



HUMAN RIGHTS EDUCATION KIT
using Art and Crafts

suitable for children between 7-15 years of age

Lida Sherafatmand

2005

KIT FOR HUMAN RIGHTS EDUCATION USING ART

Adaptable for ages 7-16

Teaching Human Rights using Art provides an enjoyable means of learning for children. Art can be a particularly effective means for teaching children who are in difficult social situations where self-expression has been suppressed. Therefore, in this kit self-expression will help the child understand his or her existence as an individual and consequently the rights that belong to him or her within the human community.

As a painter who was brought up during war time and under a suppressive regime in my childhood, painting provided me with a great means of liberation from the pressures and a great means of

communication later on in my adulthood as I exhibit in different countries. I would like to pass on this gift to other children who can enjoy art and crafts at an elementary level as a means of opening up. The seriousness of the world and the horrendous injustice going on is all too much for children to deal with, so providing them with a playful means of learning can help lighten the heavy air that surrounds them.

A handwritten signature in black ink, appearing to read 'Lida', followed by a long, sweeping horizontal flourish that ends in a small loop.

2005,
Lida Sherafatmand
Artist-painter

Some notes about the workshops:

The workshops presented in this kit are designed in such a way that they may be delivered by teachers who might not have any previous experience in teaching Human Rights or Art.

The art materials and media used for the art works are amongst the simplest and most available. But if other types of art materials are available for the children, the teacher may indeed let them experiment with other media.

The distribution of this kit in developing countries can also include the basic art materials needed:

- poster paints (a set of 6)
- two brushes of different sizes
- a pair of scissors
- string
- paper glue
- plasticine
- blank papers
- cardboard
- pencil colours (a set of 6)

Every workshop lesson is based on a different article of the *Universal Declaration of Human Rights* (Adapted and proclaimed by the United Nations General Assembly on 10 December 1948). There are three supplementary booklets provided. The first small booklet- *My Rights* - is the last workshop (workshop 30), which puts together all the rights and is for every child to keep and experience on his or her own.

The word “workshop” has been used in this kit, because the teacher goes through the experience -together with the children- of expressing human dignity through creating beautiful pieces of art work.

It is important that while teaching children about these rights, we remind them that it might not always be possible to have all our rights given to us because some people can make mistakes or be cruel! But as long as we know what people’s rights are, we can try to make them possible for ourselves and others. Although children living under difficult conditions would already know this, it is important to include the above point so as to create a connection between the ‘ideal’ world of humanity and the ‘real’ world that we are in fact living in.

Workshop 1

(based on Article 1 of the Universal Declaration of Human Rights)

The child learns that:

"I am unique in this world, and special for the Human Family."

Art work:

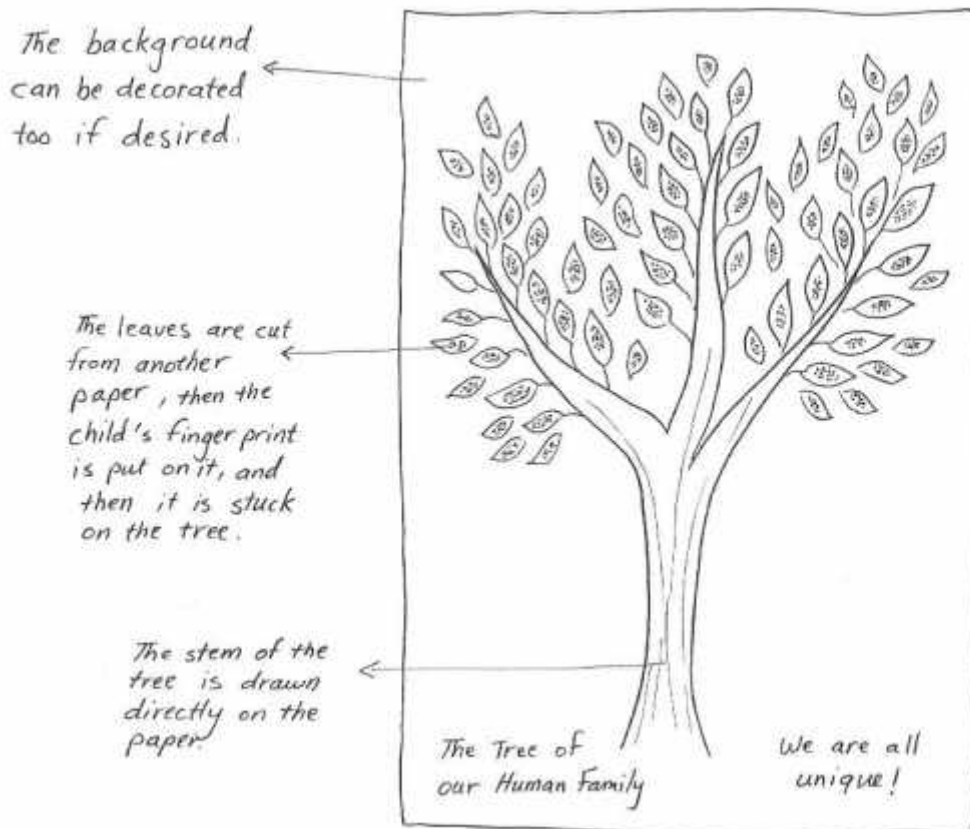
Collage of a tree made of paper leaves, every leaf has the finger print of a child.

Aims of the art work:

The fingerprints show the children that each one of them is different from the other, therefore they are all unique. Making a tree using every fingerprint as a leaf, would show them how they all make up the Human Family together.

Materials needed:

Papers, poster paints or pencil colours, scissors, glue, cardboard



Workshop 2

(based on Article 2 of the Universal Declaration of Human Rights)

The child learns that:

"I am equal to the others in our Human Family. In this family we have different skin colours, religions, and languages."

Art work:

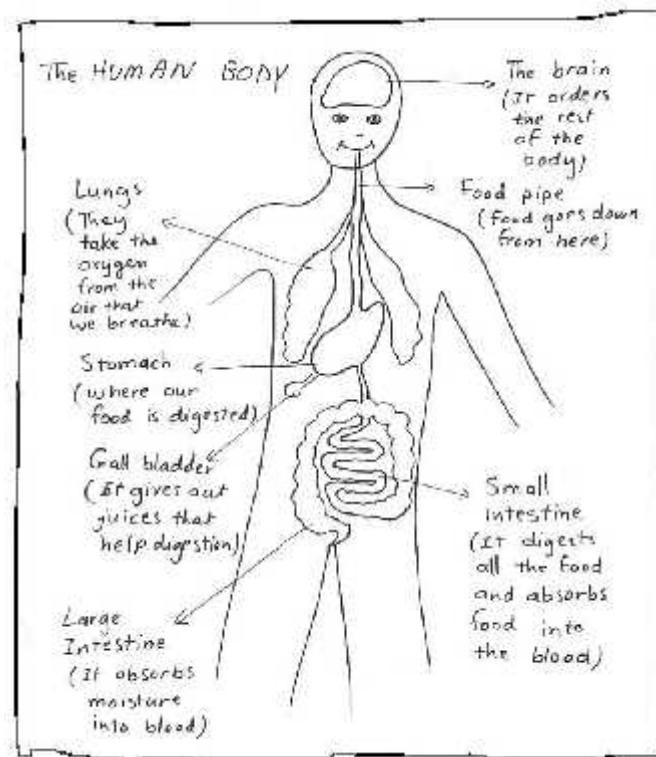
Poster of the human body. The poster can be framed by a collage made of pictures of people of different colours/races.

Aims of the art work:

By making a poster of the human body, the children realize that all people are in fact the same, even if they have several skin colours, religions, languages. It would also provide them with a basic knowledge of what exists inside the human body and how it works, as the teacher can give a simple explanation about the main organs in the body.

Materials needed:

Papers, colour pencils, scissors, glue, old newspapers/magazines (if available to make a collage frame around the poster)



Workshop 3

(based on Article 3 of the Universal Declaration of Human Rights)

The child learns that:

"I am free and I can play."

Art work:

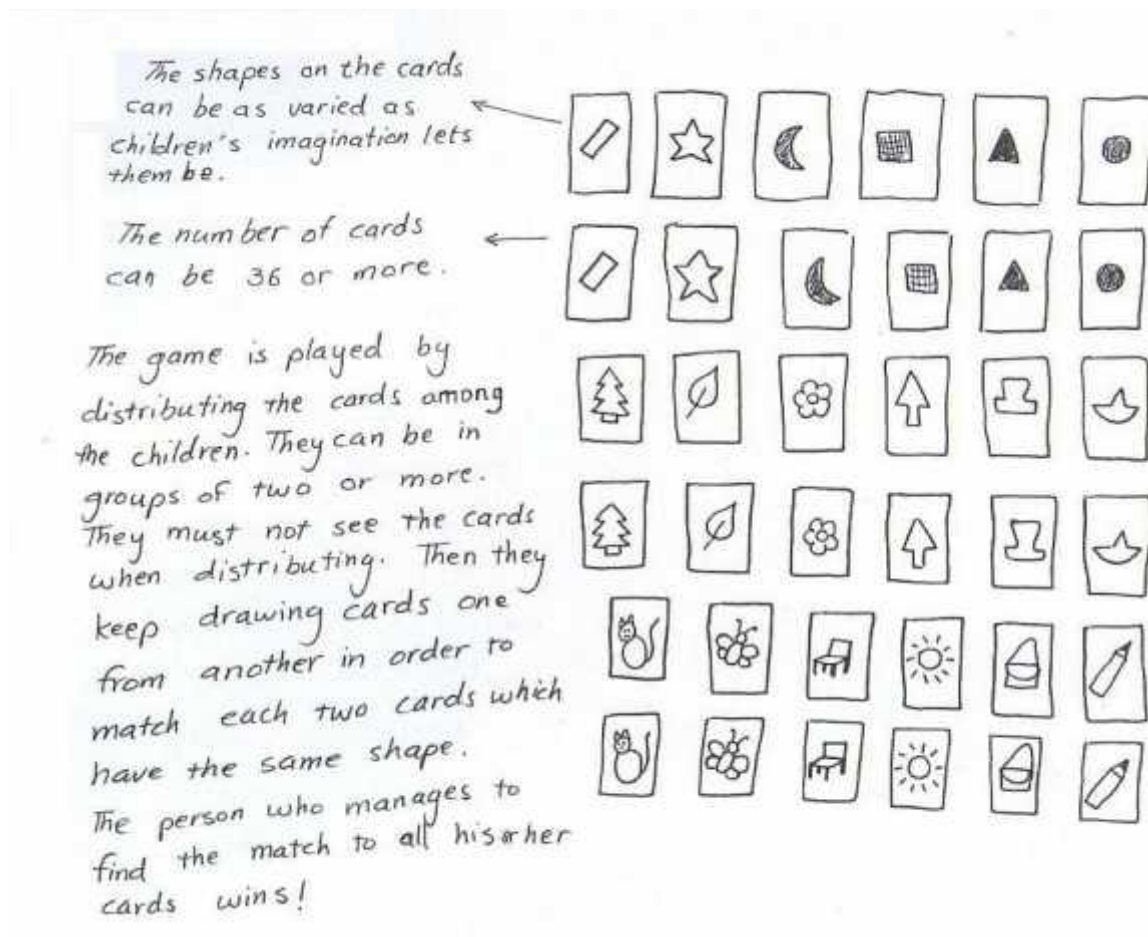
Game set of cards, with different colours or shapes, or wordings on them.

Aims of the art work:

This provides the children with a game that they can use to play. It would teach them that as children they have the right to play. It would also stimulate their self-esteem as they can create things for themselves.

Materials needed:

Poster paints or pencil colours, scissors, cardboard, pen



Workshop 4

(based on Article 4 of the Universal Declaration of Human Rights)

The child learns that:

"I am free. I run away from people who want to do bad things to me, like if they want to take me into servitude or slavery."

Art work: (to be continued in workshop 5)

Booklet-1 addresses and phone numbers that the children can reach in case of emergency or abuse.

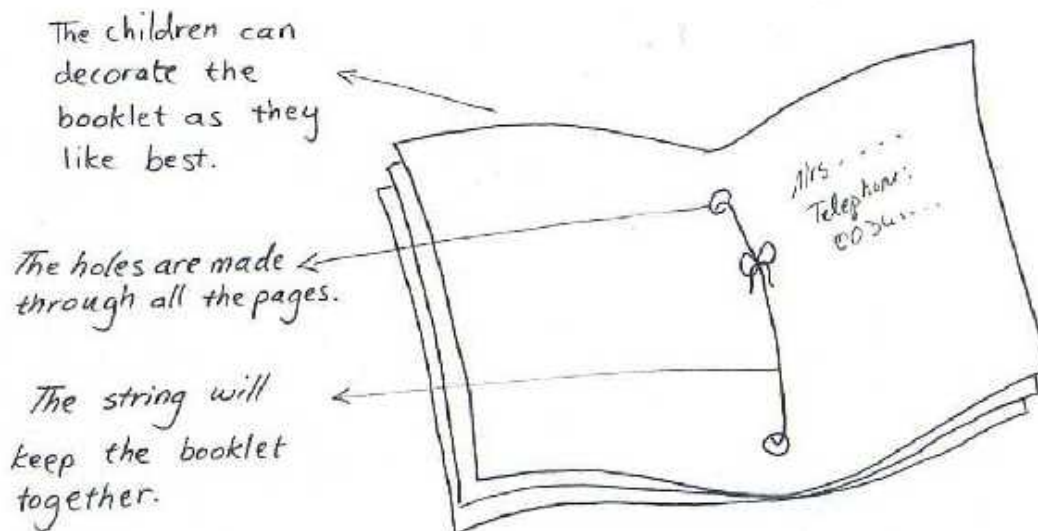
Aims of the art work:

This booklet would show the children that there should always be a place that they can run to for protection. It would be of practical use for them in case they are abused. The teacher working with the children should teach them how to use that booklet to save themselves if they are being abused. They also learn what 'servitude' and 'slavery' are and why they are bad for them or any one else. The child also learns how to provide himself or herself with resources.

Materials needed:

Papers, colour pencils, scissors, glue, cardboard, pen, string

N.B. The addresses and phone numbers can be divided in two booklets, according to the type of help



Workshop 5

(based on Article 5 of the Universal Declaration of Human Rights)

The child learns that:

"Nobody should hit and hurt me. If somebody hurts me I find help from my booklet of numbers and addresses."

Art work: (continued from workshop 4)

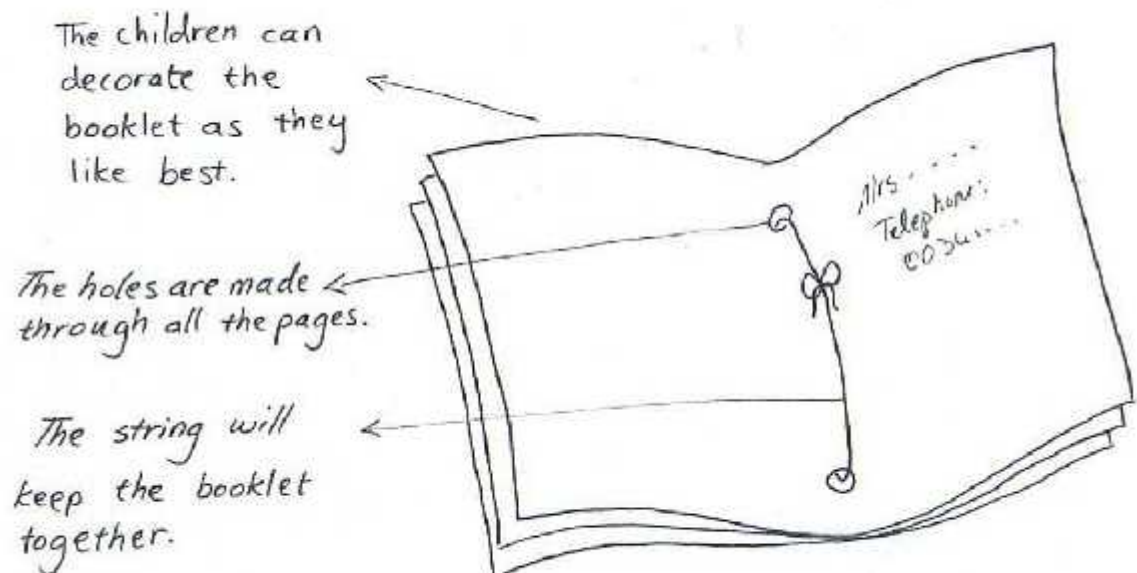
Booklet-2 of addresses and phone numbers that the children can reach in case of emergency or abuse.

Aims of the art work:

This booklet would show the children that there should always be a place they can run to for protection. It will be of practical use for them in case they are abused. The teacher working with the children should teach them how to use that booklet to save themselves if they are being abused. The child also learns how to make his or her own resources.

Materials needed:

Papers, pencil colours, scissors, glue, cardboard, pen



Workshop 6

(based on Article 6 of the Universal Declaration of Human Rights)

The child learns that:

"The authorities should listen to what I have to say."

Art work:

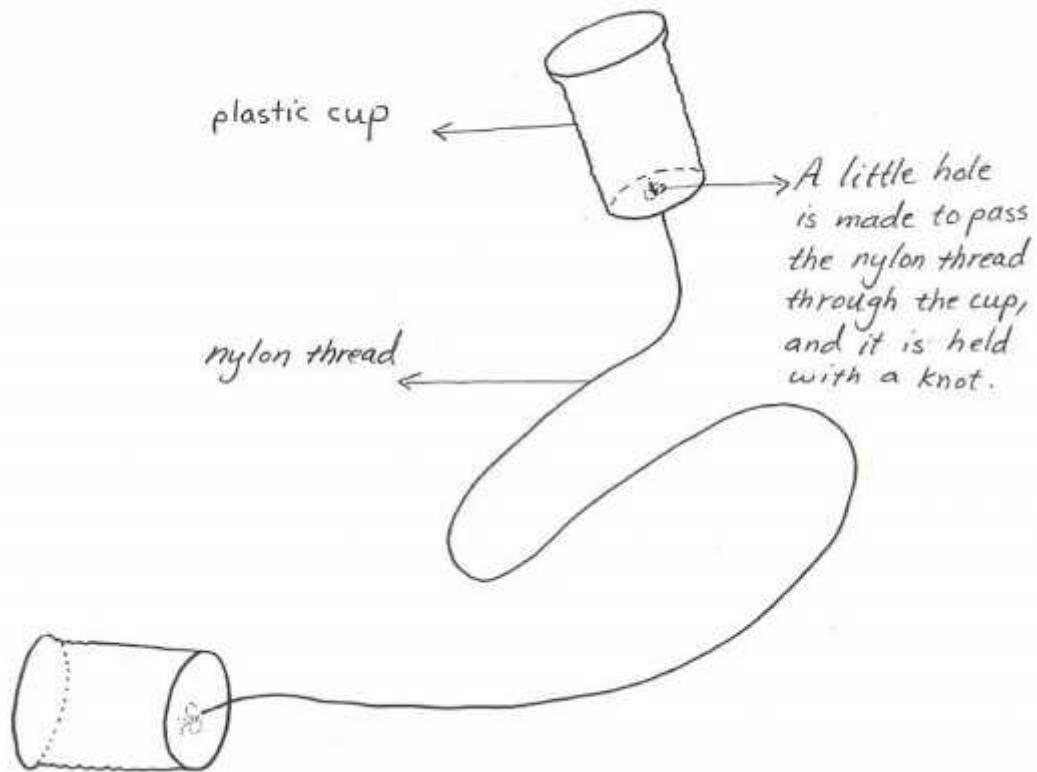
Telephone

Aims of the art work:

This simple telephone made of plastic cups would be symbolic for the students to make their voice heard (even from a distance). At the same time it would also stimulate their creativity for 'inventing' things.

Materials needed:

Plastic cups, nylon thread, scissors



Workshop 7 and 8

(based on Article 7 and 8 of the Universal Declaration of Human Rights)

The child learns that:

"The authorities should protect me no matter what colour, religion, language or country I have."

Art work:

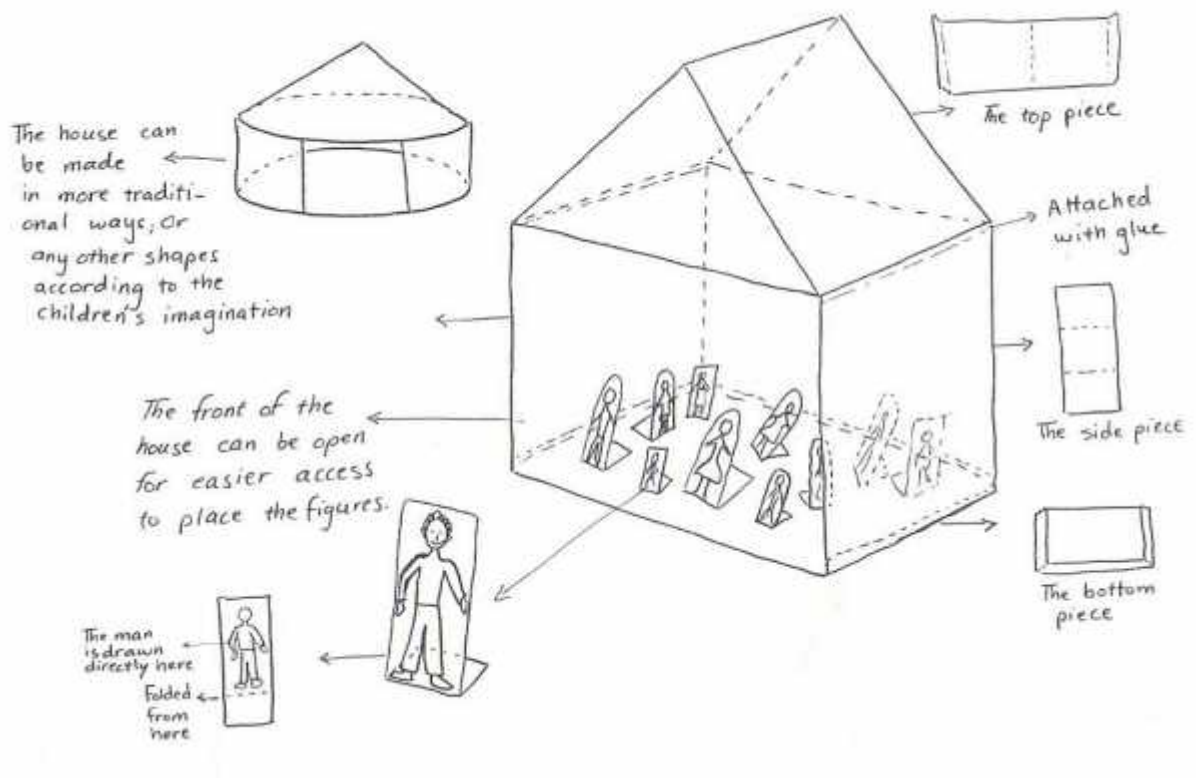
A big house, with cardboard figures in it. The house can be made like models in the diagram below, or according to children's imagination.

Aims of the art work:

This house made of cardboard is a symbol of protection for people. The cardboard figures are to be painted in different colours (or different words can be written on them to show different identities). This would show the children an ideal unity between people.

Materials needed:

Cardboard, glue, scissors, poster paints or pencil colours, pen



Workshop 9

(based on Article 9 of the Universal Declaration of Human Rights)

The child learns that:

"I am free; nobody should lock me up in a place."

Art work:

A bird. This bird can be made according the model below, or children can invent their own bird model.

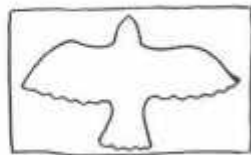
Aims of the art work:

A free bird is very often used as a symbol of freedom. It is easy for children to understand that birds like to fly free, so the children can identify that with their own need for freedom and definitely not being locked up in a place.

Materials needed:

Papers, scissors, poster paints or pencil colours, string (if the children wish to hang their bird)

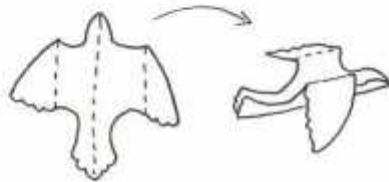
Step1:
The bird is
drawn on a
piece of paper.



Step2:
The bird is
cut around
the outlines.



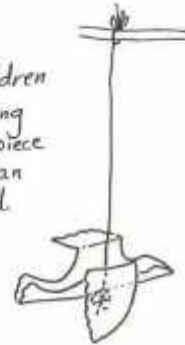
Step3:
The bird is
made to stand
by creating
folded lines.



Step4:
Children can
paint and draw
on the bird according
to their imagination.



Step5:
If the children
wish to hang
the bird a piece
of string can
be attached.



Workshop 10

(based on Article 10 of the Universal Declaration of Human Rights)

The child learns that:

"Authorities should not punish me for something I did not do!"

Art work: (to be continued in workshop 11)

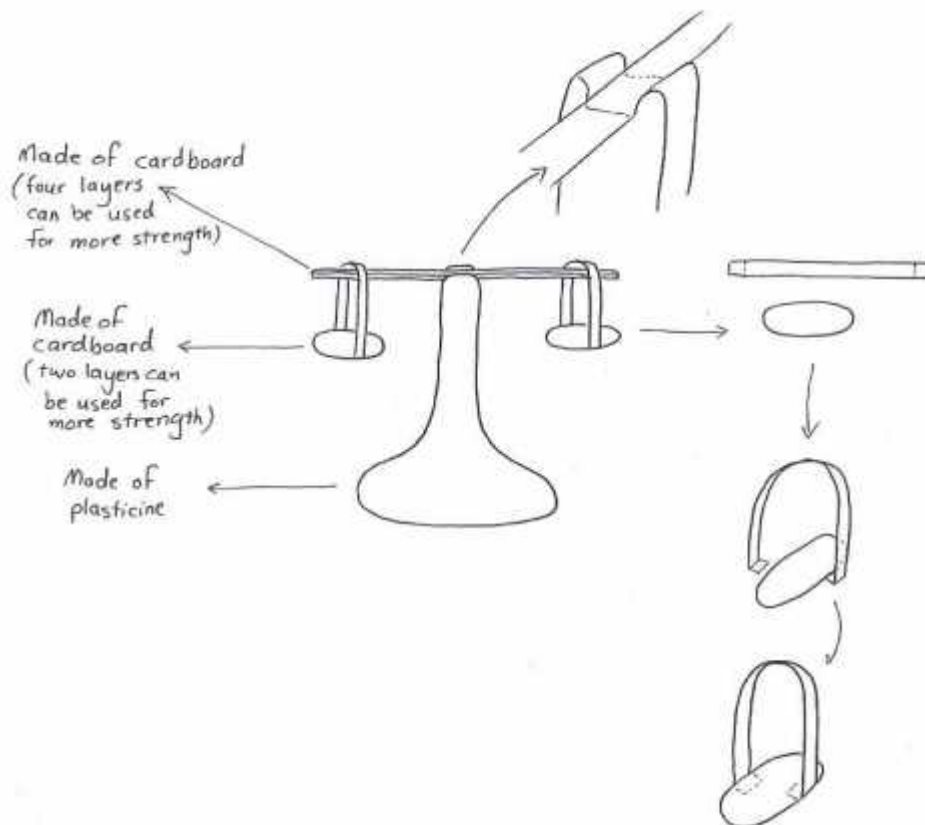
A balance (if there is no mistake on one side, on the other side there should be no punishment either)

Aims of the art work:

The balance is a very clear instrument for explaining to children the 'equal' equation of mistake-punishment. However since children are still in developing stage, it is important to explain to them, that a 'mistake' made by a child is different from a 'mistake' made by an adult. Children can be in fact very afraid of making mistakes, and as adults we must try to lower their anxiety about it by showing them that mistakes can help us learn things... BUT when somebody knows that for example stealing is bad because it hurts others, then he or she should not steal! Therefore if somebody does steal then consequently a punishment would follow.

Materials needed:

Plasticine, cardboard, scissors, glue



Workshop 11

(based on Article 11 of the Universal Declaration of Human Rights)

The child learns that:

"If I do something wrong and make a mistake, authorities should be fair with me, and not give me too much punishment."

Art work: (continued from workshop 10)

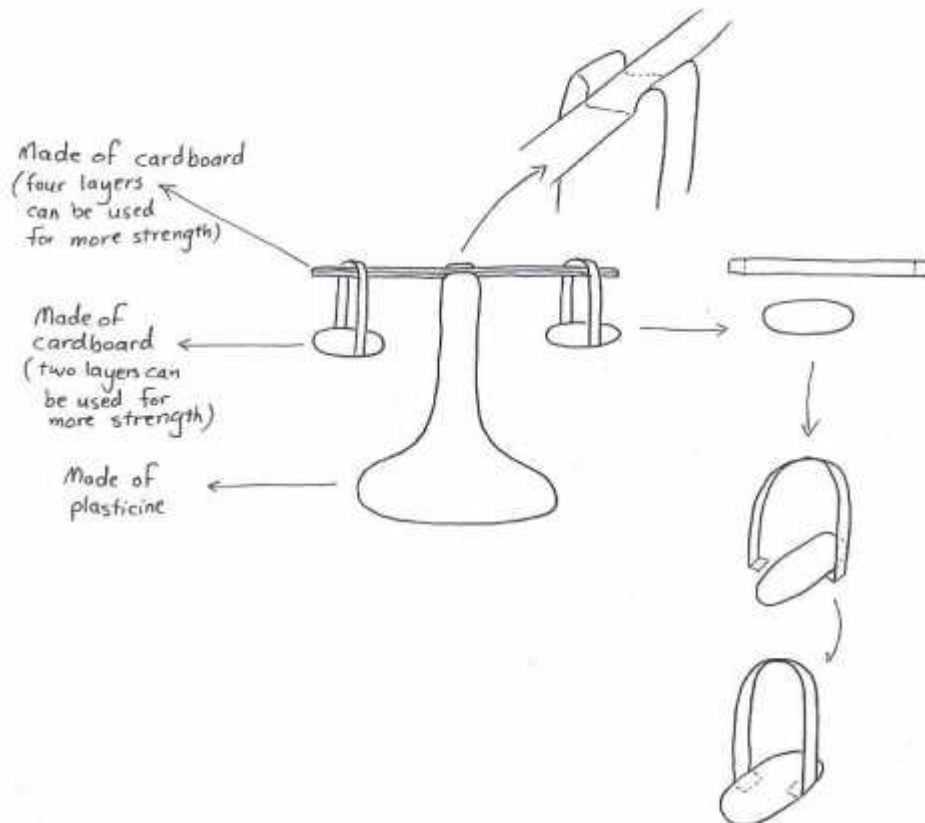
A balance, (to put on one side their mistake, and on the other the punishment on equal weight)

Aims of the art work:

Like in the previous workshop the balance is a very clear instrument for explaining to children the 'equal' equation of mistake-punishment, and that every mistake can only have a limited amount of consequences accordingly and not too much.

Materials needed:

Plasticine, cardboard, scissors, glue



Workshop 12

(based on Article 12 of the Universal Declaration of Human Rights)

The child learns that:

"Nobody should humiliate me or my family. I respect everybody too and do not put down anyone."

Art work:

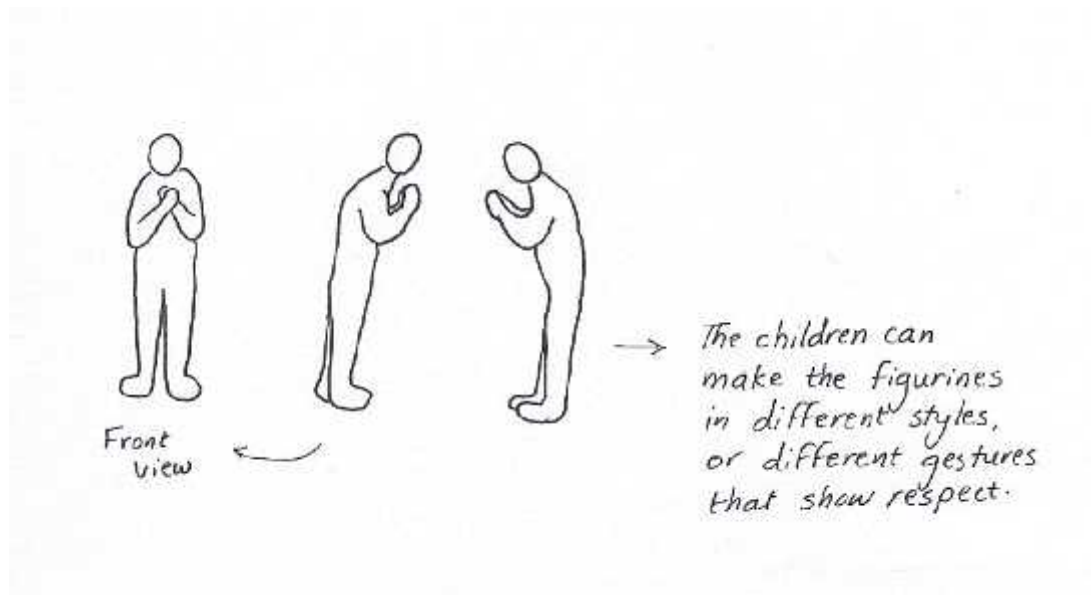
Two figurines bowing at each other. The children can produce figurines with other gestures that they know of, for expressing respect.

Aims of the art work:

The gesture of bowing is a clear expression of respect in several cultures. The children can be asked about different ways how to respect each other not only through gestures but also other kinds of behaviour, like talking to each other politely, listening to each other, etc.

Materials needed:

Plasticine



Workshop 13

(based on Article 13 of the Universal Declaration of Human Rights)

The child learns that:

"I can travel with my parents from one city to another or to another country."

Art work:

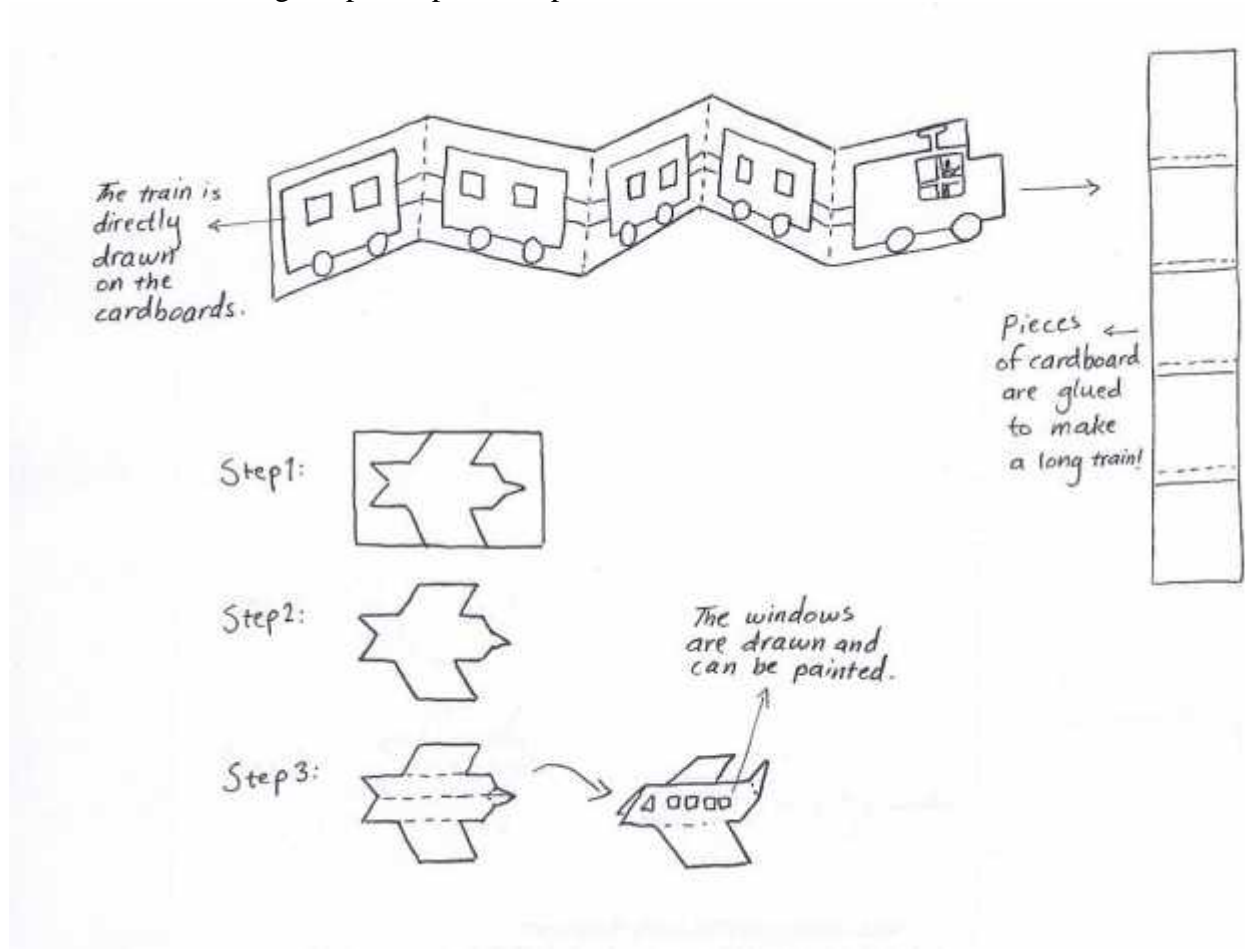
A train model, an airplane model

Aims of the art work:

Train and aeroplanes are transport means for travelling from one place to another. This will provide a great chance for children to talk about travelling from one place to another and what that may entail.

Materials needed:

Cardboard, scissors, glue, poster paints or pencil colours



Workshop 14

(based on Article 14 of the Universal Declaration of Human Rights)

The child learns that:

"If authorities put my family's life in danger we can go to another country to be protected."

Art work:

Painting of what is dangerous for them

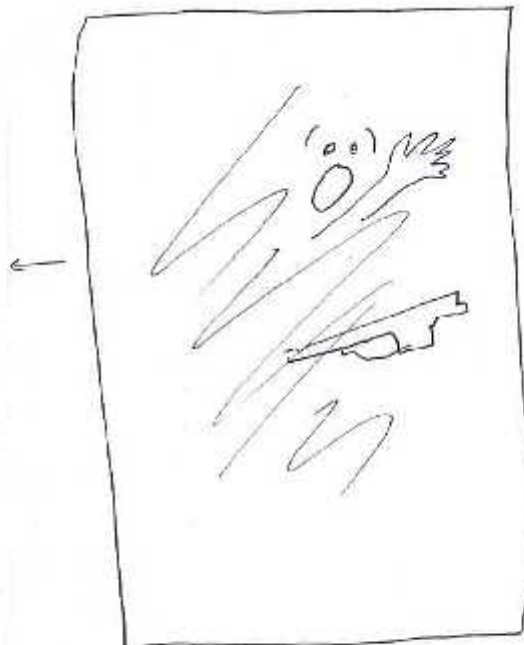
Aims of the art work:

This would be a very expressive piece of work for the child to bring what he or she has in mind on paper. The teacher can help by reassuring the children not to be afraid of expressing what they have in mind, and not to worry about 'how well they draw'.

Materials needed:

Papers, poster paints or pencil colours

The children
are free to
paint anything
that comes
to their mind
which for
them means
danger.



Workshop 15

(based on Article 15 of the Universal Declaration of Human Rights)

The child learns that:

"I always belong to a country and can choose which country to belong to."

Art work:

Map of the world

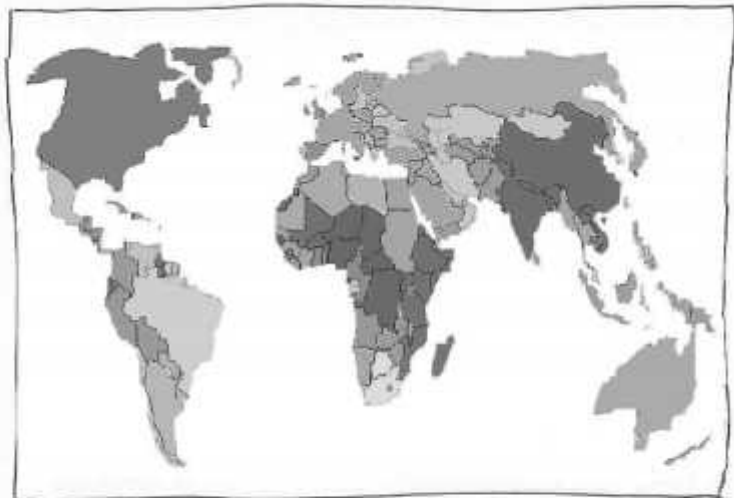
Aims of the art work:

This would familiarize the children with the big number of countries that exist in the world, and the variety of options that might offer. Although the teacher would have to point out also that our world it is not always so easy to travel from one country to the next, but we try to make that possible.

Materials needed:

Papers, poster paints or pencils colours, pen (in case the child wishes to write the name of the countries)

The children
can use a
different colour
on their own
country. They are
free to paint the whole
map as they like best.



Workshop 16

(based on Article 16 of the Universal Declaration of Human Rights)

The child learns that:

"When I grow up I can choose whom I like to marry and make a family."

Art work:

Drawing of their family.

Aims of the art work:

This would be a very expressive piece of work for the child to bring on paper what he or she feels about his or her family. It is very important that the teacher tells the children that if they do not like to draw their family, they can draw their best friend/s instead. This is important in the case of children who might not have parents or have a broken family; it can be too sensitive and emotional for them to draw their family in such cases. As in the previous workshop, the teacher also has to remind the children not to worry about 'how well they draw'.

Materials needed:

Papers, poster paints or pencil colours, pen (in case the child wishes to write something on the painting too)

The children are completely free for this painting. They are to paint people who are most close to them, it can be friends or family members.



Workshop 17

(based on Article 17 of the Universal Declaration of Human Rights)

The child learns that:

"When I grow up I can work and buy a house for me."

Art work:

Chart of different jobs people can do.

Aims of the art work:

This chart would be interesting for children to learn about the many possibilities of jobs one can work.

Materials needed:

Papers, poster paints or pencil colours, pen

The children can draw other jobs besides the ones shown on this model.



Workshop 18

(based on Article 18 of the Universal Declaration of Human Rights)

The child learns that:

"I can think and learn about different ideas and religions. I can choose the ideas and the religion that I like."

Art work:

Symbols of different religions.

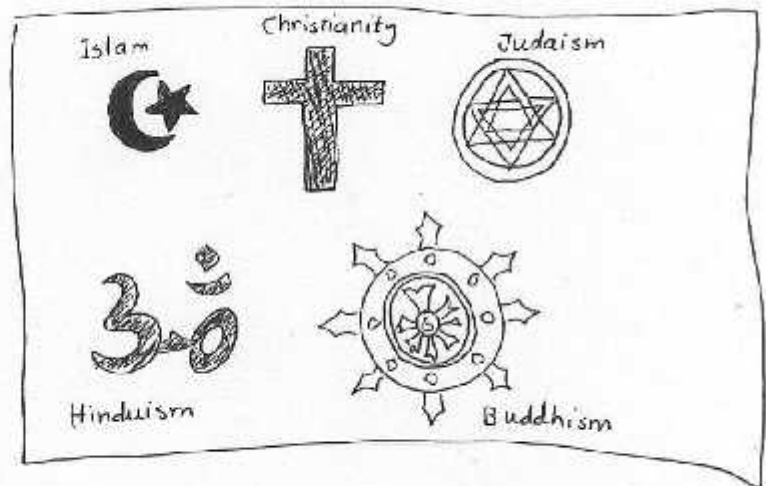
Aims of the art work:

This would familiarize the students with the different religions that exist and their symbols. Consequently it will diminish xenophobia.

Materials needed:

Poster paints or pencil colours, pen, cardboard, scissors (in case the child wishes to cut out every symbol)

These symbols
are some examples;
the children
can add
more symbols
if they like.



Workshop 19

(based on Article 19 of the Universal Declaration of Human Rights)

The child learns that:

"I have a mind and I can have my own opinions, and my opinions count!"

Art work: (to be continued in workshop 22)

Self portrait (how the child sees himself or herself).

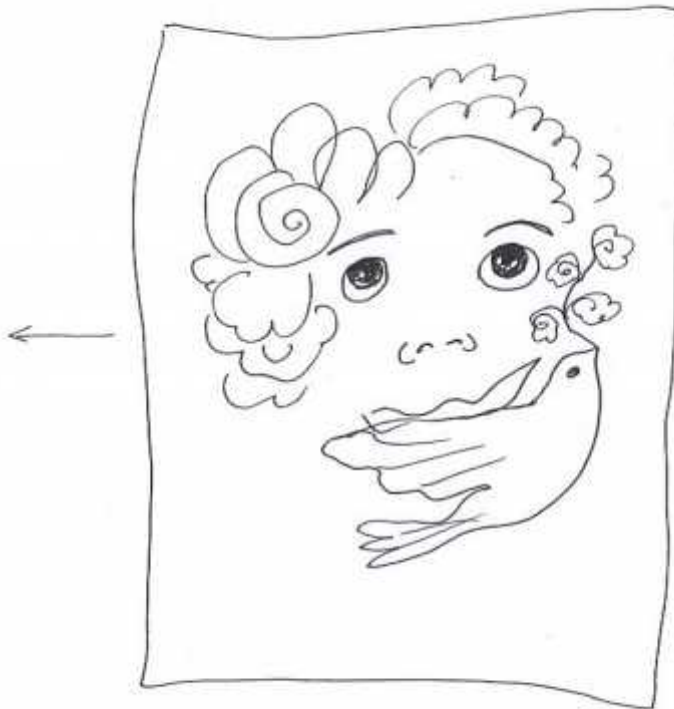
Aims of the art work:

This would provide the teacher with some hints where the child might be looking down on himself or herself, or feels arrogant (is a bully) towards others. The teacher can make comments for boosting their self-esteem, or showing them the beauty of humility towards each other.

Materials needed:

Poster paints or pencil colours, papers, pen (if the child wishes to add some text to the drawing)

The children are completely free to express their self-image how it comes to them.



Workshop 20

(based on Article 20 of the Universal Declaration of Human Rights)

The child learns that:

"I can have a group of friends, and when I grow up I can make an association."

Art work:

Name decoration of the child's friends who play games/sports with each other. (If they do not have teammates they can just write and decorate the names of their best friends)

Aims of the art work:

This is mainly a creative exercise. The work would be a symbolic affirmation of the friendships that the child has. It would give a chance to the teacher to explain how official associations can be formed once they grow up.

Materials needed:

Papers, poster paints or pencil colours, pen

This is just ←
an example
of how the
children can
decorate the
names of
their friends.



Workshop 21

(based on Article 21 of the Universal Declaration of Human Rights)

The child learns that:

"When I grow up I can take part in government's decisions. All the adult people should be able to take part in their government's decisions."

Art work:

Flags of different countries. A selection of a few countries from each continent can be done.

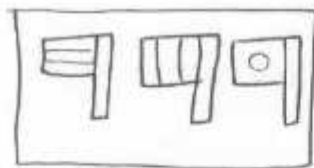
Aims of the art work:

This exercise besides familiarizing the students with flags of different countries, would also provide a chance for the teacher to explain what is the role of a government in a country. The teacher can also explain why it is important for all the people living in a country to take part in their government's decisions.

Materials needed:

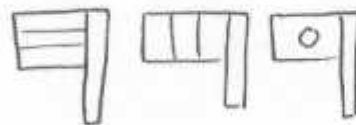
Cardboards, poster paints or pencil colours, scissors

Step1:



The flags are drawn on a piece of cardboard

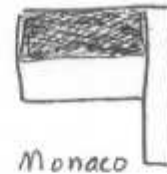
Step2:



The flags are cut from the outlines.



Mexico



Monaco



Japan



Vietnam



Sudan



Pakistan

Examples of flags

Workshop 22

(based on Article 22 of the Universal Declaration of Human Rights)

The child learns that:

"Adults have to help me and give me resources I need to grow up and develop my personality. I have talents and potentials and can do good things with them."

Art work: (continued from workshop 19)

The child is to write on his or her self-portrait what good qualities he or she has. The children are asked to comment about good things they see in *each other*, (both in character and talent).

Aims of the art work:

This exercise would help the children to seek good qualities in everyone around, and to realize that each person has some good quality and potential; therefore every person's presence can be of benefit and pleasure to the rest. This exercise is meant to help every child to give value to himself or herself.

Materials needed:

self-portrait (ready from workshop 19), pen



Workshop 23

(based on Article 23 of the Universal Declaration of Human Rights)

The child learns that:

"When I grow up I will choose a job that I am good at and through which I can earn money, because I should live in dignity, to have food and a place to live in for me and my family,"

Art work:

Drawing of oneself in the job that the child would like to have in future.

Aims of the art work:

The teacher can discuss with the children how they can prepare themselves for the particular job they like to have in future.

Materials needed:

Papers, poster paints or pencil colours

This is just an example of how the drawing can be. The children can draw themselves as a teacher, or doctor, etc.



Workshop 24

(based on Article 24 of the Universal Declaration of Human Rights)

The child learns that:

"My parents and all the other people who work should also have time to rest and relax. Nobody in this world should work like a slave."

Art work:

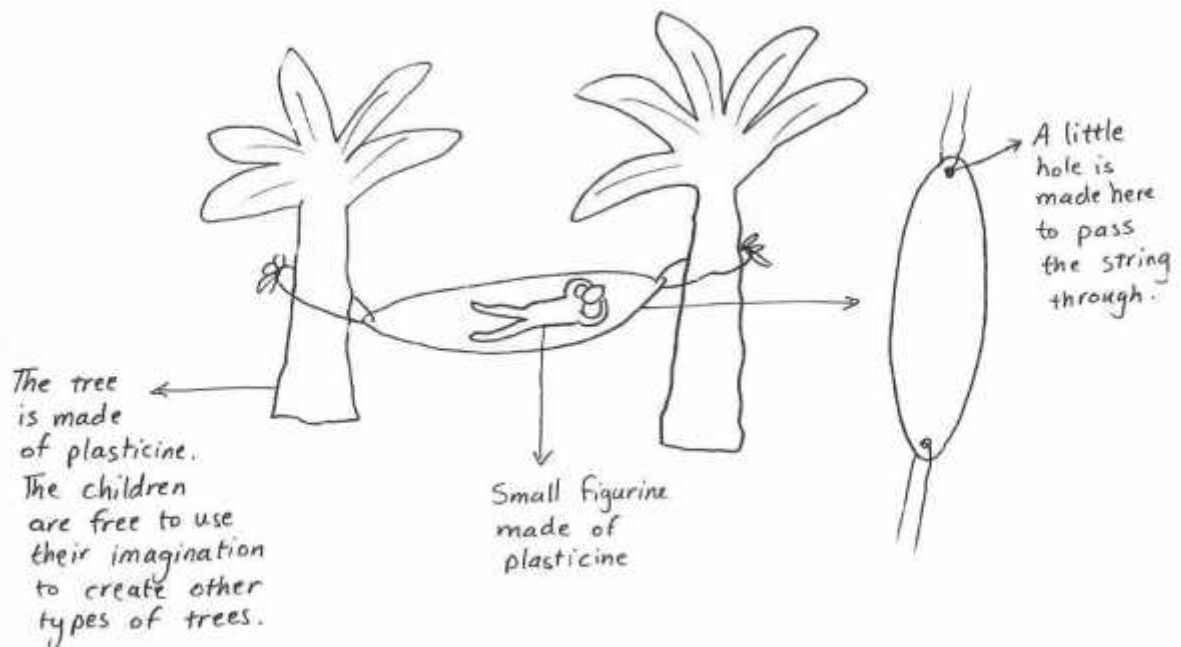
Two trees made of plasticine. A hammock is attached in between the two trees. They can put a small figurine resting in it too.

Aims of the art work:

The art work is a resting scene, providing the chance for teacher to explain why it is important for everybody to rest too after work.

Materials needed:

Plasticine, cardboard, scissors, string



Workshop 25

(based on Article 25 of Universal Declaration of Human Rights)

The child learns that:

"Since I am young and cannot work yet, adults have to give me food and shelter where I can to sleep. Anyone who cannot work because he or she is too young, or too old, or sick has to be helped by others in the human family."

Art work:

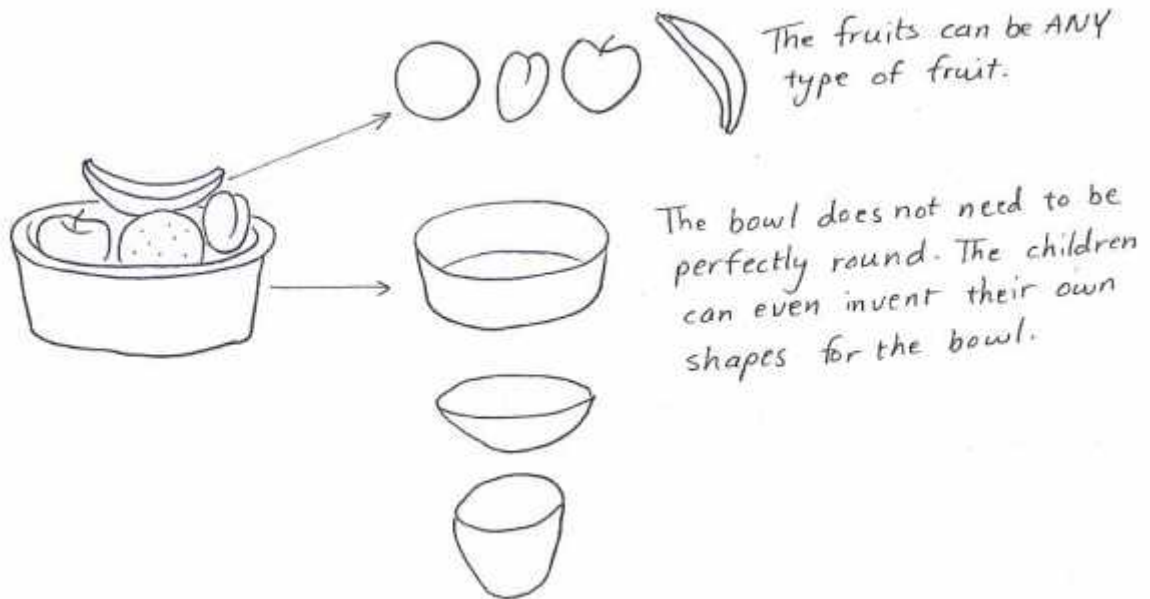
Bowl of fruits with plasticine.

Aims of the art work:

This is a good exercise for the children to express themselves in three dimensional works. The fruits they make do not need to look exactly like the real fruits, the child is free to experiment. Through this exercise the teacher can explain the importance of food, and that it should be given to persons who cannot earn a living because they are sick or very old or too young.

Materials needed:

Plasticine



Workshop 26

(based on Article 26 of the Universal Declaration of Human Rights)

The child learns that:

"I need education."

Art work:

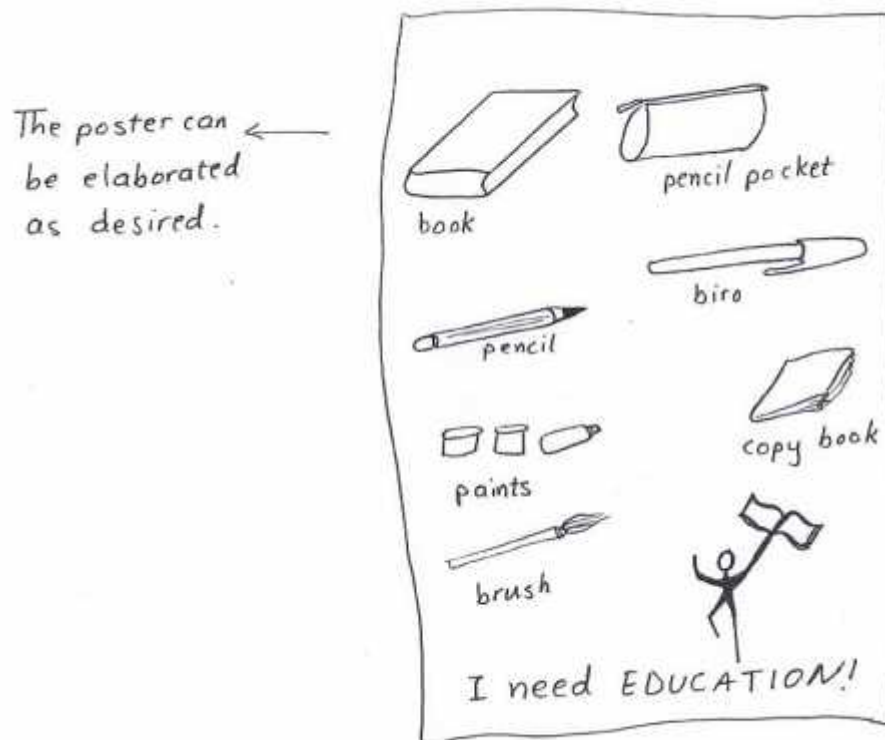
A chart showing the materials one needs for education.

Aims of the art work:

Through this chart children can learn what things they need for their education and the teacher can explain why education is important for them.

Materials needed:

Cardboard or paper, poster paints or pencil colours, pen



Workshop 27

(based on Article 27 of the Universal Declaration of Human Rights)

The child learns that:

"Everybody has a culture and we should let everybody practise his or her culture."

Art work:

Drawings of traditional costumes of different countries.

Aims of the art work:

This is yet another exercise that will familiarize the children with the variety of cultures that exist in the world, consequently preventing xenophobia.

Materials needed:

Paper, poster paints or pencil colours, pen

The children
can elaborate
on the traditional
costumes of the
area where they
live.



Workshop 28

(based on Article 28 of Universal Declaration of Human Rights)

The child learns that:

"I can benefit from the social order in my country and the world."

Art work:

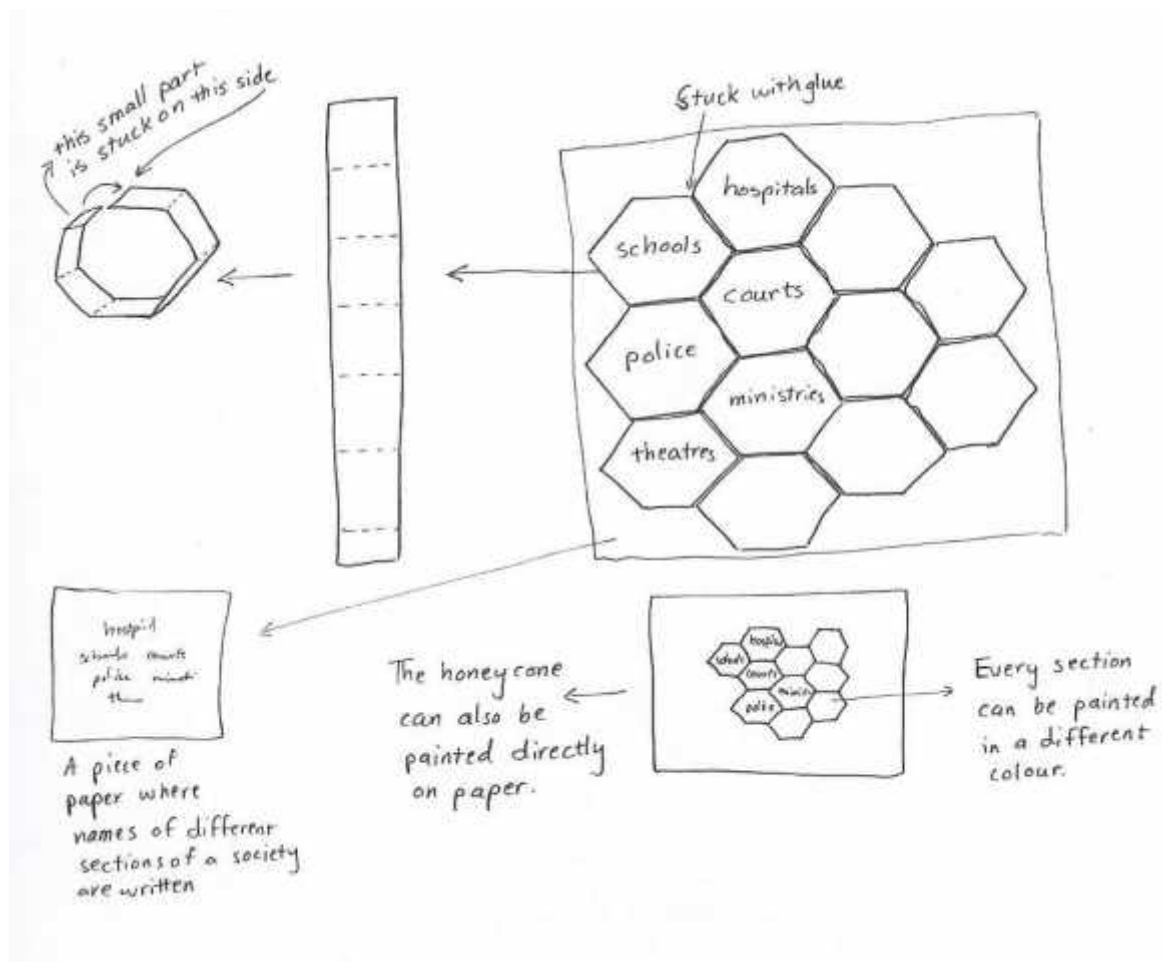
A bee-hive. It can be made three dimensional by cardboard (as shown in the model below), or painted on paper.

Aims of the art work:

Through this work the teacher can explain how societies have a structure just like the bee-hive where the bees live together! This structure, 'social order', is beneficial for the people living together.

Materials needed:

Cardboard, scissors, glue, poster paints or pencil colours, paper



Workshop 29

(based on Article 29 of Universal Declaration of Human Rights)

The child learns that:

"My freedom has limits because too much of it can hinder the freedom of others. So we all balance our freedoms."

Art work:

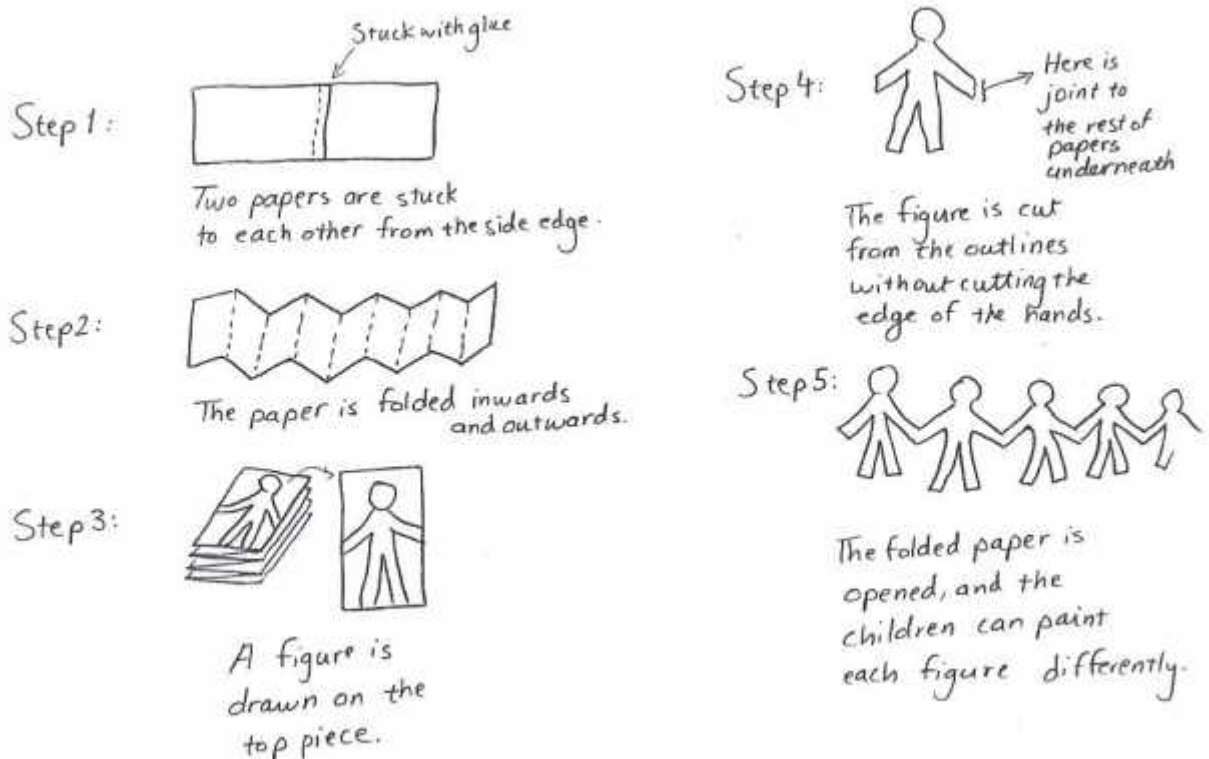
Paper-people holding hands together. The children can colour each person differently as they wish.

Aims of the art work:

This art work is symbolic of equality and harmony that we want to achieve among us. The teacher can explain how too much freedom can inhibit others' freedom, and that we should keep a balance while experiencing our freedoms.

Materials needed:

Paper, scissors, colour pencils, glue



Workshop 30

(based on Article 30 of Universal Declaration of Human Rights)

The child learns that:

"I remember my rights and tell my friends too."

Art work:

Supplementary Booklet called: "My Rights".

All the sentences presented at the beginning of every workshop are repeated on the supplementary booklet, as a summary of all the rights. The children can either draw what they like on the blank side or rewrite the rights for their practice.

Aims of the art work:

This booklet would be a collection of all the thirty articles of human rights presented in the Universal Declaration of Human Rights document. The children can either rewrite those sentences in their own handwriting or just read them out. They could also stick their photo, and seeing their faces together with those articles would help them feel they own those rights.

Materials needed:

A photograph of the child (or a drawing of his or her face), pencil colours or paint, and the supplementary booklet "My Rights"

Lida Sherafatmand was born in Iran (the old Persia), and experienced a childhood of war time under the newly formed regime of 1979 revolution. Her birth city, Khorramshahr got wiped out completely in the bombardments as it was the first city to be attacked by Iraq marking the start of the Iran-Iraq war of the 1980's. In the meantime members of her relatives were executed by the government due to their contest towards the new regime. At the age of 15 Lida discovered the Universal Declaration of Human Rights through Amnesty International and this declaration for her seemed an opening door to a more humane world where people can be respected regardless their nationality or culture. At that time together with her family they had left Iran and settled in Malta. Although Lida's passion for drawing started at the tender age of 3, but she made her firm decision to somehow dedicate her talent towards the promotion of peace and friendship among people at the age of 19 when she enrolled at an art school in Malta. Focused on human rights and peace, Lida started her art path by creating paintings with messages. She connected her works to grassroots and international organisations working in the fields of peace and human rights. Her works have traveled to 17 countries so far and been published by major bodies such as Amnesty International, UN, UNESCO and others. While based in Malta, in 2004, she wrote "Humanitarian Art Manifesto", designed to create a synergy among artists who share the same line of commitment in their art creations. Her manifesto got translated into 7 languages and signed by artists from 22 countries.

In 2006 she moved to Paris to face the challenges of the art world and deepen her path as an artist. There her painting evolved in style and was presented at several galleries, salons and auctions. In 2012 her paintings took off with a new force, whereby she no longer conveyed messages on human rights, but she tried to connect directly to the soul of individuals...letting the paintings be like a mirror for the viewer to see his/her own reflections inside.

The new 'period' of Lida's visual style which uses movements and symbolism of flowers, is yet another start for her towards further research, further growth, and further development. Enrolled in the journey of life, she hopes to share her findings with others, as well as contribute with her paintings towards the environment where she believes the paintings become part of our physical, emotional and intellectual reality.