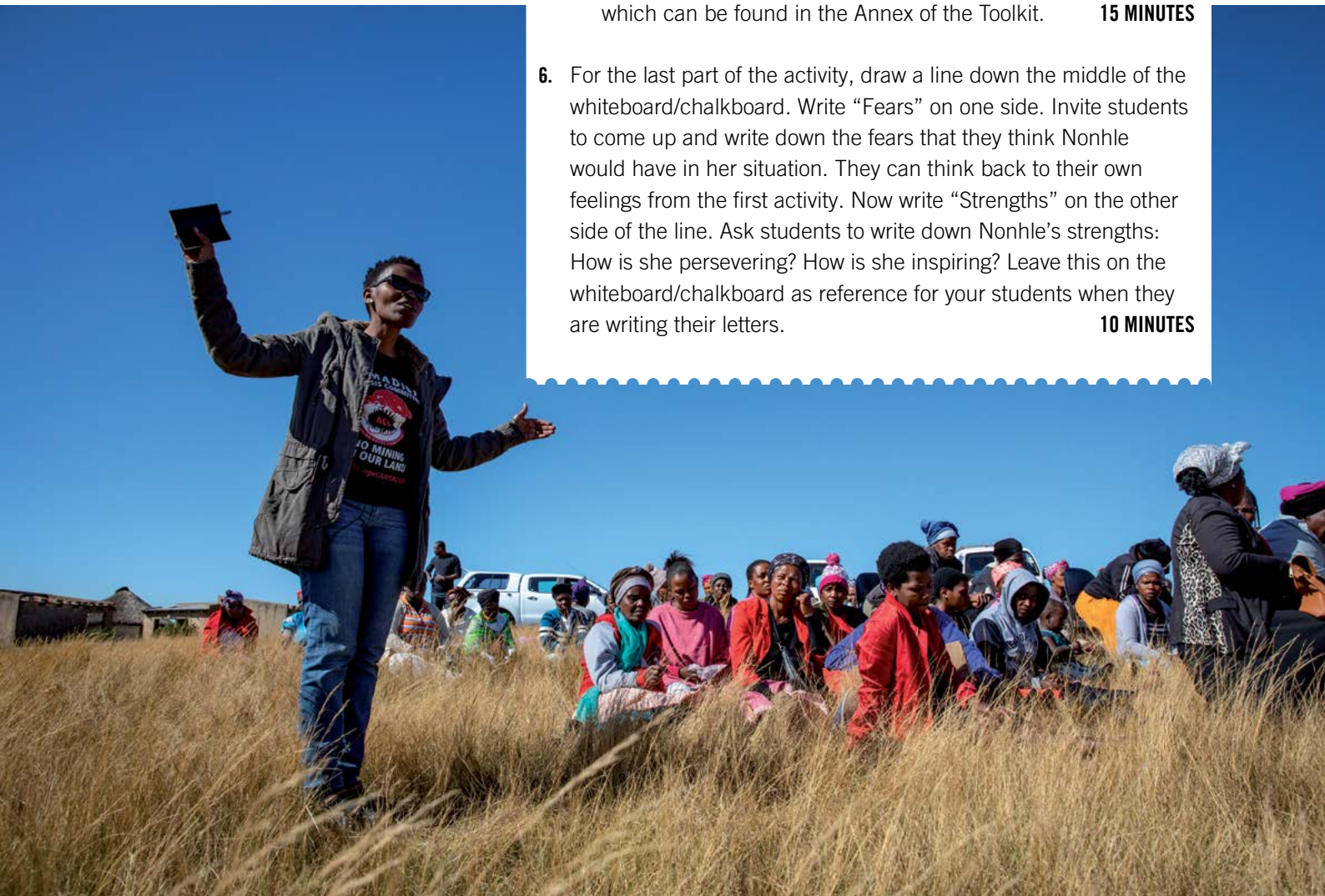
## PLAN

1. Tell students that they will use their imagination for this first activity. Ask them to close their eyes, then guide them through the following prompts, providing enough time to reflect on each question:
  - a. Imagine in your head where you live, your community. What does it look like? What does it smell like? What do you hear?
  - b. Who lives in your neighbourhood? Picture your family. Think about your next-door neighbour. Now your other neighbours.
  - c. What do you like to do in your neighbourhood? Think of some of your favourite activities. What are some of your fondest memories there?
  - d. Ask them to open their eyes, keeping those images, sensations and memories in their mind. **10 MINUTES**
  
2. Now explain the following situation: a company has made arrangements with the government, and they would like to have your community's land. They've found something very valuable under your home and your neighbours' homes! They will give you some money, but you have to leave your home and community, and you will not be able to return – it will not exist anymore.
  - a. Ask for a show of hands: Who would accept the offer? Who would not accept it? Discuss why or why not.
  - b. Ask those who refuse the offer to raise their hands again. Tell them that, actually, they don't have a choice. They simply must leave their homes, and the government is in agreement with this.
  - c. Ask these students: How does this make them feel? What would they do in response? Would they accept it? Would they resist being removed from their home and community? Why? Ask those who accepted the offer: What do they think of this situation? Is it fair? **10 MINUTES**
  
3. Explain to students that this actually happens to many people from all over the world – especially to Indigenous Peoples. It is called “forced eviction”, and it is especially common in the mining industry. Share with them some information about Indigenous Peoples from the background information above. **5 MINUTES**



**ACTIVITY****EXPERIENCING  
FORCED EVICTION****WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL 

4. Now introduce them to a real individual fighting for land rights and against the forced eviction: Nonhle Mbuthuma. You can read her story out loud from the handout, or use a projector so that all students can follow along. **5 MINUTES**
  
5. Begin a discussion with students. You may ask:
  - f. Why is Nonhle resisting the opening of mines in her area? What is she worried about?
  - g. What is Nonhle's understanding of her relationship to her land?
  - h. Are you surprised that one company can uproot an entire community? Why or why not?
  - i. Are you surprised that Nonhle is being intimidated and her life threatened? Why or why not?
  - j. What other human rights are relevant for Nonhle's struggle and why? If necessary, refer students to the simplified UDHR, which can be found in the Annex of the Toolkit. **15 MINUTES**
  
6. For the last part of the activity, draw a line down the middle of the whiteboard/chalkboard. Write "Fears" on one side. Invite students to come up and write down the fears that they think Nonhle would have in her situation. They can think back to their own feelings from the first activity. Now write "Strengths" on the other side of the line. Ask students to write down Nonhle's strengths: How is she persevering? How is she inspiring? Leave this on the whiteboard/chalkboard as reference for your students when they are writing their letters. **10 MINUTES**





## 11.3 TAKE ACTION

# FOR NONHLE MBUTHUMA

### TIME

🕒 20 MINUTES

### MATERIALS

Paper, pens, envelopes and stamps  
Projector, or printed pictures of Nonhle Mbuthuma

Handout: **W4R Nonhle Mbuthuma**  
(see Annex)

Optional: **Internet connection and computer**

Optional: **Letter-Writing Kit templates**

### PREPARATION

Print copies of the **W4R Nonhle Mbuthuma** handout

Set up the projector, or print pictures of Nonhle Mbuthuma

### PLAN

1. Explain to students that Nonhle Mbuthuma is leading the fight for her community against a mining company which wants to mine titanium on their ancestral land. But she's being harassed and threatened, and has even survived an attempt to kill her. Someone is trying to silence her, but she won't back down: "When you take my land, you take my identity."
2. Encourage students to write to the South African President and urge him to protect Nonhle and investigate the intimidation and harassment she is experiencing today.

You can give the students the following guidelines to help them write their letter to the South African President. They can:

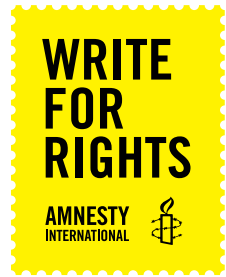
- Tell him something about themselves.
- Tell him what shocks them about Nonhle's story. For example, that Nonhle is fighting for her community and their ancestral land.
- Urge him to protect Nonhle Mbuthuma and investigate the harassment and intimidation targeted at her today.

The letter can be sent to:

President of the Republic of South Africa  
Union Buildings  
Private Bag X1000  
Pretoria, South Africa  
0001  
Email: [presidentrsa@presidency.gov.za](mailto:presidentrsa@presidency.gov.za)  
Twitter: @PresidencyZA  
Salutation: Your Excellency

## 11.3 TAKE ACTION

# FOR NONHLE MBUTHUMA



### 3. Encourage students to stand with Nonhle Mbuthuma.

You can give the students the following guidelines to help them write their letter of solidarity. They can:

- Think about what Nonhle might want to hear at this difficult time
- Express their solidarity, admiration or anything else they feel towards her
- Encourage her to continue her fight against the mining company

The letter can be sent to:

Nonhle Mbuthuma  
c/o Amnesty International South Africa  
97 Oxford Road  
Saxonwold, 2196  
Johannesburg, South Africa

Alternatively, you can choose to use the templates provided in the 2018 Letter-Writing Kit.



**12. ANNEX 1****ABOUT AMNESTY  
INTERNATIONAL****WRITE  
FOR  
RIGHTS**AMNESTY  
INTERNATIONAL 

Amnesty International (AI) is a global movement of more than 7 million members and supporters in over 150 countries. We are a movement because of people like you around the world who care about human rights and take injustice personally. Together with its supporters, Amnesty International works to ensure that governments worldwide respect, protect and fulfil all human rights.

Our work seeks to protect and empower people – from abolishing the death penalty to advancing sexual and reproductive rights, and from combating discrimination to defending refugees’ and migrants’ rights. We help to bring torturers to justice. We work to change oppressive laws. We demand freedom for those who have been jailed for simply voicing their opinion. We speak out for anyone and everyone whose human rights are under threat.

Amnesty International does this in different ways. When human rights abuses happen, we investigate and expose the facts. We lobby governments, as well as other powerful groups such as companies, making sure they keep their promises and respect human rights. By telling the compelling stories of the people we work with, we mobilize millions of supporters around the world to campaign for change and to stand in solidarity with activists on the frontline. We support people to claim their rights through education and training. Work with educators and young people is central to Amnesty International fulfilling its mission.



**12. ANNEX 2****WRITE FOR RIGHTS 2018  
HANDOUTS****NAWAL BENAÏSSA, MOROCCO****FREEDOM OF EXPRESSION**

Nawal Benaïssa is prepared to stand up for what she believes in. That's why she speaks out for social justice and better health care services in her region, Rif, where many people feel forgotten by their government. As one of the leading voices of a popular movement called Hirak, she's been on peaceful protests and campaigned for change on social media.

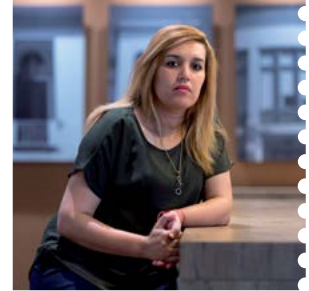
Every step of the way, she's been harassed by the Moroccan authorities in an attempt to silence her. They arrested and held her in custody four times in just four months, and demanded she close her popular Facebook profile which had 80,000 followers.

Finally, in February 2018, Nawal was given a 10-month suspended sentence and a fine for "inciting to commit an offence". She's appealing the verdict, but the intimidation continues. She fled to another city to escape the constant surveillance.

Nawal's treatment is part of a major crackdown on the Hirak movement and its leaders.

Moroccan security forces have arrested hundreds of peaceful protestors and some just for expressing their support on Facebook.

For Nawal, the solution is simple. She wants to be completely free to fight for a better future for her community and her children.



**12. ANNEX 2****WRITE FOR RIGHTS 2018  
HANDOUTS****MARIELLE FRANCO, BRAZIL****RIGHT TO LIFE**

Marielle Franco fought fearlessly for a fairer and safer Rio de Janeiro. She was a popular city councillor who grew up in the *favelas* and always stood up for the rights of black women, LGBTI people and young people. She also condemned unlawful killings by the police. “She was at the frontline, facing everything head-on,” says her father Antonio.

But then, on 14 March 2018, Marielle was killed, shot dead in her car together with her driver, Anderson Pedro Gomes. Evidence suggests the murder was carried out by skilled professionals, and experts said the bullets had belonged to the Brazilian Federal Police.

Brazil is one of the world’s deadliest countries for human rights defenders like Marielle, with at least 70 killed in 2017. Too often, the killings are not investigated and those responsible go free. People who stand up for human rights live in constant fear.

Marielle Franco fought fearlessly for a fairer Rio de Janeiro. She stood up for black women, LGBTI people and young people, and condemned unlawful killings by police. But then she was silenced, shot dead in her car. It’s part of a pattern in Brazil, where at least 70 human rights defenders were killed in 2017. People who stand up for human rights live in constant fear.



**12. ANNEX 2****WRITE FOR RIGHTS 2018  
HANDOUTS****ATENA DAEMI, IRAN****FREEDOM FROM TORTURE AND  
INHUMANE TREATMENT**

Like so many, Atena Daemi dreams of an end to the death penalty in Iran. She's written Facebook and Twitter posts criticizing the country's execution record. She's handed out leaflets. And she's taken part in a peaceful protest against the execution of a young woman. Simple actions which sadly, in Iran, take great courage.

Incredibly, these activities have been cited as "evidence" of her criminal activity and now she's been sentenced to seven years in jail. Her trial was a nonsense – it took just 15 minutes and she was convicted on trumped-up charges, including "colluding to commit crimes against national security". She's faced violence and degrading treatment behind bars. It's one more cruel example of Iran silencing peaceful activism.

Her cruel treatment is one more bitter example of the intense crackdown on people who speak out for a fairer Iran. Dozens have been imprisoned, and many others face surveillance, interrogations and drawn-out prosecutions, forcing them into silence.

Atena has suffered so much already. She's been beaten, pepper sprayed and forced into solitary confinement, but she continues to fight for human rights. Earlier this year, she went on hunger strike to protest her transfer to a notorious prison. Her health has deteriorated alarmingly.



**12. ANNEX 2****WRITE FOR RIGHTS 2018  
HANDOUTS****ME NĂM (MOTHER MUSHROOM) VIET NAM****RIGHT TO  
A FAIR TRIAL**

Nguyễn Ngọc Nhu Quỳnh has always fought against injustice. Known online as Mẹ Năm or “Mother Mushroom”, after the nickname she gave her first child, she is one of Viet Nam’s most influential bloggers in a country where dissent is often a crime. She’s faced constant harassment just for defending human rights and speaking out for truth.



On Facebook, she’s reposted articles and pushed for action on police brutality and environmental issues, including a toxic industrial spill which killed thousands of fish. She also co-founded an independent network of more than 1,000 bloggers to help raise their voice.

In June 2017, she was sentenced to 10 years in prison for “conducting propaganda” against the state. The flimsy evidence against her included participating in public protests, producing a report on deaths in police custody and possessing poetry collections deemed critical of the state. As her mother says: “My daughter has done a normal thing in an abnormal society.”

In prison, her health has deteriorated worryingly and she’s gone on hunger strikes to protest the desperate conditions. Her harsh sentence is part of a wider attempt to silence people who speak out in her country.



**12. ANNEX 2****WRITE FOR RIGHTS 2018  
HANDOUTS****GULZAR DIUSHENOVA, KYRGYZSTAN****FREEDOM FROM  
DISCRIMINATION**

Gulzar Duishenova is a fighter. In 2002, she lost movement in her legs after a car accident involving a drunk driver. The next year, her husband died suddenly, and she became the sole carer for her two young children. But she never let it defeat her.

Years later, she met other people living with disabilities who were organizing in the capital city of Bishkek. She realized they faced common problems, including struggling to find jobs because work places aren't adapted for wheelchairs, or relying on others to lift them on to buses – an embarrassing and intrusive experience.

She's made it her life's mission to ensure people with disabilities can live with dignity and move around freely. She's met officials, organized training for bus drivers and pushed for action on social media.

But she continues to face barriers. She needs help to get down the stairs to her front door. Her road is pot-holed and bumpy, so she can't use her wheelchair. She faces daily discrimination in a society where women aren't meant to speak out and people with disabilities are seen as "invalids" with an incurable disease.



**12. ANNEX 2****WRITE FOR RIGHTS 2018  
HANDOUTS****NONHLE MBUTHUMA, SOUTH AFRICA****INDIGENOUS PEOPLES'  
LAND RIGHTS**

Nonhle Mbuthuma won't back down. She's leading the fight for her community against a mining company which wants to mine titanium on their ancestral land. "When you take my land, you take my identity," she says. But she's being harassed just for defending their rights.

Nonhle is part of the Amadiba traditional community, an Indigenous People with communal rights to land on South Africa's Eastern Cape. Around 5,000 people may be forcibly evicted if the company is allowed to mine the land. They could lose their homes, livelihoods and whole way of being.

Nonhle founded the Amadiba Crisis Committee to unite people across five villages to push back. Since then, she has been continually intimidated and threatened and even survived an attempt to kill her. Another community leader was shot dead in 2016 and Nonhle was next on the 'hit list'. She believes the threats are an attempt to silence her and force her to flee her land.

But she's determined to resist. As she says: "This land was my grandmother's, who inherited it from her grandparents. What am I going to leave for my children? Mining is not an option."



## 12. ANNEX 3

# SIMPLIFIED VERSION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



## CIVIL RIGHTS AND LIBERTIES

Right to life, freedom from torture and slavery, right to non-discrimination.

- Article 1** Freedom and equality in dignity and rights  
**Article 2** Non-discrimination  
**Article 3** Right to life, liberty and security of person  
**Article 4** Freedom from slavery  
**Article 5** Freedom from torture



## LEGAL RIGHTS

Right to be presumed innocent, right to a fair trial, right to be free from arbitrary arrest or detention.

- Article 6** All are protected by the law  
**Article 7** All are equal before the law  
**Article 8** A remedy when rights have been violated  
**Article 9** No unjust detention, imprisonment or exile  
**Article 10** Right to a fair trial  
**Article 11** Innocent until proven guilty  
**Article 14** Right to go to another country and ask for protection



## SOCIAL RIGHTS

Right to education, to found and maintain a family, to recreation, to health care.

- Article 12** Privacy and the right to home and family life  
**Article 13** Freedom to live and travel freely within state borders  
**Article 16** Right to marry and start a family  
**Article 24** Right to rest and leisure  
**Article 26** Right to education, including free primary education



## ECONOMIC RIGHTS

Right to property, to work, to housing, to a pension, to an adequate standard of living.

- Article 15** Right to a nationality  
**Article 17** Right to own property and possessions  
**Article 22** Right to social security  
**Article 23** Right to work for a fair wage and to join a trade union  
**Article 25** Right to a standard of living adequate for your health and well-being



## POLITICAL RIGHTS

Right to participate in the government of the country, right to vote, right to peaceful assembly, freedoms of expression, belief and religion.

- Article 18** Freedom of belief (including religious belief)  
**Article 19** Freedom of expression and the right to spread information  
**Article 20** Freedom to join associations and meet with others in a peaceful way  
**Article 21** Right to take part in the government of your country



## CULTURAL RIGHTS, SOLIDARITY RIGHTS

Right to participate in the cultural life of the community.

- Article 27** Right to share in your community's cultural life  
**Article 28** Right to an international order where all these rights can be fully realized  
**Article 29** Responsibility to respect the rights of others  
**Article 30** No taking away any of these rights!

The annual **Write for Rights** (W4R) campaign is one of Amnesty International's biggest human rights events. In 2018 the campaign focuses on women human rights defenders who have suffered human rights violations or are at great risk because of the positions they have taken on certain human rights issues.

This Human Rights Education toolkit was created to support teachers' participation with their students in the W4R campaign. It provides a broad perspective on human rights issues and offers the opportunity to open young people's minds to global concerns. By learning about and writing persuasive letters to help end human rights violations and achieve justice, teachers and students contribute to the international human rights movement and see for themselves how words can make a difference in the world.

This toolkit was created for students aged 13 and above and is primarily designed for use in a school setting: both inside the classroom as well as in clubs or school-wide events. Activities can also be adapted for use in other, non-formal education contexts such as youth groups and community settings. The toolkit contains general activities on human rights and highlights six women human rights defenders from the W4R campaign who have made extraordinary contributions to the advancement of human rights around the world.

**AMNESTY INTERNATIONAL  
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