

Human Rights Education

Activity Guide on Human Rights

Freedom
Justice
Integrity
Community
Fair Treatment
Dignity
Family
Human
Respect
Equality
Security
Right to Education



Cayman Islands
Human Rights Commission
promoting, protecting and preserving human rights

Part I of the Cayman Islands Constitution Order 2009 – The Bill of Rights, Freedoms and Responsibilities



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Message from the Human Rights Commission (HRC)

Human rights are the essential rights and freedoms that belong to all individuals regardless of their nationality and citizenship, age, gender, or social status. These rights are considered fundamental to maintaining a fair and just society.

All across the world, many countries are learning to 'take human rights home' by introducing constitutions or human rights laws and commissions to safeguard the rights of their citizens. The Cayman Islands has sought to do this by the inclusion of Part 1 in the Cayman Islands Constitution Order 2009 – the Bill of Rights, Freedoms and Responsibilities (BoRFR). The Cayman Islands' Part 1 draws heavily on The Convention for the Protection of Human Rights and Fundamental Freedoms, which was adopted under the auspices of the Council of Europe in 1950 to protect human rights and fundamental freedoms.

The BoRFR is the cornerstone of democracy for the Cayman Islands. It embeds protection for fundamental rights, tailors to local needs and values, includes extra rights in other treaties like the International Covenant on Civil and Political Rights as well as the Universal Declaration on Human Rights; details standards in service, and promotes a culture for the respect of rights. Fundamentally, human rights are about the balance of rights, freedoms, and responsibilities; treating individuals fairly, with dignity and respect – while still safeguarding the rights of the wider community.

The HRC was created through the mandate of the Constitution Order 2009 and has a constitutional mandate to contribute to public education about human rights in the Cayman Islands. This guide is one way in which the Commission seeks to do this. This guide has been published to enhance the understanding of our youth with regard to the basic values, benefits, and protections provided for individuals through human rights. Teaching our youth about human rights values, principles and the BoRFR at an early age is complimentary to the fact that human rights are inherent.

The guide was developed with the emphasis on the concepts of respect and social responsibility, with a strong secondary emphasis on linking those concepts within broader settings including the school, the home, and the community. It is deliberately expressed in general terms in order to be as useful and relevant as possible across a wide range of participants and thus the activities should be modified to suit the learning needs of the audience. We hope you will find this guide useful.

Understanding Human Rights

What are Human Rights?

Human rights are the essential rights and freedoms that belong to all individuals regardless of their nationality and citizenship. These rights are considered fundamental to maintaining a fair and just society. The preamble to the 2009 Constitution details the values of the Cayman Islands upon which this legislation was drafted.

How are human rights applied in the Cayman Islands?

Human rights in the Cayman Islands only apply vertically which means that a person's rights are enforced against the Government only and not against private individuals. It should be noted however, the Government will have to take account of the human rights set out in the Constitution when passing local laws, so there will be 'indirect' horizontal application of human rights principles to private individuals. This means that they will not pass laws which knowingly allow one private individual to violate another private individual's rights even though you could not take the human rights case to court.

Who is the 'Government'?

In the BoRFR "government" shall include public officials (as defined in section 28) and the Legislature, but shall not include the courts (except in respect of sections 5, 7, 19 and 23 to 27 inclusive).

Definition of "public official"

"public official"—

- includes a public or governmental body, including any statutory body or company or association in which the Cayman Islands has an interest and which performs a public function or duty;
- includes any organisation or person carrying out a public function or duty, including the Governor, except where the nature of their act is private;
- unless otherwise stated, excludes private schools (whether or not in receipt of government funding, subsidy or other assistance), churches, the Legislature and the courts.

What are the types of rights contained in our Bill of Rights, Freedoms and Responsibilities (BoRFR)?

There are three types of rights contained in our BoRFR. Some rights may be specific to one type of right and others may be considered a mixed right where it is a combination of two, or more, types of rights. The three types are:

Limited

Limited rights are rights where the specific circumstances in which this right can be lawfully restricted or interfered with are set out in full in the definition of the right itself.

Qualified

Qualified rights are rights that can lawfully be restricted or taken away by the government in certain broadly defined circumstances. Usually, the right is set out and followed by a list of criteria which explain the general circumstances when it will be lawful for the state to interfere with or restrict the right, balancing those rights against the rights and interests of others.

Absolute

Absolute rights cannot be restricted in any way or under any circumstances by the government.

What do I do if my rights have been breached or infringed?

The Commission will receive 1) all complaints of breaches or infringements of any section of the BoRFR committed by a public official; 2) all complaints of breaches or infringements of common law and statutory human rights and freedoms committed by public officials; and 3) all complaints that any international human rights treaty extended to the Cayman Island has been breached or infringed by the actions of public officials or by legislation to which the treaty applies.

It is important to note that the Commission will only accept complaints of alleged breaches of the BoRFR which have occurred after 6 November, 2012. This may be a one off event that has occurred after 6 November, 2012 or may be a continuing infringement of a right. In all cases, unless there is clear evidence that the alleged infringement is continuing, the Commission will not accept a complaint in relation to an alleged infringement that has taken place more than one (1) year prior to the date of the complaint.

For more information on filing a complaint with the HRC please visit our website at www.humanrightscommission.ky.

What rights are contained in our Bill of Rights, Freedoms and Responsibilities (BoRFR)?

Guarantee of Rights, Freedoms, and Responsibilities – Section 1

Life – Section 2

Torture and Inhuman Treatment – Section 3

Slavery or Forced or Compulsive Labour – Section 4

Personal Liberty – Section 5

Treatment of Prisoners – Section 6

Fair Trial – Section 7

No Punishment without Law – Section 8

Private and Family Life – Section 9

Conscience and Religion – Section 10

Expression – Section 11

Assembly and Association – Section 12

Movement – Section 13

Marriage – Section 14

Property – Section 15

Non-discrimination – Section 16

Protection of Children – Section 17

Protection of the Environment – Section 18

Lawful Administrative Action – Section 19

Education – Section 20

Public Emergencies – Section 21

Persons Detained under Emergency Laws – Section 22

Declaration of Incompatibility – Section 23

Duty of Public Officials – Section 24

Interpretive Obligation – Section 25

Enforcement of Rights and Freedoms – Section 26

Remedies – Section 27

Interpretation of the Bill of Rights – Section 28

The BoRFR Explained

Guarantee of Rights, Freedoms, and Responsibilities – Part 1, Section 1

The Bill of Rights—

- recognises the distinct history, culture, Christian values and socio-economic framework of the Cayman Islands and it affirms the rule of law and the democratic values of human dignity, equality and freedom;
- confirms or creates certain responsibilities of the government and corresponding rights of every person against the government; and
- does not affect, directly or indirectly, rights against anyone other than the government except as expressly stated.

It is unlawful for government to act contrary to the Bill of Rights' principles. If it's alleged that government has acted unlawfully, cases could be brought in the Grand Court.

Life – Part 1, Section 2

We are all human beings.

Our lives are the most basic things we have. It does not matter who you are or where you are from, our lives all have the same value and we all get the same rights.

The government shall not deprive anyone of his or her life, except in very narrow, limited circumstances.

Some sections of this right are absolute, while others are limited.

Torture and Inhuman Treatment – Part 1, Section 3

Protection against torture means you cannot be subjected to acts that intentionally inflict severe pain or suffering, whether physical or mental.

Protection against inhuman and degrading treatment or punishment means you cannot be subjected to acts that intentionally inflict mental or physical suffering, anguish, humiliation, fear or debasement (falling short of torture)

Refugees – people who leave where they live to seek safety in another country – often do so because their government cannot keep them safe, has not protected their basic rights, or has treated them badly.

Government could not torture or degrade you; or allow anyone else to torture or degrade you, at any time – whether in times of war, or other public emergencies.

This right is an absolute right.

Slavery or Forced or Compulsive Labour – Part 1, Section 4

You have a right to not be treated like a slave, or forced to perform certain kinds of labour.

Being a slave means someone actually owns you, like a piece of property. It also refers to cases in which you work for little or no pay.

This right is an absolute right, meaning that the Government can never make you a slave or make you do forced labour. However, there are examples listed of cases where you can be forced to work without this being considered to be slavery or forced labour.

Personal Liberty – Part 1, Section 5

You are free to do what you want, as long as you obey the law and respect the rights of others.

If you are detained by the Government you have the right:

- to remain silent;
- to be promptly informed of the reasons for the arrest and any charge against you, in a language that you understand; and
- to have a court speedily examine and decide the lawfulness of your detention and be released if the detention is not lawful. You shall be entitled to compensation if unlawfully arrested or detained.

This right is a limited right.

Treatment of Prisoners – Part 1, Section 6

Persons who are under arrest or detained have the right to be treated with humanity and dignity.

This means you must be treated properly by custodial staff; cells and the cell complex provides for humane treatment of prisoners; prisoners are given regular meals, and must have access to reasonable health care, to name a few.

This right is a mixed right, meaning that some sections are absolute, while others are limited, and others are qualified.

Fair Trial – Part 1, Section 7

People charged with breaking the law have the right to a fair and public trial. A trial is when someone, such as a judge, listens to what happened before deciding whether or not you have done something wrong.

The trial must be conducted by an independent and impartial court within a reasonable time.

All decisions of the court shall be announced publicly.

Under this right, you would not be compelled to give evidence at trial; and could not be re-tried for an offence after you have been legally pardoned for it unless a higher court so orders.

This right is a mixed right, meaning that some sections are absolute, while others are limited, and others are qualified.

No Punishment without Law – Part 1, Section 8

This right means that you cannot be found guilty of a crime which was not against the law when you did it.

Under this right crimes and penalties can only be prescribed by law. Such law must be clear in its definition so that people know what acts or omissions are criminal in nature.

It is also against the law for the courts to give you a greater sentence than was prescribed by the law at the time you committed an offence.

This right is a limited right.

Private and Family Life – Part 1, Section 9

Under this right, the respect of your private and family life, your home; and your correspondence is protected.

“Correspondence” could include communication by letter, telephone, fax, and e-mail.

The concept of “private life” is broad. In general, it would mean you have the right to live your own life, with reasonable personal privacy in a democratic society, taking into account the rights and freedom of others.

This right is a qualified right.

Conscience and Religion – Part 1, Section 10

You are free to hold particular beliefs, and to practice your religion.

No one can tell you what to think or believe about God or religion, unless your beliefs could harm others.

You have a choice. You should take the time to understand the differences among religions and respect the choices of other people.

This right protects you, and your children, from being forced to receive religious instruction that does not follow your, or their, personal beliefs.

This right is a qualified right.

Expression – Part 1, Section 11

You have the right to voice opinions and express your views, either by yourself or in a group, unless doing so would breach the rights of other persons.

This right includes the freedom to receive information and ideas.

Under this right, you have freedom from Government interference with your correspondence or other means of communication.

This right shall not prevent the Government from requiring the licensing of broadcasting, television, or cinema enterprises.

This right is a qualified right.

Assembly and Association – Part 1, Section 12

You have the right to assemble with others in a peaceful way. This would include the right to protest in public about something you feel strongly about.

This right would include the right to form associations, political parties, etc.

This right is a qualified right.

Movement – Part 1, Section 13

This right allows people who are lawfully in the Cayman Islands to move freely throughout the country.

Under this right you are able to choose where to live within the Cayman Islands, and you are able to leave the country as well.

This right is a mixed right, meaning that some sections are limited while other sections are qualified.

Marriage – Part 1, Section 14

A consenting unmarried man, or consenting un-married woman, has the right to marry a person of the opposite sex.

However, you cannot be forced to marry.

If you choose to get married, you will share equal rights and responsibilities in relation to your spouse and your children.

Sometimes a judge will help decide what is in best interests of your children if you no longer live with your spouse.

This right is a qualified right.

Property – Part 1, Section 15

You have a right to enjoy the things that you own.

The Government cannot take away property or place restrictions on your use of your property without very good reason.

Under this right, “property” is broadly defined. It includes businesses, and property that you can see and touch, such as land, a car or a boat; and invisible possessions, such as shares in a company, and court-ordered compensation.

If the Government plans to take your property there must be laws in place for such action. It must also have a procedure to check that a fair balance has been struck between the public interest in acquiring your property and your right to property.

This right is a qualified right.

Non-discrimination – Part 1, Section 16

Discrimination means treating people differently, without justification, when they are in similar situations.

This right gives you protection from the government acting in a discriminatory manner in relation to all other Rights that the BoRFR guarantees.

“Discriminatory” means affording different and unjustifiable treatment to different persons on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, age, mental or physical disability, property, birth or other status.

This right is a mixed right, meaning that some sections are limited while other sections are qualified.

Protection of Children – Part 1, Section 17

Children are protected under the BoRFR just as adults. However, the BoRFR specifically outlines rights pertaining to children.

A “child” is defined as a young person under the age of eighteen years old.

When the Legislature undertakes to enact laws that provide every child with facilities as to aid in their growth and development, law-makers shall proceed on the basis that a child’s best interests are of paramount importance in every matter concerning the child.

This right is a mixed right meaning that some sections are absolute, while others are limited.

Protection of the Environment – Part 1, Section 18

The Cayman Islands has unique native animals and plants, and the country is bordered by beautiful beaches and surrounded by clear waters.

You enjoy these things and your children and grandchildren have the right to enjoy them too. This rich heritage must be protected by means of laws and other actions by government.

Government shall, in all its decisions, have due regard to the need to foster and protect an environment that is not harmful to the health or well-being of present and future generations, while promoting justifiable economic and social development.

This right is a limited right.

Lawful Administrative Action – Part 1, Section 19

This right means that in your dealings with Government, you have a constitutional right to be treated fairly. This right extends to any decision government makes in relation to you.

If you are not satisfied with a decision that government made, you have the right to request and be given written reasons for that decision or act.

Public Officials are now required to keep written records of their decisions that are factually based and detail the reasons for acts/decisions/policies.

This right is a mixed right, meaning that some sections are absolute, while others are limited, and others are qualified.

Education – Part 1, Section 20

Children have the right to go to school and learn so that they can work towards achieving all of the things they would like to when they are adults.

Parents would have the right to make sure that the teaching provided by public authorities respects their religious and philosophical beliefs.

If the subjects are usual for the school to teach, parents could not stop the subjects from being taught.

This right is a mixed right, meaning that some sections of the right are limited while other sections are qualified.

Public Emergencies – Part 1, Section 21

A period of public emergency may be declared by the Governor, when—

- a. the well-being or security of the Cayman Islands is threatened by war, invasion, general insurrection, public disorder, natural disaster or other public emergency; and
- b. the declaration is considered necessary by the Governor to maintain or restore peace and order.

The initial public emergency declaration by the Governor lasts for 14 days unless revoked sooner. However, the Legislative Assembly may approve a continuation for a further period not exceeding 3 months.

Information on the public emergency must be provided to the public through publishing details in a Government Notice or in a newspaper published in the Cayman Islands, or postings in prominent public places or announcements on the radio.

This right is a limited right.

Persons Detained under Emergency Laws – Part 1, Section 22

When a person is detained by virtue of any law in relation to a period of public emergency the following provisions shall apply—

- Information on persons detained must be published in a public place and in Government notice stating that he or she has been detained and giving the laws that authorise the detention;
- He or she must be information, no more than 4 days after the detention, in a language that he or she understands, of the grounds on which he or she is detained and furnished with a written statement;
- his or her case shall, not more than 30 days after the commencement of his or her detention and thereafter during the detention at intervals of not more than three months, be reviewed by an independent and impartial tribunal established by law and presided over by a person appointed by the Chief Justice;
- he or she shall be afforded reasonable opportunity to consult a legal practitioner of his or her own choice and to hold private communication with him or her; and
- he or she shall, at the hearing of his or her case by the tribunal appointed for its review, be permitted to appear in person or by a legal practitioner of his or her own choice.

Declaration of Incompatibility – Part 1, Section 23

If in any legal proceedings primary legislation is found to be incompatible with the BoRFR, the court must make a declaration recording that the incompatibility of the legislation with the relevant section of the BoRFR.

Once the court makes a declaration of incompatibility, the law will remain in force until the legislature decides how to remedy the incompatibility.

Duty of Public Officials – Part 1, Section 24

It is unlawful for a public official to make a decision or to act in a way that is incompatible with the BoRFR unless the public official is required or authorised to do so by primary legislation. In other words, if the Immigration Law allows an Immigration Officer to make a decision that the BoRFR would not support then the Immigration Officer may still make that decision if he or she feels it is the most appropriate one to make. This is how a declaration of incompatibilities is identified.

Interpretive Obligation – Part 1, Section 25

In any case where the compatibility of primary or subordinate legislation with the BoRFR is unclear or ambiguous, such legislation must, so far as it is possible to do so, be read and given effect in a way which is compatible with the rights set out in the BoRFR. In other words a public official should at all times seek to work within the BoRFR.

Enforcement of Rights and Freedoms – Part 1, Section 26

Any person may apply to the Grand Court to claim that government has breached or threatened his or her rights and freedoms under the BoRFR within one year of the alleged breach occurring. The Grand Court shall determine such an application fairly and within a reasonable time.

When we need help in understanding the BoRFR the case will be dealt with in the Grand Court in the first instance. As with other case appeals from the Grand Court shall take place with the Court of Appeal. Appeals of decisions made by the Court of Appeals shall rest with Her Majesty in Council (the Privy Council).

Remedies – Part 1, Section 27

If the court finds that a decision or act made by a public official is (or would be) unlawful, it can grant the person affected a relief or remedy that it considers to be just and appropriate after considering all of the circumstances in the case and any other relief or remedy already granted to the said person.

Interpretation of the Bill of Rights – Part 1, Section 28

This section defines words or terms used in the BoRFR such as “Caymanian” and “Public Official”.

Key Terms

Absolute Rights

Absolute rights cannot be restricted in any way or under any circumstances by the government.

Balancing

At times a public official may have to strike a balance between a person's rights and the needs of other people or society as a whole.

Child

A young person under the age of eighteen years old.

Consent

Permission for something to happen or agreement to do something.

Correspondence

The definition of 'correspondence' is broad, and can include communication by letter, telephone, mobile phone, fax, or email.

Degrading Treatment

Treatment arousing feelings of fear, anguish and inferiority capable of humiliating and debasing the victim.

Democracy

A system of government; control of an organisation or group by the majority of its members.

Development

A state of growth or advancement.

Discrimination

When lines are established that not only separate groups but suggest that one group is superior or inferior simply because of race, colour, sex, language, religion, political opinion or national or social origin.

Fairness

Being free from all bias or injustice.

Family Life

The right to respect for family life includes the right to have family relationships recognised by the law. It also includes the right for a family to live together and enjoy each other's company. The concept of 'family life' under Article 8 of the European Convention on Human Rights is broader

than that defined as ‘the nuclear family’. As such, European Convention on Human Rights case law indicates that ‘family life’ can include the relationship between an unmarried couple, an adopted child and the adoptive parent, or a foster parent and fostered child.

Forced or Compulsory Labour

Arises when a person is made to work or perform a service against their will, and where the requirement to do the work is unjust or oppressive, or the work itself involves avoidable hardship. It can cover all kinds of work and services.

Freedom

Not being imprisoned or enslaved; the power or right to act, think, or speak as one wants.

Freedom of Assembly

This term applies to:

- Static meetings
- Marches
- Demonstration
- Public service associations
- Public processions

Freedom of Association

A person’s right to freedom of association includes:

- The right to form a political party (or non-political association such as a trade union or other voluntary group)
- The right not to join and not be a member of such an association or other voluntary group.

Home

Everyone has the right to enjoy living in their home without public authorities intruding or preventing them from entering it or living in it. People also have the right to enjoy their homes peacefully. This may mean that the state has to take positive action so that a person can peacefully enjoy their home, for example, to prevent serious environmental pollution. A person’s ‘home’ may include their place of business. A person does not have to own their home to enjoy these rights.

Indirect discrimination

Occurs when a rule that applies equally to everyone results in a disproportionate disadvantage to a particular group, for example a requirement that a job holder must be over six feet tall would exclude more women than men, even though it might be possible for someone below six feet to do the job perfectly well.

Inhuman Treatment

Treatment which is less severe than torture but still causes serious physical and/or mental pain or suffering.

Law

A system of rules which a particular community recognises as regulating the actions of its members. It may be enforced by imposing penalties.

Liberty

Freedom from control by an oppressive government or individual; freedom from captivity, confinement or physical restraint.

Limited Rights

Limited rights are rights where the specific circumstances in which this right can be lawfully restricted or interfered with are set out in full in the definition of the right itself.

Morality

Principles concerning the difference between right and wrong or good and bad behaviour.

Opinion

Beliefs or conclusions held with confidence but not substantiated by positive knowledge or proof.

Positive discrimination

Occurs when a disadvantaged group is treated more favourably in order to assist them in redressing an existing situation of inequality.

Possessions' and 'property'

These terms have wide meanings, including land, houses, leases, money and personal property. It also covers intangible things such as shares, goodwill in a business, patents, and some forms of licences, including those which allow people to exercise a trade or profession. Entitlements to social security benefits, such as pension, are also generally classified as property.

Prejudice

An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason.

Preserve

Maintaining something in its original or existing state.

Prisoner

Any person deprived of their personal, physical liberty.

Privacy

A state in which one is not observed or disturbed by other people; being free from public attention.

Private Life

The concept of 'private life' is broad by international standards. In general, the right to a private life means that a person has the right to live their own life with such personal privacy as is reasonable in a democratic society, taking into accounts the rights and freedoms of others.

Protection

The act of keeping safe from harm or injury.

Public

Ordinary people in general; the community.

Qualified Rights

Qualified rights are rights that can lawfully be restricted or taken away by the government in certain broadly defined circumstances. Usually, the right is set out and followed by a list of criteria which explain the general circumstances when it will be lawful for the state to interfere with or restrict the right, balancing those rights against the rights and interests of others.

Resources

A stock or supply of money, materials, staff, personal attributes or capabilities, and other assets that can be drawn on by a person or group in order to function effectively.

Slavery and Servitude

These terms are closely connected, but slavery involves being owned by another person – like a possession – whilst servitude usually involves a requirement to live on another's property and with no possibility of changing the situation.

Stereotype

Thinking all people who belong to a certain group are the same and labelling them, e.g. all girls are terrible at sports.

Torture

The deliberate infliction of severe pain or suffering, whether to punish or intimidate, or to obtain information.

Trafficking

Movement of a person by deception or coercion into a situation of exploitation.

Learning Activities

Activity #1 – What is Dignity?

Rights/Concepts Demonstrated: Life

Tell students that it is important for them to respect the dignity of other people and to treat others fairly in all aspects of life, including at home, in school, and anywhere else that they visit. Ask students to raise their hand if they can describe what dignity is; if answers are offered, write relevant key words on the board under the heading “dignity”. If necessary prompt students – tell them that dignity is about how people feel, think, and behave. Ask students, – if you respected someone’s dignity, how would you try to make them feel? How would you behave if you respected someone’s dignity? Add descriptor words under the heading such as, ‘confidence’, ‘love’, ‘secure’, ‘smart’, ‘important’, and other positive words associated with having dignity.

Activity #2 – Who wants to be Loved?

Rights/Concepts Demonstrated: Appreciating similarities and differences

Tell students to stand up from their chair. While students are standing tell them you want them to listen carefully to your question. Tell students to sit down if they like being loved. Tell students to look around at everyone who likes to feel loved; all students should be sitting. Repeat the activity using the descriptor words on the board including – sit down if you like to feel safe and secure; smart, important, happy, etc. Reinforce that these attributes describe dignity, and by the activity we can tell that everyone likes to have dignity.

Activity #3 – In the Same Boat

Rights/Concepts Demonstrated: Appreciating similarities and differences

The teacher explains that people sometimes forget that everyone has dignity. Then the teacher names a category (e.g. month of birth, number of siblings, kind of pet, favourite toy, game, number of languages spoken, career aspiration, hobby, favourite school subject, etc.) and asks children to form a group at the front of the class; those who do not share the attribute remain in their seats. Remind students of the previous activity that everyone has dignity. Ask students who are seated if they still have dignity even though they are not in the group at the front of the class.

Activity #4 – Similarities and Differences

Rights/Concepts Demonstrated: Protecting Life – The Individual in Society

Place a convenient object (e.g. an inverted wastepaper bin) before the class. Suggest that it is a visitor from another part of the universe. This visitor is curious to learn about the beings who call themselves “human”. Ask for suggestions that might help the visitor identify us as “human beings”.

Discuss:

- What does it mean to be “human”?
- How is that different from just being alive or “surviving”?

Activity #5 – Find Someone Who...

Rights/Concepts Demonstrated: Protecting Life – The Individual in Society

1. Provide each student with a copy of the activity sheet *Find Someone Who....* (page 37) If necessary, demonstrate the language needed for the question that students need to ask (e.g. Have you ever played football?).
2. Students then move around their group, or class, asking questions and recording the names of people who fit the description.
3. After completing the activity sheet, students regroup to compare notes as a class and see how many students fit into each category. Volunteers can use this as a brainstorming activity to work out similarities and differences between class members.
4. This activity should be followed by other activities that explore the concepts of diversity and anti-discrimination in more depth.

Categories can be changed to suit the class.

Activity #6 – Message in a Bottle

Rights/Concepts Demonstrated: Protecting Life – The Individual in Society

Ask students to imagine that signals have been received from outer space. The United Nations is going to send information about human beings in a special ship. It is the students' job to choose what to send (e.g. music, models of people, clothing, literature, religious objects). Brainstorm possibilities as a class, or set the activity as an individual or small group project. The questions at issue here – “What am I?”, “Who are we?” – are profound. The activities above should provide an opportunity for students to begin to establish a sense of themselves as human beings and an understanding of human dignity. This is crucial if they are ever to see themselves as human agents, with a responsibility to humanity in all its many and varied forms. Defining what is human in general helps us to see what might be inhuman.

Activity #7 – Beginnings and Endings

Rights/Concepts Demonstrated: Protecting Life – The Individual in Society

Human beings within societies are of the highest complexity. At the teacher's discretion, the class can look at the right to be alive as argued for at each end of an individual's life:

- Where does “life” begin?
- Could it ever be taken away?
- What kind of factors determine our opinions about what “life” means (e.g. religion, technology, law, etc.)?

Activity #8 – Protecting Children

Rights/Concepts Demonstrated: Protection of Children

Look through the Convention on the Rights of the Child and list all the articles that offer protection to children's lives and the circumstances and specific forms of abuse and exploitation that these articles mention.

- Are there others that you might add?
- Are some children more vulnerable and in need of protection than others?

Discuss responsibility for protecting children:

- According to the Convention, who has the responsibility for protecting children?

- Does the Convention give any order of priority for this responsibility?
- What happens when those responsible for protecting children fail to do so?

Research child protection in your community and compare what you find to the list generated at the beginning of this activity.

- What are children's particular needs for protection in your community?
- What people or groups are providing protection for them?
- Are there ways you and your class can contribute to this protection?
- Why do you think that the rights of children needed to be expressed in a special human rights treaty?

Activity #9 – Universal Declaration of Human Rights

Rights/Concepts Demonstrated: All

Students can watch videos online which are intended to explain about the history of the Universal Declaration of Human Rights, and the reasons behind why it exists.

Animated video:

<http://www.youtube.com/watch?v=Pby1KngOhBY>

Historical video – The Story of Human Rights:

<http://www.youtube.com/watch?v=oh3BbLk5UIQ&feature=related>

Activity #10 – A Circle of Respect

Rights/Concepts Demonstrated: Confidence, Self-esteem, and Respect

Tell students to stand up from their chair. Make arrangements in the classroom to allow students to sit on the floor in a circle. After students are seated, show them the “wand of respect” and explain that only the person holding the stick will be able to speak; that means the others must show respect by listening to the person holding the stick and speaking.

Explain to students that you will ask a question to the person sitting to your right. Then you will pass the “wand of respect” to that person who will answer the question. The person holding the wand will then repeat the process and ask a question to the person seated to their right.

Repeat the process ideally until students have answered at least two questions; however, continues for as long as time permits (15 mins). Assist students by asking questions if they are unable to think of a question. Following the activity place chairs and desks back to normal position and have students return to their desks.

Set an example by joining the circle and while holding the stick ask and answer three questions. See below for examples.

Circle of Respect Questions

1. What do you like best about yourself?
2. What would you like to be when you are grown up?
3. What do you think your name means?

4. What do you like to learn about?
5. When do you feel happy?
6. When do you feel sad?
7. If you could be an animal, what would you be?
8. If you were a fish, where would you swim to first?
9. If you were a bird, where you fly to first?
10. What is your favourite colour?
11. What is your favourite musical instrument?
12. What is your favourite food?
13. What sport are you best at playing?

Activity #11 – Who Am I

Rights/Concepts Demonstrated: Confidence, Self-esteem, and Respect

Explain to students that we now know more about our classmates because we asked questions and showed respect by listening to the answers. Tell students that we are going to create a drawing for someone special; maybe their parents, grandparents, brother, sister, neighbour, friend, etc. so that person will know a little more about them too.

Show students a sheet of paper with the outline of a person (pg. 38). Tell students to finish the four sentences on the paper then draw and colour the outline as a self-portrait. Show students your example picture as a guide.

Activity #12 – Visualisation Exercise

Rights/Concepts Demonstrated: Torture, Slavery and Personal Liberty

Ask students to imagine (or draw) a slave. What does that slave look like? What is that slave doing? Where do they live? Are they living in any particular period in history? They should try to imagine their answers to these questions in as much detail as possible (repeat the questions again). To get feedback from the class on their visualisations, ask them to put up a hand if they answered yes to any of the following questions.

Put your hand up if you imagined a slave who was:

- A woman
- A child
- Alive today
- Doing housework, such as cooking and cleaning
- Living in this country
- Of white racial background

It's possible that many in the class would have imagined a slave of the type who suffered under the transatlantic slave trade, especially if the class have recently learnt about this in History lessons. Explain to the class that although the slave trade was abolished 205 years ago (in 1807), it is estimated that there are at least 12 million men, women and children in slavery around the world today (Statistics from the International Labour Organisation 2005 report 'A global alliance against

forced labour’). Slavery exists even in countries such as England and the United States, and affects people of all ages and ethnic/racial backgrounds.

Write the names of five different examples of ‘modern slavery’ on the board in this order:

1. Forced labour
2. Child labour
3. Bonded labour
4. Forced marriage
5. Descent-based slavery

In pairs or small groups, give students the ‘Definitions of Modern Slavery’ worksheet on Page 39. Ask each pair or group to work out which definition goes with which name. Students should be able to work out the answers by reading the definitions carefully and looking out for key words. Once complete go through answers with students and make sure that students understand clearly the differences between the different types of slavery. (Answers: 1 - Child labour, 2 - Bonded labour, 3 - Forced labour, 4 - Forced marriage, 5 - Descent-based slavery).

Activity #13 – A Journalist has Disappeared!

Rights/Concepts Demonstrated: Torture, Slavery and Personal Liberty

For the following case study the teacher’s discretion is advised. Provide the class with the following details:

You are a journalist. You wrote a story in your newspaper that made someone in a high position angry. The next day unidentified people broke into your home and took you away. You were beaten and put in a room alone. No one knows where you are. No one has offered to do anything. This journalist has been there for months and has been deprived of a number of basic rights.

Using the plain language Universal Declaration of Human Rights on Page 40, ask the class to determine which specific articles have been violated (UDHR articles 3, 5, 8, 9, 11, 12). Have students discuss what organisations or individuals could be of assistance in this case (introducing students to the role of civil society’s organisations). If time permits, ask students to split into groups of 3 or 4 and draft a letter to the Minister of Justice concerned, mentioning these rights, or an open letter to the journalist.

Activity #14 – Reading Activity

Rights/Concepts Demonstrated: Torture, Slavery and Personal Liberty

Have students read a book, or read excerpts aloud to them during class, that focuses on an issue related to slavery, torture or personal liberty. Examples include:

Gourevitch, Philip (1998). *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*. McCormick, Patricia (2008). *Sold*. Dorfman, Ariel (1990). *Death and the Maiden*.

Engage students in a discussion about the themes in the text. Who is in the wrong and why? Why do they think this happened? Could they see this happening in Cayman? What would they do if they encountered a friend in a situation such as this?

Activity #15 – Reporting Modern Slavery

Rights/Concepts Demonstrated: Torture, Slavery and Personal Liberty

Ask students to write a newspaper report on trafficking, which is a specific manifestation of forced labour that is happens today (see Key Terms). This could be presented as a written newspaper article, an audio ‘radio’ report, or a role-play for a TV news feature. The aim of the report is to raise awareness of the reality of trafficking and slavery today, and to explain what can be done to end this. The report should include:

- A definition of trafficking, with explanations and examples;
- An explanation of how buying fair/ethically traded goods help to tackle this and other modern forms of slavery;
- An explanation of what the Cayman Islands government could do to tackle trafficking.

Students can make use of ICT to write up/present their work.

Useful websites:

www.amnesty.org.uk/

www.antislavery.org/english/what_we_do/

www.ecpat.org.uk

www.ilo.org

www.fairtrade.net

www.ethicaltrade.org

Activity #16 – Classroom Needs

Rights/Concepts Demonstrated: Rights and Responsibilities

Classroom rules can be created in a number of ways: as a brainstorm (cutting down the results in subsequent discussion); in small groups that then present their findings to a plenary session of the whole class; or as individual assignments that the teacher collates for class consideration later.

A good way to begin is by asking children what they “want” (the list may become quite long). Then ask them to choose from this list the items they think are really needed. They should end up with something shorter and much more essential. List these on a chart labelled “Our Classroom Needs”. Finally, ask them to choose from their “needs” what they think they have a “right” to expect as members of society.

List these on a chart labelled “Our Classroom Rights”. Ask why they have chosen as they have.

Activity #17 – Classroom Responsibilities

Rights/Concepts Demonstrated: Rights and Responsibilities

Emphasize the essential connection between rights and responsibilities. After students have created the list of classroom rights, ask them to rephrase each right in terms of responsibilities and list these in a separate chart labelled “Our Classroom Responsibilities” (e.g. “Everyone should feel safe in this room” might be revised as “Everyone has the responsibility not to insult anybody or hurt anyone’s feelings”).

Activity #18 – What Would You Do?

Rights/Concepts Demonstrated: Treatment of Prisoners, Fair Trial, No Punishment without Law, Lawful Administrative Action

Let students know that your right to a fair trial matters even if you haven't broken the law. Split the class into two groups: "for" and "against". Read the case study below aloud to the class and then ask them to formulate arguments in support of the mother's case, and against the mother's case.

H v. United Kingdom (1987)

A mother who suffered with mental health problems had her child taken into care after a safety order was made to protect the child. Shortly after this she married, her mental health improved and she made applications to the courts for staying access and then for care and control, both of which were refused. The court then terminated the mother's access to the child with a view to putting the child up for adoption. Over a period of two years and seven months, the child's mother and her husband persistently but unsuccessfully approached the council seeking to re-establish contact. The council delayed considerably and failed to notify them that the child had already been placed with an adoptive family. An adoption order was subsequently made, which ended all connections between the child and the natural parents. Procedural delays had meant that by the time of the adoption hearing, the child had been with her adoptive parents for 19 months and the mother had not had access to the child for over three years.

After 5-10 minutes of debate read students the following, which is the actual resolution of the case presented above:

The court found that the delay by the council was in breach of Article 6 of the European Convention on Human Rights, particularly given the importance of what was at stake and the 'irreversibility' of adoption.

Ask students if they have any thoughts on the conclusion and the reasoning behind it.

To make this exercise more complex, you could repeat the exercise and switch the groups around, but this time impose certain arbitrary limitations on each group to better illustrate the right to fair trial by personalising it. For example, one or both groups must:

- formulate their arguments without speaking;
- formulate their arguments entirely in Spanish;
- have a shortened time limit, or no time at all to prepare;
- have a barrier constructed between them so they cannot see each other.

Discuss with the students how these limitations restricted them and how this relates to a fair trial.

Activity #19 – The Film Club

Rights/Concepts Demonstrated: Treatment of Prisoners, Fair Trial, No Punishment without Law, Lawful Administrative Action

The 1986 film *Empire of the Sun* is based on a novel of the same name written by J.G. Ballard. Ballard's book draws largely from his own experiences as a young boy in China taken as a prisoner of war by the Japanese in the late 1930s. Sharing this film clip will provide students with an approachable context for the illustration of the right to fair treatment of prisoners. Show the clip:

[http://www.basicincome.com/bp/files/Jim_Arrives_at_the_Camp.mp4]

Ask students how they felt the main character, Jim, and the other prisoners' rights were being breached in this scene.

Activity #20 – Sorts of Courts

Rights/Concepts Demonstrated: Fair Trial, No Punishment without Law, Lawful Administrative Action

Legislative processes can be learned by arranging the class into an informal court. The “disputants” can be in the middle, with their “friends” and “family” close by and the rest of the class in a circle around them as a “village”. Appoint a “magistrate” outside the circle as someone to be turned to only when the locals want an outsider's opinion. Have the disputants put their cases in turn, allowing everybody to elaborate their points. The discussion should continue until a consensus verdict is reached. The issue to be dealt with can be chosen by the teacher with the students' help – try something from a recent newspaper article. Discuss afterwards how the “law” has worked here in both the formal and the informal cases. Note how it may be impossible to find someone to blame, particularly when each party has reasonable points to make.

Activity #21 – Building Trust

Rights/Concepts Demonstrated: Building Trust & Appreciating Disabilities

Explain to students that trust is as a process by which individual A becomes trustworthy for other individuals. This trust is necessary for success and survival because it allows to a person to have confidence when collaborating with individual A.

Take the class outside in an open area if possible. Divide the class into pairs. Have one child blindfold the other and have the sighted member of the pair lead the “blind” one about for a few minutes. Make sure the leading child is not abusing the power to lead, since the idea is to nurture trust, not to destroy it. The “leader” of the pair should try to provide as wide a variety of experiences as possible, such as having the “blind” partner feel things with his or her feet or fingers, leading with vocal directions or even playing a game.

After a few minutes have the children reverse the roles and repeat the process so that the “leader” is now the led, and the “blind” partner is now the sighted one.

Once the activity is over, allow the children to talk about what happened. Have them discuss, draw or write how they felt – not just as “blind” partners but their feelings of responsibility as “leaders” too.

Activity #22 – On the Continuum

Rights/Concepts Demonstrated: How You Live Your Life - Private and Family Life, Marriage and Property

Have students stand in an open space in the classroom and tell them that the left side represents the ‘strongly agree’ side, and the right side represents the ‘strongly disagree side’, with ‘not sure’ in the middle. Make the statement, “Everyone’s privacy should be respected” and ask students to stand on the ‘strongly agree’ and ‘strongly disagree’ continuum to reflect their view on this.

Prompt questions and tell students to move if these questions make them change their mind about their original position on the continuum:

- What about people who put themselves in the public eye, such as politicians and celebrities? Should a journalist be entitled to expose their private life in a newspaper article?
- What if the police need to break into files on a computer, or review CCTV footage from your neighbourhood, to find out if there is criminal activity?

Explain to students the need for balancing rights. Sometimes the right to privacy conflicts with other rights. For instance, imagine that teachers are tipped off about a knife fight. Should they be able to do bag searches? What other human rights might be affected if the fight wasn’t prevented? You can use any rights from the BoRFR for this walking debate. However a few are suggested below with prompt questions. Examples of situations when rights *conflict* and need to be *balanced* are also given.

Encourage students to refer to specific rights from the BoRFR in their answers, such as: Article 3, the right to life and to live in safety. In this situation, how would you balance these conflicting rights? Do you think the right to privacy needs to be limited? Encourage students to explain their answers and change their position on the continuum if anything they have heard has changed their opinion.

Activity #23 – Not in My Backyard

Rights/Concepts Demonstrated: How You Live Your Life - Private and Family Life, Marriage and Property

This activity about changes in land use heightens student awareness of the ‘not-in-my-back-yard’ (NIMBY) syndrome. It highlights questions about amenities that can generate controversy. It focuses on environmental issues and moral rights. It has strong links with citizenship in the community. Some suspension of belief is required in this exercise: you will need to point out to students that in reality it would be highly unlikely that all of these land uses (including the

development of a landfill site and a nuclear power station) would be taking place down their street at the same time!

Ask students to imagine that there is a proposal to locate each of the amenities listed on the street where they live. Ask them to fill in the first column of their sheet with personal reactions according to the following scale:

5 = Highly desirable in my street

4 = Desirable

3 = Don't mind one way or the other

2 = Undesirable

1 = Highly undesirable in my street

What changes may result from the location of any of these amenities in their street – for example, changes in: visual appearances, the way people travel, traffic volume, the population of the neighbourhood, the quality of air and water, the amount of noise. After discussion students can record their reactions to the same amenities being located in each of the other columns.

Now ask students to circle each of the amenities that they have scored with a 2 or 1 in their own street. Working with a partner, students discuss what possible courses of action they could follow to stop the development of these amenities in their community. These might include writing to a local MLA or Councillor, leafleting the neighbourhood, objecting to a planning application, arranging a public meeting or demonstration, organising a petition, other ideas.

Do any of the amenities listed support people's rights? Which are these? What rights do they support? What responsibilities do people have who claim these rights? What conflicting rights can students find in this exercise, e.g. the video games arcade – Right to Leisure (UDHR Article 24) versus Right to Privacy (UDHR Article 12).

Follow-up: Many local areas experience problems with 'new' amenities such as new roads or buildings. Students can investigate a local issue from the perspective of rights and responsibilities, using material from local papers. This activity could also be set within a global context investigating, for example, toxic waste dumping; nuclear power stations; deforestation for ranching; safari parks; oil terminals; chemical plants and others.

Activity #24 – Word Search

Rights/Concepts Demonstrated: How You Live Your Life - Private and Family Life, Marriage and Property

Distribute the Activity Sheet: *Word Search* (page XX) to the class. The words listed on this sheet are all found in one of the three rights featured in this section. See how many of these words your students can find in a 5-10 minute time limit. Discuss the words with them after to make sure they understand the meanings. The answers to the word search are on the following page.

Activity #25 – Planning for a New Country

Rights/Concepts Demonstrated: Understanding Human Rights

Explain that a new land has been discovered that has everything needed to sustain human life. No one has ever lived there before. There are no laws and no history. The whole class will be settling there. A small group has been appointed to draw up a list of rights for this all-new country. You do not know what position you will have in the new country.

Working in small groups, students in each group give this country a name and list ten rights the whole group can agree upon. Each group presents its list and the whole class makes a “class list” that includes all the rights mentioned. Discuss the class list (e.g. what would happen if some rights were excluded? Have any important rights been left out? How is this list different from your classroom rules?)

Activity #26 – Spot the Difference

Rights/Concepts Demonstrated: Social and Cultural Well-being - Non-Discrimination and Conscience and Religion

Present the following statements:

1. I like doctors because they are always kind.
2. I like the fact that some doctors are kind to me.
3. Doctors are a kind lot.

Discuss which of the above is the stereotype (No. 3), which is the prejudice (No. 1), and which is merely the statement of opinion (No. 2). Point out how all three statements (as mental frames of reference) will make it harder to appreciate doctors not only as kind and caring people, but as cross and impatient ones too! Discuss how stereotype, prejudice and opinion predetermine attitudes.

Activity #27 – “Minority” Report

Rights/Concepts Demonstrated: Social and Cultural Well-being - Non-Discrimination and Conscience and Religion

Help the class develop a definition of “minority group”. For example, are minority groups always in a minority statistically? In what ways do minorities usually differ from the majority or dominant population?

Brainstorm with the class a list of contemporary “minority groups”, starting with the local community. Be sure to include minorities based on class, ability, religion and other factors than just race. Do these minority groups experience discrimination? In what ways? Senior students could eventually do case studies to find out about the size, location, history, culture, contemporary living conditions and key claims of specific minority groups.

- What are some circumstances that create minority groups in a population (e.g. indigenous peoples, immigrants, refugees, migrant workers)?

Activity #28 – A Long Way to Cherry Time

Rights/Concepts Demonstrated: Social and Cultural Well-being - Non-Discrimination and Conscience and Religion

Prisoners of conscience and the 'disappeared' suffer a denial of basic human rights. The right to a fair trial, no punishment without law, the right to freedom of religious belief and freedom of opinion and expression are all necessary within a modern democracy, and yet are all too often denied to individuals around the world today. Students can explore these issues in a simple way by reading and reflecting upon the award-winning story *A Long Way to Cherry Time*, which can be accessed in an interactive format online: <http://groups.amnesty.org.uk/cherrytime/index.html> Ask students to take turns reading the story. Be sure to discuss with students their thoughts afterwards.

Activity #29 – Gender Bending

Rights/Concepts Demonstrated: Social and Cultural Well-being - Non-Discrimination and Conscience and Religion

Take a familiar story (e.g. from a novel, film, TV series or folk tale) and retell it with the gender of the characters switched. Discuss the effects of this gender switch. Here are some ideas to get you started:

- Lee, Harper. 1960. *To Kill a Mockingbird*.
- Noyce, Philip. 2002. *Rabbit-proof Fence*.
- Roy, Arundati. 1998. *The God of Small Things*.
- Shakespeare, William. *The Tempest*.
- Wright, Richard. 1940. *Native Son*.
- Anansi Stories: <http://www.sacred-texts.com/afr/jas/>

Activity #30 – Speak Free

Rights/Concepts Demonstrated: Making our Voices Heard - Expression, Assembly and Action and Movement

Show the students the Image on page 44 and ask them what thoughts/feelings it evokes for them.

Ask students if they know what the organisation “Amnesty International” is, or what it does. Explain to them that it was started because of one person’s observation that everyone’s right to freedom of expression needed to be respected. Read aloud this story of what sparked Amnesty International’s founding:

“In 1960, Peter Benenson, a 40-year-old British lawyer, told a story about two Portuguese students who had raised their glasses to drink a toast to ‘Freedom!’ in a bar in Lisbon, the capital of Portugal. At that time, Portugal was under the dictatorship of General Salazar. [***Take a moment to pause here to ensure that students understand what a dictatorship is***]. Peter Benenson had read that the students had been arrested and sentenced to seven years’ imprisonment for their simple gesture. On 28 May 1961 Peter Benenson’s article ‘The Forgotten Prisoners’ appeared in *The Observer* newspaper. It told the stories of people who were in prison simply because of their ideas. People around the world responded to Benenson’s article, and within eight weeks Amnesty International held its first international meeting.”

Ask students to split into pairs, or small groups, and have them discuss what could or should have been done about the case of the Portuguese students. Ask for one student from each group to report back to the class after 5 minutes about the ideas they came up with.

Round off the discussion by asking students if they can think of any situations like the example described above that may have happened in Cayman or in their own communities.

Activity #31 – Creative Expression

Rights/Concepts Demonstrated: Making our Voices Heard - Expression, Assembly and Action and Movement

Have students draw pictures the rights and freedoms that they feel important to them on same-sized pieces of paper. When complete, the class can make its own family “Human Rights Tapestry” by using a hole punch to make holes in each corner. Use yarn to tie together the drawings to make a tapestry. Alternatively, students can also make posters or collages together in small groups. Help your students write a poem or story about human rights. Older students can even make a video! The art work or video can then be displayed in the classroom or elsewhere in the school, or screened at an assembly, as an example of freedom of expression.

Activity #32 – Who’s Not Here

Rights/Concepts Demonstrated: Protection of Children, Protection of the Environment and Education

Ask students to consider what categories of young people are not represented in their school, for example:

- Many girls or boys?
- Students with physical disabilities?
- Students with mental disabilities?
- Students who have been in trouble with the law or the school authorities?
- Students who are orphaned?
- Homeless students?
- Students who are parents and/or are married?
- Students whose parents are migrant workers?
- Refugee students?
- Students of minority groups in the community?
- Poor students whose families need them to work?

For each group mentioned as absent from their school, ask:

- Why don’t these students attend this school? Should they? Why or why not?
- Do they attend school elsewhere?
- What about students who cannot physically attend a school? How do they get an education?

If some children named attend different schools, ask:

- Why do these students attend a different school from yours?

- Where is this school? Can students get there easily?
- Must families pay for their students to attend this school?

What if the parents cannot afford this alternative school?

- Do you think students get a good education there?

Ask how the right to education can be made available to those students who do not attend school (e.g. poor students whose families need them to work; girls who marry or have children while still of school age). Whose responsibility is it to ensure that they receive an education?

If possible, have students research and perhaps visit some schools for students with special needs. Have students discuss or write about whether these alternative schools meet the standards of the Convention of the Rights of the Child regarding the child's right to education. What can they do to advocate for the rights of all children to an education?

Activity #33 – Water under the Bridge

Rights/Concepts Demonstrated: Protection of the Environment

On an overhead projector or digital projector show students the three maps of the world (pgs 46, 47 and 48). Full page print versions of these maps can be found at the end of this unit if access to internet is limited.

Show Map 1, and have students confirm that this is a regular map of the world:

Standard Land Area Map: http://www.worldmapper.org/index_map.html

Before switching to the next map, ask students if they can guess which countries use the most water. After a few guesses, show Map 2 and ask students if they know what this is a map of:

Water Usage Map: <http://www.grida.no/graphic.aspx?f=series/vg-water2/0215-0-water-tot-EN.jpg>

Have students guess what this map could be showing. Reveal to the class that this is a map that represents the proportions of water use worldwide by country. If students don't understand what this means, explain that it is a map that shows which countries use more (or less) water relative to the other countries in the world. Ask if this is what students expected, and if it's not, ask why they had other expectations. Ask students what they think the significance of water usage around the world is.

Show students Map 3 and explain to them that it illustrates the percentage of the population in each country which have "improved" water sources, meaning that they have a household connection to the main water supply, a public standpipe, a borehole, a protected dug well, a protected spring, or rainwater collection.

Improved Water Map: <http://www.worldmapper.org/images/largepng/104.png>

Have students split up into groups of 3 or 4 and discuss amongst themselves a list of things they think might contribute to making water unsafe for consumption or other daily uses. After 3-5

minutes have students report back to the class the items on their list and write them on the whiteboard.

Once the list is complete ask students which of these items they think could affect the water in Cayman. Probe further to get them thinking: what industries in Cayman could impact our water? Do they feel that our water is safe? Does water have to be dirty to be unsafe?

Propose a hypothetical scenario to the students:

They discover that a government office has been contaminating drinking water by improperly regulating the disposal of waste, or purposely disposing of toxic chemicals that seep into the water table without informing the public.

Have students draft a letter as a class that helps them protect their right to Protection of the Environment. Who is this letter sent to? What will it say? Options include:

- How does government's action breach the right to Protection of the Environment?
- How is this pollution negatively impacting the community in general? Does it impact businesses and agriculture as well as individuals?
- Are they going to take legal action against the government? How else can they show disapproval?
- Why is clean water important?

Activity #35 – Introducing the Bill of Rights

Rights/Concepts Demonstrated: All

Introduce the Cayman Islands Bill of Rights, Freedoms, and Responsibilities explaining that it is a list of rights for all people in the Cayman Islands. Then read the illustrated version aloud.

If students hear an article / right that matches one of the rights on the class list, write the number of that article next to the right.

After completing the reading, discuss the results:

- Were any rights in the Cayman Islands Bill of Rights left off the class list?
- Do students now want to add any new rights to the list?
- Were any rights on the class list left out of the Universal Declaration?
- Does the Cayman Islands Bill of Rights include responsibilities as well as rights?

Activity #35 – Web of Confidence

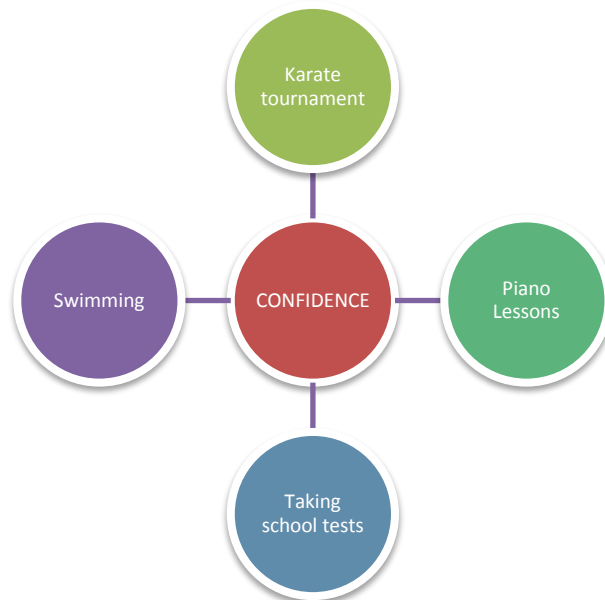
Rights/Concepts Demonstrated: Confidence, Self-esteem, and Respect

If time permits or students are interested in completing an additional activity outside of the classroom, introduce the Web of Confidence activity. The activity is aimed at enhancing self-reflection by students on events that showcased times in which they demonstrated confidence.

Students write the word “confidence” in a circle, and then draw additional circles joined back to the confidence circle by lines. In the additional circles students write in events that they remember being confident in their talents, skills, knowledge, etc.

Students can be as creative as they wish; for example, colouring or shading the circles and lines.

The following illustration is an example of a Web of Confidence:

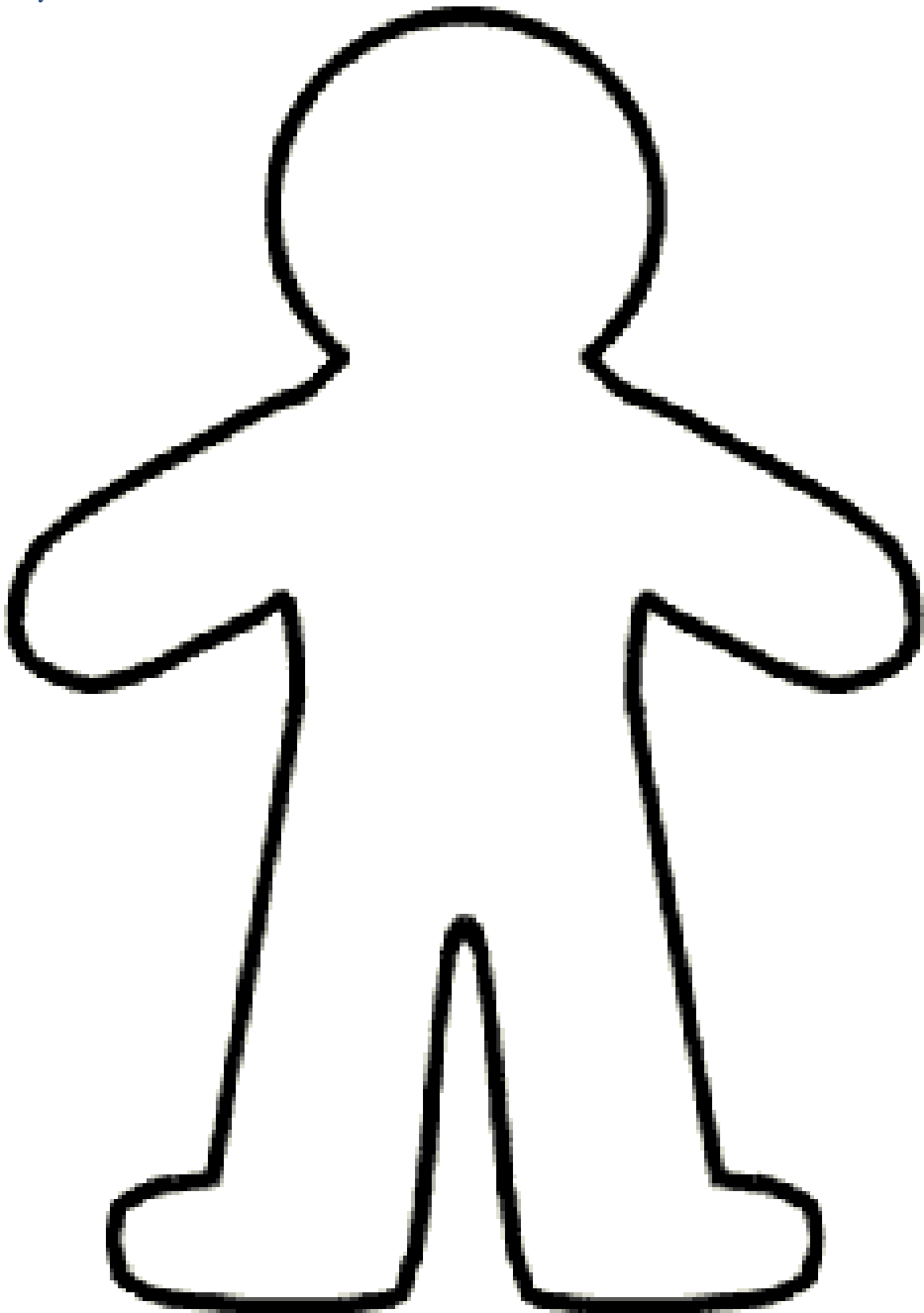


Learning Activity Worksheets

Activity #5 – Find Someone Who...

Has played basketball	Has been to a place of worship other than their own
Has celebrated a religious occasion	Likes noodle soup
Has travelled on a plane	Is allergic to peanuts
Has more than three names	Was not born in Cayman
Likes broccoli	Has more than two siblings
Has lived in another country	Likes cold weather
Speaks more than one language	Rides a bicycle

Activity #11 – Who Am I?



Activity #12 – Definitions of Modern Slavery

1. This form of slavery exists when the labourer is below the minimum legal working age. Many young people are forced to work because they are poor and cannot survive without the extra income. Employers may prefer to hire workers who are below the minimum legal age because, compared to adults, they are less likely to protest against low wages and poor working conditions.
2. This form of slavery is when a person is forced to work as a means of repayment for a loan. It is also sometimes known as 'debt bondage'. The labourer will often receive basic food and shelter as 'payment' for their work, but may never pay off the loan, which can be passed down for generations.
3. This type of slavery affects people who are illegally recruited by individuals, governments or political parties and made to work against their will. The victims of this kind of slavery are threatened with violence and other punishments and usually receive little or no pay for their work.
4. This type of slavery affects girls and women who are told who they are to marry and are not given any choice on the matter. Many of these girls and women are treated as slaves by their husbands and are often victims of physical violence.
5. This type of slavery affects people who are born into a 'group' that society views as suited to being used as slave labour. This 'group' could be based on class, race or ethnicity. People born into this group face ongoing discrimination throughout their life and aren't free to choose what kind of work they do or who they work for.

**Activity#13 – The Universal
Declaration of Human Rights (1948)
(Young people’s version)**

1. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.
3. We all have the right to life, and to live in freedom and safety.
4. Nobody has any right to make us a slave. We cannot make anyone else our slave.
5. Nobody has any right to hurt us or to torture us.
6. We all have the same right to use the law.
7. The law is the same for everyone. It must treat us all fairly.
8. We can all ask for the law to help us when we are not treated fairly.
9. Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
10. If we are put on trial, this should be in public. Those who try us should not let anyone tell them what to do.
11. Nobody should be blamed for doing something until it has been proved that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.
12. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family, without a very good reason.
13. We all have the right to go where we want to in our own country and to travel abroad as we wish.
14. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. We all have the right to belong to a country.
16. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.
20. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don’t want to.
21. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.
22. We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.
23. Every grown-up has the right to a job, to get a fair wage for their work, and to join a trade union.
24. We all have the right to rest from work and relax.
25. We all have the right to a good life, with enough food, clothing, housing, and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.
26. We all have the right to education, and to finish primary school, which should be free. We should be able to learn a career, or to make use of all our skills. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.
27. We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
28. We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.
29. We have a duty to other people, and we should protect their rights and freedoms.
30. Nobody can take away these rights and freedoms from us.

Activity#23 – Not in My Backyard

	In Your Street	In a Nearby Street	In Another Neighbourhood
Small recycling drop-off point			
Small Park			
All-night take-out café			
Landfill			
Video games arcade			
Mosque			
Residential facility for those recovering from mental illness			
Bar with live music and late weekend license			
Health centre			
Nuclear power station			
Affordable housing site			
Measures to slow traffic			
After school activity club			

Activity#24 – Word Search

Consent	Liquidate	Public order	Lawful	Privacy
Respect	Moral	Premises	Acquire	
Protection	Marriageable age	Compensation	Search	
Interfere	Correspondence	Found a family	Possession	

P	R	I	V	A	C	Y	P	O	S	S	E	S	S	I	O	N
Q	C	F	E	O	R	J	C	S	F	N	Y	I	R	E	L	N
O	O	O	S	P	D	S	E	A	R	C	H	E	C	T	B	E
J	M	U	G	B	L	M	A	I	E	E	D	N	N	J	G	Y
K	P	N	O	E	A	C	Q	U	I	R	E	F	F	A	D	F
L	E	D	K	V	W	G	P	H	O	D	R	G	E	U	J	P
Y	N	A	B	F	F	H	N	C	N	R	U	L	W	D	V	R
L	S	F	V	N	U	R	I	O	U	W	B	I	C	I	L	O
J	A	A	F	X	L	L	P	G	L	A	D	Q	N	U	Y	T
P	T	M	N	B	B	S	Q	I	E	L	B	U	N	F	I	E
R	I	I	S	U	E	S	S	G	E	C	Z	I	E	R	V	C
E	O	L	P	R	Q	U	A	M	R	M	S	D	R	E	Q	T
M	N	Y	R	T	O	I	O	L	M	G	I	A	W	S	T	I
I	A	O	Y	D	R	R	V	J	R	H	B	T	L	P	I	O
S	C	G	R	R	S	I	N	T	E	R	F	E	R	E	L	N
E	T	S	A	W	A	V	R	K	J	M	I	K	C	C	K	Z
S	J	M	O	R	A	L	E	C	O	N	S	E	N	T	T	W

P	R	I	V	A	C	Y	P	O	S	S	E	S	S	I	O	N
Q	C	F	E	O	R	J	C	S	F	N	Y	I	R	E	L	N
O	O	O	S	P	D		S	E	A	R	C	H	E	C	T	B
J	M	U	G	B		L	M	A	I	E	E	D	N	N	J	G
K	P	N	O	E		A	C	Q	U	I	R	E	F	F	A	D
L	E	D	K	V		W	G	P	H	O	D	R	G	E	U	J
Y	N	A	B	F		F	H	N	C	N	R	U	L	W	D	V
L	S	F	V	N		U	R	I	O	U	W	B	I	C	I	L
J	A	A	F	X		L	L	P	G	L	A	D	Q	N	U	Y
P	T	M	N	B		B	S	Q	I	E	L	B	U	N	F	I
R	I	I	S	U		E	S	S	G	E	C	Z	I	E	R	V
E	O	L	P	R		Q	U	A	M	R	M	S	D	R	E	Q
M	N	Y	R	T		O	I	O	L	M	G	I	A	W	S	T
I	A	O	Y	D		R	R	V	J	R	H	B	T	L	P	I
S	C	G	R	R		S	I	N	T	E	R	F	E	R	E	L
E	T	S	A	W		A	V	R	K	J	M	I	K	C	C	K
S	J	M	O	R		A	L	E	C	O	N	S	E	N	T	T

Activity#30 – Speak Free



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Activity#31 – Border Control

Immigration Officers' Arguments and Options

You can use these arguments and any others you can think of:

- They are desperate, we can't send them back.
- If we will send them back we will be responsible if they are arrested, tortured or killed.
- We have legal obligations to accept refugees.
- They have no money, and will need state support. Our country cannot afford that. Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?
- Our country is a military and business partner of country X. we can't be seen to be protecting them
- Maybe they have skills we need?
- There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.
- If we let them in, others will also demand entry.
- They don't speak our language, they have a different religion and they eat different food. They won't integrate.
- They will bring political trouble.

Before the roleplay, think about the following options:

- Will you let all of the refugees across the border?
- Will you let some across the border?
- Will you split them up by age, profession, wealth...?
- Will you do something else instead?

Refugees' Arguments and Options

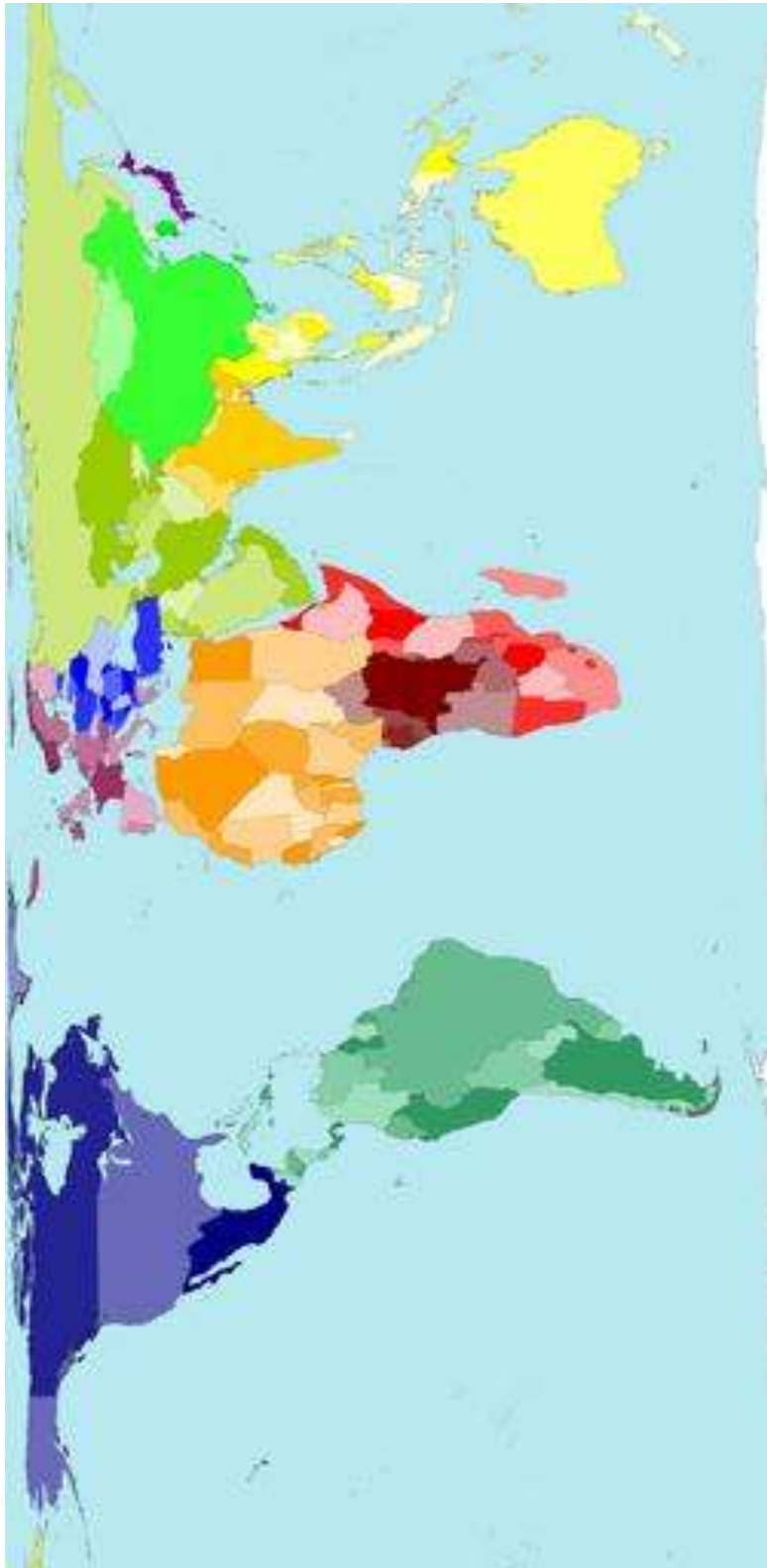
You can use these arguments and any others you can think of:

- It is our right to receive asylum.
- Our children are hungry, you have a moral responsibility to help us.
- We will be killed if we go back.
- We have no money.
- We can't go anywhere else.
- I was a doctor in my home town.
- We only want shelter until it is safe to return.
- Other refugees have been allowed into your country.

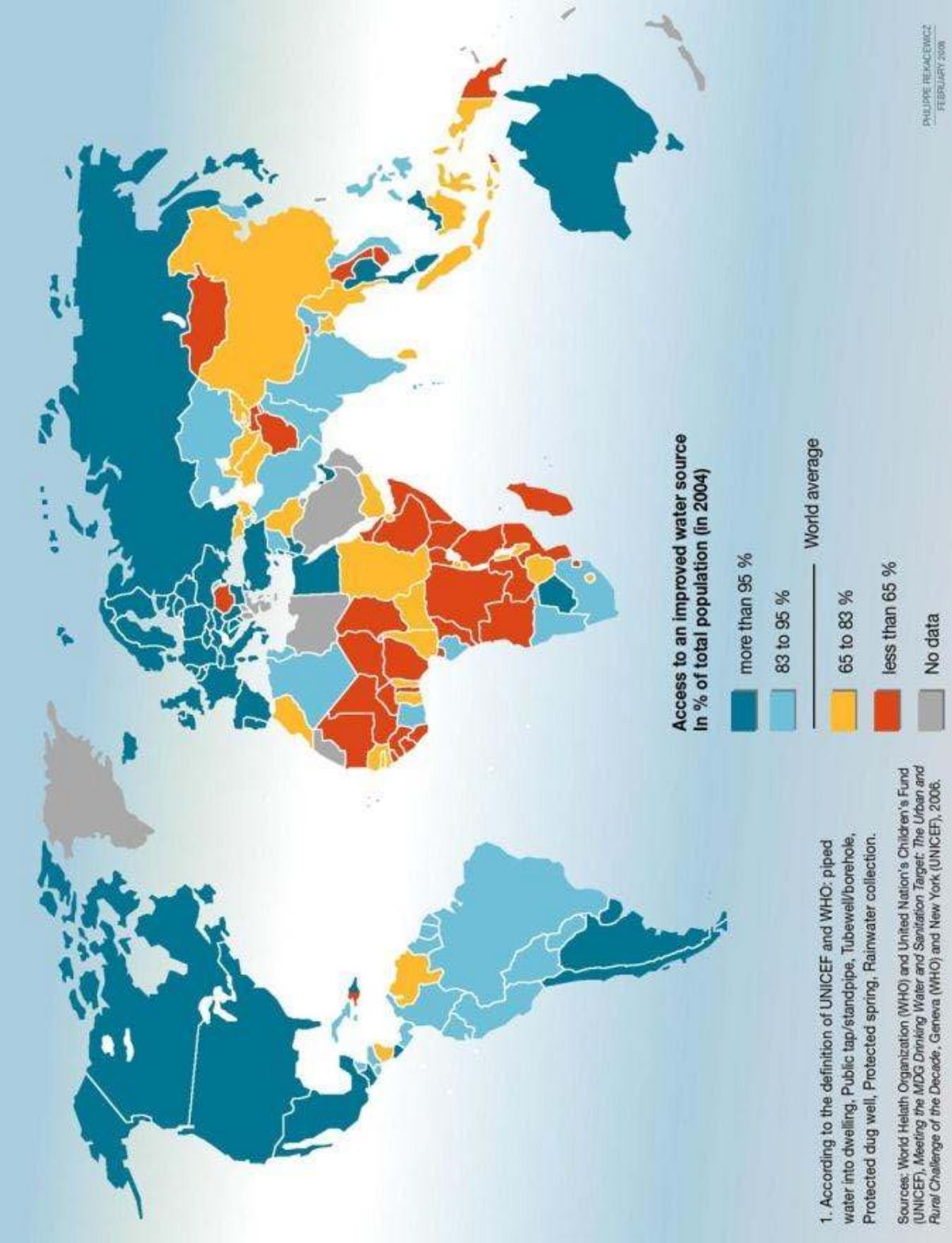
Before the role play, think about the following options:

- Will you split up if the immigration officers ask you to?
- Will you go home if they try to send you back?

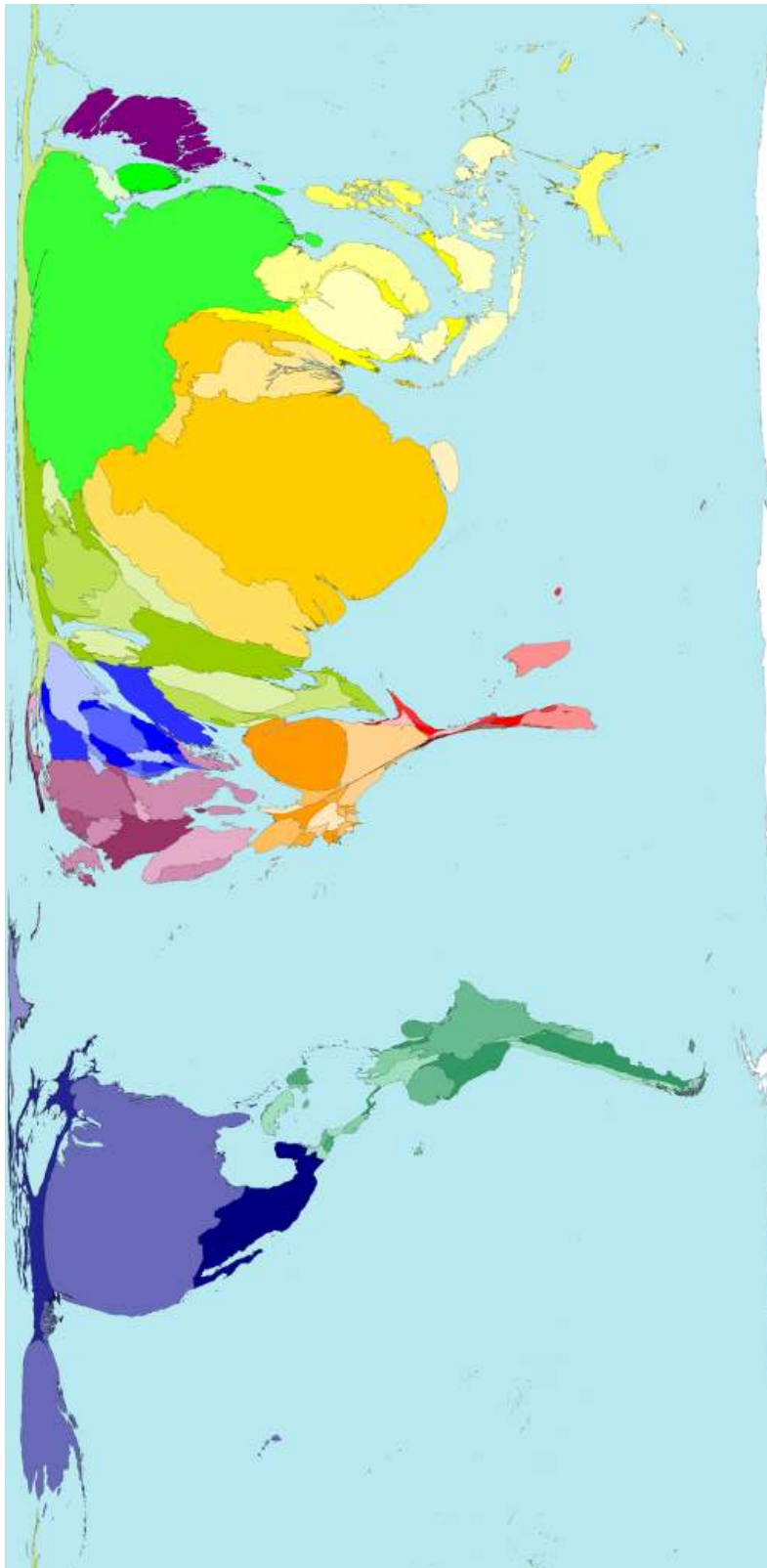
Activity#33 – Water under the Bridge
Map 1 - Standard Land Area Map



Map 2 - Improved Water Map



Map 3 - Water Usage Map



Additional Resources

Amnesty International – Learning About Human Rights in the Primary School

<http://www.amnesty.org.uk/content.asp?CategoryID=11880>

Amnesty International – Slavery Today: Human Rights in the Curriculum activity resource (web)

http://www.amnesty.org.uk/uploads/documents/doc_18561.pdf

Amnesty International – Students and Youth Resources

<http://www.amnestyusa.org/resources/students-and-youth>

Amnesty International – Teachers' Resources

<http://www.amnesty.org.nz/get-involved/human-rights-schools/teachers-resources>

Development Education –Introducing Human Rights Education within the Primary Curriculum

<http://www.developmenteducation.ie/resources/human-rights/the-right-start-introducing-human-rights-education-within-the-primary-curriculum.html>

Human Rights Education Associates – First Steps: A Manual for Starting Human Rights Education

http://www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww.hrea.org%2Ferc%2FLibrary%2FFirst_Steps%2Findex_eng.html&external=N

Human Rights Warrior blog – 10 Things To Do With Your Kids on Human Rights Day

<http://humanrightswarrior.com/2011/12/07/10-things-to-do-with-your-kids-on-human-rights-day-dec-10th-2/>

Office of the High Commissioner for Human Rights – Primary and Secondary School Resources

<http://www.ohchr.org/Documents/Publications/ABCChapter3en.pdf>

Office of the High Commissioner for Human Rights – Training and Education Materials

<http://www.ohchr.org/en/publicationsresources/pages/trainingeducation.aspx>

This is My Home – A Minnesota Human Rights Education Experience

<http://hrusa.org/thisismyhome/project/glossary.shtml>

United for Human Rights – Effective Human Rights Education Tools for Teachers and other Educators

<http://www.humanrights.com/educators/welcome.html>

United Kingdom Equality and Human Rights Commission – Resource Toolkit

<http://www.equalityhumanrights.com/advice-and-guidance/equal-rights-equal-respect/resource-toolkit/>

United Nations University – Programmes, Webcasts, Multimedia, and More

<http://www.unu.edu/>