

## Human rights

Students could use the Rights of the Child and the Universal Declaration of Human Rights to explore the effects of apartheid and the experiences of Nelson Mandela. Beginning with an exploration of their own needs and rights will help them to develop a sense of empathy with the people involved.

### Before a visit

In preparation for a visit to the exhibition, students could make a list of human 'needs' under two headings:

- What do we need to survive?
- What do we need for our wellbeing?

They discuss their choices with a partner, small group or the whole class.

- Which are the same, which are different?
- Are the choices under the 'Wellbeing' heading as important as those under the 'Needs' heading?
- Is ensuring our wellbeing an essential part of our survival?
- What about responsibilities? How do we balance our own rights with those of others?

Students could then work in groups to try and order their choices, from the most to the least essential. Is this possible? Encourage them to debate with their peers and justify their choices.

They can then compare their list to the rights in the Rights of the Child grid, and then in the Universal Declaration of Human Rights. Will they make any changes to their lists?

### During a visit

During a visit to *Nelson Mandela: The Official Exhibition*, students can use the Universal Human Rights grid to explore which rights were denied to Black Africans living in South Africa during the 20th century and/or which rights were denied to Nelson Mandela during his 27 years in prison. They could cross off each one and add an example (evidence) of how this right was denied.

They could use the [How did Nelson Mandela, South Africa and the wider world oppose apartheid?](#) resource to collect examples of how:

- Nelson Mandela and other campaigners resisted apartheid and fought for the human rights of Black Africans and other non-White citizens in South Africa
- Nelson Mandela resisted apartheid and campaigned for his rights and those of his fellow prisoners during his 27 years of imprisonment.

Back at school students can pool their answers and examples to:

- Create a group or class poster or diagram about apartheid, Nelson Mandela and human rights
- Revisit their list of human needs. Is there anything further they would like to add or change?
- Use their findings to take action to support a humanitarian campaign or cause they feel strongly about.

### Students could research:

- The work of the South African Truth and Reconciliation Commission
- The Elders, a group of global leaders founded by Nelson Mandela to pursue peace and human rights
- Other examples of Nelson Mandela's humanitarian work such as The Nelson Mandela's Children's Fund, as well as his support of the 46664 HIV and AIDS awareness initiative and the Make Poverty History Campaign.

## The Rights of the Child

In 1989, the United Nations set out the Convention on the Rights of the Child. Almost every nation state in the world has agreed to these rights.

In the Convention, the word 'child' means a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The protection given by the Convention applies fully and equally to ALL children.

Here are some of the key articles in the Convention. You can read a summary of the full Convention here:

[http://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_summary.pdf?\\_ga=2.205416016.1328124711.1540291273-1628914149.1535977275](http://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf?_ga=2.205416016.1328124711.1540291273-1628914149.1535977275)

Right to life	Right to a name and an identity	Right to live with your parents	Right to your opinions and for adults to listen to them
Right to find out things, including through the media	Right to choose your own religion and beliefs and to practice your religion, language and culture	Right to choose your friends and set up groups	Right to privacy
Right to special care and help if you need it e.g. if you are disabled, neglected or a refugee	Right to health, including health care, safe water, nutritious food, a clean and safe environment, and information to help you stay well	Right to food, clothing, and a safe place to live	Right to a good quality education
Right to play and rest	Right to know your rights	Right to fair treatment if you break the law	Right to protection from being hurt, in body or mind, including protection from sexual abuse, war, kidnap and work that is harmful to you

## Universal Declaration of Human Rights

The traumatic events of the Second World War brought home that human rights are not always universally respected. At the end of the war, the United Nations was formed to promote international peace and protect human rights. The Universal Declaration of Human Rights was adopted by the United Nations in 1948. It has now been accepted by nearly every nation state in the world.

That same year, the government in South Africa introduced 148 apartheid laws supporting domination of White people over other races and legalising and institutionalising racial discrimination. But after Nelson Mandela was elected president in 1994, a new Bill of Rights for South Africa was drawn up, based on the Universal Declaration of Human Rights and the Freedom Charter (see the entry for 1955 in the [Timeline](#)). March 21 was declared Human Rights Day in South Africa in remembrance of the Sharpeville Massacre.

The Universal Declaration of Human Rights states that we are all born free and equal, that we all have the right to live in freedom and safety and that these rights belong to everybody. On the following page are some of its key articles. You can find a summary of the full declaration here.

[http://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

**No slavery**

Nobody has any right to make us a slave.  
We cannot make anyone our slave.

**No torture**

Nobody has any right to hurt us or to torture us.

**No unfair detainment**

Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

**The right to trial**

If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.

**Freedom to move**

We all have the right to go where we want in our own country and to travel as we wish.

**Right to a nationality**

We all have the right to belong to a country.

**The right to democracy**

We all have the right to take part in the government of our country. Every adult should be allowed to choose their own leaders.

**Workers' rights**

Every adult has the right to do a job, to a fair wage for their work, and to join a trade union.

**We're all equal before the law**  
The law is the same for everyone. It must treat us all fairly.

**Your human rights are protected by law**  
We can all ask for the law to help us when we are not treated fairly.

**We're always innocent 'til proven guilty**  
Nobody should be punished for doing something unlawful until it is proven.

**The right to privacy**  
Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

**Freedom of expression**  
We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

**The right to public assembly**  
We all have the right to meet our friends and to work together in peace to defend our rights.

**The right to education**

**No one can take away your human rights**