



1. Educational Content

Areas(s) of Peace Education:

X	Human Rights		Diversity
	Conflict and Resolution		Sustainable Development

Theme:

Human Rights as covered by media around the world - is it the same thing in every country?

Educational Goals and Indicators:

	1	Develop leadership skills
	1a)	Is able to express independent ideas to promote group development (S)
	1b)	Is able to suggest solutions to solve problems objectively (S)
	1c)	Is able to facilitate a group or other individuals (S)
	1d)	Is able to take responsibility for an activity, a project, a problem (S)
	2	Encourage social responsibility towards the community
	2a)	Is able to identify current community issues and conflict (S)
	2b)	Is willing to perform an act of contribution to local community after the Programme ends (A)
	2c)	Is able to contribute ideas on how to apply what they learned to everyday life (S)
	2d)	Is able to act in an inclusive way (S)
	3	Develop a global awareness
X	3a)	Understands current issues taking place in the world (K)
X	3b)	Is willing to understand and cooperate with different cultures (A)
	3c)	Understands the camp theme and contributes to its development (K)
X	3d)	Is able to participate in discussions about the content area of the year (S)
	4	Enable personal development
X	4a)	Is able to exhibit confidence through active participation in group discussion and activities (S)
	4b)	Understands how to plan, run and facilitate activities (K)
X	4c)	Is able to work in a team (S)
X	4d)	Is willing to listen to others' ideas and be open-minded to different points of view (A)

Evidence:

Posters prepared and presented by participants; content of the posters covers **current affairs** related to the **human rights content area**; participants **prepare posters in teams** and it can be observed how participants react to posters describing other than their home countries' human rights issues.

2. Explanation

Do:

Divide participants into four groups, so that each group includes one person from each delegation. (5 min.)

Each group has the overall task to create the front page of a newspaper by selecting 5 pictures and writing headlines and short articles to go with the pictures.

Step by step instructions:

- 1) Give the full set of 20 pictures to each group and give them enough time to look at all the pictures and think about them. (10 min.)
- 2) Each group decides together which 5 pictures they will choose and then they create their front page (name of the Newspaper, name of the article...) (10 min.)
- 3) Participants write an article for each picture they have chosen. Writing the text will encourage them to discuss in small groups and really engage with the human rights theme. (30 min.)
- 4) Once all four front pages are finished, display them on the ground and allow the whole group to wander around and look at and read the front pages. (15 min.)
- 5) Sit in a circle and start debriefing in the big group. (20 min.)

3. Debriefing

Reflect:

How did groups make decisions about which stories to cover?
Did everyone feel they could participate and contribute?

Generalize:

What themes or issues were presented?
How did they relate to human rights issues?
What sort of news dominates the media in real life? Are human rights covered regularly?

Apply:

Can we influence which kinds of media we consume at home so that we get the best possible coverage of human rights issues?
Are there media such as school newspapers where we can encourage the discussion of human rights issues?

4. Materials and Background Preparation

Origin of Activity:

Based on Compass: A Manual on Human Rights Education with Young People; available online at:
http://eycb.coe.int/compass/en/chapter_2/2_18.asp

Materials:

20 pictures: Each group receives the same 20 pictures. All pictures must be more or less directly related to Human Rights.
Big sheet of paper
Pens, glue stick, scissors.

Time & Group Size:

Time = 1.5 hours.
4 groups, including 2 or 3 leaders per group.

Tips for facilitators:

This activity requires preparation by leaders: They need to **bring human rights related pictures** taken from newspapers in their home countries. Pictures should cover a good variety of images: geographical spread, gender balance, images of young and "old" people; avoid stereotypes.
Why not use the pictures in a getting to know each other activity amongst leaders? That way (Why I chose this picture...) leaders could also improve their knowledge about human rights issues in other leaders' countries.
During the activity, make sure that the stories on the front pages do indeed relate to human rights.

Activity Name:

Front Page