

# HUMAN RIGHTS STORIES

## TALES OF HUMAN RIGHTS DEFENDERS FOR PRIMARY SCHOOLS



**AMNESTY  
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 **Irish Aid**  
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An Roinn Gnóthaí Eachtracha

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### PUBLISHED BY:

Amnesty International Ireland,  
Seán MacBride House,  
48 Fleet Street,  
Dublin 2,  
Ireland.

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Ishmael's Story and Bobo's Story have been adapted from Amnesty International UK publications and education materials. Maria's Story has been adapted from Amnesty International materials from the Demand Dignity campaign. Fela's Story and Farai's Story have also been adapted from Amnesty International campaign materials.

### DESIGN:

Design by The Drawing Board [www.thedrawingboard.ie](http://www.thedrawingboard.ie)

### DISCLAIMER:

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A PRESENTATION FOR EACH STORY IS AVAILABLE ON THE CD INCLUDED WITH THIS RESOURCE.



# INTRODUCTION

This resource pack has been developed by Amnesty International Ireland in consultation with an advisory and piloting group of primary school teachers.

The concept for the resource pack originated with primary school teachers who identified storytelling as a powerful medium through which a range of concepts and topics can be introduced in the classroom. Human rights issues can appear daunting, distant and theoretical. Through the familiar medium of storytelling, human rights situations can be explored on a level at which children can encounter the real life impact of human rights in practice.

Engaging with stories through discussion, creative thinking and character exploration develops the skill of empathy. This brings about the realisation that human rights belong to everyone and that we all have a role to play in ensuring that human rights are protected locally and globally.

## ABOUT THIS RESOURCE PACK

This is a resource pack for **exploring human rights issues with primary school learners** which aims to:

- demonstrate the positive role that individuals and groups of people play in defending human rights in their own country.
- show the importance of solidarity and active citizenship at local and global levels.
- inspire children and give them a sense of optimism and empowerment.
- encourage teachers to incorporate human rights education into their classroom practice.

**A range of participative methodologies** for engaging with human rights issues is suggested, building on one of the central tenets of the Primary School Curriculum, that the child is an active agent in the teaching and learning process. The stories can also be used **to improve literacy skills** in the classroom, combining a focus on human rights stories with development of oral, reading and writing skills.

The variety of lesson activities outlined in the pack allows each teacher **flexibility in choosing the topics and activities of most relevance to their own class work**. The stories can be used:

- as a starting point for exploring human rights issues in the classroom, for pupils and teachers with little or no experience of human rights education.
- to strengthen human rights education lessons or programmes already underway in a class or school environment.

This resource pack compliments the LIFT OFF resources for primary schools – a series of three books incorporating human rights education into the primary school curriculum. These books are available free to download at [www.amnesty.ie](http://www.amnesty.ie)



## CURRICULUM LINKS

The stories and activities in this pack can be linked to many subjects and strands in the Primary School Curriculum, including the following:

<b>ENGLISH</b>		
<b>STRAND</b>	<b>CLASS</b>	<b>STRAND UNIT</b>
Receptiveness to language	Infants – 6th	Oral, reading and writing
Competence and confidence in using language	Infants – 6th	Oral, reading and writing
Developing cognitive abilities through language	Infants – 6th	Oral, reading and writing
Emotional and imaginative development through language	Infants – 6th	Oral, reading and writing

<b>DRAMA</b>		
<b>STRAND</b>	<b>CLASS</b>	<b>STRAND UNIT</b>
To explore feelings, knowledge and ideas,	Infants – 6th	Exploring and making drama; Reflecting on drama; leading to understanding. Co-operating and communicating in making drama

<b>SPHE</b>		
<b>STRAND</b>	<b>CLASS</b>	<b>STRAND UNIT</b>
Myself	Infants – 6th	Self-identity Growing and Changing (feelings and emotions) Safety and protection
Myself and others	3rd – 6th Infants – 6th	Making decisions Myself and my family My friends and other people Relating to others
Myself and the wider world	Infants – 6th	Developing citizenship

<b>HISTORY</b>		
<b>STRAND</b>	<b>CLASS</b>	<b>STRAND UNIT</b>
Story	Infants – 2nd 3rd – 6th	Stories Stories from the lives of people in the past
Eras of conflict and change	5th – 6th	Changing roles of women in 19th and 20th century
Politics, conflict and society	5th – 6th	Ireland, Europe and the World, 1960 to the present
Continuity and change over time	5th – 6th 3rd – 6th	Homes, housing and urban development Schools and education

<b>GEOGRAPHY</b>		
<b>SKILLS AND CONCEPT DEVELOPMENT:</b>		
		A sense of place and space Maps, globes and graphical skills Investigation skills
<b>STRAND</b>	<b>CLASS</b>	<b>STRAND UNIT</b>
Human Environments	Infants – 2nd 5th – 6th 3rd – 6th	Living in the local community Trade and development issues People and other lands
Natural Environments	3rd – 6th 5th – 6th 3rd – 6th	<i>Sub-units:</i> Physical features of Europe and the World Weather, climate and atmosphere

<b>VISUAL ARTS</b>		
<b>STRAND</b>	<b>CLASS</b>	<b>STRAND UNIT</b>
Drawing	Infants – 6th	Making drawings; looking and responding
Paint and colour	Infants – 6th	Painting; looking and responding
Print	Infants – 6th	Making prints; looking and responding

<b>MUSIC</b>		
<b>STRAND</b>	<b>CLASS</b>	<b>STRAND UNIT</b>
Composing	Infants – 6th	Improvising and creating; Talking about and recording compositions

# 1. Fela's Story

**THEMES:** MUSIC AND FREEDOM OF EXPRESSION

**TEACHER'S SUMMARY:**

Fela Kuti was a famous musician who wrote and performed songs with political messages that were critical of the Nigerian military government. As a result, the government treated him very badly. In 1977, soldiers arrested Fela at his home, burned down his house and seriously injured members of his family including his mother, who died as a consequence of her injuries. Seven years later, Fela was arrested again because of his political beliefs. He was not given a fair trial. When Fela's fans heard about his arrest, they sent messages to the Nigerian government, demanding he be released. A year and a half after his arrest, Fela was freed. He continued to voice his political beliefs through his music until his death from AIDS in 1997. His story and music continues to be popular and has been turned into a stage show called 'Fela!'

A presentation of Fela's story is available on the accompanying CD.

**INTRODUCING THE STORY:**

The following is a list of words and concepts from the story text that might be unfamiliar to your learners. It is recommended that they be used in a pre-reading discussion or word familiarisation activity.

**WORDS AND CONCEPTS FOUND IN FELA'S STORY FOR YOUNGER LEARNERS:**

**FAMOUS, LIFE, PROUD, GOVERNMENT, IN CHARGE, IDEAS, PRISON, PROBLEMS, CONTINUED, CHANCE, EXPLAIN, 'HIS SIDE OF THE STORY', FANS, FURIOUS, FREE, MESSAGE, IMPORTANT, AGREE, TREAT PEOPLE FAIRLY / UNFAIRLY**

**WORDS AND CONCEPTS FOUND IN FELA'S STORY FOR OLDER LEARNERS:**

**WOMEN'S RIGHTS, WORKERS' RIGHTS, NOBEL PRIZE FOR LITERATURE, POVERTY, BEING TREATED UNFAIRLY, EQUALLY, CONSIDERED, POUNDING, OVERWHELMING, GOVERNMENT, PUNISHED, SPEAKING OUT, INJURIES, CONTINUED, FURIOUS, DEMANDED, BELIEFS, OPINIONS**

**HUMAN RIGHTS IN THE STORY:**

Human rights are all the things human beings are entitled to and need in order to live healthy, dignified and safe lives. Introduce the concept of human rights to your learners before discussing with them the following human rights that are found in the story.

- The right to be treated equally, no matter what our gender, colour, religion, language or political opinion is
- The right to life and to live in freedom and safety
- The right not to be hurt or tortured
- The right to be treated fairly by the law
- The right not to be put in prison without a good reason
- The right to a fair trial, if accused of a crime
- The right to have ideas and say what we think
- The right to live a life of dignity, which includes having a home, enough money to live on and health care if we get ill



**TEACHER'S NOTES: USE THESE COMPREHENSION AND DISCUSSION QUESTIONS WITH YOUR LEARNERS TO FURTHER THEIR UNDERSTANDING OF THE ISSUES ADDRESSED IN THE STORY.**

## COMPREHENSION QUESTIONS

### YOUNGER LEARNERS

1. Where was Fela from?
2. What was Fela's job?
3. What were Fela's songs about?
4. Why did the government put lots of people in prison?
5. What did Fela want the government to do?

### OLDER LEARNERS

1. Why was Fela's family famous in Nigeria?
2. What did Fela sing about?
3. Why did the government put Fela in prison?
4. What happened to Fela's mother?
5. What did Fela do when he was freed from prison?

## DISCUSSION QUESTIONS

### YOUNGER LEARNERS

1. Would you like to be treated unfairly? How do you think it would feel?
2. How do you think Fela felt when his house was burned down?
3. How would you feel if you were put in prison for talking about your ideas?
4. What would you write about in a song about your life?
5. What would you write in a letter to the Nigerian government?

### OLDER LEARNERS

1. What do Fela's song lyrics tell us about life in Nigeria?
2. What do you think poverty means?
3. Why do you think Fela wasn't given a chance to explain his side of the story?
4. Do you think the messages in Fela's songs are important? Why?
5. What would you ask Fela if you could speak to him now?

# FELA'S STORY FOR YOUNGER LEARNERS

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD TO YOUNGER LEARNERS. USE IT AS A STAND-ALONE STORY OR WITH THE PRESENTATION OF FELA'S STORY.**

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## **FELA'S MUSIC**

Fela was a musician from Nigeria. Nigeria is a country in West Africa.

Fela was famous in Nigeria and around the world. People loved Fela's songs because they were special. Fela's songs were about life in Nigeria. He sang about happy things, like people being friends and being proud to be from Nigeria. He also sang about unhappy things, like people not having enough to eat and being treated unfairly.

The government, who were the people in charge of Nigeria, treated people very unfairly. Sometimes, they put people in prison for saying what they thought. This was unfair because everyone should be allowed to talk about their ideas without getting put in prison.

Fela sang about all the things the government did that he disagreed with. He wanted the government to treat people fairly.

## **SPEAKING OUT**

The government was angry with Fela for singing about the problems in Nigeria. They did not like being told that they were wrong. One day, they sent soldiers to Fela's home. The soldiers hurt Fela's family and burned down his house.

Fela was very angry, so he continued to sing about the problems in Nigeria for many years. He sang about how the government had burned down his house and hurt his family.

Then, the government got even angrier with Fela. They arrested him and put him in prison. Fela was put in prison because he told people about the bad things the government was doing. Fela was not given a chance to explain his side of the story.

When Fela's fans heard what had happened, they were furious. They wrote lots of letters to the Nigerian government. They said 'it's not fair to keep Fela in prison because he has done nothing wrong'. They said 'Fela should be set free'. At first, the government didn't listen. Fela's fans wrote more letters. After some time, the government started listening. After spending a year and a half in prison, Fela was finally set free.

## **DEFENDING HUMAN RIGHTS**

Fela was so happy to be free. He was not afraid to keep telling people what he thought. He continued to write songs about life in Nigeria. He knew people should be treated fairly. He knew this message was important to share with people in Nigeria and all over the world. So, Fela sang his songs until the day he died.

The messages in Fela's songs are still important today. People all over the world still listen to Fela's songs and agree that it is important to treat people fairly.



# OLDER LEARNERS' READING

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD OR GIVE IT TO OLDER LEARNERS AS A READING COMPREHENSION.**

## FELA'S MUSIC

Fela Kuti was a musician from Nigeria. Nigeria is a country in West Africa.

Fela's family was famous in Nigeria. His mother worked hard for women's rights in the country. His father was a school principal and worked hard for workers' rights. Fela's two brothers became well known doctors in Nigeria. His cousin was the first African to win a Nobel Prize for Literature.

When he finished school, Fela went to London to study music. He started a band and travelled around the world playing music. People loved Fela's songs because they were special. Many of Fela's songs were about life in Nigeria.

Fela used his music to tell people around the world about problems in Nigeria, like poverty and hunger. He sang about people being treated unfairly in Nigeria. He explained that poor people were not treated equally. They were considered less important than rich people.

In a song called 'No Bread', he sang:

*'Your head's pounding; your mouth's dry; your stomach's flipping; hunger's overwhelming you  
You have no power to fight*

*It is here we know real poverty  
I'm fed up with poverty!*

Fela also sang about the Nigerian government. He sang about the unfair things the government did, like putting people in prison for saying what they thought and sharing their ideas with other people.

Fela sang about these things because he wanted life in Nigeria to get better for everyone. He hoped the government would listen. He wanted the government to treat people fairly.

## PUNISHED FOR SPEAKING OUT

The government was angry with Fela for singing about the problems in Nigeria and for disagreeing with the way they ruled the country. They did not like being told that they were wrong.

One day, the government sent soldiers to Fela's home. Fela lived with lots of his friends and family members. His house was called 'Kalakuta'. The soldiers hurt Fela's family and burned down his house. Fela's mother was badly hurt. She died a few months later because of her injuries.

Fela was not scared, but he was angry. So, he continued to sing about the problems in Nigeria for many years. In a song called 'Unknown Soldier', he sang about how the government soldiers had burned down his house and hurt his family.

The government got even angrier with Fela. They arrested him and put him in prison. ►

- ▶ The government made up an excuse for arresting Fela. However, it was clear that they had put Fela in prison for telling people he disagreed with the government. Fela was not given a chance to explain his side of the story.

When Fela's fans heard what had happened, they were furious. They wrote lots of letters to the Nigerian government. They demanded he be released. They said 'Fela should be set free'. They explained that it wasn't fair to keep Fela in prison because of his beliefs. He had done nothing wrong.

At first, the government didn't listen. Fela's fans wrote more and more letters. They shared Fela's story with more people. After some time, the government started listening. After spending a year and a half in prison, Fela was finally set free.

### **DEFENDING HUMAN RIGHTS**

Fela was so happy to be free. He was not afraid to keep telling people what he thought.

He continued to write songs about life in Nigeria.

He knew that people should be treated fairly and he knew that this message was important to share with people in Nigeria and all over the world.

So, Fela sang his songs until the day he died. He took part in concerts to share his music and his messages about human rights. He wasn't afraid to share his ideas and opinions with people.

The messages in Fela's songs are still important today. Many people in the world today are poor and hungry. Many people are punished for saying what they think. People all over the world still listen to Fela's songs and agree that it is important to treat people fairly. A stage show called 'Fela!' has been made of Fela's life so that his story can be shared with people around the world.

# OLDER LEARNERS' WORKSHEET 1

---

ANSWER THESE QUESTIONS ABOUT FELA'S STORY

1. WHY DID FELA GO TO LONDON?

.....  
.....

2. WHAT WERE FELA'S SONGS ABOUT?

.....  
.....

3. WHAT DID THE SOLDIERS DO AT FELA'S HOUSE?

.....  
.....

4. WHY WAS FELA PUT IN PRISON?

.....  
.....

5. WHY DID FELA'S FANS GET ANGRY WHEN HE WAS PUT IN PRISON?

.....  
.....

6. WHAT WAS FELA'S MESSAGE FOR THE WORLD?

.....  
.....

# OLDER LEARNERS' WORKSHEET 2

---

## WORD MEANING ACTIVITIES

**ACTIVITY 1: FIND THE MEANING OF THESE WORDS IN YOUR DICTIONARIES.**

**POVERTY:** .....

**OVERWHELMING:** .....

**GOVERNMENT:** .....

**PUNISH:** .....

**FURIOUS:** .....

**BELIEF:** .....

**OPINION:** .....

**CONSIDER:** .....

**UNFAIR:** .....

**CONTINUE:** .....

**ACTIVITY 2: WRITE FIVE SENTENCES USING A WORD FROM THE LIST ABOVE  
IN EACH SENTENCE.**

1. ....

.....

2. ....

.....

3. ....

.....

4. ....

.....

5. ....

.....

# OLDER LEARNERS' WORKSHEET 3

---

## WORD MEANING ACTIVITIES

**ACTIVITY 3: CHOOSE THE WORD OR PHRASE CLOSEST IN MEANING TO THE UNDERLINED WORD OR PHRASE.**

**1. FELA'S FANS WERE FURIOUS WITH THE NIGERIAN GOVERNMENT FOR PUTTING HIM IN PRISON.**

- |                    |              |
|--------------------|--------------|
| A) HAPPY           | B) UNHAPPY   |
| C) EXTREMELY ANGRY | D) SATISFIED |

**2. IT WAS FELA'S OPINION THAT NOBODY SHOULD LIVE IN POVERTY.**

- |              |           |
|--------------|-----------|
| A) CONCERN   | B) BELIEF |
| C) NIGHTMARE | D) WORRY  |

**3. FELA'S FANS DEMANDED HE BE RELEASED FROM PRISON.**

- |             |            |
|-------------|------------|
| A) INSISTED | B) ASKED   |
| C) ACCEPTED | D) ALLOWED |

**4. THE GOVERNMENT OF NIGERIA RELEASED FELA FROM PRISON AFTER A YEAR AND A HALF.**

- |               |             |
|---------------|-------------|
| A) POPULATION | B) TEACHERS |
| C) STUDENTS   | D) LEADERS  |

**5. FELA'S COUSIN WAS FAMOUS IN NIGERIA FOR HIS LITERATURE.**

- |             |             |
|-------------|-------------|
| A) BOOKS    | B) HOMEWORK |
| C) THOUGHTS | D) FILMS    |

TEACHER'S NOTES: TRY SOME OF THESE ACTIVITIES TO BRING FELA'S STORY TO LIFE FOR YOUR LEARNERS.

## MORE ACTIVITIES FOR FELA'S STORY

### ROLE-PLAY

Assign pupils the roles of Fela, a soldier, a representative of the Nigerian government, his family members and his fans. Ask them to prepare and act out the following scenes from the story: Fela performing his songs, soldiers coming to Fela's house, Fela being arrested, Fela's fans reacting to his arrest.

### MOVING DEBATE

Put signs saying 'agree' and 'disagree' on opposite sides of the room. Read out debatable statements about Fela's story such as 'Fela's songs are important', 'people should always listen to their government'. Ask pupils to stand on the appropriate side of the room according to how they feel about the statement. Ask pupils to explain why they chose to stand there.

### MEANWHILE...

Integrate Fela's story into a History lesson by finding out what was happening in Ireland at the time of Fela's arrest. Alternatively, use Fela's Story as the basis for a creative writing piece. Ask pupils to imagine what was happening to another person in Nigeria (e.g. someone living in poverty, someone working for the government) at the time of the story.

### COUNTRY FACT FILE

Create a country fact file about Nigeria. Consider using headings such as 'population', 'economy', 'interesting facts', 'culture', 'human rights'.

### DRAMA AND MUSIC

Write a play or song based on Fela's Story.

### LISTEN AND RETELL

Ask pupils to listen carefully to Fela's story and to retell it afterwards in their own words orally or as a written exercise.

### REVIEWING

Ask the pupils to give their opinion on the stories, in written format or in discussion. Instruct them to complete sentences such as:

'My favourite character is...'

'I would describe Fela as ...'

'The most interesting thing about Fela's story was...'

'If I met Fela, I would ask him...'

Ask them to give reasons for their answers.

### PROBLEM SOLVING

Ask pupils to create a list of problems identified in Fela's story and to suggest potential solutions.

### PROJECT WORK

Ask pupils to identify what more information they would like to find out about Fela. Discuss how you could find this information. Use sources such as [www.amnesty.org](http://www.amnesty.org) and [www.fela.net](http://www.fela.net)

Videos of Fela's music and the Fela! musical can be found on YouTube. Please note that the language in some of Fela's songs may not be appropriate for children. Teachers are advised to supervise internet research.

### FURTHER ADVENTURES OF A CHARACTER

Invite pupils to imagine what other events might have happened in Fela's life that aren't described in the story text. Remind them that Fela's Story is about real events, but that their creations will be fictional.

# 2. Maria's Story

**THEMES:** ADEQUATE HOUSING AND POVERTY

**TEACHER'S SUMMARY:**

Maria is from an area called Banga Wé, near Luanda in Angola. She grew up there and lived there until she was 31 years old when her home was destroyed. In order to make way for a new housing project, the Angolan government decided to evict more than 500 people from their homes. The people in Banga Wé were given no warning that their homes would be demolished. One day, when Maria was pregnant with her third child, she returned home from work to find that her home had been destroyed. Maria refused to move from her home and was taken to the police station where she was threatened by the police. Many of her neighbours were also treated this way. Maria and her neighbours built temporary accommodation. They faced many problems including lack of clean water and discrimination against their children in the local schools. The people of Banga Wé were promised new houses but many of them are still waiting for these new homes.

A presentation of Maria's story is available on the accompanying CD.

**INTRODUCING THE STORY:**

The following is a list of words and concepts from the story text that might be unfamiliar to your learners. It is recommended that they be used in a pre-reading discussion or word familiarisation activity.

**WORDS AND CONCEPTS FOUND IN MARIA'S STORY FOR YOUNGER LEARNERS**

**COUNTRY, SOUTHERN AFRICA, IN CHARGE, GOVERNMENT, DECIDED, APARTMENTS, SPACE, NEIGHBOURHOOD, DESTROYED, RETURNING, STOLEN, UPSET, ANGRY, PREGNANT, UNFAIR, RUINED, UNKIND, FORCED, TREATED BADLY, MATERIALS, PROBLEMS, NEARBY, RESPECT.**

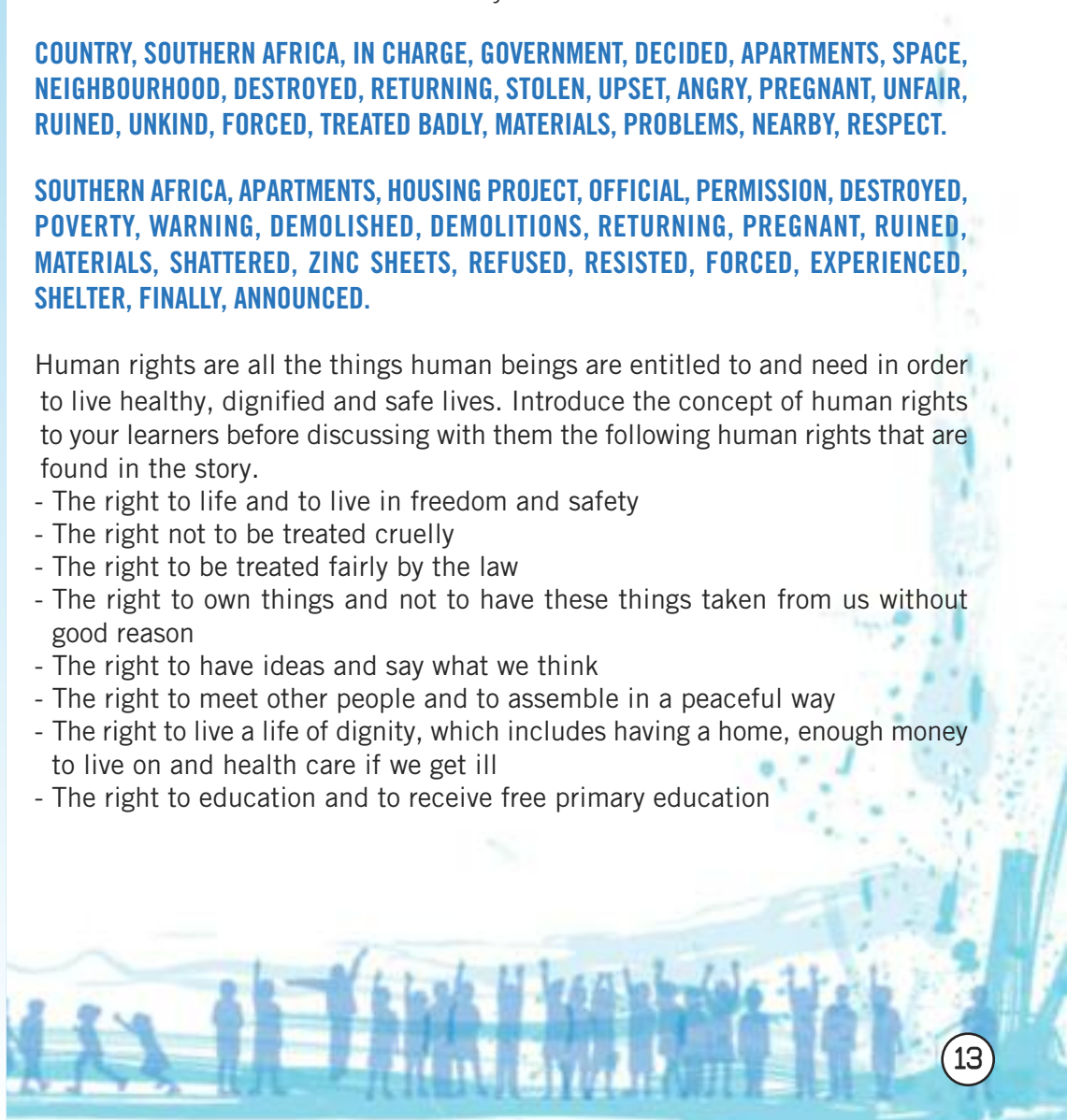
**WORDS AND CONCEPTS FOUND IN MARIA'S STORY FOR OLDER LEARNERS**

**SOUTHERN AFRICA, APARTMENTS, HOUSING PROJECT, OFFICIAL, PERMISSION, DESTROYED, POVERTY, WARNING, DEMOLISHED, DEMOLITIONS, RETURNING, PREGNANT, RUINED, MATERIALS, SHATTERED, ZINC SHEETS, REFUSED, RESISTED, FORCED, EXPERIENCED, SHELTER, FINALLY, ANNOUNCED.**

**HUMAN RIGHTS IN THE STORY:**

Human rights are all the things human beings are entitled to and need in order to live healthy, dignified and safe lives. Introduce the concept of human rights to your learners before discussing with them the following human rights that are found in the story.

- The right to life and to live in freedom and safety
- The right not to be treated cruelly
- The right to be treated fairly by the law
- The right to own things and not to have these things taken from us without good reason
- The right to have ideas and say what we think
- The right to meet other people and to assemble in a peaceful way
- The right to live a life of dignity, which includes having a home, enough money to live on and health care if we get ill
- The right to education and to receive free primary education



**TEACHER'S NOTES: USE THESE COMPREHENSION AND DISCUSSION QUESTIONS WITH YOUR LEARNERS TO FURTHER THEIR UNDERSTANDING OF THE ISSUES ADDRESSED IN THE STORY.**

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## COMPREHENSION QUESTIONS

### YOUNGER LEARNERS

1. How many children does Maria have?
2. Who were the new apartments for?
3. Why did the government knock down the old houses?
4. Why was Maria upset and angry?
5. Where did Maria and her neighbours live after their homes were destroyed?

### OLDER LEARNERS

1. What did Maria discover when she returned home from work?
2. Why did Maria think the government were being unfair?
3. What did Maria and her neighbours do after their houses were destroyed?
4. What problems did Maria and her neighbours face in their new homes?
5. Why does Maria share her story?

## DISCUSSION QUESTIONS

### YOUNGER LEARNERS

1. How would you feel if your home was knocked down?
2. Do you think it was fair that Maria's house was knocked down? Why?
3. What sort of things would you use if you were building a new house?
4. How would you feel if you weren't allowed to go to school?
5. What would you like to ask Maria if she was here?

### OLDER LEARNERS

1. What would you do if your home was destroyed by the government?
2. How would you feel if you and your neighbours had to live on the streets?
3. What would happen if you didn't have clean water?
4. What would happen if you didn't have enough shelter to keep you safe?
5. What do you think the government in Angola should do now?



# MARIA'S STORY FOR YOUNGER LEARNERS

**TEACHER'S NOTES:** READ THE FOLLOWING STORY ALOUD TO YOUNGER LEARNERS. USE IT AS A STAND-ALONE STORY OR WITH THE PRESENTATION OF MARIA'S STORY.

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## **KNOCKING DOWN HOUSES**

Maria is a woman from a place called Banga Wé in Angola. Angola is a country in Southern Africa.

Maria was born in Banga Wé. She grew up there. Her children were born there. It is Maria's home.

A few years ago, the people in charge of Angola, called the government, decided to build lots of new homes in Banga Wé. The new homes would be apartments for people with lots of money. To make space for the new apartments, the government decided to knock down the old houses in the neighbourhood, leaving people with nowhere to live.

The government did not ask the people of Banga Wé if they could knock down their houses. They did not tell the people when their homes would be destroyed.

## **DESTROYING HOMES**

One day, when Maria got home from work, she saw that her house had been knocked down. Some of her things had been stolen.

Maria was very upset. She was very angry. She did not want to leave her home. She had two children and was pregnant with a third child. They all needed somewhere to live. She thought it was unfair that the government had knocked down her house. She did not move. She stayed at her ruined house.

The police came to Maria's home. They told her to leave. Maria did not leave. She wanted to show everybody how unfair it was to knock down someone's house.

The police were angry. They arrested Maria. They took her to the police station. They kept her there for hours. They were unkind to her. Finally, they let her go.

## **WAITING FOR A NEW HOME**

More than five hundred people from Maria's neighbourhood were forced to leave their homes in Banga Wé. Many of them were also treated badly by the police.

Maria and her neighbours had nowhere to live except on the streets. They made new homes out of materials left over from their destroyed houses. They had lots of problems in their new homes. They did not have any clean water. The children were not allowed to go to the school nearby.

Maria and her neighbours were promised new homes. Many of them are still waiting for a new home.

Maria shares her story with people around the world. She hopes that her story will help people to understand how important it is to respect one another. She hopes it will be used to stop governments from destroying the houses of many more people.

# MARIA'S STORY FOR OLDER LEARNERS

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD OR GIVE IT TO OLDER LEARNERS AS A READING COMPREHENSION**

## **KNOCKING DOWN HOUSES**

"I have lived in Banga Wé all my life. I was born here", says Maria. Maria is a woman from a place called Banga Wé in Angola. Angola is a country in Southern Africa.

Maria was born in Banga Wé. She grew up there and her three children were born there. It is Maria's home.

A few years ago, the government in Angola decided to build lots of new homes. The homes would be apartments and would be part of a housing project called 'Nova Vida'. 'Nova Vida' means 'New Life' in Portuguese. Portuguese is the official language of Angola.

The Nova Vida housing project took place in several neighbourhoods, including Banga Wé, Maria's home. The apartments were for people with lots of money.

In order to make space for the new apartments, the government decided to move more than five hundred people from their homes. They planned to knock down the houses that belonged to people in the neighbourhood.

The government did not ask the people of Banga Wé for permission to knock down their houses. They did not tell the people when their homes would be destroyed. The government did not respect the rights of the people of Banga Wé. Most of these people were living in poverty and had nowhere else to live.

The people in Banga Wé were given no warning that their homes would be demolished.

"We were not even warned about the demolitions. We were just taken by surprise. We had to go to work every day and never knew whether we would find our homes when we returned", says Maria.

## **DESTROYING HOMES**

One day, Maria was returning home from work. At that time, she had two small children and was pregnant with her third child. When Maria got home from work, she saw that her house had been knocked down. Some of her things had been stolen. Others had been destroyed.

Maria was very upset and very angry. She needed somewhere to live with her children. Maria thought it was unfair that the government had knocked down her house. She did not move. She stayed at her ruined house.

Maria and her neighbours used the materials from their shattered houses to build new homes. "They destroyed my house made of blocks but did not touch the zinc sheets used for the roof, so we used them to build a house of zinc", Maria says.

About six days later, the zinc houses were destroyed too.

The police came to Maria's home. They told her to leave but Maria refused. She wanted to show everybody how unfair it was to knock down someone's home.

The police were angry. They arrested Maria and they took her to the police station. They kept her there for hours and treated her badly. "I was taken to the police station because I resisted the demolitions", says Maria. Finally, they let her go.

### **WAITING FOR A NEW HOME**

More than five hundred people from Maria's neighbourhood were forced to leave their homes in Banga Wé. Many of Maria's neighbours also refused to leave their homes and were treated badly by the police.

Maria and her neighbours had nowhere to live except on the streets. They created new homes out of materials left over from their destroyed houses. They experienced lots of problems in their new homes. They did not have any clean water or enough shelter to keep them safe. The children were not allowed to go to the school nearby because they came from poor families and the other schools were too far away from the children's homes.

Maria and her neighbours were promised new homes. Almost six years later, the government finally announced that it would provide housing to people whose houses had been destroyed. However, many of them are still waiting for a new home.

Maria shares her story with people around the world. She is worried about the thousands of people in Angola who have been evicted from their homes and who don't have anywhere safe or healthy to live. She says, "The worst thing is that there is still no solution to this problem".

Maria hopes that if people learn about her story, they will demand that governments all over the world respect human rights. She hopes that governments will stop destroying the homes of people and will provide them with safer and healthier places to live.

# OLDER LEARNERS' WORKSHEET 1

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ANSWER THESE QUESTIONS ABOUT MARIA'S STORY

1. WHY DID THE ANGOLAN GOVERNMENT KNOCK DOWN THE OLD HOUSES?

.....  
.....

2. WHERE DID THE PEOPLE OF BANGA WÉ LIVE AFTER THEIR HOMES HAD BEEN DESTROYED?

.....  
.....

3. WHAT TOOK MARIA AND HER NEIGHBOURS BY SURPRISE?

.....  
.....

4. WHY DID MARIA REFUSE TO LEAVE HER HOME?

.....  
.....

5. WHY WAS MARIA TAKEN TO THE POLICE STATION?

.....  
.....

6. WHY WEREN'T THE CHILDREN ALLOWED TO GO TO THE SCHOOL NEARBY?

.....  
.....

# OLDER LEARNERS' WORKSHEET 2

---

## WORD MEANING ACTIVITIES

**ACTIVITY 1: FIND THE MEANING OF THESE WORDS IN YOUR DICTIONARIES.**

**FORCED:** .....

**PERMISSION:** .....

**PROJECT:** .....

**SHELTER:** .....

**WARNING:** .....

**DEMOLITION:** .....

**DESTROYED:** .....

**OFFICIAL:** .....

**MATERIALS:** .....

**SHATTERED:** .....

**ACTIVITY 2: WRITE FIVE SENTENCES USING A WORD FROM THE LIST ABOVE  
IN EACH SENTENCE.**

1.....

.....

2.....

.....

3.....

.....

4.....

.....

5.....

.....

# OLDER LEARNERS' WORKSHEET 3

---

## WORD MEANING ACTIVITIES

**ACTIVITY 3: CHOOSE THE WORD OR PHRASE CLOSEST IN MEANING TO THE UNDERLINED WORD OR PHRASE.**

**1. MARIA AND HER NEIGHBOURS WERE FORCED TO LEAVE THEIR HOMES.**

A) ORDERED

B) ASKED

C) ADVISED

D) INVITED

**2. MANY HOMES WERE DEMOLISHED TO MAKE WAY FOR NEW APARTMENTS**

A) BUILT

B) MOVED

C) KNOCKED DOWN

D) CHANGED

**3. THE GOVERNMENT DID NOT ASK FOR MARIA'S PERMISSION BEFORE KNOCKING DOWN HER HOUSE.**

A) IDEAS

B) ADVICE

C) APPROVAL

D) IDENTIFICATION

**4. MARIA AND HER NEIGHBOURS EXPERIENCED MANY PROBLEMS WHILE LIVING ON THE STREETS.**

A) SAW

B) CREATED

C) FACED

D) MADE

**5. THE NOVA VIDA PROJECT WAS ABOUT BUILDING APARTMENTS FOR WEALTHY PEOPLE.**

A) PLAN

B) FILM

C) CLASS

D) SCHOOL

## MORE ACTIVITIES FOR MARIA'S STORY

### MEANWHILE...

Integrate Maria's story into a History lesson by finding out what was happening in Ireland at the time Maria's house was knocked down. Alternatively, use Maria's story as the basis for a creative writing piece. Ask pupils to imagine what was happening to another person in Angola (e.g. someone hoping to buy an apartment, someone working for the government) at the time of the story.

### PROBLEM SOLVING

Ask pupils to create a list of problems identified in Maria's story and to suggest potential solutions.

### FREEZE FRAMES

Choose a scene from the story, e.g. Maria building a new home, Maria going to the police station.

Ask the pupils to act out this moment. Instruct them to 'freeze' at a certain point in the story. Ask them to discuss what might happen next.

### LISTEN AND RETELL

Ask pupils to listen carefully to Maria's story and to retell it afterwards in their own words orally or as a written exercise.

### FURTHER ADVENTURES OF A CHARACTER

Invite pupils to imagine what other events might have happened in Maria's life that aren't described in the story text. Remind them that Maria's story is about real events, but that their creations will be fictional.

### MOVING DEBATE

Put signs saying 'agree' and 'disagree' on opposite sides of the room. Read out debatable statements about Maria's story such as 'The police should be allowed to put people in prison for protesting', 'Poverty will always exist'. Ask pupils to stand on the appropriate side of the room according to how they feel about the statement and to explain their decision.

### PROJECT WORK

Instruct pupils to write a summary of the events in the story. Ask them to identify more information they would like to find out about Maria. Discuss how you could find this information. Use sources such as [www.amnesty.org](http://www.amnesty.org) to find out about Amnesty International's Demand Dignity campaign to end poverty. Teachers are advised to supervise internet research.

### COUNTRY FACT FILE

Create a country fact file about Angola. Consider using headings such as 'population', 'economy', 'interesting facts', 'culture', 'human rights'.

### ILLUSTRATION

Invite pupils to draw the events and characters from Maria's story. Pupils could also create a storyboard, drawing the sequence of events that occur in the story.

### DRAMA AND MUSIC

Write a play or song based on Maria's story.

### HOT SEATING

Choose a pupil to sit at the top of the class and take on the role of Maria. Invite the rest of the class to ask Maria questions about her life.

### REVIEWING

Ask the pupils to give their opinion on the stories, in written format or discussion. Instruct them to complete sentences such as:

'My favourite character is...'

'I would describe Maria as ...'

'The most interesting thing about Maria's story was...'

Ask them to give reasons for their answers.

# 3. Bobo's Story

**THEMES:** POVERTY AND FREEDOM OF EXPRESSION

**TEACHER'S SUMMARY:**

Bobo is a young human rights defender from Myanmar (also known as Burma). Bobo decided to work for human rights when he watched a television programme about the leader of Myanmar and realised that Myanmar has many valuable resources, but that the wealth generated by these resources is not shared by the people. Bobo and his friends created a DVD, showing how unfairly the people of Myanmar were being treated, and gave it to family and friends. When the military government found out what they were doing, they put some of Bobo's friends in prison for speaking out against the country's leaders. They tried to arrest Bobo, but he ran away and hid in different places around Myanmar. Soon he had nowhere left to hide and fled to Thailand. Bobo returned to Myanmar eventually, but has to be very careful not to be caught by the police. He and his friends are determined to keep working for human rights in their country.

A presentation of Bobo's story is available on the accompanying CD.

**INTRODUCING THE STORY:**

The following is a list of words and concepts from the story text that might be unfamiliar to your learners. It is recommended that they be used in a pre-reading discussion or word familiarisation activity.

**WORDS AND CONCEPTS FOUND IN BOBO'S STORY FOR YOUNGER LEARNERS**

COUNTRY, SOUTHEAST ASIA, LIFE, FEW, IN CHARGE, GOVERNMENT, ENOUGH, HAVE A SAY, DECIDED, SHOWED, AGREED, SHARE, MESSAGE, POSTERS, IN CONTROL, PRISON, ESCAPED, HIDING, CONTINUE TO, SPEAK UP.

**WORDS AND CONCEPTS FOUND IN BOBO'S STORY FOR OLDER LEARNERS**

FREEDOM OF SPEECH, GOVERNMENT, MILITARY, PUNISH, OPINION, PARTICULARLY, ELECTION, DEMOCRACY, REFUSED, PREVENT, BECOMING, VOTED, HAVE A SAY, IGNORE, DECIDED, VALUABLE, NATURAL RESOURCES, GEMS, OIL, NATURAL GAS, GENERATION, ESCAPED, EVENTUALLY, FLYERS, SPEAK UP, JUST SOCIETY, PROSPERITY, HUMAN RIGHTS DEFENDER, PARLIAMENT.

**HUMAN RIGHTS IN THE STORY:**

Human rights are all the things human beings are entitled to and need in order to live healthy, dignified and safe lives. Introduce the concept of human rights to your learners before discussing with them the following human rights that are found in the story.

- The right to live in freedom and safety
- The right to be treated fairly by the law
- The right not to be put in prison without a good reason
- The right to go to another country if we are frightened of being badly treated in our own country
- The right to have ideas and say what we think
- The right to meet other people
- The right to take part in the government of our country and the right to vote if we are old enough
- The right to a life of dignity, which includes having a home, enough money to live on and health care if we get ill



**TEACHER'S NOTES: USE THESE COMPREHENSION AND DISCUSSION QUESTIONS WITH YOUR LEARNERS TO FURTHER THEIR UNDERSTANDING OF THE ISSUES ADDRESSED IN THE STORY.**

## COMPREHENSION QUESTIONS

### YOUNGER LEARNERS

1. Where is Bobo from?
2. What did Bobo see on television?
3. What did Bobo and his friends do?
4. Why were Bobo's friends put in prison?
5. Why does Bobo have to be careful?

### OLDER LEARNERS

1. When does the government get particularly angry?
2. Who won the 1990 election?
3. What made Bobo so angry?
4. What sort of natural resources does Myanmar have?
5. Why do Bobo and his friends talk to people on the streets?

## DISCUSSION QUESTIONS

### YOUNGER LEARNERS

1. Do you think it's fair that lots of people in Myanmar don't have enough food to eat? Why?
2. Do you think it was fair to put Bobo's friends in prison? Why?
3. How would you feel if you had to leave your home to go into hiding?
4. What would you like to say to the government of Myanmar?
5. What would you ask Bobo if you met him?

### OLDER LEARNERS

1. What do we mean by freedom of speech?
2. Would you like to do the work Bobo does? Why?
3. How would you feel if your vote wasn't accepted?
4. What do you think the government of Myanmar should do?
5. How could you help Bobo and his friends?

# BOBO'S STORY FOR YOUNGER LEARNERS

TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD TO YOUNGER LEARNERS. USE IT AS A STAND-ALONE STORY OR WITH THE PRESENTATION OF BOBO'S STORY.

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## FEELING ANGRY

Bobo is a young man from Myanmar. Myanmar is a country in Southeast Asia.

A few years ago, Bobo was watching a television programme. The programme was about life in Myanmar. It showed a few people with lots of money and lots of things. These people, called the government, were in charge of Myanmar.

Bobo knew that most people in Myanmar had very little money and very few things. These people lived a difficult life. They did not have enough food to eat. They did not have enough money to go to the doctor when they were sick. They did not have a say in how their country worked. Nobody listened to them.

Bobo felt very angry when he watched this programme. He knew that it wasn't fair for some people to be very rich and some people to be very poor.

## TELLING PEOPLE ABOUT SOMETHING THAT IS NOT FAIR

Bobo decided to tell people how unfair life in Myanmar was.

He made a DVD of the television programme he had watched. He showed it to his family and his friends. They agreed that life in Myanmar was not fair.

Bobo and his friends decided to work together to share their message with more people in their country.

They talked to lots of people on the streets. They made posters and left them on buses for people to read.

Soon, the government found out what Bobo and his friends were doing. They were not happy. They were angry. They did not agree with Bobo. They liked being rich and being in control of the country.

Some of Bobo's friends were put in prison. The police tried to catch Bobo too, but he escaped. He moved around Myanmar, hiding in many different places.

## PLANNING FOR A BETTER LIFE

Bobo still lives in hiding with some of his friends. They have to be very careful. If the government find Bobo and his friends, they will be put in prison.

Bobo and his friends know that their message for the people of Myanmar is still very important. They continue to work very hard to tell people about how unfair life in Myanmar is. They tell people how life could be better. They ask people to speak up and to work together to make a better country.

Things are starting to change in Myanmar because of Bobo and his friends. The government are learning that they must respect everybody.

# BOBO'S STORY FOR OLDER LEARNERS

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD OR GIVE IT TO OLDER LEARNERS AS A READING COMPREHENSION**

## **FREEDOM OF SPEECH IN MYANMAR**

Bobo is a young man from Myanmar. Myanmar is a country in Southeast Asia. It is also known as Burma.

The government in Myanmar has been controlled by the military since 1962. The military is very strict with the people of Myanmar. They punish people for speaking their opinion. The government gets particularly angry when people disagree with the way they rule the country.

In 1990, an election for the government was held. The military lost the election. A group called the National League for Democracy won the election. This group believes that all people should be treated fairly and with respect. They believe that all people should have freedom of speech. The leader of the National League for Democracy is a woman called Aung San Suu Kyi.

The military refused to accept that they had lost the election. They refused to give up their power. They put Aung San Suu Kyi under house arrest. This meant that she was not allowed to leave her home. The government wanted to prevent Aung San Suu Kyi from becoming the new leader of Myanmar.

Many people in Myanmar were very angry with the military government. They had voted for Aung San Suu Kyi and they wanted her to be their leader. But most people were too scared to speak out against the government. They were scared of being put in prison.

## **FEELING ANGRY**

Many years later, Bobo was watching a television programme. The programme was about life in Myanmar. It showed a few people with lots of money and lots of things. It showed the military government leader at his daughter's wedding. "In the ceremony his daughter wore diamonds! His family is very rich and yet the people of Burma are very poor", said Bobo.

Bobo knew that most people in Myanmar had very little money and very few things. These people lived a difficult life. They did not have enough food to eat. They did not have enough money to go to the doctor when they were sick. They did not have a say in how their country worked. Nobody listened to them.

Bobo felt very angry when he watched this programme. He knew it wasn't fair for some people to be very rich and some people to be very poor. He knew it wasn't fair for the military government to ignore the votes of the people.

## **TELLING PEOPLE ABOUT SOMETHING THAT IS NOT FAIR**

Bobo decided to tell people how unfair life in Myanmar was. He made a DVD of the television programme he had watched. He showed it to his family and his friends. They agreed that life in Myanmar was not fair. "When they saw it they felt angry as well", says Bobo. They found out that Myanmar has many valuable natural resources, like gems, oil and natural gas. They realised that the money made from these resources was not shared with all the people.

Bobo joined a group called Generation Wave. The group was made up of young people who wanted their country to be a better place for everyone. They believed that everyone in Myanmar

- ▶ should learn about how badly the military government was treating people.

Bobo and his friends decided to work together to share their message with more people. They talked to lots of people on the streets about the problems with the military government. They wrote songs about the government. They created music videos for their songs and put them on the internet so that more people could learn about the problems in Myanmar.

Soon, the government found out what Bobo and his friends were doing. They were angry. They wanted to keep their riches and to stay in control of the country. Some of Bobo's friends were put in prison for speaking out against the country's leaders. "You can be arrested very easily in our country, especially if you are involved in politics", says Bobo. The police tried to catch Bobo but he escaped. He moved around Myanmar, hiding in many different places. When he had nowhere else to hide, Bobo escaped to Thailand. Thailand is a neighbouring country to Myanmar.

### **PLANNING FOR A BETTER LIFE**

Some of Bobo's friends also escaped to Thailand. Bobo lived there with his friends for some time. He missed home. Eventually, they returned to Myanmar. Bobo still lives in hiding with some of his friends. They have to be very careful. If the government find Bobo and his friends, they will be put in prison.

Bobo and his friends still make music videos to show people how unfair life in Myanmar is. They know that their message for the people of Myanmar is still very important. They make flyers and leave them on the seats of buses, giving people a chance to read about the problems in their country. They tell people how life could be better. They ask people to speak up and to work together to make a better country.

In 2010, Generation Wave asked people to stand up against the government by refusing to vote in the election. The military government won the election but many people believed that it was not a fair election.

Bobo and his friends from Generation Wave continue to work for democracy in their country. They refuse to give up. According to one of Bobo's friends, their goal is to change the government "to create a free and just society where people can live a life of peace and prosperity."

Things are changing because of Bobo and his friends. The government are starting to realise that human rights must be respected. In January 2012, many imprisoned Generation Wave members were released from prison. In April 2012, Aung San Suu Kyi, Myanmar's most famous human rights defender, was elected to parliament.

Bobo sends this message to young people around the world: "We want democracy and we want our country to be peaceful. We are working very hard. It might take time but we believe we can change and develop our country."

# OLDER LEARNERS' WORKSHEET 1

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ANSWER THESE QUESTIONS ABOUT BOBO'S STORY

1. WHAT DOES THE NATIONAL LEAGUE FOR DEMOCRACY BELIEVE?

.....  
.....

2. WHY DID THE GOVERNMENT PUT AUNG SAN SUU KYI UNDER HOUSE ARREST?

.....  
.....

3. WHY WERE BOBO'S FRIENDS ARRESTED?

.....  
.....

4. WHY DID BOBO GO TO THAILAND?

.....  
.....

5. WHAT SORT OF COUNTRY WOULD BOBO AND HIS FRIENDS LIKE MYANMAR TO BE?

.....  
.....

6. 1.WHAT IS BOBO'S MESSAGE FOR YOUNG PEOPLE AROUND THE WORLD?

.....  
.....

# OLDER LEARNERS' WORKSHEET 2

---

## WORD MEANING ACTIVITIES

**ACTIVITY 1: FIND THE MEANING OF THESE WORDS IN YOUR DICTIONARIES.**

**FREEDOM:** .....

**MILITARY:** .....

**OPINION:** .....

**DEMOCRACY:** .....

**ELECTION:** .....

**RESOURCES:** .....

**GENERATION:** .....

**EVENTUALLY:** .....

**PROSPERITY:** .....

**DEFENDER:** .....

**ACTIVITY 2: WRITE FIVE SENTENCES USING A WORD FROM THE LIST ABOVE  
IN EACH SENTENCE.**

1. ....

.....

2. ....

.....

3. ....

.....

4. ....

.....

5. ....

.....

# OLDER LEARNERS' WORKSHEET 3

---

## WORD MEANING ACTIVITIES

**ACTIVITY 3: CHOOSE THE WORD OR PHRASE CLOSEST IN MEANING TO THE UNDERLINED WORD OR PHRASE.**

1. BOBO AND HIS FRIENDS DO NOT HAVE THE FREEDOM TO TALK ABOUT THEIR IDEAS SAFELY.

A) OPPORTUNITY

B) SKILLS

C) ABILITY

D) TIME

2. GENERATION WAVE WANT MYANMAR TO HAVE A DEMOCRATIC GOVERNMENT.

A) NICE

B) FAIRLY ELECTED

C) MEAN

D) CORRUPT

3. EVENTUALLY, AFTER SPENDING A LOT OF TIME IN HIDING, BOBO WAS ABLE TO RETURN TO MYANMAR.

A) SOMETIME LATER

B) THEN

C) FINALLY

D) SOON

4. MYANMAR HAS PLENTY OF NATURAL RESOURCES THAT COULD BRING GREAT WEALTH TO THE COUNTRY.

A) RICHES

B) TREES

C) FOOD

D) PEOPLE

5. BOBO AND HIS FRIENDS HAVE DECIDED TO SPEND THEIR TIME DEFENDING HUMAN RIGHTS IN MYANMAR.

A) SPOILING

B) LEARNING ABOUT

C) DREAMING ABOUT

D) STANDING UP FOR

# MORE ACTIVITIES FOR BOBO'S STORY

## ROLE-PLAY

Assign pupils the roles of Bobo, a friend, a family member, a member of the public, a policeman, a representative of the Myanmar government. Ask them to prepare and act out the following scenes from the story: Bobo and his friends speaking to members of the public, a policeman coming to arrest Bobo, Bobo's family missing him.

## LISTEN AND RETELL

Ask pupils to listen carefully to Bobo's story and to retell it afterwards in their own words orally or as a written exercise.

## TELEVISION / RADIO PRESENTER

Ask the pupils to pretend they are a television or radio presenter living in Myanmar at the time Bobo's friends were arrested. Instruct them to prepare a written or spoken report on what is happening.

Then, ask them to research and report on life in Myanmar. Remind them to consider positive as well as negative issues.

## REVIEWING

Ask the pupils to give their opinion on the stories, in written format or in discussion. Instruct them to complete sentences such as:

'My favourite character is...'

'I would describe Bobo as ...'

'The most interesting thing about Bobo's story was...'

Ask them to give reasons for their answers.

## MEANWHILE...

Use Bobo's story as the basis for a creative writing piece. Ask pupils to imagine what was happening to another person in Myanmar at the time of the story e.g. Bobo's neighbours, someone living in poverty, someone working for the government, Aung San Suu Kyi.

## PROBLEM SOLVING

Ask pupils to create a list of problems identified in Bobo's story and to suggest potential solutions.

## FREEZE FRAMES

Choose a scene from the story, e.g. Bobo showing his family and friends the CD, Bobo escaping arrest.

Ask the pupils to act out this moment. Instruct them to 'freeze' at a certain point in the story. Ask them to discuss what might happen next.

## PROJECT WORK

Instruct pupils to write a summary of the events in the story. Ask them to identify more information they would like to find out about Bobo. Discuss how you could find this information. Use sources such as [www.burmavoices.com](http://www.burmavoices.com). Videos of Generation Wave's music can be found on YouTube. Teachers are advised to supervise internet research.

## COUNTRY FACT FILE

Create a country fact file about Myanmar. Consider using headings such as 'population', 'economy', 'interesting facts', 'culture', 'human rights'.

## ILLUSTRATION

Invite pupils to draw the events and characters from Bobo's story. Pupils could also create a storyboard, drawing the sequence of events that occur in the story.



# 4. Ishmael's Story

**THEMES:** CHILD SOLDIERS

**TEACHER'S SUMMARY:**

Ishmael was born in Sierra Leone, a country in West Africa. When he was just eleven years old, a civil war broke out in Sierra Leone, lasting from 1991 to 2002. Ishmael's family was killed and he was forced to become a child soldier. Ishmael fought in the civil war for almost three years. He was finally rescued by an organisation called UNICEF. He attended a rehabilitation centre for child soldiers where he met lots of other children like him. Ishmael also met a nurse called Esther who treated him kindly and helped him to realise that it was not his fault that he had become a child soldier. When he was feeling better, Ishmael went to the capital city, Freetown, to live with his uncle for a few years. When the civil war became more dangerous, he moved to New York and lived with a woman called Laura who became his foster mother. Ishmael is now a human rights defender who teaches people about the dangers of war.

A presentation of Ishmael's story is available on the accompanying CD.

**INTRODUCING THE STORY:**

The following words and concepts from the story might be unfamiliar to your learners. Consider using them in a pre-reading discussion or word familiarisation activity.

**WORDS AND CONCEPTS  
FOUND IN ISHMAEL'S STORY  
FOR YOUNGER LEARNERS**

**COUNTRY, WEST AFRICA, STEPMOTHER, OFTEN, NEARBY, AFFORD, WAR, SEPARATED, ALONE, CHILD SOLDIERS, EXPLAINED, RESCUED, FAULT, IN CHARGE, ARMY, RESPONSIBLE, REMEMBERED, CONTINUED, COLLEGE, DANGERS.**

**WORDS AND CONCEPTS  
FOUND IN BOBO'S STORY  
FOR OLDER LEARNERS**

**WEST AFRICA, HIP-HOP, AFFORD, REGULARLY, CIVIL WAR, TWENTIETH CENTURY, TRUSTING, CITIZENS, SEPARATED, MEMBER, SURVIVOR, FORCED, CHILD SOLDIERS, COMMUNITIES, CHILDHOOD, CELEBRATED, FEARED, FUTURE, EXPLAIN, RESCUED, ORGANISATION, FORGIVE, VIOLENCE, RESPONSIBLE, DRAGGED, PARTICULARLY, REGGAE, UNITED NATIONS, HEADQUARTERS, FOSTER MOTHER, PREPARING, YEARBOOK, HUMAN RIGHTS DEFENDER, EXPERIENCES, CAMPAIGNS.**

**HUMAN RIGHTS  
IN THE STORY:**

Human rights are all the things human beings are entitled to and need in order to live healthy, dignified and safe lives. Introduce the concept of human rights to your learners before discussing with them the following human rights that are found in the story.

- The right to life and to live in freedom and safety
- The right not to be hurt or tortured
- The right to go to another country if we are frightened of being badly treated in our own country
- The right to education and to receive free primary education
- The right to a good life and to receive care and support if we need it
- The right to have ideas and say what we think

Some of the children's rights from the Convention on the Rights of the Child found in this story include:

- the right not to be used as a soldier in wars
- the right to be with their parents or with those who will care for them
- the right to play
- the right to be protected from danger

**TEACHER'S NOTES: USE THESE COMPREHENSION AND DISCUSSION QUESTIONS WITH YOUR LEARNERS TO FURTHER THEIR UNDERSTANDING OF THE ISSUES ADDRESSED IN THE STORY.**

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## **COMPREHENSION QUESTIONS**

### **YOUNGER LEARNERS**

1. Where did Ishmael grow up?
2. What did Ishmael like to do when he was a child?
3. What happened when Ishmael and Junior were away from home?
4. What did the soldiers make Ishmael do?
5. What did Esther do for Ishmael?

### **OLDER LEARNERS**

1. Why did Ishmael stop going to school?
2. What happened in Sierra Leone when Ishmael was eleven years old?
3. Why did people start to fear children?
4. Why was Ishmael invited to New York?
5. What does Ishmael teach people now?

## **DISCUSSION QUESTIONS**

### **YOUNGER LEARNERS**

1. Do you think Ishmael liked being a child soldier? Why?
2. How do you think Ishmael felt when Esther helped him?
3. What did Ishmael tell the adults when he spoke to them in the United States?
4. What would you ask Ishmael if you had a chance?
5. Do you think it is fair to use children as soldiers in war? Why?

### **OLDER LEARNERS**

1. What do you think it would be like to be a child soldier?
2. How would you feel if you had no photographs of your childhood?
3. How do you think Ishmael felt when his family was killed?
4. If you were Ishmael, what would your message be for people around the world?
5. If you could ask Ishmael one question, what would it be?

# ISHMAEL'S STORY FOR YOUNGER LEARNERS

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD TO YOUNGER LEARNERS. USE IT AS A STAND-ALONE STORY OR WITH THE PRESENTATION OF ISHMAEL'S STORY.**

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## CHILD SOLDIERS

Ishmael was born in Sierra Leone. Sierra Leone is a country in West Africa. Ishmael lived with his father, stepmother and two brothers. He often visited his mother who lived in a town nearby.

Ishmael loved playing football, listening to music and going to school. After some time, Ishmael's parents could no longer afford to send him to school.

There was a war in Ishmael's country. One day, when Ishmael was away from home with Junior, his older brother, soldiers came to his village. Ishmael and Junior tried to go home to find their family, but it was too dangerous. Ishmael and his brother got separated. Ishmael was all alone.

Ishmael tried to find somewhere safe to go. He met some children from his village and they all walked together to the next village to find safety. But Ishmael and his friends met some soldiers.

The soldiers forced Ishmael and his friends to fight in the war. They met lots of other children who had to fight in the war. These children were called 'child soldiers'. Ishmael was very scared. No one explained to him what was happening. There was no one to take care of him.

## RESCUED

Ishmael fought in the war for three years. He was finally rescued by a group of people who help children around the world to be safe and healthy.

Ishmael found it difficult to think about all the things that had happened. A nurse called Esther helped him a lot. She was very kind to him. She listened to his story. She helped him to see that it was not his fault that he had become a child soldier. The adults in charge of the army were responsible.

Esther gave Ishmael some music to listen to. Ishmael remembered how much he loved listening to music and this helped him to feel better.

When Ishmael was feeling better, he went to live with his uncle in the capital city of Sierra Leone. He went back to school. He was asked to go to the United States to speak to adults from around the world. He told them why children should never be used as soldiers in war.

## TEACHING PEOPLE ABOUT THE DANGERS OF WAR

The war in Sierra Leone continued. Ishmael went to the United States to be safe. He lived with a woman called Laura who looked after him.

Ishmael went to school in the United States and then to college. He has written a book about his life. He speaks to people about his life in Sierra Leone. He teaches them about the dangers of war, and he explains why children should never be used as soldiers.

# ISHMAEL'S STORY FOR OLDER LEARNERS

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD OR GIVE IT TO OLDER LEARNERS AS A READING COMPREHENSION**

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## **CHILD SOLDIERS**

Ishmael was born in 1980 in Sierra Leone. Sierra Leone is a country in West Africa. Ishmael loved playing football, listening to music and going to school. After some time, Ishmael's parents could no longer afford to send him to school. Ishmael and his older brother Junior spent their time working and playing at home. Their favourite thing to do was to listen and dance to American hip-hop music. They regularly visited their mother who lived in a village nearby.

But when Ishmael was eleven years old, his whole life changed.

Civil war broke out in Sierra Leone in 1991 and lasted for eleven years. Civil war happens when two groups of people in one country start fighting with one another. Civil war has happened in many countries around the world, including in Ireland in the early twentieth century. In Sierra Leone, people stopped trusting their neighbours, friends and fellow citizens.

One day, when Ishmael was away from home with Junior, the soldiers came to his village. Ishmael and Junior tried to go home to find their family, but it was too dangerous. Ishmael and his brother got separated. Ishmael was all alone.

Ishmael's mother, father and two brothers were killed in the civil war when he was just twelve years old. He was the only member of his close family left alive. "I became the only survivor of that family and that was very difficult for me", Ishmael says.

Ishmael tried to find somewhere safe to go. He met some children from his village and they all walked together to find a safe village. But Ishmael and his friends met some soldiers.

The soldiers forced Ishmael and his friends to fight in the war. Ishmael was only thirteen years old. He met lots of other children who had to fight in the war. These children were called 'child soldiers'. Child soldiers were forced to kill people in their own neighbourhood and communities. People were afraid of children. "A place where once your childhood was celebrated became a place where the same childhood was now feared deeply", Ishmael says.

Ishmael fought in the war for three years. Along with many other child soldiers Ishmael was scared and did not know what was going to happen to him. Ishmael said they were afraid of "not knowing where to go, where we were running to, when would this war end". Ishmael no longer thought about his future. All he could think about was surviving each minute. "As a child my world changed completely where everyone feared me, and there was no one to explain what was going on", he says.

## **RECOVERING FROM BEING A CHILD SOLDIER**

Finally, Ishmael was rescued by an organisation called UNICEF. UNICEF is a big organisation that helps children all over the world to live safer and healthier lives.

Ishmael met lots of other children who had been child soldiers. He found it difficult to think about and to talk about everything that had happened to him. A nurse called Esther helped Ishmael a lot. She treated him kindly and listened to him as he told his story. She helped him to forgive himself for all the violence he had carried out as a child soldier. She helped him to

see that it was not his fault, and that the adults in charge of the army were responsible. They were wrong to use children as soldiers. “We were dragged into the war, we had no choice, it was either you fought or you were killed, it was as simple as that”, says Ishmael.

Esther began to notice that Ishmael was very interested in music. He particularly liked American hip-hop and reggae music. Esther gave him some music by Bob Marley, a famous musician from Jamaica. Ishmael loved listening to music again.

When Ishmael was feeling better, he went to live with his uncle in Freetown, the capital city of Sierra Leone. He returned to school. He was invited to the United States to speak at the United Nations’ headquarters in New York. The United Nations is a huge organisation made up of all the countries in the world. Ishmael told people from around the world about his life as a child soldier. While he was in New York, he made friends with a woman called Laura.

The next year, Ishmael returned to New York to escape the civil war, which was still going on in Sierra Leone. He lived with Laura, who became his foster mother.

### **CHILDHOOD PICTURES**

Ishmael went to high school in New York. He didn’t speak to many of his classmates about his life in Sierra Leone. When the class was preparing to finish high school, the students were asked to bring in photographs of themselves as babies. These photographs were to be collected together in a yearbook, so that they could remember their classmates after they finished school.

Ishmael didn’t have any photographs from his childhood. “When you leave a war you just leave”, he says, “you don’t take anything with you”. Many of his classmates found it difficult to understand why Ishmael had nothing to remind him of growing up.

### **TEACHING OTHER PEOPLE ABOUT THE DANGERS OF WAR**

Ishmael decided it was time to share his story with his classmates and the rest of the world. He wrote a book about his life. Ishmael became a human rights defender. He speaks to lots of people about his experiences. He teaches them about the dangers of war and he campaigns to end the use of child soldiers in war.

# OLDER LEARNERS' WORKSHEET 1

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ANSWER THESE QUESTIONS ABOUT ISHMAEL'S STORY

1. WHAT IS A CIVIL WAR?

.....  
.....

2. WHAT WERE THE CHILD SOLDIERS AFRAID OF?

.....  
.....

3. WHO RESCUED ISHMAEL?

.....  
.....

4. HOW DID ISHMAEL LEARN TO FORGIVE HIMSELF FOR THE THINGS HE HAD DONE?

.....  
.....

5. WHY DIDN'T ISHMAEL HAVE ANY PHOTOGRAPHS OF HIS CHILDHOOD?

.....  
.....

6. WHAT DOES ISHMAEL DO NOW?

.....  
.....



# OLDER LEARNERS' WORKSHEET 2

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## WORD MEANING ACTIVITIES

**ACTIVITY 1: FIND THE MEANING OF THESE WORDS IN YOUR DICTIONARIES.**

**CITIZENS:** .....

**SURVIVOR:** .....

**FORCED:** .....

**COMMUNITIES:** .....

**CHILDHOOD:** .....

**VIOLENCE:** .....

**RESPONSIBLE:** .....

**EXPERIENCE:** .....

**DEFENDER:** .....

**CAMPAIGN:** .....

**ACTIVITY 2: WRITE FIVE SENTENCES USING A WORD FROM THE LIST ABOVE  
IN EACH SENTENCE.**

1.....

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2.....

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3.....

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4.....

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5.....

.....

# OLDER LEARNERS' WORKSHEET 3

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## WORD MEANING ACTIVITIES

**ACTIVITY 3: CHOOSE THE WORD OR PHRASE CLOSEST IN MEANING TO THE UNDERLINED WORD OR PHRASE.**

1. ISHMAEL WAS THE ONLY ONE OF HIS FAMILY WHO SURVIVED THE CIVIL WAR.

A) WON

B) HATED

C) LIVED THROUGH

D) CELEBRATED

2. ISHMAEL AND MANY OTHER CHILDREN WERE FORCED TO BECOME CHILD SOLDIERS.

A) EXCITED

B) ORDERED

C) HELPED

D) ASKED

3. ESTHER HELPED ISHMAEL TO LEARN THAT HE WAS NOT RESPONSIBLE FOR BECOMING A CHILD SOLDIER.

A) ANGRY

B) AT FAULT

C) EXHAUSTED

D) RELUCTANT

1. ISHMAEL NOW SPEAKS ABOUT HIS EXPERIENCES AS A CHILD SOLDIER.

A) ANGER

B) TIME

C) FEARS

D) JOY

1. CHILD SOLDIERS WERE FORCED TO KILL PEOPLE IN THEIR OWN COMMUNITIES.

A) NEIGHBOURHOOD

B) SCHOOL

C) COUNTRY

D) FAMILY



## MORE ACTIVITIES FOR ISHMAEL'S STORY

### FURTHER ADVENTURES OF A CHARACTER

Invite pupils to imagine what other events might have happened in Ishmael's life that aren't described in the story text. Remind them that Ishmael's story is about real events, but that their creations will be fictional.

### MOVING DEBATE

Put signs saying 'agree' and 'disagree' on opposite sides of the room. Read out debatable statements about Ishmael's story such as 'It was Ishmael's fault that he became a child soldier' 'sometimes war needs to happen'. Ask pupils to stand on the appropriate side of the room according to how they feel about the statement and to explain their decisions.

### COUNTRY FACT FILE

Create a country fact file about Sierra Leone. Consider using headings such as 'population', 'economy', 'interesting facts', 'culture', 'human rights'.

### PROBLEM SOLVING

Ask pupils to create a list of problems identified in Ishmael's story and to suggest potential solutions.

### FREEZE FRAME

Choose a scene from the story, e.g. Ishmael being rescued by UNICEF, Ishmael moving to the United States.

Ask the pupils to act out this moment. Instruct them to 'freeze' at a certain point in the story. Ask them to discuss what might happen next.

### HOT SEATING

Choose a pupil to sit at the top of the class and take on the role of Ishmael. Invite the rest of the class to ask Ishmael questions about his life.

### TELEVISION / RADIO PRESENTER

Ask the pupils to pretend they are a television or radio presenter living in Sierra Leone at the time Ishmael was a child soldier. Instruct them to prepare a written or spoken report on what is happening.

Then, ask them to research and report on life in Sierra Leone. Remind them to consider positive as well as negative issues.

### REVIEWING

Ask the pupils to give their opinion on the stories, in written format or discussion. Instruct them to complete sentences such as:

'My favourite character is...'

'I would describe Ishmael as ...'

'The most interesting thing about Ishmael's story was...'

Ask them to give reasons for their answers.

### PROJECT WORK

Instruct pupils to write a summary of the events in the story. Ask them to identify more information they would like to find out about Ishmael. Discuss how you could find this information. Use sources such as [www.alongwaygone.com](http://www.alongwaygone.com) which has excerpts of Ishmael's autobiography. Videos of Ishmael are available on YouTube. Teachers are advised to supervise internet research.

# 5. Farai's Story

**THEMES:** WORKERS' RIGHTS AND BLOOD DIAMONDS

**TEACHER'S SUMMARY:**

Farai works in the Marange diamond fields in Zimbabwe. Sometimes, diamonds are sold to buy weapons for war. When diamonds are used for this reason, they are known as blood diamonds. In addition, the workers' rights of people in diamond mining are often violated. They are not given enough breaks or pay, and sometimes they are even beaten. Farai's job is to make sure that diamond mining companies are respecting the rights of their workers and that they are not selling blood diamonds. In 2010, Farai reported human rights violations in the Marange diamond fields. The Zimbabwean government was angry with Farai. They didn't want the rest of the world to know what was happening in the diamond fields. They arrested Farai and accused him of lying. Five weeks later, after much international and local pressure, he was released from prison. Farai won an international award for his human rights work and continues to do his work in the diamond fields.

A presentation of Farai's story is available on the accompanying CD.

**INTRODUCING THE STORY:**

The following is a list of words and concepts from the story text that might be unfamiliar to your learners. It is recommended that they be used in a pre-reading discussion or word familiarisation activity.

**WORDS AND CONCEPTS FOUND IN FARAI'S STORY FOR YOUNGER LEARNERS**

**COUNTRY, SOUTHERN AFRICA, DIAMOND FIELDS, SHINY, JEWELLERY, TREATED FAIRLY/UNFAIRLY, VISITING, NOTICE, ENOUGH, FEED, REPORT, GOVERNMENT, IN CHARGE, CONTINUE, LYING, ARREST, PRISON, PROUD, COMPLAINTS, FREE, SPECIAL, AWARD, CELEBRATE.**

**WORDS AND CONCEPTS FOUND IN FARAI'S STORY FOR OLDER LEARNERS**

**SOUTHERN AFRICA, DIAMOND FIELDS, OFTEN, TREATED FAIRLY/UNFAIRLY, EMPLOYERS, BLOOD DIAMONDS, INJURED, TRADING, GOVERNMENT, UNITED NATIONS, ORGANISATION, NOTICE, DISCOVERED, RESPONSIBLE, REPORTING, ORDERED, FEVER, CHEST INFECTION, THREATENED, HUMAN RIGHTS, RELEASED, COMPLAINTS, AWARD, CONTINUES, HUMAN RIGHTS DEFENDER, DIGNITY, RESTORED.**

**HUMAN RIGHTS IN THE STORY:**

Human rights are all the things human beings are entitled to and need in order to live healthy, dignified and safe lives. Introduce the concept of human rights to your learners before discussing with them the following human rights that are found in the story.

- The right to life and to live in freedom and safety
- The right not to be hurt or treated cruelly
- The right to be treated fairly by the law
- The right not to be put in prison without good reason
- The right not to be blamed for doing something unless it is proven that we did it
- The right to have ideas and say what we think
- The right to a life of dignity, which includes having a home, enough money to live on and healthcare if we get ill
- The right to a job, a fair wage for our work, a safe place to work
- The right to rest from work, to relax and play



**TEACHER'S NOTES: USE THESE COMPREHENSION AND DISCUSSION QUESTIONS WITH YOUR LEARNERS TO FURTHER THEIR UNDERSTANDING OF THE ISSUES ADDRESSED IN THE STORY.**

## COMPREHENSION QUESTIONS

### YOUNGER LEARNERS

1. Where is Farai from?
2. What is Farai's job?
3. What did Farai see in the diamond fields?
4. Why did Farai get put in prison?
5. What did people around the world do?

### OLDER LEARNERS

1. Where are the Marange diamond fields?
2. What are blood diamonds?
3. What did Farai tell the government?
4. What happened to Farai in prison?
5. Why did Farai win an award?

## DISCUSSION QUESTIONS

### YOUNGER LEARNERS

1. How would you feel if someone accused you of lying?
2. How would you feel if you had to work all day with no rest or time for playing?
3. Do you think it was fair to put Farai in prison for doing his job? Why?
4. What would you say to the Zimbabwean government if you met them?
5. What would you ask Farai if you met him?

### OLDER LEARNERS

1. What do you think should be done about blood diamonds?
2. Why do you think people around the world were so concerned about Farai?
3. How would you feel if you were not allowed to get medical care when you were sick?
4. Do you think Farai is wise to keep working in his job?
5. What do you think the Zimbabwean government should do?

# FARAI'S STORY FOR YOUNGER LEARNERS

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD TO YOUNGER LEARNERS. USE IT AS A STAND-ALONE STORY OR WITH THE PRESENTATION OF FARAI'S STORY.**

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## **LOOKING FOR DIAMONDS**

Farai is a man from Zimbabwe. Zimbabwe is a country in Southern Africa.

Farai works in the diamond fields in Zimbabwe. Diamonds are beautiful, shiny stones that are used to make jewellery like rings, necklaces and bracelets. They are found deep under the ground. People dig down into the ground to find diamonds.

There are lots of diamonds in Zimbabwe. Many people work very hard to find these diamonds. The diamonds are then sold for lots of money.

Farai's job is to make sure people working in the diamond fields are treated fairly. This means they should be paid fairly for the work they do. It also means they should be given time to take a rest from their work when they need it.

## **REPORTING A PROBLEM**

Farai started visiting the diamond fields a few years ago. He began to notice that something bad was happening. He noticed that some people were not given enough time to eat their lunch or to rest when they were tired. Farai spoke to people working in the diamond fields. He found out that they were not getting paid enough money for the work they were doing. This meant they couldn't feed their families even though they were working very hard.

It was Farai's job to report any problems that were happening in the diamond fields. So he visited the government, who are the people in charge of Zimbabwe. Farai told them about the problems in the diamond fields. He told them that people were being treated unfairly.

The government was not happy with Farai. They did not want people around the world to find out what was happening in the diamond fields. They wanted to continue making money by selling diamonds.

The government said Farai was lying. They ordered the police to arrest Farai. They kept Farai in prison for more than a month.

## **DEFENDING HUMAN RIGHTS**

Lots of people heard about Farai's story. They were proud of Farai for doing his job properly. They were angry with the government. They wrote letters and emails to the government, telling them it was wrong to keep Farai in prison.

The government did not like getting complaints from people around the world. They were worried that people in other countries would stop buying diamonds from Zimbabwe. They decided to set Farai free from prison.

Farai was so happy to be free. He was given a special award to celebrate the important work he did to protect people working in the diamond fields. He went back to work in the diamond fields. He continues to check if people are being treated fairly, and he reports when they are not treated well.

# FARAI'S STORY FOR OLDER LEARNERS

**TEACHER'S NOTES: READ THE FOLLOWING STORY ALOUD OR GIVE IT TO OLDER LEARNERS AS A READING COMPREHENSION**

## LOOKING FOR BLOOD DIAMONDS

Farai is a man from Zimbabwe. Zimbabwe is a country in Southern Africa.

Farai works in the diamond fields in Zimbabwe. Diamonds are beautiful, shiny stones that are found deep under the ground. People dig down into the ground to find diamonds. Often, people working in diamond fields are treated very unfairly by their employers. They are not paid enough money for the hard work that they do. They are not given enough breaks when they are tired or hungry. Sometimes, they are even hit or kicked by their employers.

There are lots of diamond fields in Zimbabwe. People work very hard in the diamond fields to dig up diamonds for their employers. The diamonds are then sold for lots of money. Some groups of people sell diamonds to buy weapons for war. When diamonds are used for this reason, they are known as blood diamonds, because people are injured in wars paid for by diamond trading.

Many governments from around the world are trying to stop blood diamonds from being sold. They are also trying to make sure that people working in diamond fields are treated fairly. The United Nations is a huge organisation made up of all the countries in the world. The United Nations works hard to find out what is happening in the diamond fields around the world. They tell governments to make sure blood diamonds are not being sold in their country. They tell governments to make sure every person who works in a diamond field is treated fairly.

Farai's job is to make sure people working in the diamond fields are treated fairly. Another very important part of Farai's job is to find out if blood diamonds are being sold in Zimbabwe.

## REPORTING A PROBLEM

Farai started visiting the Marange diamond fields in Zimbabwe a few years ago. He wrote down all the things that he saw happening in the diamond fields. He began to notice that something bad was happening. He noticed that some people were not given enough time to eat their lunch or to rest when they were tired. Farai spoke to people working in the diamond fields. He found out that they were not getting paid enough money for the work they were doing.

Farai also discovered that blood diamonds were being sold from Marange. Farai was responsible for reporting any problems that were happening in the Marange diamond fields.

So he visited the government, who are the people in charge of Zimbabwe. Farai told them about the problems in the diamond fields. He told them that people were being treated unfairly.

The government was not happy with Farai. They did not want people around the world to find out what was happening in the diamond fields. They wanted to continue making money from diamond trading.

The government said Farai was lying. They ordered the police to arrest Farai. Farai was treated very badly in prison. He got sick with a fever and a chest infection. The police would not let him go to hospital. They kept Farai in prison for more than a month. Farai's family were also threatened by the police.

► **DEFENDING HUMAN RIGHTS**

Lots of people heard about Farai's story. They were proud of Farai for doing his job properly. They knew it was important to stop blood diamonds from being sold. They were angry with the Zimbabwean government. They wrote letters and emails to the government, telling them it was wrong to keep Farai in prison. They wrote to human rights organisations, asking the organisations to help Farai.

The government did not like getting complaints from people around the world. They were worried that people in other countries would stop buying diamonds from Zimbabwe. They decided to set Farai free from prison.

Farai was so happy to be free. He went back to work in the diamond fields. He continues to record the things he sees in the diamond fields. He checks if people are being treated fairly. He finds out if blood diamonds are being sold and he reports any problems he finds.

A year after Farai was released from prison, he was given a special award for his work as a human rights defender. The award celebrates the important work he does to protect people working in the diamond fields and people who are injured in war. The award is for people who "put their lives on the line to protect the dignity and rights of others". Farai, and many other human rights defenders around the world continue to work for human rights. They believe that all people should be treated with dignity and respect. Farai is determined to keep doing his work. He says, "our work will only end when the people of Marange have their human rights restored to them."

# OLDER LEARNERS' WORKSHEET 1

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ANSWER THESE QUESTIONS ABOUT FARAI'S STORY

1. WHAT IS THE UNITED NATIONS?

.....  
.....

2. WHY DIDN'T THE GOVERNMENT WANT PEOPLE TO KNOW WHAT WAS HAPPENING IN THE MARANGE DIAMOND FIELDS?

.....  
.....

3. HOW WERE THE DIAMOND FIELD WORKERS BEING TREATED?

.....  
.....

4. WHY DID PEOPLE FROM AROUND THE WORLD WRITE TO THE ZIMBABWEAN GOVERNMENT?

.....  
.....

5. WHAT DOES FARAI DO NOW?

.....  
.....

6. WHAT DOES FARAI HOPE TO ACHIEVE THROUGH HIS WORK?

.....  
.....

# OLDER LEARNERS' WORKSHEET 2

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## WORD MEANING ACTIVITIES

**ACTIVITY 1: FIND THE MEANING OF THESE WORDS IN YOUR DICTIONARIES.**

**OFTEN:** .....

**EMPLOYER:** .....

**INJURED:** .....

**GOVERNMENT:** .....

**REPORT:** .....

**CONTINUE:** .....

**THREATENED:** .....

**DIGNITY:** .....

**RESTORED:** .....

**AWARD:** .....

**ACTIVITY 2: WRITE FIVE SENTENCES USING A WORD FROM THE LIST ABOVE  
IN EACH SENTENCE.**

1. ....

.....

2. ....

.....

3. ....

.....

4. ....

.....

5. ....

.....



# OLDER LEARNERS' WORKSHEET 3

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## WORD MEANING ACTIVITIES

**ACTIVITY 3: CHOOSE THE WORD OR PHRASE CLOSEST IN MEANING TO THE UNDERLINED WORD OR PHRASE.**

**1. THE WORKERS IN THE MARANGE DIAMOND FIELDS WERE NOT TREATED WELL BY THEIR EMPLOYER.**

- |           |            |
|-----------|------------|
| A) MOTHER | B) FRIEND  |
| C) BOSS   | D) TEACHER |

**2. FARAI BELIEVES THAT ALL WORKERS SHOULD BE TREATED WITH DIGNITY.**

- |            |            |
|------------|------------|
| A) RESPECT | B) LOVE    |
| C) HATE    | D) DISGUST |

**3. FARAI WAS GIVEN A SPECIAL AWARD TO CELEBRATE HIS WORK.**

- |          |          |
|----------|----------|
| A) JOB   | B) LUNCH |
| C) PRIZE | D) BOOK  |

**4. FARAI REPORTED THE BAD THINGS HE SAW HAPPENING IN THE DIAMOND FIELDS TO THE GOVERNMENT.**

- |              |            |
|--------------|------------|
| A) GAVE      | B) OFFERED |
| C) DESCRIBED | D) SHOWED  |

**5. FARAI'S AIM IS FOR HUMAN RIGHTS TO BE RESTORED TO THE WORKERS IN MARANGE.**

- |           |               |
|-----------|---------------|
| A) TAUGHT | B) TOLD       |
| C) SHOWN  | D) GIVEN BACK |

TEACHER'S NOTES: TRY SOME OF THESE ACTIVITIES TO BRING FARAI'S STORY TO LIFE FOR YOUR LEARNERS.

## MORE ACTIVITIES FOR FARAI'S STORY

### ROLE-PLAY

Assign pupils the roles of Farai, a diamond field worker, a diamond field employer, a representative of the Zimbabwean government. Ask them to prepare and act out scenes from the story such as: Farai visiting the diamond fields, Farai reporting to the government, Farai being put in prison, the government deciding to release Farai.

### MOVING DEBATE

Put signs saying 'agree' and 'disagree' on opposite sides of the room. Read out debatable statements about Farai's story such as 'governments are responsible for stopping blood diamonds from being sold', 'Farai should stop doing his job because it's too dangerous'. Ask pupils to stand on the appropriate side of the room according to how they feel and to explain their decision.

### HOT SEATING

Choose a pupil to sit at the top of the class and take on the role of Farai. Invite the rest of the class to ask Farai questions about his life.

### TELEVISION / RADIO PRESENTER

Ask the pupils to pretend they are a television or radio presenter living in Zimbabwe at the time of Farai's release from prison. Instruct them to prepare a written or spoken report on what is happening.

Then, ask them to research and report on life in Zimbabwe. Remind them to consider positive as well as negative issues.

### MEANWHILE...

Use Farai's story as the basis for a creative writing piece. Ask pupils to imagine what was happening to another person in Zimbabwe at the time of the story e.g. someone living in poverty, someone working for the government, someone writing a letter to the government, someone working in the diamond fields.

### PROBLEM SOLVING

Ask pupils to create a list of problems identified in Farai's story and to suggest potential solutions.

### PROJECT WORK

Instruct pupils to write a summary of the events in the story. Ask them to identify more information they would like to find out about Farai. Discuss how you could find this information.

Use sources such as [www.hrw.org](http://www.hrw.org) and <http://www.zimbabwewatch.org/News/2011/Farai-Maguwu-Truth-as-a-shield-an-interview> for video clips of an interview with Farai. Teachers are advised to supervise internet research.

### COUNTRY FACT FILE

Create a country fact file about Zimbabwe. Consider using headings such as 'population', 'economy', 'interesting facts', 'culture', 'human rights'.

### ILLUSTRATION

Invite pupils to draw the events and characters from Farai's story. Pupils could also create a storyboard, drawing the sequence of events that occur in the story.

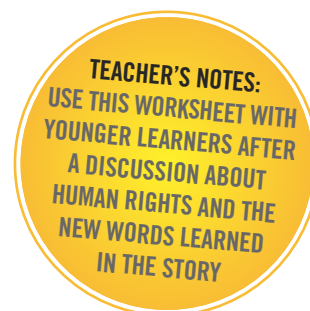
## THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (SIMPLIFIED VERSION)

1. We are all born free and have dignity because we are human.
2. We all have equal rights no matter what our gender, colour, religion, language, wealth or political opinion is.
3. We all have the right to life and to live in freedom and safety.
4. We all have the right not to be made, or treated as, a slave.
5. We all have the right not to be hurt, tortured or treated cruelly.
6. We all have the right to be treated fairly by the law.
7. The law is the same for all of us and should protect us all equally.
8. We all have the right to ask the law to help us if we are not treated fairly.
9. We all have the right not to be put in prison without a good reason or to be sent away from our country.
10. We all have the right to a fair trial, if accused of a crime.
11. We all have the right not to be blamed for doing something unless it is proven that we did it.
12. We all have the right to privacy.
13. We all have the right to travel within and outside our own country.
14. We all have the right to go to another country if we are frightened of being badly treated in our own country.
15. We all have the right to belong to a country.
16. We all have the right to marry and have a family.
17. We all have the right to own things and not to have these things taken from us without good reason.
18. We all have the right to our beliefs and to have a religion.
19. We all have the right to have ideas and say what we think.
20. We all have the right to meet other people and to assemble in a peaceful way.
21. We all have the right to take part in the government of our country and the right to vote if we are old enough.
22. We all have the right to live a life of dignity, which includes having a home, enough money to live on and health care if we get ill.
23. We all have the right to a job, a fair wage for our work, a safe place to work and to join a trade union.
24. We all have the right to rest from work, to relax and play.
25. We all have the right to a good life and to receive care and support if we need it.
26. We all have the right to education and to receive free primary education.
27. We all have the right to our own culture and way of life and the right to enjoy the good things that science and learning can bring.
28. We all have the right to a world where the human rights and freedoms set out in this declaration are shared by all people.
29. We all have the responsibility to respect and uphold the rights of others in our community and the wider world.
30. No one has the right to take away any of the rights in this declaration.

## THE CONVENTION ON THE RIGHTS OF THE CHILD (SIMPLIFIED VERSION)

Every child has:

1. The right to life.
2. The right to a name and nationality.
3. The right to be with their parents or with those who will care for them best.
4. The right to have a say about things that affect them.
5. The right to have ideas and say what they think.
6. The right to practice their religion.
7. The right to meet with other children.
8. The right to get information they need.
9. The right to special care, education and training, if needed.
10. The right to health care.
11. The right to enough food and clean water.
12. The right to free education.
13. The right to play.
14. The right to speak their own language.
15. The right to learn about and enjoy their own culture.
16. The right not to be used as a cheap worker.
17. The right not to be hurt or neglected.
18. The right not to be used as a soldier in wars.
19. The right to be protected from danger.
20. The right to know about their rights and responsibilities.



# HUMAN RIGHTS STORIES

## TALES OF HUMAN RIGHTS DEFENDERS

### FOR PRIMARY SCHOOLS

Amnesty International Ireland,  
Seán MacBride House,  
48 Fleet Street,  
Dublin 2,  
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[www.amnesty.ie](http://www.amnesty.ie)

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