

These notes are for:

- Years 4-8, Middle Years
- 8-14 year olds
- Late Primary/Early Secondary

Key Learning Areas:

- English
- Geography
- HSIE/SOSE

Example of:

- Junior Fiction
- Short Stories
- Prose/Narrative

Experience of:

- Cultural Diversity
- Heritage & History
- Beliefs & Religion
- Social & Cultural Perspectives

Values addressed:

- Doing Your Best
- Working Together
- Honesty and Trustworthiness
- Responsibility
- Care & Compassion

Themes:

- Human Rights
- Freedom
- Cultural Diversity
- Prejudice/Racism

*Notes may be downloaded and printed for regular classroom use only.

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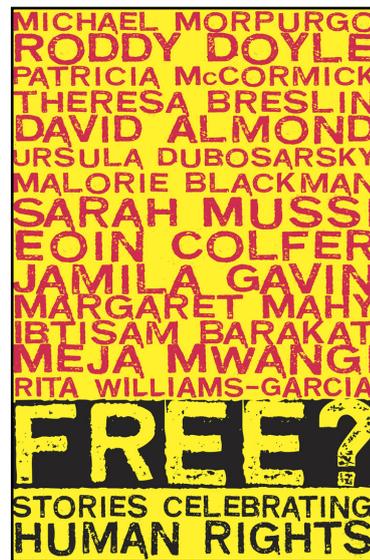
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Free? Stories Celebrating Human Rights - Overview

Free? Stories Celebrating Human Rights

By: Various/Amnesty
 ISBN: 9781406318302
 ARRP: \$17.95
 NZRRP: \$19.99
 No. of Pages: 224
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Outline:

The Universal Declaration of Human Rights was signed on 10th December 1948. It was compiled after World War Two to declare and protect the rights of all people from all countries.

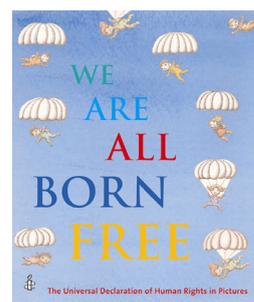
To commemorate the 60th anniversary of the Universal Declaration of Human Rights, Walker Books and Amnesty International have joined together to create a short-story collection for young adults, celebrating what it means to be free. Hosting a variety of talented children's authors from all around the globe, the anthology embraces such themes as asylum, law, education and faith in a way that will both inspire and entertain.

Authors include: David Almond, Ibtisam Barakat, Malorie Blackman, Theresa Breslin, Eoin Colfer, Roddy Doyle, Ursula Dubosarsky, Jamila Gavin, Patricia McCormick, Margaret Mahy, Michael Morpurgo, Sarah Mussi, Meja Mwangi and Rita Williams-Garcia.

How to Use These Notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

It is recommended that these notes are used in conjunction with the notes for *We Are All Born Free*, the companion title to this book. Notes are available from www.walkerbooks.com.au/Teachers.





Free? Stories Celebrating Human Rights and We Are All Born Free:

- Use these notes in conjunction with Walker Books Classroom Ideas for *We Are All Born Free* which is the companion title to *Free? Stories Celebrating Human Rights*. The teachers' resources for *We Are All Born Free* include in-depth activities based around the International Declaration of Human Rights, human rights and Amnesty International. It is advised that they are used in conjunction with these resources.
- Praise for *We Are All Born Free*:
"Published 60 years after the original Universal Declaration of Human Rights was signed after the Second World War. This brilliant book contains a simplified text for younger readers and stunning illustrations from some of the world's most renowned illustrators. With books about children's rights increasingly demanded by schools, this book is needed in every classroom, and its beautiful presentation will lead to it being desired by every household." – *Bookseller*

Classroom Ideas for *Free? Stories Celebrating Human Rights*:

Preliminary Questions

- What are the different countries that are identified in these stories? As a class mark these different countries on a map.
- Who are the different authors that have contributed to this collection? Research these different authors and create a study on each. What other books have they written? Where are they from?
- The title of this book begins with the word *Free?* Ask students to discuss why this word is written as a question. What does the word free mean to them? Ask students to brainstorm/mind map the word "free".
- How many 'rights' are identified in this book? Which 'rights' are not identified in the stories?
- Ask groups in the class to read different short stories and answer the following questions:
 - Who is the story by?
 - Where is the story set?
 - Which 'right' is identified?
 - What is the story about?
 - Who are the main characters?
 - What did they learn from this story?

Ask students in each group to create a poster/PowerPoint presentation about their story, including their answers to the above questions. Each group should then present their story to the class including their reasons as to why others should read it.

Story Questions

- Story 1: *Prince Francis* by Roddy Doyle

The students in this story create their own class chat show. Create your own chat show in the classroom. Have one student as the interviewer and other students as the interviewed. Ask similar questions such as: "Where are you from?", "What are your interests?", "Tell us about yourself ...". Ask students what interesting facts they learned.

Francis describes the things about him that are ordinary. Even though people can be from different places what similarities do humans generally share? Discuss.

Francis and his father invented their own imaginary place. What would your imaginary place be like? Write a brief description of it.
- Story 2: *Wherever I Lay My Head* by Jamila Gavin

Aunty P is worried that others might be racist to Rusty because he is from the hills. As a class discuss racism. What is it? Has it ever affected you? What does it mean to treat others fair and equally?

This story is set in India. Research India and create a poster/presentation on the country. Include facts such as where it is geographically, types of food, language spoken and population size.

Continue this story and write the next chapter/page. Do you think that Leela saw Aunty P? Will Leela find Aunty P?
- Story 3: *Searching For A Two-Way Street* by Malorie Blackman

Write a brief description of where you think the setting is for this story – when and where does it take place? In what kind of world would we have microchips implanted in our heads?

Why is this story written in verse? The author of the story gives the reason in the text. Model this writing style and create your own short verse about the world you live in. Keep the same staccato rhythm.

Discuss Article 19. This story is about being controlled and making up our own minds. What decisions do you make on a daily basis? What would happen if these decisions were taken away from you?
- Story 4: *If Only Papa Hadn't Danced* by Patricia McCormick

What is a refugee? Discuss refugees in class. This story shows an example of why some people might need to leave their homes. Research different areas of the world where people have had to flee from trouble.

What would have happened if the man had not let these people through the fence? Why does he? Discuss.

Read the postscript at the end of this story. Research this area of the world and discuss what has happened there.

Discuss Article 14 in relation to this story. Have you ever wanted to run away? What is the difference between choosing to run away and being forced to run away?

More activities for *Free? Stories Celebrating Human Rights*:

- Story 5: *Christopher* by Eoin Colfer

The children in this story are made to work in a factory and are treated very unfairly. Make a list in class of what rights you think workers should have e.g. hours, pay, lunch breaks.

Make a list of the rights that you have as a student/child/human being. How would you feel if these were taken away?
- Story 6: *Klaus Vogel and the Bad Lads* by David Almond

The boys describe Mr Eustace as a conchie. What is a conchie? Why would one person dislike another person for not fighting? Discuss?

Joe is a bully. Why does he pick on Mr Eustace and Klaus? What should you do if you are ever bullied? How does Klaus stand up for himself? Discuss.
- Story 7: *No Trumpets Needed* by Michael Morpurgo

Where is this story set? Research these places and the problems that have occurred there.

Create your own kite like Said (you can use the template on page 4 of these notes). Draw a dove on it and write your own message of peace.

Why is the dove a symbol of peace? Can you think of any other symbols that represent peace? Draw these different symbols.
- Story 8: *Scouts' Honour* by Sarah Mussi

This story takes the form of a recorded interview. Why do you think that a record needs to be made of an interview. Why are the details at the beginning of the document useful for understanding what this is about? Discuss.

The events that Prometheus causes are an accident. Why is it important to understand all the facts before accusing somebody of something? What does it mean to 'be innocent until proven guilty'? Discuss.
- Prometheus was the name given to a character in Greek mythology. Who was this character? Why is it a suitable name for the boy in this story?
- Story 9: *School Slave* by Theresa Breslin

Ryan doesn't enjoy going to school, "slaving away all day". This story, however, identifies children who are "slaving away all day" in a different sense. Do you think that the events in this story would change Ryan's perspective of going to school? Discuss.

How do Ryan's actions help the situation. Do you know what to do in an emergency? As a class create a list of emergency numbers and people you should call when you need help.
- Story 10: *Uncle Meena* by Ibtisam Barakat

Uncle Meena and Nora discuss different religions. What are some of the different religions in the world and where do they come from? Research. Discuss these religions in relation to Article 18.

Uncle Meena relates the situation in Palestine to the that of Native Americans. Has anything similar happened in your country with the Indigenous population? Discuss.
- Story 11: *Sarsparilla* by Ursula Dubosarsky

This story begins with a traditional Jewish tale. In groups research different traditional tales from some of the countries identified in this book.

Read the postscript to this story. The author describes it as a metaphor for protecting the small and powerless. What is a metaphor? Modelling this story and using an animal, create your own story about protecting the right of someone or something.
- Story 12: *JoJo Learns to Dance* by Meja Mwangi

This story uses the metaphor of birds to explain parliament. Research parliament in your country. How is it organised? Who is the leading party? When were they chosen?

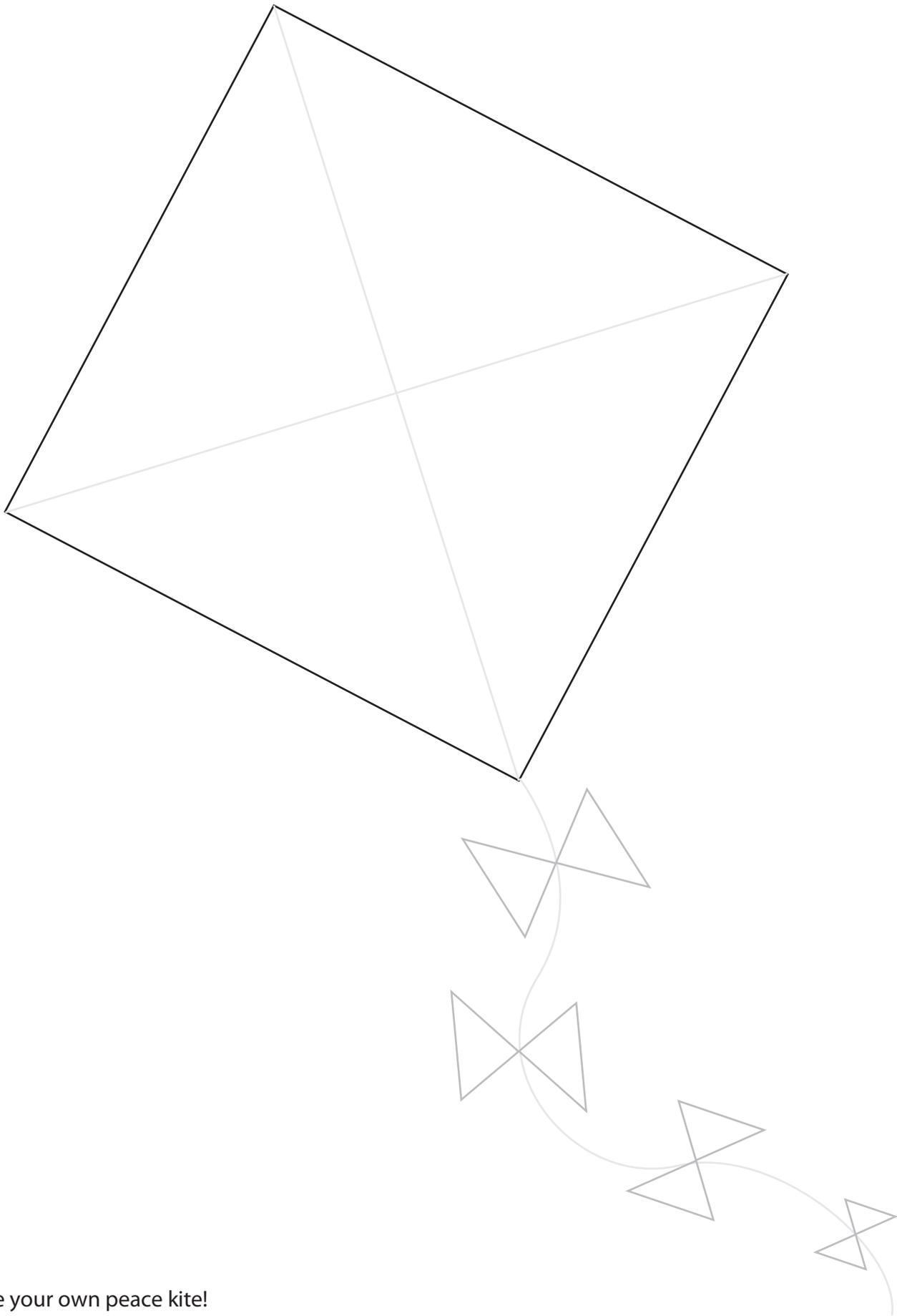
Why is it important that voting is kept in secret? How would you arrange a secret ballot at your school? Discuss.
- Story 13: *After the Hurricane* by Rita Williams-Garcia

This story relates to real events, Hurricane Katrina in New Orleans. Research the floods and what happened to this area of America.

Why is this story written in verse? How does this add to the mood and tone of the tale? Discuss.
- Story 14: *Different Islands* by Margaret Mahy

Have you ever wanted to be something, and someone has laughed or disapproved of it? What would happen if everyone was the same? Write a short story based on a world where everyone is the same.

Have you ever read any of the books mentioned in this story? The children in this story quote from some of these books. Take some quotes from *Free? Stories Celebrating Human Rights* to share with other students in your school. Write them on large pieces of paper and display in the library.



Create your own peace kite!

Name _____ Message _____