

VIEWPOINTS THEME: EQUALITY

ABOUT THE ARTIST

Fatti Burke is an illustrator from Co. Waterford, Ireland. She has been working as a freelance illustrator since she graduated from the National College of Art and Design in 2012. Her work revolves around the things she loves—food, home, jokes, colours and tradition. She has spent the past five years focused on producing illustrative non-fiction titles across subjects such as female role models (*I Look Up To...*, Penguin Random House) ancient civilizations (*Find Tom in Time*, Nosy Crow) Irish heroes (*Little Library*, Gill Books), Evolution (*What The Dinosaurs Saw*, Bloomsbury) and how things work (*Wheels*, Pan Macmillan). Her first three bestselling publications in children's non-fiction *Irelandopedia* (2015) *Historopedia* (2016) and *Focloiropedia* (2017) were a collaboration with her regular teammate; her father John Burke.

ABOUT THE ARTWORK

Equality is a vital right in the UN Convention on the Rights of the Child. Every child has the right to equal treatment in the enjoyment of their rights and without discrimination of any kind, irrespective of the race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status of the child or the child's parents or guardian. In this image, diverse children participate in different activities sharing space within the symbolic shape of the equals sign.

ABOUT THE RIGHT

The UN Convention on the Rights of the Child states that every child is entitled to equal rights without fear of discrimination of any kind. In Article 2, the Convention outlines that all appropriate measures should be put in place to ensure that the child is protected against all forms of discrimination or punishment. As a child or young person, you have a right to equal treatment. Equal treatment is about recognising that everyone has the same worth and should be treated with dignity. Discrimination happens when you are treated differently or less favourably than someone else in the same situation because of: gender; marital or civil status; family status; sexual orientation; religion; age; disability; race; or because you are a member of the Traveller community. These personal characteristics are known as 'discrimination grounds'. Every child has the right to be protected from discrimination.

WORKSHEET

Exercise 1: Discussion (15 mins)

Looking closely at Fatti Burke's illustration, students should be guided through a facilitated discussion that focuses on their understanding of equality and inequality.

Guiding questions –

How would you describe the scene that is depicted in Fatti Burke's artwork?

What is the prevailing mood?

What stands out for you?

What is noticeable about the colours that the artist has used?

Can you spot the symbol in which the scene is depicted? (*Equals sign)

Do we feel the people in this scene are treated equally?

How might the picture look if there were instances of inequality?

What examples of inequality do you know of?

Exercise 2: Research and writing (Overnight or weekend)

Students should consider instances of inequality in the world. Ask family members what examples they can think of. Educators can guide students to places where they can safely research news stories or history that highlight inequality. How might these instances of inequality or discrimination be resolved. What can be done to stop discrimination?

From their research, students should write a short story that tells of how an instance of inequality was identified and how a community or individual ended the discrimination.

Exercise 3: Drawing (40 mins)

This drawing exercise invites students to create a diptych. On one side students should replicate Fatti's illustration. Ensure you capture the details and colours that the artist has used. Now on the other side of the page students should illustrate a scene that represents some of the inequalities that they have researched. Fatti used a ginat equals sign as the shape for her artwork. What symbol will you use to depict your scene. Think about how the colours you use might highlight the message of your work and contrast to Fatti's joyful scene.

You will need A3 sheets of white paper, pencils, and colouring pencils.

CREATIVE PROJECT

Equality is fundamental to the UN Convention on the Rights of the Child. This creative project invites students to explore the theme of equality through visuals and text. Working collaboratively students will discover different approaches to making artworks that present messages of fairness and equality.

Three Stages

You will need –

Scissors

Black card A4

Selection of coloured paper

Glue stick

A3 sheets of paper or card

Old magazines or newspapers

Sticky tape

Postcard size piece of card

Stage 1.

Equality is

Discussion (20 mins)

This discussion exercise encourages students to think about equality and inequality in the world. Working together in small groups, students should create their own definition for equality. Write it down and share it with the wider group. How do the definitions differ?

Use Fatti Burke's illustration as a guide to the conversation. Look at the scene what is happening? What makes the scene a depiction of equality?

Research (overnight or weekend)

Fatti Burke uses a large equals sign to frame her illustration. As students work towards the creative activity they should research symbols and signs that have been used to represent equality. Look for examples in both historical and contemporary social movements. What symbols of equality can we find?

Creative Activity (1 hour)

Drawing inspiration from Fatti Burke's illustration, students should create a collage that represents their ideas of equality. Use a black sheet of card as the background. Take a selection of coloured paper or card and using a scissors, students should cut out shapes and symbols. Arrange your coloured pieces on the black card before sticking everything down.

Stage 2.

Postcards of solidarity

Discussion (20 mins)

This facilitated discussion invites students to consider the people in our world who are not treated equally. Students should share their understanding of discrimination grounds.

Who faces discrimination in our town or country?

Who stands up for those people?

Can we make a difference?

How can we help people to be heard or show support?

Research (overnight or weekend)

This research exercise invites students to find organisations and movements that fight for equality. What organisations can you find that stand up people who are discriminated against? What national organisations/movements can you find? What international organisations/movements can you find? What work do they do? What approaches, methods do they use?

Creative Activity (1 hour)

Students can make a small gesture of solidarity by creating a postcard to show support to an organisation. Using their research of the organisation or movement, students should create an illustration or collage on a postcard size piece of card. The image you create should show solidarity to the movement and support to the people being treated unfairly. Write a message on the back and post it to the organisation.

Stage 3.

A circle of equality

Discussion (20 mins)

Students are invited to discuss and create a manifesto that commits to ensuring all members of their class or group are treated equally. What rules can we implement to ensure everyone has their say. What actions do we all need to take to ensure inclusivity and equality in our group.

Creative Activity (1 hour)

Students will collaborate on a large scale artwork that can be displayed in their classroom or community centre. Each participant will be given an equal space to work on – an A3 sheet of paper or card. Participants will include one feature from the manifesto and a suitable accompanying image. Draw the word or image or find photos or text in old magazines or newspapers and stick them down.

Lay all the artworks out on the floor. Move them into a circle and attach together using tape. Fill any spaces between artworks with coloured paper. Each artwork will help form a circle of equality.

DISCOVER MORE

You can further the discussion on Equality by visiting some of the following resources -

<https://www.childrensrights.ie/resources/>

<https://www.childrensrights.ie/sites/default/files/UNCRCEnglish.pdf>

https://www.childrensrights.ie/sites/default/files/submissions_reports/files/RC2015C_hpt6-RightEqualityNonDiscrimination.pdf

<https://www.unicef.org/child-rights-convention/children-human-rights-explained>

<http://www.fattiburke.com/>