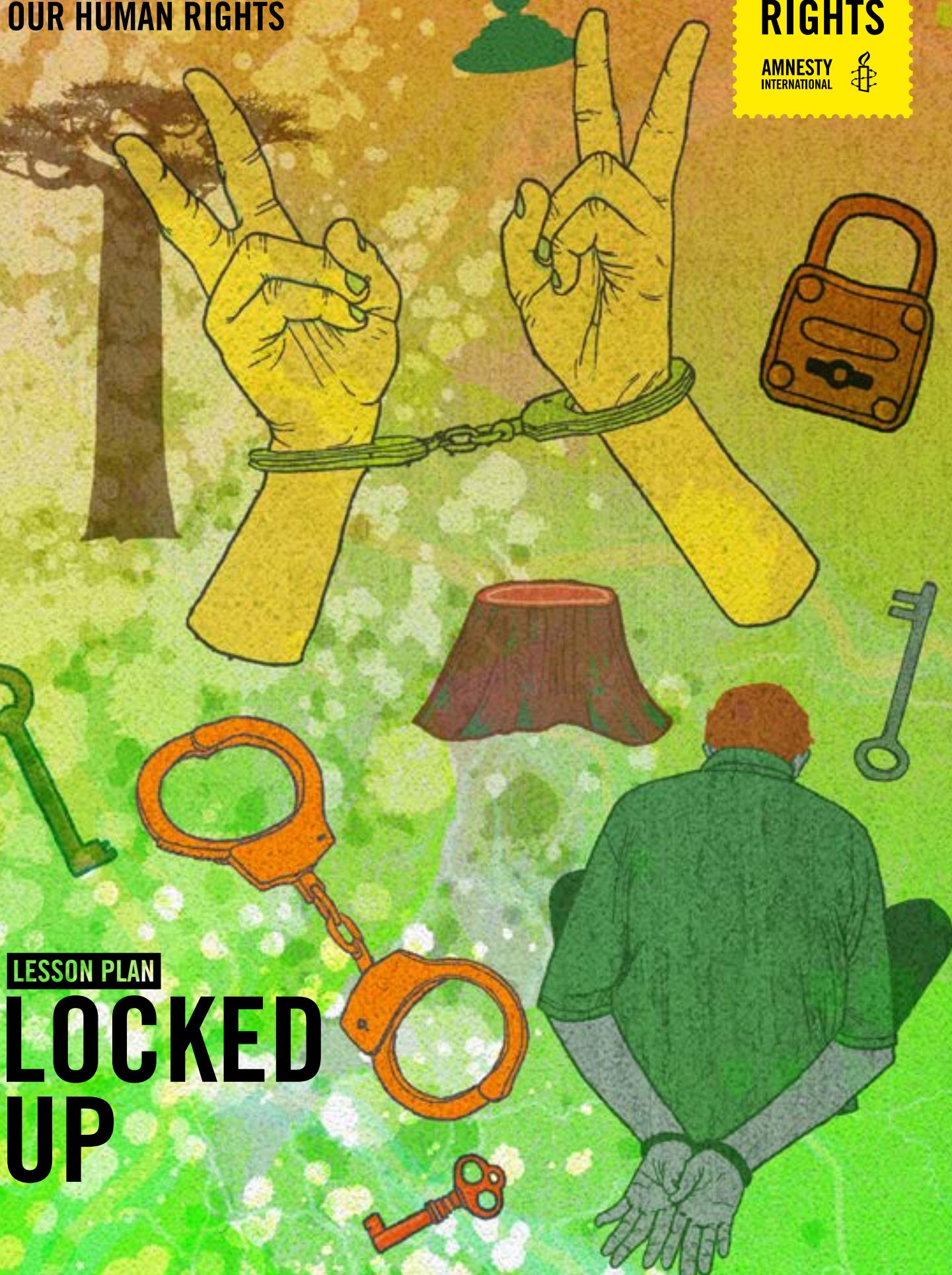


LEARNING ABOUT  
OUR HUMAN RIGHTS

WRITE  
FOR  
RIGHTS

AMNESTY  
INTERNATIONAL



LESSON PLAN

# LOCKED UP

## HUMAN RIGHTS INTRODUCTION

# ABOUT AMNESTY INTERNATIONAL

Amnesty International is a global movement of more than 7 million people who take injustice personally. We are campaigning for a world where human rights are enjoyed by all.

We investigate and expose the facts, whenever and wherever abuses happen. We lobby governments as well as other powerful groups such as companies, making sure they keep their promises and respect international law. By telling the powerful stories of the people we work with, we mobilize millions of supporters around the world to campaign for change and to stand in the defence of activists on the frontline. We support people to claim their rights through education and training.

Our work protects and empowers people – from abolishing the death penalty to advancing sexual and reproductive rights, and from combating discrimination to defending refugees' and migrants' rights. We help to bring torturers to justice. Change oppressive laws... And free people who have been jailed just for voicing their opinion. We speak out for anyone and everyone whose freedom or dignity are under threat.



Demonstration outside the Turkish Embassy in London, UK. 12 July 2017.

## WRITE FOR RIGHTS



Amnesty International's "Write for Rights" campaign takes place annually around 10 December, which is Human Rights Day (commemorating the day when the Universal Declaration of Human Rights was adopted in 1948). Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Among the many actions that take place as part of Write for Rights, Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure.

A major part of the Write for Rights campaign consists of a letter-writing marathon and involves millions of people around the globe. As a result of the international call to action, public officials are bombarded with letters. Victims of torture, prisoners of conscience, and people facing the death penalty

or other human rights violations receive messages of solidarity from thousands of people in far-off corners of the globe. Those suffering the violations know that their cases are being brought to public attention. They know that they are not forgotten.

The results of similar campaigns in previous years have been striking. Individuals affected by the violations report the difference that these letters make, they express their gratitude to those who have written, and they often describe the strength they derive from knowing that so many people are concerned about their case.

Often there is a noticeable change by officials towards these individuals: charges are dropped, treatment becomes less harsh, and laws or regulations addressing the problem are introduced.

## HUMAN RIGHTS INTRODUCTION

# SUCCESS STORIES FROM THE 2016 CAMPAIGN

## FREED IN UZBEKISTAN

Muhammad Bekzhanov [right], one of the longest-imprisoned journalists in the world, was freed in February 2017 after spending 17 years behind bars. Hundreds of thousands of people worldwide wrote to demand his freedom.

***“Receiving your letters really comforted me when I was in prison. Thank you!”***



## RELEASED IN THE USA

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

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

## CHARGES DROPPED IN PERU

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

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



## HUMAN RIGHTS INTRODUCTION

# ABOUT HUMAN RIGHTS

Human rights are the basic freedoms and protections that belong to every single one of us. They are based on principles of dignity, equality and mutual respect – regardless of age, nationality, gender, race, beliefs and personal orientations.

Your rights are about being treated fairly and treating others fairly, and having the ability to make choices about your own life. These basic human rights are universal – they belong to all of us; everybody in the world. They are inalienable – they cannot be taken away from us. And they are indivisible and interdependent – they are all of equal importance and are interrelated.

Since the atrocities committed during World War II, international human rights instruments, beginning with the Universal Declaration of Human Rights, have provided a solid framework for national, regional and international legislation designed to improve lives around the world. Human rights can be seen as laws for governments. They create obligations for governments or state officials to respect, protect and fulfil the rights of those within their jurisdiction and also abroad.

Human rights are not luxuries that can be met only when practicalities allow.



## THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

The UDHR was drawn up by the newly formed United Nations in the years immediately following World War II. Since 1948, it has formed the backbone of the international human rights system. Every country in the world has agreed that they are bound by the general principles expressed within the 30 articles of this document.

The UDHR itself is, as its name suggests, a declaration. It is a declaration of intent by every government around the world that they will abide by certain standards in the treatment of individual human beings. Human rights have become part of international law: since the adoption of the UDHR, numerous other binding laws and agreements have been drawn up on the basis of its principles. It is these laws and agreements which provide the basis for organizations like Amnesty International to call on governments to refrain from the type of behaviour or treatment that the people highlighted in our Write for Rights cases have experienced.

## DECLARATION ON HUMAN RIGHTS DEFENDERS

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

The Declaration is an international instrument for the protection of the right to defend human rights. It does not create new rights, but reaffirms existing rights that are instrumental to the defence of human rights. These include the rights to freedom of association, freedom of peaceful assembly, freedom of opinion and expression, the right to access information relating to human rights, as well as the right to provide legal assistance and the freedom to develop and discuss new ideas in the area of human rights.

## HUMAN RIGHTS INTRODUCTION

# UNIVERSAL DECLARATION OF HUMAN RIGHTS



### CIVIL RIGHTS AND LIBERTIES

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

Article 1 Freedom and equality in dignity and rights

Article 2 Non-discrimination

Article 3 Right to life, liberty and security of person

Article 4 Freedom from slavery

Article 5 Freedom from torture



### LEGAL RIGHTS

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

Article 6 All are protected by the law

Article 7 All are equal before the law

Article 8 A remedy when rights have been violated

Article 9 No unjust detention, imprisonment or exile

Article 10 Right to a fair trial

Article 11 Innocent until proven guilty

Article 14 Right to go to another country and ask for protection



### SOCIAL RIGHTS

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

Article 12 Privacy and the right to home and family life

Article 13 Freedom to live and travel freely within state borders

Article 16 Right to marry and start a family

Article 24 Right to rest and leisure

Article 26 Right to education, including free primary education



### ECONOMIC RIGHTS

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

Article 15 Right to a nationality

Article 17 Right to own property and possessions

Article 22 Right to social security

Article 23 Right to work for a fair wage and to join a trade union

Article 25 Right to a standard of living adequate for your health and well-being



### POLITICAL RIGHTS

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

Article 18 Freedom of belief (including religious belief)

Article 19 Freedom of expression and the right to spread information

Article 20 Freedom to join associations and meet with others in a peaceful way

Article 21 Right to take part in the government of your country



### CULTURAL RIGHTS, SOLIDARITY RIGHTS

Right to participate in the cultural life of the community.

Article 27 Right to share in your community's cultural life

Article 28 Right to an international order where all these rights can be fully realized

Article 29 Responsibility to respect the rights of others

Article 30 No taking away any of these rights!

## LESSON PLAN

# LOCKED UP

### KEY CONCEPTS

- Human rights defenders
- Right to liberty
- Right to a fair trial
- Environmental rights
- Arbitrary arrest
- Freedom of expression

### ABOUT THIS LESSON:

Students look at the right to liberty, first by considering their own attitude to a loss of liberty, then by considering a human rights defender who was convicted on false charges after being detained without trial for 10 months.

### LEARNING OUTCOMES:

- Students understand the right to liberty and appreciate its importance
- Students have learned about a human rights defender detained without trial, convicted unjustly, and who could be jailed at any time if he dares continue his activism
- Students know about Amnesty International's Write for Rights campaign, and are prepared to write a letter in support of one of the people the campaign is focusing on.

### PREPARATION AND RESOURCES:

Put up two signs at either end of the room: "Agree" and "Disagree". Make sure that there is space for students to position themselves along a line between the signs

### TIME NEEDED:

45 minutes

AGE: 14+

## ACTIVITY 1: WHERE DO YOU STAND?

⌚ 10 MINUTES

1. Indicate the two signs "agree" and "disagree" to students, and ask them to stand between them around the midpoint. Explain that you will read out a series of statements, and after each one they should move towards the sign which best represents their opinion.

► For example, if they fully agree with the statement, they should stand next to the "agree" sign. If they agree more than they disagree, they should position themselves somewhere along the line between the signs, closer to "agree" than "disagree".

2. Read out the statements below. After each statement, allow a little time for discussion and allow students to reposition themselves.

► Take a few comments after each statement from students standing at different points: allow them to explain why they have chosen to stand where they have.

## STATEMENTS

- If someone is arrested, s/he is probably guilty
- Prison is the best way of dealing with any crime
- Parents should be allowed to lock children in their rooms if they are naughty
- You should only imprison someone if they are a danger to other people
- Criminal suspects should be held in prison until their trial

## INPUT: RIGHT TO LIBERTY

⌚ 5 MINUTES

### 3. Ask students what they understand by the right to liberty. Does it mean that no-one can be imprisoned?

- ▶ Talk through or display the information on the right to liberty (page 10). Ask at the end if any students would change their position on the last statement in the previous exercise (“Criminal suspects should be held in prison until their trial”).
- ▶ If students are doubtful, remind them that apart from the right to liberty, people also have the right to be presumed innocent.

## INTRODUCING CLOVIS RAZAFIMALALA

⌚ 20 MINUTES

4. Briefly introduce Clovis Razafimalala to participants. You could use the first box on page 11. Tell them that he is a real person who spent 10 months in prison accused of false charges.
5. Ask students to work in pairs, and hand out the information sheet on Clovis’ case (page 11). Give them about 20 minutes to read the information and answer the questions at the bottom of the page.
6. Bring the group back together, and collect some responses from different pairs.

*Optional:*  
You could use the short video available at [amnesty.org/WriteForRights](http://amnesty.org/WriteForRights) to introduce Clovis to participants.

- ▶ Ask each pair to discuss the difficulties that Clovis might have faced during the time he spent in jail, then draw up a list for the group
- ▶ Ask students why they think the right to liberty is important

## AMNESTY INTERNATIONAL AND WRITE FOR RIGHTS

⌚ 5 MINUTES

**7. Use the information on page 2 to give students some information about Amnesty International's Write for Rights campaign. Tell them that Amnesty is calling on people around the world to write two letters to support Clovis:**

- A letter of support and admiration for the work he does. This will reassure him that people around the globe are looking out for his rights.
- A letter of protest to the Minister of Justice.

More information and the address for letters can be found below.

**8. Arrange for a follow-up lesson during which students have the opportunity to write these letters.**

***Optional:***

*You could use the video at [academy.amnesty.org](http://academy.amnesty.org) to introduce the campaign*

## WRITE FOR RIGHTS INSTRUCTIONS

# WRITE A LETTER – SAVE A LIFE

1. Encourage students to write to Clovis Razafimalala expressing their solidarity, admiration or anything else they feel towards him. Ask them to think about what he might want to hear at this difficult time.

*Clovis Razafimalala  
IIF3LVG Antsahameva Andraisoro  
Antananarivo 101  
Madagascar*

2. Encourage them to write to the Minister of Justice, Charles Andriamiseza, at the following address:

*Ministry of Justice  
43 Rue Joel Rakotomolala  
Faravohitra – Antananarivo  
Madagascar*

You can give students the following guidelines to help them write their letters:

**MAKE YOUR LETTER TO THE MINISTER PERSONAL:**

- Tell him something about yourself
- Tell him what shocks you about Clovis' case
- Call on him to quash the conviction and overturn the suspended sentence against Clovis Razafimalala and to provide protection for human rights defenders and environmental activists.



## BACKGROUND INFORMATION

# THE RIGHT TO LIBERTY

The right to liberty does not mean that people can never be detained or imprisoned, but it does say that there must be a very good reason for locking someone up, and that certain safeguards must be met.

### SOME OF THESE SAFEGUARDS INCLUDE:

- An arrest or detention must be carried out according to the law
- It must not be arbitrary. For example, an arrest or detention without a basis in law is arbitrary, or where the law is vague, over-broad or incompatible with other human rights such as the rights to freedom of expression, assembly or belief
- The person arrested must be told why they are being held, and which crime they are accused of committing
- They must be brought to trial within a reasonable time, or they should be released: it must be the exception, rather than the rule, to deny someone bail (the temporary release of an accused person awaiting trial, sometimes after they provide a sum of money as guarantee of their appearance in court), and hold them in jail while they are awaiting trial.

If any of these safeguards are not observed, there has been a violation of the right to liberty.

**CASE CARD**

# CLOVIS RAZAFIMALALA



Clovis Razafimalala is a businessman and defender of environmental rights. He lives in Madagascar, an island off the coast of Africa, where the precious rosewood tree forms part of the unique natural environment.

Illegal logging of rosewood is a very profitable business, but causes irreparable damage to the environment. Clovis has regularly spoken out against it, and has faced threats and harassment as a result. Once his house was set on fire after a petrol bomb was thrown at it.

#### THIS IS WHAT'S HAPPENED TO CLOVIS IN THE PAST YEAR...

- He was arrested on fabricated charges
- He was in jail from September 2016 until his trial took place in July 2017
- His wife and two small children had to move house in order to be closer to him and bring him food in prison
- Because Clovis could not earn money while he was in jail, his older child was unable to go to school for lack of funds.
- In July 2017 Clovis was convicted on false charges and given a five-year suspended sentence. He could be jailed at any time if he continues his activism.

#### WHY DID THE POLICE REFUSE TO RELEASE CLOVIS ON BAIL?

No explanation was provided. All those arrested at the protest were released. Clovis was the only one whose request for bail was refused and had to wait for 10 months until the trial happened.

#### THE POLICE HAVEN'T BOTHERED TO INTERVIEW WITNESSES

In fact, their only "evidence" comes from people who are linked to the state. In other words, from people who are likely to want Clovis to be arrested.

- Do you think Clovis' right to liberty was respected? Why or why not?
- Now imagine what it would be like to be locked up in jail for a whole year. Think about what you would be unable to do, what you would miss most, and what would cause you pain, humiliation or suffering.

**Make a list of at least 10 difficulties that Clovis must have had to suffer.**



#### THE CHARGES

**This is what the police accuse him of doing**

Inciting protesters to loot an administrative building

Inciting protesters to burn administrative papers

Clovis was having a meal at the time of the protest, and wasn't an organizer

He didn't call on anyone to loot the building or burn the papers

#### THE EVIDENCE

**This is what witnesses say**

**Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all.**

**Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.**

**We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.**

**AMNESTY INTERNATIONAL**  
INTERNATIONAL SECRETARIAT  
[www.amnesty.org](http://www.amnesty.org)

e: [contactus@amnesty.org](mailto:contactus@amnesty.org)  
t: +44-20-74135500  
f: +44-20-79561157

Peter Benenson House, 1 Easton Street, London WC1X 0DW, United Kingdom

**Index:** POL 32/6951/2017  
English, September 2017

**Cover illustrations:**  
© Rebecca Hedin

**AMNESTY  
INTERNATIONAL**

