We Are All Born Free

The Universal Declaration of Human Rights in Pictures

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The Universal Declaration of Human Rights was signed on 10th December 1948. It was compiled after World War Two to declare and protect the rights of all people from all countries. This beautiful collection, published 60 years on, celebrates each declaration with an illustration by an internationally-renowned artist.

Published in association with Amnesty International it also includes a foreword by David Tennant and John Boyne.

Contributing artists include Bob Graham, Frané Lessac, Axel Scheffler, Peter Sís, Satoshi Kitamura, Alan Lee, Polly Dunbar, Jackie Morris, Debi Gliori, Chris Riddell, Catherine and Laurence Anholt and many more!

Amnesty International is a worldwide movement of people who campaign for internationally recognised human rights and has a varied network of members and supporters around the world.

“Published 60 years after the original Universal Declaration of Human Rights was signed after the Second World War. This brilliant book contains a simplified text for younger readers and stunning illustrations from some of the world’s most renowned illustrators. With books about children’s rights increasingly demanded by schools, this book is needed in every classroom, and its beautiful presentation will lead to it being desired by every household.” – Bookseller
What is a right? As a class discuss the definition of this word. Decide on a definition that you think best represents your views and write it on a large piece of paper to keep on display in the classroom.

Where did the Universal Declaration of Human Rights (UDHR) come from? When did it originate and why? Websites that can you help you answer these questions include:

- Office of the High Commissioner for Human Rights
  www.ohchr.org

- Amnesty International
  www.amnesty.org

- Human Rights and Equal Opportunity Commission
  www.hreoc.gov.au

*Please note some content on these websites may not be age appropriate. Please use at your own discretion.

The version of the UDHR in We Are All Born Free is a simplified one. Find the original worded UDHR. How does this compare? Is it helpful to have both versions of the rights?

What are some terms that describe what the UDHR is concerned with? E.g. freedom, prejudice, injustice. Create a word bank for these, including definitions.

Create a word bank from the UDHR in We Are All Born Free. Which words are repeated? Which words are the most important/effective and why?

Read We Are All Born Free. Why do some of the rights only apply to “grown-ups”? Why is it important to make this distinction?

Identity

- Create a ‘diversity map’. Using a map of the world/globe, mark the different countries that students and/or their families are from.

- Collect pictures of people from magazines, newspapers or brochures. Try and collect as many as possible and pictures of people that are different ages and culturally diverse.
  Create a collage of these images on a circular piece of paper with the heading, ‘My World’.

- Research foods of different cultures and countries. Research important events in different cultures and countries.
  Research flags and symbols of different cultures and countries.

- Find something in your home that is made in or is from another country. It could be something brought back from a holiday, a product made in another country, food or a family heirloom. Research the country that your item is from including: population, neighbouring countries, predominant religion, flag, food, examples of native flora and fauna. Present your item and findings to the class.

- Write a poem that starts with the words “I am” or “I am like”. Continue the poem listing things that you think are important to your identity (the person you are). You can be literal or abstract. e.g.
  I am Australian
  I am half Italian
  I am good at Maths
  I am short
  I am like a little bird
When asked to illustrate a page from “We Are All Born Free” Bob Graham says ...

This was such an important and serious statement to illustrate (Article 12). I was worried, and I wondered, “how do my little people with their big noses and little black dots for eyes fit into all this?” And then it seemed to me that these characters are vulnerable – and that’s what I would illustrate. The image I used was enlarged from a small picture in my book *How to Heal a Broken Wing* and I added a bird flying over the moon. For me, the picture can be seen two ways. Firstly, the owl is a bird of prey, flying at night with the shadow of its wings entering the boy’s room — and this can be seen as threatening. The owl seems to be almost entering the room with the movement of the curtains. But there is something else, the wings also seem to be wrapping around the boy in an enfolding, protective gesture. This was not intentional, this happened as I made the picture. So is it threatening? Or is it protective? I had a little twinge of excitement at this visual ambivalence, and decided to leave the picture poised between the two things. It seemed somehow fitting. For me, sometimes the most interesting pictures happen with little accidents and when the reader has to do some of the work and decide for themselves.

When asked to illustrate a page from “We Are All Born Free” Frané Lessac says ...

I was thrilled to be asked to be a part of this celebration of the Universal Declaration of Human Rights. It’s such an honour to be included among some of the world’s greatest children’s book illustrators. Article 15: We all have the right to belong to a country.

My boat contains people willing to risk everything to find freedom. The boat is a modern day ark which carries hope for a new life in a welcoming country. Faced with starvation, drowning, frequent attacks by pirates and the biggest threat – lack of water. The refugees are jammed together so tight they can hardly breathe. The smallest waves can capsize the overcrowded boat. The experience is traumatising. Overhead is a white dove, a symbol of peace and new beginnings. The dove carries an olive branch bringing hope that a welcoming country is not too far away.

For these activities you will need to match the artists with each article that they have illustrated. Use the illustrator list at the back of the book as a reference.

- View the illustration by Niki Daly and read the article.
  Choose one of the children depicted on this page and from their perspective write a dialogue of what he or she is doing and seeing.

- There is a statue in the park. Who is this person? Why is he an important figure in human rights? Research other important human rights figures and create a character profile on one of them.

- There is a flag depicted on a kite that is flying. Where is this flag from? Does this give you the setting of this picture?

- The name of the park in this picture is ‘Freedom Park’. Is there a real place called Freedom Park? (Look at www.freedompark.co.za for more information). Why do you think the artist has chosen this image?

- Look at the illustration by Jan Spivey Gilchrist.
  Why has the image of a blindfolded woman holding scales been used? Where does this image come from? Where else, in society, has this image been used?

- Look at the illustration by Bob Graham.
  Read the comments from Bob Graham above. Do you think the image of the bird is threatening or protective? Create a survey in the class and find the percentage of students that find the image threatening or find the image protective.

- Look at the illustration by Alan Lee.
  An image of a large wall has been depicted in this illustration. What other significant walls in history have been built to keep people apart? E.g. The Berlin Wall, The Great Wall of China.

- How is the image of the paper crane symbolic? Where has the image of the crane been used as an image of peace? For further reading try: *Sadako and the Thousand Paper Cranes*.

- View the illustration by Frané Lessac.
  Read the comments from Frané Lessac above. She relates the boat to a ‘modern day ark’. What do you think this means? Why is this image appropriate for this article?

- View the illustration by Jessica Souhami.
  What religions can you see depicted in this image?

- View the illustration by Axel Scheffler.
  What do you think are some of the good things that science and learning bring?

Imagine a world without learning and science. List the things that we wouldn’t have, thinking of specific inventions and schools of thought.
Can you work out which language each of these covers comes from? Can you design your own cover for *We Are All Born Free*?

**WE ARE ALL BORN FREE:**
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS IN PICTURES

Rights sold in 30 languages: Afrikaans, Arabic, Basque, Brazilian Portuguese, Castillian, Catalan, Chinese (traditional characters), Danish, Dutch, Estonian, Faroese, Finnish, French, German, Greek, Hebrew, Icelandic, Italian, Japanese, Korean, Norwegian, Portuguese, Serbian, Sesotho, Slovenian, Swedish, Tamil, Turkish, Xhosa, Zulu.

N.B. International editions of *We Are All Born Free* not available from Walker Books Australia.

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