

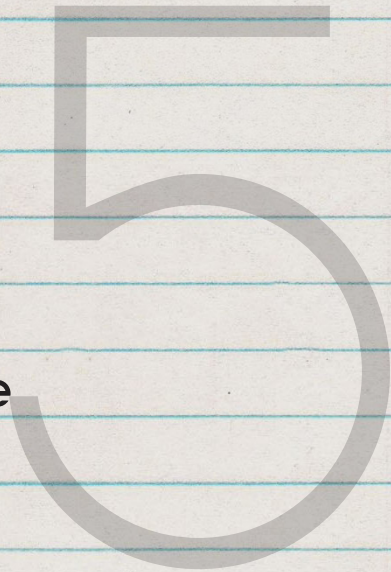
# LW RIDER



Erasmus+

*This project is funded by the European Union.*

## ARTICLE 5 Ban on torture



# WHAT ARE HUMAN RIGHTS?

- » Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
- » Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,
- » Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,
- » Whereas it is essential to promote the development of friendly relations between nations,
- » Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,
- » Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,
- » Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,
- » Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

## Dear Facilitator reading this lessonplan,

First of all we are very happy that you decided to have a special class on human rights based on this lessonplan using one of the short movies made by young people in the frame of LAWRider project. This international project founded by Erasmus+ program was a great cooperation between three European countries' youngsters who worked together for more than one year to learn about human rights and then to create 10 short movies each representing an important article of The Universal Declaration of Human Rights.

Based on these movies we created ten suggestions how it would be possible to integrate these, sometimes not too easy topics in a special class lesson. We were using non-formal methods because they give more possibilities to work with young people in cooperation to understand better the different topics. It's not a normal school lesson, but these new ideas can be also used in formal education to give new dynamics to our class.

## How to use LAWRider lessonplans?

- » **Each plan was made for a 45-minute-long lesson** -> so it can be used during or after school time
- » We gave step by step explanation how to structure your special human right lesson
- » These are ideal cases when we have 45 minutes with a class, but of course life can bring special cases, when we must talk about technical issues, when the students are in late because of gym class etc, so we must adapt and shorten our original plan > the structure can be changed, the time for the different parts can be shortened (except the movie), replaced, changed
- » **Each lessonplan what we propose compose of 6 parts:**
  - Introduction
  - Brainstorming about human rights
  - Watching the short movie with directed questions
  - Reflecting on the movie's topic
  - Groupwork related to the focused human right
  - Closing of the topic and the lesson
- » You can see that we put suggested timeframe for the different parts, and also suggested materials, tools and methods. Of course you can be as creative as you want to try other ways, mix the methods concentrating on the needs of your group of youngsters

**We wish you a lot of successful lessons and great results with young people! If you would like to find more ideas, methods, you can check many pages such as:**

- » SALTO-YOUTH Resource Centers (<https://www.salto-youth.net/>)
- » Compass Books ([https://www.coe.int/t/dg4/eycb/Source/Compass\\_2012\\_FINAL.pdf](https://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf))
- » Bookmarks - No Hate Speech Movement (<http://www.coe.int/t/dg4/youth/Source/Resources/Publications/BOOKMARKS.pdf>)

**“You must be the change you want to see in the world.” (Mahatma Gandhi)**

# ARTICLE 5 | Ban on torture

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.



Link: <https://www.youtube.com/watch?v=qbGG--T0tCg&feature=youtu.be>

## LESSONPLAN

TIME	TOPIC AND ACTION	METHOD	TOOLS
2 min	<b>INTRODUCTION</b> We introduce ourselves and we announce that in the next 45 minutes we will work together as a group What was LAWRider project? -> we show the class the Facebook page of the project and tell few words based on the description in this booklet (back cover)	Frontal presentation	Computer, projector
5 min	<b>WHAT DO YOU KNOW ABOUT HUMAN RIGHTS?</b>  [ <b>What is brainstorming?</b> To brainstorm is to use a set of specific rules and techniques which encourage and spark off new ideas which would never have happened under normal circumstances. ] » We write on the blackboard / on flipchart paper "human rights" (suggestion: put it in the middle, it's good to surround it with the answers) » We write all the answers without "judging" » When there are no more ideas we say a big "thank you for sharing", and we make a short summary of what we have on the blackboard / paper	Brainstorming	Chalk, table or flipchart table and paper
16 min	<b>MOVIE ABOUT BAN ON TORTURE</b>  Without telling the topic of the movie we spread among them small pieces of papers with questions on it such as: » What is the main topic of the movie? » When it is happening? » Where it is happening? » Who are the characters?	Film screening	LAWrider DVD, projector, screen or TV, laptop, small papers with the questions

4 min	<p><b>FOCUSING BAN ON TORTURE</b></p> <ul style="list-style-type: none"> <li>» What did we see? -&gt; we summarise the movie</li> <li>» We ask the class about their impression after watching the short movie (ex.: What were your feelings? Did you experienced something similar before? What would you do in a similar case?)</li> <li>» As facilitator we can ask further questions to bring forward the sharing process.</li> <li>» When there are no other comments, thoughts we thank them for sharing</li> </ul>	Plenary sharing, facilitated conversation	Chairs (more likely in circle) or comfy puffs / pillows sitting on the ground
15 min	<p><b>GROUPWORK</b></p> <p>We separate the class in 5 groups. Every group get only one question on a paper. They have to work on the questions and have to find a correct answers, situations, etc.</p> <p>They discuss the questions in 10 minutes and then they share the asks and solutions for the class.</p> <p><b>Questions are:</b></p> <ul style="list-style-type: none"> <li>» What kind of types has got the torment, bully?</li> <li>» Which person can become tearing person?</li> <li>» What do you think about behavior of the class and the teacher?</li> <li>» What would have happened if somebody stand up for the main character and say stop to the teacher?</li> <li>» What do you think what is the cause if somebody become tearing, bullying?</li> </ul>	Groupwork in small groups, plenary sharing	Papers, pens
3 min	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>» We ask the students to think about the past 40 minutes, and try to explain in 1 or few word(s) what do they feel different after working on this topic.</li> <li>» We give them small pieces of papers, and ask them to write it down.</li> <li>» We ask them to crumple the paper, and throw it in the middle of the circle.</li> <li>» We ask them to pick up 1, unwrap it, and 1 by 1 they read the word loud.</li> <li>» We thank their attention and give them flyers, brochures, links where they can find further information about human rights.</li> </ul>	Closing, personal sharing	Papers, pens



**The Vox Novum Association was registered in 2014. Culture activities, social campaigns and youth programs belong to the scope of their activities.** One of the biggest events was held in 2015, during the Hungarian Days. It was an all-art, first of all a contemporary art festival which is took for 3 days.

It contains the following programs: concerts, slam poetry workshops, dance workshop, exhibition, design sales, round-table chatting, public meetings with the celebrities of the National Theatre.

In the last years, 2014 and 2015, they organized debate evenings twice a week in the local coffee shops.

The Vox Novum was co-organizer in other culture programs and organized less exhibitions, performing nights. The association has 3 founder, but they work different work teams to the different projects.

In another project they dealt with student and actors in speech theatre.

They have good connections with other NGO-s, student theater clubs, and local institutions. This is why they can take part of different projects, rapidly.



## Koordinacija udruga mladih Siska

**Coordination of Sisak Youth Associations (KUMS) is a non-governmental, non-profit association founded in 2005., as a legal entity in the Republic of Croatia.** KUMS is a umbrella organization created of five (5) youth Association (legal bodies): G.U.M.A., KIŠTRA TEAM Sisak, Kino Klub Sisak, KULT.com and LOTUS.

The main goal of our organization is to promote and improve the quality of life of the young people and the common interests of associated members, as well as encouraging the association of all interested individuals and youth initiatives in organizations and societies.

Developing partnerships and nurturing collaboration represent the foundation of our work through which we achieve our goals.

Coordination of Sisak Youth Associations works with young people, civil society organizations and governing structures using an integrated development process described in the objectives in the areas of culture, youth work and youth policy development. We play a major role in creating strategies and policies for young people at local community.

During 2005, in cooperation with local authorities, KUMS has worked on a proposal for local youth strategy, and city youth program which was adopted by the City Council in the same year. With that project KUMS showed seriousness in youth work on local level and set the conditions for the development of local youth policies. Our organization often emphasize the involvement of a large number of members or volunteers through 5 youth organizations associated into one large umbrella organization, as well as through joint Youth Club. In the past 4 years, our members have been an integral part of the Youth Council of the City of Sisak.

---



## Creative Elephant Studio Ltd.

I was founded by young creatives (writer veins, lenses-eyes, film-maker brains ect.), who put together by the film and audiovisual culture, in 2011. I am varied like the elephant, social scientist, mad for films and music, and also marketings. I make sociographic documentary films, as well short films, video clips or varied (ATL or BTL) marketing tools.

I am young, full of vigor and creativity that two things move, which are connected to each other with a pale thread: to give joy and pleasure for my viewer, and raise my costumers success.

---



## D2 Youth Development and Media Center

D2 Youth Development and Media Center, called into being by the Youth House of Szeged Nonprofit Ltd. (Szegedi Ifjúsági Ház Nonprofit Kft.), is for the 13-29 years old youth living and learning in Szeged or around the city. D2 offers all kinds of services providing a youth office, a radio studio and also a community space. Our main functions: giving information about national and international events of general interest, giving help getting into shape and working community spaces, for young people, and appearance on youth events and taking classes in schools about various topics. Our office is open on working days from 2.00 pm to 6.00 pm or in case of demand if the rooms are available in pre-arranged times too.

## WHAT is LAWriдер - human rights project?

The LAWriдер an international youth initiative based on the proposition of high school students is realised in the partnership of Asociata VOX NOVUM from Romania, Koordinacija Udruga Mladih Siska (SKWHAT) from Croatia and Creative Elephant Studio Kft. from Hungary with the continuous cooperation of young people and other associations between 01/02/2016 - 31/03/2017, during 14 months. The direct target group of the project is high school students who are creating a 10-piece-long skatchfilm serie (each episodes are 10-15 min long) dealing with human rights issues. They are realising 10 lesson plans as well dealing with the different subjects presented in the different episodes. Both the films and the lesson plans are going to be spread all around Europe in offline and online ways to every age class. We also consider teachers, youth workers and human rights associations as our target group. They are taking serious part in the follow up of the project, they are spreading, mantaining and developing the results. Young participants are receiving all the practical knowledge and mentoring they need in their self-development process within safe frames. As further outcome in LAWriдер the partner organisations are starting 1-1 weekly-based drama and film workshop (all together 6 workshops) in Romania, Croatia and Hungary so young people involved in the project or newcomers can have a long-term possibility to learn, continue and create in a community.



Erasmus+

*This project is funded by the European Union.*