Chapter 2

49 Practical Activities and Methods for Human Rights Education
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A glossary of globalisation

... A smaller world – The Internet - IMF - Trade - Violent demonstrations.... What comes into your head when people use the word “Globalisation”?

Themes: Globalisation, Social rights, Education

Complexity: Level 3

Group size: Any

Time: 90 minutes

Overview: This is an information-seeking activity involving critical thinking about the manifestations, causes and consequences of globalisation.

Related rights:
- The right to work
- The right to a standard of living adequate for health and well-being
- The right to education

Objectives:
- To gain knowledge and understanding of the manifestations, causes and consequences of globalisation

Materials:
- Dictionaries (at least 4)
- Paper, A3 and A4 size
- Tape and scissors
- Pens and markers of different colours
- Miscellaneous printed material, magazines, leaflets, for collage
- Access to sources of information (library, the Internet)
- Photocopier (optional)
- Hole punch, string, stapler for binding pages

Preparation:
- Gather together as much information on globalisation as possible. If necessary, use the links and references mentioned in the background information on globalisation on page 358.
- Gather together newspapers, magazines, leaflets, brochures, calendars and postcards that may be cut up for illustrations.

Instructions:

1. Explain that the aim of this activity is to create a glossary or resource-file of terms, facts and personalities associated with globalisation.
2. To warm up, do a round of the “word association” game. Ask people to say the first word that comes into their head when they think of the word “Globalisation”.
3. Then do another brainstorm of possible things to put in the glossary. For example,
   - definitions of words and terms and common abbreviations such as ATTAC, IMF, CCC
   - the main globalisation issues
   - people/personalities linked to globalisation and/or the anti-globalisation movements
   - names, dates and places of events, meetings, rallies, conferences, etc.
   - transnational companies and international organisations concerned
4. Show people the resource materials and emphasise that they should feel free to go through the available literature and be creative. They have total liberty to design the layout as they wish. It could be in the form of a poster or booklet - anything!
5. Divide participants into small groups of three or four people to work on their glossaries.
6. When they have finished, ask each group to present its work in plenary.

Debriefing and evaluation

Start with a short review of how the activity went. Did people enjoy it? Then continue with a discussion about what people learnt.

- What was the most surprising piece of information people found? Why?
- Was all the information people found consistent? Were there contradictions or errors?
- What are the pros and cons of globalisation?
- Should/Can globalisation be avoided?
- What are the consequences of globalisation?
- Do you see any effects of globalisation in your daily lives? For good or for bad?
- How can globalisation promote human rights?
- What role can youth organisations play in a global world?

Conclude the session by referring back to the initial brainstorm, and ask the group to add the new words and concepts that they have learnt during the activity.

Tips for facilitators

It is important to provide a wide range of literature so that participants can find as much information as possible. For example, information can come from magazines and newspapers articles, Internet sources, radio, video, posters, leaflets, brochures and music.

You should not be overly concerned with the quality of the presentation of the final document. The focus of the activity should be on the interaction between the participants and the learning process of searching for, and critically analysing information. When you explain the activity, emphasise that the participants should explain the concepts as clearly and concisely as they can.

Suggestions for follow-up

If people would like to find out more about globalisation and how the Internet is used to promote human rights they could do the activity "Impact of the Internet", on page 222.

Ideas for action

In a school, the class could combine their efforts and make one glossary to be kept in the school library and available to everyone as a resource. A youth group could combine their information and make a group poster.
A tale of two cities

Have you heard of Legoland? The town in Denmark made from little plastic bricks? Now’s your chance to visit Equaland and Egoland!

Themes
Social rights, Citizenship, Environment

Complexity
Level 3

Group size
4-10

Time
90 minutes

Overview
This is a board game in which players vote for the kind of city they wish to live in and the amenities they wish to enjoy. The issues addressed include:
- Social solidarity
- The implications of paying taxes
- The value of local democracy

Related rights
- The right to social security
- The right to property
- The right to a healthy environment

Objectives
- To develop responsibility to the community
- To understand the importance of social welfare to community life
- To promote values of solidarity and responsibility

Materials
- 1 copy of the board game
- A3 size card or paper (optional but preferable)
- 1 die
- Paper clips of two colours (e.g. red and blue). Equal numbers of each colour. Enough clips for one per player.
- Scissors
- Removable sticky gum or “Blu-tac”
- 4 copies of replacement cards
- 2 envelopes
- Money (6 000 Ems per player) - Can be found on page 265.
- 2 copies of the City Banker’s task sheet
- 1 copy of the Game Banker’s task sheet
- Paper and pens
- Timer
- Overhead projector and a copy of the rules on an overhead transparency (optional)

Preparation
- Read the instructions to familiarise yourself with the board, the replacement cards and the rules.
- Take two of the sheets of replacement cards and cut them out. So the sets don’t get muddled up, put each set in a different envelope clearly marked A or B! (The remaining 2 copies of the sheets will be used for reference at the city council meetings)
Instructions

1. Explain that this activity is a board game and show them the board. Trace out the path representing city A, and then the path representing city B. Note where the two paths cross and the squares where people collect their salary, pay their taxes and get a “chance to change”, meaning a chance to move into and to play in the other city.

2. Explain how to play (see the handout below). Make sure everyone understands the rules. Decide when the game is going to end.

3. Get the bankers to make themselves simple identification labels so the players know to whom to pay their taxes!

4. Play the game! When finished, move on to the debriefing and evaluation.

Debriefing and evaluation

Start by reviewing how the game itself went and then go on to discuss what people learnt.

- Did the participants enjoy the game? What did they like and what did they dislike about it?
- In the beginning, did people think it unfair that some players had to pay more taxes than the others? Did they still feel this way after playing for a while?
- How did the City Council meetings go? How were decisions made? Democratically?
- How did people who disagreed with the city council decisions feel about it?
- Who moved from one city to the other? Why did they do it?
- Did anyone at a council meeting give money out of their own pocket to contribute to the social well-being of the community? Why did they do it?
- At the beginning of the game, the social conditions in cities A and B were the same. How did they end up? Were there any differences? What were they?
- Which city would you prefer to live in? Why?
- Is it worth paying higher taxes in order to have a better community life for all? Or would you prefer to keep all your salary and buy things you need and want?
- What was the situation with respect to the two cities at the end of the game? Were they in the land of equality, that is in Equaland, or in the land where people were selfish and egoistic, that is in Egoland?
The rules of the game

**Number of Players:** Between 7 and 13. Three people take the roles of bankers. At the start of the game there should be an equal number of players in each city. **Objective of the game:** The winner is the player who has the most money at the end of the game.

**How to play**

1. Have three people take the roles of bankers: one banker for city A, one for city B and one Game Banker.
2. Half of the players have red counters and half have blue counters.
3. At the start, players are divided into two equal groups. Each group has equal numbers of “red” and “blue” players. One group will travel round the path in city A, the other group will travel round the path in city B.
4. All players start from the “start and salary” square.
5. During the game a player can only change city if he/she stops in the “chance to change” square.
6. Every player starts with a salary according to their colour:
   - Blue players: 500
   - Red players: 100

**Tips for Facilitators**

The game is fairly easy for anyone familiar with playing board games, but take care to explain the rules of the game and how to play. It may help the players if you write the rules on a flip chart or use an overhead transparency or hand out copies of the rules of the game.

The game works best with a maximum of 10 people playing as citizens, and there should be an equal number of citizens in each city at the start of the game. If you have say 16 participants, you could get the bankers to work in pairs. If you work with a larger group it is best to run two games. In this case, don’t forget to multiply all the materials by two, and be sure to have a co-facilitator to be responsible for the second game!

A good piece of advice: before you try the game with your group, play it with friends and neighbours! You will then feel more secure about giving the instructions and getting it to run smoothly.

Note: The people responsible for collecting the taxes and managing the cities’ funds have been called “bankers”. In reality a banker does not perform these functions. The term is used because it is the word used in many popular board games. If you feel that the term “banker” is not the most appropriate, choose another instead, for instance, “finance administrator”.

**Suggestions for follow-up**

Why not encourage people to explore their ideas about what the Equaland of their futures might be like? See the activity “Our futures”, on page 182.

**Key dates**

1 October in October
World Habitat Day -
“Cities Without Slums”

- On a scale of 1 to 10 (1 being extreme Egoland and 10 being an extreme Equaland), how would you rate your own society?

- **A tale of two cities**
7. Throw the die to decide who starts. Highest throw starts, then each player in turn, anticlockwise round the circle.

8. On their turn, each player throws the dice and moves forward the indicated number of squares along the path in their own city. When a player lands on a square, s/he reads the instruction out aloud, and complies with the instruction.

9. Note: a player who follows an instruction to move backwards stops when they have reached the target square. They do not comply with the instruction on this second square.

10. If a payment is due and the player does not have enough money to pay, s/he stays on the square and becomes a beggar.

11. Two or more players may occupy the same square at the same time.

Special Squares

Tax Contribution
Each time a player passes the “tax payment” square, s/he has to pay tax. (Players pay as they pass over the square, even if they do not land on it). The amount of tax to be paid depends on the player’s salary and on the city.

City A
- 40% if salary of 500 or more
- 10% if salary is 100 or less

City B
- 10% irrespective of salary

Note: An unemployed person with no unemployment benefit pays no taxes.

An unemployed person who receives benefit pays 10% of the unemployment benefit, irrespective of the city.

The tax payment is paid to the City Banker of the respective city. (Players in Equaland to Equaland’s banker and players on Egoland to Egoland’s banker).

Salary
Each time a player passes the “start and salary” square (you do not have to stop on the square, only pass it), s/he receives their respective salary from the Game Banker.

If the player is unemployed, and if the city has a social security system, they receive unemployment benefit from the City Banker.

Chance for Change
Any player who lands on the “chance for change” square may choose whether to change city or not (change from Equaland to Egoland or from Egoland to Equaland). In order to change, a player needs only to announce his/her decision to the rest of the players and the bankers. On their next turn, they move on round the path in the other city.

A player who changes city continues to receive the same salary as before, but they pay taxes according to the new city’s tax scheme.

City Council Meetings
All players who are in the city attend city council meetings. The meeting is an opportunity to make changes (if any) in the city’s policy.

The meeting can take place at every 5th payment of taxes. The City Bankers keep a record of how many people have passed the tax payment square in their city. When every fifth person has passed the square, s/he calls a meeting.
Players in the city can decide whether they want to hold a meeting or not. The game stops during a city council meeting and the players of the other city have to wait until the meeting is finished before resuming the game.

Players have 5 minutes to decide the needs of the city and any changes in policy. Policy options are given on the replacement cards and the citizens can refer to a copy of the replacement cards sheet to know which policies are "on the agenda" (that is, the options they can choose).

To change a policy, players have to buy a replacement card out of the city’s taxes. The cost is stated on each card. The City Council can only make changes that it can afford. The City Banker pays the amount due to the Game Banker. Citizens can decide to change as many policies as they wish, but they have to be able to afford them.

A city council that is in financial trouble can decide to “sell back” one or more replacement cards to the Game Banker. The “buy-back” price is 50% of the original cost.

Rich individuals may, if they wish, contribute to the city funds in order to buy replacement cards. The banker uses a very small amount of the “Blu-tac” to stick the replacement card onto the board over the agreed square.

**Replacement Cards**

There are seventeen replacement cards that represent policies that the City Council can adopt at a council meeting. Replacement cards are purchased from the Game Banker at the cost printed on the card. Once purchased, the City Banker sticks the card(s) onto the board, over an existing square as decided by the citizens.

Any square may be "replaced". If, at the time of replacement, there is a player on that square, s/he does not comply with the new instructions. The new policy only comes in force when the next player lands on that square.

At a City Council meeting citizens/players decide the city policy and may purchase one or more replacement cards. All cards must be paid for.

**Beggars**

A player who has no money to pay their taxes or other payments stays on the square where they have just landed and becomes a “beggar”. However, if there is a home for the homeless in the city, beggars may choose to sleep there, if they wish to, instead of on the square where they landed. Moving does not release a beggar from his/her debts.

S/he can beg for money from every player who lands on the square where s/he is sitting. It is up to each player whether or not they give money to the beggar. When the “beggar” has enough money to pay their dues they wait for their next turn, pay their dues, throw the die and move on.

Beggars throw the die every alternate time their turn comes round. It is a chance they take:

- **Throw a 6** Find 50 Ems in a rubbish bin.
- **Throw a 5** Collect 20 empty beer bottles and get 50 Ems for the deposits - if the city has a recycling centre!
- **Throw a 4** The next person who passes you gives you 10 Ems.
- **Throw a 3** You got drunk and sleep through your next turn.
- **Throw a 2** You sleep in the park and find a 10 Em note under the bench. If the city has renovated the park, you find 20 Ems.
- **Throw a 1** You get robbed. Hand the next donation you receive over to the City Banker.

A beggar’s winnings are paid by the City Banker of the city in which the beggar lives.
When does the game end?

Players decide how to end the game before they start. They can choose one of the following options:

- when the first player completes 20 rounds
- after an agreed length of time, for example, 45 minutes.

Note: the game will automatically end if one city goes bankrupt.

The winner is the person with the most money at the end of the game.

Further information

European Code of Social Security

The Council of Europe’s European Code of Social Security came into force in 1968. As of July 2001 it has been ratified by 18 member states. It provides a wide range of social protection including guarantees of:

- Medical care, which includes general practitioner care, specialist care and emergency care
- Unemployment benefit
- Old-age benefit, and
- Disability benefit.

HANDOUTS

Replacement Cards

Renovation of the park, with swimming pool and children’s play area. Cost: 200 Ems

Clean up the park. Cost: 100 Ems

Roads are good now. Totally reconstructed. Go 3 blocks forward. Cost: 400 Ems

Roads are OK, holes are patched. Good only until next City Council meeting. Cost: 200 Ems.

You lose your job! Unemployment fund pays 30% of salary. City must have a reserve of 1000 Ems.

School strike finished. Play again! Cost of increased salaries: 400 Ems.


Your father is retired but has a pension. To establish pension scheme costs 400 Ems.

You want to read and now there is a library! Have an extra throw. Cost of library: 200 Ems.


You get ill. Public hospital is fully subsidised. Pay only 10 Ems. Cost: 600 Ems.


Beach access free! Just enjoy! Cost for subsidising access: 100 Ems.

Transport problems eased with cycle path. Cost of cycle path: 150 Ems.


No more homeless in the city. A shelter has been opened. Cost of shelter: 200 Ems.
City Bankers’ task sheet

Neither city starts with any money. All revenue will come from taxes paid as players pass the tax payment square.

1. City Bankers use the tally sheet to keep a record of how many players pass the “tax payment” square and call a city council meeting as every 5th player passes.

2. City Bankers collect taxes from each player in their city as the player passes the tax payment square. Note: players who have changed city pay the new taxes.
   The tax scheme is as follows:
   - City A 40% if salary of 500 or more
   - 10% if salary is 100 or less
   - City B 10% irrespective of salary
   Unemployed citizens who receive no benefit pay no taxes
   Unemployed citizens receiving benefit pay 10% of their benefit.

3. City Bankers’ other tasks:
   - look after the city’s money
   - pay to the Game Banker any payments due for the purchase of replacement cards
   - stick replacement cards on the board over the square agreed by the citizens at a council meeting
   - administer the unemployment fund as and when the city decides to establish one
   - pay unemployment benefit to players who are entitled to receive it if the city has agreed to set up a social security system. There must be at least 1000 Ems in the bank at the time of setting up the system.
   - Keep an eye on the beggars in your city and ensure correct play when they chance a throw with the die:
     - Throw a 6 They find 50 Ems in a rubbish bin
     - Throw a 5 They collect 20 empty beer bottles and get 50 Ems for the deposits - if the city has a recycling centre!
     - Throw a 4 The next person who passes them gives them 10 Ems
     - Throw a 3 They get drunk and sleep through their next turn
     - Throw a 2 They sleep in the park and find a 10 Em note under the bench. If the city has renovated the park, they find 20 Ems.
     - Throw a 1 They get robbed and hand over the next donation - or any money they chance to find next throw.

Note: you hand over the money if they chance to find any in the park or in a rubbish bin, and you take money from them if they get robbed.

Record of tax payments

Each time a player in your city passes the “tax payment” square, collect their taxes and check off one segment in the first circle. When 5 players have been checked off, call the first city council. When play resumes start checking off segments in the second circle, and so on.

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<thead>
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<th>1st Meeting</th>
<th>2nd Meeting</th>
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<th>4th Meeting</th>
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**Handouts**

*Game Banker’s role card*

At the start of the game the Game Banker has all the money. S/he is to:

1. Ensure the game runs smoothly
   - start the game
   - ensure the rules are followed
   - time all City Council meetings. They should last a maximum of 5 minutes and
   - stop the game after the agreed playing time or when the first player completes the agreed number of rounds, whichever was agreed.

2. Keep records
   - at the start of the game record the name, colour and city of each player
   - record how many times each player passes “start and salary”

3. Pay a salary to each player at the start of the game, and every subsequent time they pass the “start and salary” square. Salaries are paid according to the players’ colour regardless of which city they are in:
   - Blue players: 500 Ems
   - Red players: 100 Ems

4. Collect all payments for replacement cards from the City Bankers.

*Tally sheet*

Record players’ names with a red or blue pen according to their colour. It is recommended that you use the “five-bar gate” method of keeping the tally. Each of the first four rounds is recorded with a line IIII and on the fifth round you strike them through. The sixth round you start another set of five. In this way you can easily sum the rounds. Thus a count of twelve would look like this: IIII  IIII II.

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<th>Players in city A at the start of the game</th>
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<th>Players in city B at the start of the game</th>
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Access to medicaments

“A united global effort by concerned citizens can make a difference”
Zackie Achmat, Treatment Action Campaign.

Themes Health, Globalisation, Discrimination and Xenophobia
Complexity Level 4
Group size 16 - 40
Time 190 minutes
Overview This activity is a simulation of the 2001 “AIDS drug” trial in South Africa. It addresses issues of:
- HIV/AIDS and access to medicines
- How to resolve conflicting claims to rights.
Related rights
- The rights to life and dignity
- The right to property
Objectives
- To develop an understanding of the complexity of human rights issues
- To compare different ways of decision-making (adversarial approach, consensus approach)
- To develop skills of communication and co-operation
Materials
- Flipchart paper and pens
- Trial role cards
- Instructions for small group work, one per participant
- Small cards (10 cms by 6 cms). One red and one green card per participant
- Space for plenary and small group work
Preparation For part 1:
- Make copies of the trial role cards; you need one role card per person
For part 2:
- Make copies of the instructions for small group work, one per participant
- Make one red and one green card per participant.

Instructions
This activity is in two parts. Part 1 is a simulation of the trial and part 2 is a consensus-building phase.
Part 1. The trial (total time 65 minutes)
1. Set the scene. HIV/AIDS is a very serious epidemic throughout the world, but especially serious in Africa. It is a big issue in South Africa where millions of poor people are suffering and dying unnecessarily because they cannot afford the expensive drugs they need. Their only alternative is to use cheaper copies of the drugs. The leading pharmaceutical companies are against this. They wish to protect their property rights and so they have joined forces to prevent any State from
copying and selling their products at cheaper prices. They have started legal action against the South African Government, which is distributing and selling cheaper copies of the anti-HIV/AIDS drugs.

2. Explain that participants will be involved in simulating a trial that recently took place in South Africa over this issue. The question is: Is the right to property a valid argument to jeopardise the right to life and dignity of a group of people?

3. Divide the participants into four equal groups to represent Pharma Inc., the South African Government, members of the Treatment Action Campaign (TAC) and Judges.

4. Distribute the trial role cards to the appropriate groups.

5. Give the groups 25 minutes to read their role cards and prepare their cases and/or questions for the trial. Each group must also select a spokesperson to represent the group and one or two resource persons to back the spokesperson up and help answer questions during the trial.

6. Once each group is ready, invite people to come back into plenary. They should remain in their four groups.

7. Now Pharma Inc., the S.A. Government and TAC each have 5 minutes to present their positions and raise any questions. The judges should introduce the groups in turn.

8. The judges themselves now have 10 minutes to answer any questions raised by the groups, and to summarise the different arguments and positions.

Part 2. Consensus-building phase (total time 100 minutes)

1. Ask participants to divide themselves into small groups, each of 4 people. In each group there should be one former member of Pharma Inc., one former member of the S.A. Government, one former TAC group member and one former judge.

2. Hand out the copies of the instructions for small groups. Check that people understand what they have to do and how to use the red and green cards. The groups have 30 minutes to try to reach a consensus decision about how to resolve the conflicting claims.

3. Call everyone back into plenary and ask them to report back on the results of their discussions. Give each group 5 minutes to present their report. Note the main solutions and issues on a flipchart.

4. When all groups have reported their positions/solutions, move on to a discussion about the decision-making process. You could ask:
   - How easy was it to reach a consensus?
   - What are the strengths and weaknesses of this approach?
   - Was there a tension between trying to agree a solution and trying to include all members of the group in the decision?
   - Which were the most burning issues?

5. You may like to end this phase of the activity by reading out the following extract from the court’s ruling on 19 April, 2001. “The purpose (…) to promote cheaper access to drugs (…) is a commendable purpose, and, in the context of the HIV/AIDS epidemic, a constitutional obligation of the highest order linked to the duty of the State to respect, protect, promote and fulfil a number of fundamental rights including the rights to human dignity and life (held to be the source of all other rights) (…) There is no merit to the (…) challenges to the Act made by the applicants (i.e. pharmaceutical companies).”
Key date
1 December
World AIDS Day

Debriefing and evaluation

The evaluation will already have started during the discussions in part 2. Now continue by encouraging the participants to reflect on the overall process and then go on to identify the key human rights issues behind the trial. Key questions may include:

- Had participants heard about this case before?
- What were their initial assumptions?
- Did these assumptions change during the activity?
- How do people compare the two forms of decision-making process, the adversarial and the consensus? Which produces the most satisfactory results? How do you define what is a successful result?
- What were the key human rights issues behind the trial?
- How do these issues relate to the participants’ own social reality?
- What are the implications for people where you live?

Tips for facilitators

You need a long time for this activity because the issues are complex and participants need to think deeply about them. You should note that the two parts do not need to be run on the same day; they can be done in two different sessions.

The purpose of using the red and green cards is to help people be more aware of what helps and what hinders decision-making. Ideally, at the end of the discussions and negotiations in part 2, all participants will show green cards and be able to agree a shared solution.

In part 2, some groups may reach a consensus, others may not. In the discussion, you should use the opportunity to explore the strengths and weaknesses of a consensus approach to decision-making. Ask those groups that did reach a consensus to report not only their final position but also the main arguments behind it. Ask those groups that did not reach a consensus to outline what brought them closer, and what contributed to the divisions between them.

Note: you will find more information on consensus-building in chapter 1 on page 59.

It is important to check the actual situation of people in the local community who live with HIV/AIDS, and to adapt/link the activity to issues that concern them.

Note: The name of the coalition of pharmaceutical companies, Pharma Inc. is made up for the purposes of this activity.

Suggestions for follow-up

Discuss aspects of the right to life and to human dignity in your country in relation to health issues.

Inform yourselves about health and human rights issues globally. Visit web sites of, or obtain publications from key NGOs (MSF, TAC, Christian Aid) and international institutions (WHO). Find out about actions that are being taken to promote health issues and list them on a flipchart.

The TAC ran a very successful campaign. Unfortunately not all campaigns achieve their goals. There may be many reasons for this, but one may be poor organisation and ineffective publicity. The group can explore these issues and develop their skills for effective campaigning through the activity “Beware, we are watching”, on page 95.
Ideas for action

Find out who is promoting actions on health issues in your locality and how you can contribute.

Further information

This activity is based on a case which came before the South African high court in 2001. The Pharmaceutical Manufacturers’ Association of South Africa prosecuted the president of the Republic of South Africa and others, including the Treatment Action Campaign (TAC), for disregarding their patents on HIV medicines and for importing cheaper, generic drugs to treat the millions of citizens suffering from AIDS.

The judges had to balance the different interests and rights of the two sides. On the one hand the Pharmaceutical Manufacturers’ Association claimed the right to property, equality or free choice of trade, occupation and profession while, on the other hand, the government and TAC claimed that it was the duty of the state to respect, protect, promote and fulfil the fundamental rights of human dignity and lives of its citizens.

In a historic judgement the court concluded that the right to property was of a lower order than the right to human dignity and life and should therefore be limited. Subsequently the drug manufacturers dropped their case. This was widely hailed as “a real triumph of David over Goliath, not only for us here in South Africa, but for people in many other developing countries who are struggling for access to healthcare” (NGO joint press release, 19 April 2001). “This is a rare and very meaningful victory of the poor over powerful multinational companies! But our challenge now is to work together with drug producers and government to get medicines to those who need them” (Kevin Watkins of Oxfam).

AIDS and globalisation trends

In rich countries, people living with HIV/AIDS can live better and longer because of antiretroviral drugs, which are provided by states for free. In Southern countries, people affected by HIV suffer more and die earlier because they have no access to HIV treatments. On average the annual per-capita expense of their health care is around 10$, whereas the triple therapy, available to people in Northern countries, costs between 10,000$ to 15,000$ a year.

Poverty, lack of education and social inequality speed up the spread of the epidemic, but the challenge is above all political, involving governments, international bodies and pharmaceutical companies. In order to be effective, the fight against AIDS needs to challenge key international mechanisms and institutions. Foremost of these are the International Monetary Fund (IMF), the World Trade Organisation (WTO), TRIPS (Trade Related aspects on Intellectual Property rights), GATS (General Agreement on Trade and Services) and the Dispute Settlement Body, which actually functions as the tribunal of the WTO.
HANDOUTS

Trial role cards

Trial role card: Pharma Inc.

You are a group of senior Pharma Inc. executives. Your company is one of the world’s leading producers of pharmaceuticals. You have bought the rights for the commercialisation of key HIV- and AIDS-related medicines. You need to maintain your profit margin and to please your shareholders. Thus you wish to protect the company’s right to set the selling price of your products, keeping in mind the research costs, production costs, and the wages of your work-force. To allow another company to simply copy and sell your products at a lower price would jeopardise your profit and the sustainability of your company. You have therefore joined forces with other leading pharmaceutical companies to prevent any State from allowing the copying and selling of your products at cheaper prices, and to sue them if necessary. You have started legal action against the South African Government.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

Trial role card: South African Government

You are senior officials in the South African Government. Your government is trying to respond to the request of the pharmaceutical companies who have started legal action against you. Pharma Inc. is trying to prevent any State from allowing the copying and selling of their products at cheaper prices, that is, below the retail price of their own products. In principle you agree with Pharma Inc’s. position.

However, popular movements, led by the Treatment Action Campaign (TAC), claim that it is a constitutional obligation by the State to provide cheap access to drugs, particularly in the context of the HIV/AIDS epidemic. You have responded to popular political pressure and have started to allow the import of cheaper (copied) drugs from countries such as Indonesia.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

Trial role card: Treatment Action Campaign (TAC)

You are a group of activists representing the Treatment Action Campaign (TAC), South Africa. The Campaign claims that the State has the responsibility to provide cheap access to drugs, particularly in the context of the HIV/AIDS epidemic. The government has responded and has started importing cheaper drugs.

You also claim that it is the responsibility of the State to make financial provisions for patients and organisations struggling with HIV/AIDS diseases.

However, the South African Government has been brought to trial by pharmaceutical companies to prevent any copying and selling of their products at cheaper prices. Therefore, you have decided to join forces with the government to defend the role of the State in providing cheap access to drugs.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.
Trial role card: Judges

You are the group of judges who are presiding over the attempt by leading pharmaceutical companies to prosecute the South African Government and to prevent it from allowing the copying and selling of their products at cheaper prices. Activists representing the Treatment Action Campaign (TAC) are defending the government position.

Your role is to invite the three parties in turn to present their respective positions. At the end of the presentations you should not make a judgement or come to conclusions. Your job is to help to clarify issues and to summarise the arguments in support of the conflicting claims.

The core of the problem is how to resolve conflicting claims to human rights. The defence (the government and TAC) claim the rights to life and dignity, and the prosecution (Pharma Inc.) claim the right to property. The official court records put it like this:

“The rights to life and dignity are the most important of all human rights, and the source of all other personal rights. By committing ourselves to a society founded on the recognition of human rights, we are required to value these two rights above all others. And this must be demonstrated by the State in everything that it does, including the way it punishes criminals.”

Versus

“The right to property is protected by section 25 of the South African Constitution which states the following: “Property 25 (1): No one may be deprived of property except in terms of law of general application, and no law may permit arbitrary deprivation of property”.

You should prepare questions to the three parties. You will have ten minutes to ask your questions and listen to the answers.

Instructions to the small groups for part 2

You are a group of four people, each one a representative of one of the four parties:

- Pharma Inc.
- the South African Government
- activists representing the Treatment Action Campaign (TAC)
- the group of the Judges in the cause initiated by the leading pharmaceutical companies.

Instructions

1. In turn, each person should identify themselves and the party they represent, that is, the role they are playing.
2. Next, each person should indicate their feelings about the situation at the end of the trial. If they think that it will be easy to find a solution, they should show a green card, and if they think it will be difficult they should show a red card.
3. Now your task is to try to come to a satisfactory decision, based on consensus among the four members. You should take the discussion in rounds. The judge chairs the discussion and presents his/her position last.
   - Round one: state your position
   - Round two: present your ideas for solution
   - Round three: negotiate different solutions
4. Listen carefully to each other. At the end of each contribution you should show your colour card to indicate how you now feel about the prospects for reaching a satisfactory solution.
5. At the end of the consensus process, choose one person to report the results back in plenary.
**Act it out**

*Show me what you mean by “human rights”*

**Themes** General human rights, Children, Citizenship

**Complexity** Level 2

**Group size** 9+

**Time** 90 minutes

**Overview** This is a drama activity that encourages people to:
- Review their general perceptions of human rights
- Find different ways of representing these perceptions

**Related rights** All

**Objectives**
- To review what participants know about human rights
- To develop intercultural and communication skills
- To develop co-operation and creativity

**Materials**
- Props: dressing-up clothes, toys, household items, etc.
- Paper and coloured markers, crayons
- Glue, string and card

**Instructions**

1. Explain that the purpose of the exercise is to come up with a dramatic representation of the general idea or concept of human rights that is understandable to people of different cultures, and who may speak different languages.

2. Explain that they will not be allowed to use words at all: this must be a mimed presentation. However, groups may make use of some of the materials or props, if they wish.

3. Ask people to get into small groups of between 4 and 6 people, and give each group a large sheet of paper and a set of crayons / markers.

4. Give the groups 10 minutes first to brainstorm all their ideas about human rights and then to identify two or three key ideas that they would like bring out most strongly in the mime.

5. Now give the groups 30 minutes to design and rehearse their mime. Explain that this must be a group effort and everyone should have a role in the production.

6. After 30 minutes are up, gather the groups together so that everyone can watch each other’s performances.

7. Give a few minutes after each performance for feedback and discussion.

8. Ask the spectators to offer their interpretations of what they have just seen, and to try to identify the key ideas that the performance attempted to portray.

9. Then give the group itself a chance to explain briefly any points that did not emerge during the feedback. Repeat this for each of the performances.
Debriefing and evaluation

Now review the activity itself.

- How did people feel about this activity? Was it more or less difficult than they had first imagined? What were the most difficult aspects, or the most difficult things to represent?
- Did people learn anything new about human rights?
- Where were the similarities or differences among the groups? Were there any fundamental disagreements over the idea of human rights? Why?

Tips for facilitators

Unless people are entirely ignorant about the concept of human rights, it is more interesting to carry out this activity with a minimum of initial guidance from a facilitator. The main purpose is to draw out the impressions and knowledge about human rights that young people have already picked up in the course of their lives. It is worth emphasising this point to the group before they begin work, so that they do not feel constrained by not “knowing” exactly what human rights are.

Make it clear to them that their task is to portray “human rights in general”, rather than to illustrate one or more specific human rights. They may decide to take one specific right to bring out general points, but they should remember that they are attempting to show what is common to the different human rights. At the end of the session spectators should be able to (or begin to!) answer the question, “what are human rights?”

Do not let those who feel they are weak at acting fail to play an active part! Explain that there are plenty of roles for all, and that this must be something that the whole group feels happy about presenting. A few unusual props may bring the performances to life and help spark creative ideas – anything from saucepans, toy cars, hats, pillows, stones, a dustbin lid…

Variations

You may want to carry this activity out as a drawing exercise: get the groups to present a poster – again without using words – to express the main ideas about human rights.

The activity could also be carried out less as an introductory one, and more in order to organise and clarify thoughts once people have already worked through some of the other activities in the manual, or carried out their own research.

Suggestions for follow-up

Look at plays or other pieces of literature with a human rights theme, and organise a dramatic performance for members of your local community.

If the group would like to move on and look at some specific human rights, why not look at the Convention of the Rights of the Child through the activity “Children’s Rights”, on page 103.

Ideas for action

You could develop your mimes or make a whole group production and perform it to other people outside the group. If you do the poster-making variation, make an exhibition of your posters. Both ideas could be used to celebrate Human Rights Day.
All equal – all different

“All human beings are universally equal and specifically different. Universal equality and specific differences must be respected”

Themes
- Discrimination and Xenophobia
- General human rights
- Globalisation

Complexity
- Level 2

Group size
- 6 – 60

Time
- 40 minutes

Overview
This is a sort of quiz - short and provocative enough to be interesting in itself but also the basis for a great group discussion!

Related rights
- Equality in dignity
- The right to rights and freedoms without distinction of any kind, such as race, colour, religion, etc.
- The right to a nationality

Objectives
- To address the universality of human rights
- To make participants aware of ethnocentrism and prejudice in themselves and others
- To develop the ability to read information critically and independently

Materials
- Handout
- Large sheet of paper (A3) or flipchart paper and markers (optional)

Preparation
Copy the handout, one per participant. Alternatively, write it on a blackboard or use an overhead projector (make sure everyone can see it).

Instructions

1. Tell the participants that the following activity is a sort of quiz, but that the purpose is not to see who has got it right and who has got it wrong; it is just a starting point.
2. Hand out or display the two quotations. Allow five minutes for the participants to read them.
3. Then ask them individually to decide:
   a) the source of the first text; which book or document is it an extract from?
   b) which country/region of the world the author of the second text comes from.
4. When everyone is ready, ask participants to get into small groups of about three people. Give them 20 minutes to discuss and analyse their individual choices. They should think about the following questions and if possible come up with a collective answer:
   - Why did they choose one answer in preference to others?
   - What do the texts say about the authors?
   - What do they think about the texts?
5. When the groups have finished, come into plenary and do a round collecting the answers to question a) from each group. Invite the groups to state the reasons that led them to their choices. Then repeat the round collecting answers to question b).
6. Reveal the author, Said al-Andalusi from Spain, and proceed to the debriefing and evaluation.

**Debriefing and evaluation**

Start with a brief review of the activity and then, if you feel the group is ready for it, go on to introduce the notions of prejudice and ethnocentrism. Address the following questions (either in plenary or you can have smaller groups if needed):

- Were participants surprised by the solution?
- How did people make their original individual choices? Were they based on guesswork? Intuition? Or real knowledge?
- Did people change their minds about their choices during the discussions in small groups? What made them change their minds? Peer pressure? Good arguments?
- How did people defend their choices in the small group discussions? Did they stick to their choices tentatively or strongly?
- Why did the author describe people from the North the way he did?
- What clues does the second text give us about the author, about his looks and about his culture?
- To what extent is the author’s view the result of his own ethnocentric viewpoint and prejudice? Or is it fair to say that at that time the cultures in northern Europe were less “civilised” than his culture?
- Can participants think of examples when they heard of or read about other people being addressed in similar ways? How would it feel to be considered as some kind of inferior people?
- When people are not valued for what they are, what consequences often occur? Can they think of examples from history? And from the present?
- What should we do to counter the effects of prejudice? Are there people or groups in the participants’ areas or countries that are also the subject of prejudice? Which ones?

**Tips for facilitators**

The extracts were taken from a book by a famous scholar from Cordoba, Andalusia (in what is now Spain) who was born in 1029 AD / 420 AH. Said al-Andalusi was a scholar well known for his wisdom and knowledge. For him, civilisation and science were very close to knowing the Holy Koran. He was not only learned in religion, but he also excelled in Arabic literature, medicine, mathematics, astronomy and other sciences.

It should be remembered that at this time, the Mediterranean basin, and especially the Arab Kingdoms around it, constituted the centre of ‘civilisation’. Knowledge was not nearly as advanced in “the North”, as Said calls northern Europe, as it was in the Arab world, Persia, China and India.

Be aware that, depending on the group, you may need to give participants insights into how to read texts more critically. You may have to point out that the second text actually reveals a lot about the author, his appearance and his culture, for example, that he must have had curly hair and dark skin. Critical reading involves not only understanding the content of the text, but also thinking about the context, who the author is and why s/he writes what s/he does. Realising this is an important step to understanding how to read all messages (history, news, poems, song texts, etc) and to be aware of the values that they transmit.
One way of introducing the issue of ethnocentrism is to point out to participants that the author - used to people with dark skin and curly hair - provides a very good definition of what he considers “normal”. It is also important that, through the discussion, you help participants understand that cultural differences do not make people “better” or “worse” than others. You should point out that it is hard not to judge others without prejudice because we take our own cultural perspective as being “the norm”. To appreciate this - our own ethnocentrism - is an essential step towards recognising it in others, and to being able to communicate successfully with people of other cultures.

Leave extra time at the end of the activity so you have the flexibility to discuss further the issues and ideas which were raised. For example, you may wish to go into an analysis of, or discussion about, history teaching and how much (or how little) we in Europe actually learn about other cultures.


Suggestions for follow-up

If you wish to go further with ideas about the universality of human rights, you could use the activity “Act it out”, on page 86, which involves creativity and drama.

HANDOUT

All equal – all different quiz

1. What is the source of the following text? What book or document is it an extract from?

“All people on earth from the East to the West, from the North and from the South, constitute a single group; (they) differ in three distinct traits: behaviour, physical appearance and language.”

Choose one of the following answers:

- The UNESCO declaration on racism, 1958
- Herodotus “History”, 440 BC
- The Vedas, India, c.a. 1,000 BC
- Report of the “All different - all equal” youth campaign, Council of Europe, 1996
- Said Al-Andalusi, 1029 AD / 420 AH
- None of the above

2. Which country/region of the world does the author of this text comes from?

“Those who live in the extreme North (of Europe...) have suffered from being too far from the sun. Their air is cold and their skies are cloudy. As a result, their temperament is cool and their behaviour is rude. Consequently, their bodies have become enormous, their colour turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity.”

Choose one of the following answers:

- China
- Europe
- India
- Africa
- Persia
- None of the above

* Article 1 of the Declaration of Rights and Duties of Human Beings as Proposed by Young People. The declaration was created by 500 young people from 80 different nationalities at the Palace of Europe in Strasbourg, under the initiative of Les Humains Associés and the Association for the Declaration of 26 August 1989 (AD 89). www.humains-associes.org
Ashique’s story

Child labour creates necessary income for families and communities.
Take it away and it is the children who will suffer most. Is it so?

Themes
- Children, Social rights, Globalisation

Complexity
- Level 3

Group size
- 5+

Time
- 90 minutes

Overview
This activity uses small group discussions to explore the issues of:
- The reality of child labour
- The causes of child labour and how to end it

Related rights
- The right to protection against harmful forms of work and exploitation
- The right to education
- The right to play and recreation

Objectives
- To increase knowledge about the reality of child labour
- To develop critical thinking about the complexity of the problem
- To encourage the values of justice and the feeling of responsibility for finding solutions

Materials
- Copies of the facts of Ashique’s life; one copy per participant
- Pens and markers
- Flipchart paper or large sheets of paper (A3)

Preparation
- Copy the design for the “ideas for solutions” sheet onto large, A3-size sheets of paper or flipchart paper: one per small group, plus one for the plenary
- Gather some of the further information below to use to introduce the activity

Instructions

1. Tell the participants that the activity is based on a case study of Ashique, a child worker in Pakistan. The aim is to try to find possible ways of changing Ashique’s situation.
2. To warm up, do a round of “composed story-telling”. Make up an imaginary and imaginative story about a day in Ashique’s life. Go round the circle asking each person in turn to add a sentence.
3. Divide the participants into small groups with a maximum of 5 people per group. Give everyone a copy of Ashique’s life facts. Allow 5 minutes for reading and sharing comments.
4. Give each group a copy of the “ideas for solutions” sheet. Explain that their task is to brainstorm solutions to the problems faced by Ashique and other child labourers. They must write down in the appropriate columns the possible steps that can be taken to
solve the problem “by tomorrow”, “by next month” and “in the future”. They have 30 minutes to complete this task and to nominate a spokesperson to report back.

5. In plenary, take it in rounds to get feedback on each column in turn. Summarise the ideas on the flip chart. Allow discussion on the ideas if desired, but be aware of time constraints!

6. When the table is complete, move on to a fuller discussion and debriefing.

**Debriefing and evaluation**

The depth of the discussion will depend on the participants’ general knowledge but try to cover questions both about their views on child labour as well as on the possible solutions.

- How much did people already know about the existence of child labour before doing this activity? How do they know? Where did they get the information from?
- Is there child labour in their country/town? What work do children do and why do they work?
- Should children work? Should they be able to choose whether to work or not?
- “Child labour creates necessary income for families and communities. Take it away and it is the children who will suffer most.” How do you answer this?
- In what ways do we, as consumers, benefit from child labour?
- How difficult was it to think of possible steps to solve child labour? Which of the three columns - “by tomorrow”, “by next month” and “in the future” - was the most difficult to fill in? Why?
- There have been many national and international declarations and conferences about the issue of child labour. Why is it still such a large-scale problem in the world?
- Who should be responsible for the solving the problem? (Take a different colour pen and write the suggestion on the chart.)
- Can ordinary people like you and me help solve this problem? How and when?

**Tips for facilitators**

If participants know very little about child labour, you may want to start the activity by giving them a few facts about child labour and its consequences. A fun way to do this might be to take the statistics below and turn them into a short quiz.

It may be difficult for groups to find ideas for the first two columns (tomorrow and next month) which might create a feeling of powerlessness and frustration. You could motivate them by reading out the following statement:

“The task is big, but not so big as to prove either unwieldy or burdensome. It is worth developing countries dealing with child labour. This shows that what has caused the problem of child labour here is really not a dearth of resources, but a lack of real zeal. Let this not continue.”

Supreme Court in the case of M. C. Mehta v. the State of Tamil Nadu and Others, India, 1986

Usually participants realise that, in order to find effective and lasting solutions to a problem, it is first necessary to identify the causes. Having analysed the causes, solutions often become more apparent. However, you may have to point this out to some groups, especially if they are getting bogged down with identifying solutions.

You could provoke ideas for solutions by suggesting one or more of the following:

- reduce poverty so there is less need for children to work
- increase adults’ wages so there is less need for children to work
• develop education so that it is more attractive and relevant to children’s needs
• develop international standards for the employment of children
• ban products made with child labour
• develop global minimum labour standards as a requirement for membership of the World Trade Organisation (WTO)

Use any current news reports about child labour - either local or global - to make the activity topical and more interesting.

**Variations**

If you want to develop participants’ knowledge on the concept of child labour, previous to the activity, you can use a quiz. You can find numerous quizzes on the ILO web page (http://us.ilo.org/ilokidsnew/whatis.html) and on the Unicef web page (www.unicef.org/aclabour/quiz.htm).

**Suggestions for follow up**

Find out more about youth campaigns against child labour, for example, “Kids Can Free the Children”, a children’s rights foundation, which was created by a 12-year-old Canadian boy (www.icomm.ca/freechild/).

**Further Information**

In chapter 5, in the background information sections on children and on social rights, there are statistics about child labour, and information about what is made with child labour, about international law and about child labour and the consequences of child labour for the child.

The scale of the problem of child labour means that there is a wealth of information available on this issue. Useful Internet sites include the International Labour Organisation (www.ilo.org), Unicef (www.unicef.org) and Save the Children (www.savethechildren.org.uk).

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**Key date**

2 December
International Day for the Abolition of Slavery
HANDOUTS

Ashique’s life facts

Personal Data
Name: Ashique Hashmir
Age: 11 years old
Nationality: Pakistani
Family: Parents, 2 grandparents, 1 sister and 3 brothers
Family Income: about 70 € /month

“Professional” Data
“Profession”: worker in a brick factory
Working Hours: between 12 to 16 hours a day (1/2 hour break) – 6 days a week
Working Production: about 600 bricks a day
Wage: 1.3 Euro for 1000 bricks (but 50% goes for repayment of loan made by his family)
Working since he was 5 years old

Other Information
His family has been bonded for 2 years because they took a loan of about (P)Rs. 6000 (110 €). Now, with the loan interest, the amount owed is about 280 €. Ashique was sent to school for 3 months by his father but the factory owner removed him and put him back to work. His father was punished because of what he had done.
The family income is very low and consequently insufficient to send the children to school and to provide adequate food and health care.
Real life situation.
Information gathered from ILO and Free the Children materials.
Source
Free the Children campaigns: www.freethechildren.org

Ideas for solutions

What can be done about Ashique’s situation - and that of other child labourers?

<table>
<thead>
<tr>
<th>By tomorrow?</th>
<th>By next month?</th>
<th>In the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Beware, we are watching!

No one made a greater error than those who did nothing because they could only do a little.

Themes
Globalisation, Social rights, Citizenship

Complexity
Level 4

Group size
Any

Time
150 minutes

Overview
In this activity, participants design a public awareness campaign about the consequences of relocation by transnational companies.

Related rights
- The right of everyone to the enjoyment of just and favourable working conditions
- The right to form trade unions
- The right to social security

Objectives
- To analyse the consequences of the relocation of transnational companies, locally and globally
- To promote human rights activism
- To encourage creativity and imagination

Materials
- Sticky labels that people can make into campaign stickers/labels
- Large sheets of paper or flipchart paper for making posters
- A4 size sheets of paper for making leaflets. (Coloured paper optional)
- Tape and glue
- Coloured markers and pencils
- Scissors
- Newspapers, magazines, brochures and any other printed material as sources of pictures.

Preparation
- Make copies of the fact sheet and the campaign objectives, one each per participant

Instructions
1. Explain that this activity is about globalisation with particular focus on the practice of relocation by transnational companies.
2. Ask people what they already know about this topic and their opinion about how it is covered in the media.
3. Brainstorm what makes a good publicity campaign.
4. Divide the group into small groups of 3 or 4 people.
5. Quote the case of the Eastern European Clean Clothes Campaign (EECCC) as an example of a campaign which is trying to inform the public about the consequences of globalisation and hand out the fact sheet.
6. Set the scene for the activity. Tell the group that they are to imagine that the NGO
(non-governmental organisation). The Eastern European Clean Clothes Campaign, has just received a grant from the Council of Europe. Whereas previously, due to funding problems, it had only been able to work on a small scale in a very few countries, the board of directors of the CCC have now decided to renew and expand the campaign Europe-wide. The organisation wishes to hire the group as consultants.

7. Distribute the campaign objectives (handout 2). Say that the EECCC has asked you to transmit this basic information for reference.

8. Each small group is to design a proposal for the expansion of the EECCC into their country. First they should draft a short, outline proposal for the whole campaign. Then they should make more detailed proposals of how to meet the first objective, that is, to inform the general public. The detailed proposal should include:
   ▪ a timetable for activities,
   ▪ a list of activities proposed (concerts, television and radio programmes, street theatre, leafleting, etc),
   ▪ places where the activities will take place (schools, public buildings, etc),
   ▪ number of staff required,
   ▪ proofs of materials to be used (stickers, posters, etc.)

9. Emphasise that the proposal should be clear and concise. Tell the participants that the NGO is open to any kind of proposal, especially creative ones, but that they insist that the groups meet the objectives as laid out in the objectives of the campaign and justify their means of achieving them. Later, they will be expected to present their proposals to representatives from the NGO for recommendation to the EECCC board. For now, they have 60 minutes to design the proposal.

10. When the proposals are finished organise the presentations.

11. Open the plenary for discussion.

Debriefing and evaluation

Start with a brief review of how the activity went. Ask each group in turn to feedback about how they organised the tasks and how they worked together. Was everyone involved? Did every one feel that they participated? Then go on to discuss the issues of globalisation and what people learned.
   ▪ What are the positive and negative impacts of relocating a company? On local employment rates? On the national economy? On the global economy?
   ▪ Do the workers have any real choice about accepting the conditions of work they are offered, or not?
   ▪ Who is responsible for the situation?
   ▪ What can and should be done to educate the workers about their rights?
   ▪ Are campaigns like the ones proposed useful? Why?
   ▪ What makes a good campaign?
   ▪ Do you think that institutions working in the field of the protection of workers’ rights, such as NGOs, Trade unions, United Nations agencies, organisations leading anti-globalisation campaigns, are making a difference?

Tips for facilitators

You will find information about the practice of relocation by transnational companies in the
background information to globalisation. Before you start this activity, check if the EECCC or a similar organisation has branches in your country.

One of the objectives of this activity is to stimulate the creativity of the participants. Thus, you should emphasise that they have complete freedom to “invent” any kind of new campaign strategies, always bearing in mind that they must meet the objectives set up by the NGO.

At point 10 in the instructions, that is, when the groups present their work, you could play the role of a member of the review panel from the EECCC. However, it is recommended that, if possible, you find other people from outside, who have not be involved in the group work. This makes the activity more exciting and it provides an opportunity to open up the discussion, especially if you can invite someone from an NGO, who works on either globalisation issues or is a campaigner.

If you can invite “experts” to visit, it is a good idea to do the activity over two sessions. Use the first session to make the campaign report and materials, and the second for the discussion.

**Suggestions for follow-up**

Contact the EECCC and develop the work the group has started.

If the group wants to carry on the theme of social and labour rights they could do the activity “Ashique’s story”, on page 91, which looks at the issue of child labour.

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**HANDOUT**

**1. Fact sheet: The Eastern European Clean Clothes Campaign**

The Eastern European Clean Clothes Campaign (EECCC) is a network that started in the Netherlands in 1990, aimed at improving working conditions in the global sportswear industry. There are now CCCs in approximately 10 Eastern European countries, where each CCC is a coalition of consumer organisations, trade unions, human rights and women’s rights organisations, researchers, solidarity groups and activists.

The major issues at the work place are:
- Low remuneration
- Casualisation of labour (no contracts, irregular working hours, forced and unpaid overtime, etc.)
- Denial of the right to organise (intimidation of workers’ activists)

**2. Campaign objectives**

The objectives of the campaign are to:
- Inform the general public about what is happening in order to gain support for the campaign
- Show through concrete examples the impact of some of the consequences of globalisation which violate human rights.
- Put pressure on the companies to improve respect for the human rights of their workers by disseminating information about their rights.
- Activate a network of people, organisations and institutions that fight for the same cause.
Can I come in?

Refugee go home! He would if he could.

Themes: Human Security, Discrimination and Xenophobia, Peace and Violence

Complexity: Level 3

Group size: 6 - 20

Time: 60 minutes

Overview: This is a role-play about a group of refugees trying to escape to another country. It addresses:

- The plight of refugees
- The social and economic arguments for giving and denying asylum

Related rights:

- The right to seek and enjoy, in other countries, asylum from persecution
- The right of non-refoulement (the right of refugees not to be returned to their country where they can risk persecution or death)
- The right not to be discriminated against

Objectives:

- To develop knowledge and understanding about refugees and their rights
- To understand the arguments for giving and denying refugees entry into a country
- To promote solidarity with people who are suddenly forced to flee their homes.

Materials:

- Role cards
- Chalk and or furniture to create the border crossing post
- Pens
- Paper

Preparation:

- Copy one information sheet per participant
- Copy the role cards, one for each immigration officer, refugee and observer
- Set the scene for the role-play. For example, draw a line on the floor to represent a border or arrange furniture to make a physical frontier with a gap for the check post. Use a table to serve as a counter in the immigration office and make signs for the immigration office about entry and customs regulations, etc.

Instructions:

1. Explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety.
2. Start with a brainstorm to find out what people know about refugees. Write the points on a large sheet of paper or flipchart paper to refer to in the discussion later.
3. Show people the set-up in the room and read out the following text. “It is a dark, cold and wet night on the border between X and Y. A large number of refugees
have arrived, fleeing from the war in X. They are hungry, tired and cold. They have little money, and no documents except their passports. The immigration officials from country Y have different points of view - some want to allow the refugees to cross, but others don't. The refugees are desperate, and use several arguments to try to persuade the immigration officials."

4. Divide the participants into equal groups. One group to represent the refugees from country X, the second group to represent the immigration officers in country Y and the third group to be observers.

5. Tell the "refugees" and the "immigration officers" to work out a role for each person and what their arguments will be. Distribute the handouts and give them fifteen minutes to prepare.

6. Start the role-play. Use your own judgement about when to stop, but about ten minutes should be long enough.

7. Give the observers five minutes to prepare their feedback.

**Debriefing and Evaluation**

Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or an immigration officer and then move on to a general discussion about the issues and what people learnt.

- How fair was the treatment of the refugees?
- Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not?
- Should a country have the right to turn refugees away?
- Would you do this yourself if you were an immigration officer? What if you knew they faced death in their own country?
- What sorts of problems do refugees face once inside your country?
- What should be done to solve some of the problems of acceptance faced by refugees?
- Are there any Internally Displaced Persons in your country? Or in a neighbouring country?
- What can and should be done to stop people becoming refugees in the first place?

**Tips for the facilitator**

Use the brainstorm to ascertain how much people already know about why there are refugees, what causes people to flee their homeland, and where they come from and the countries that they go to. This will help you decide how to guide the debriefing and evaluation, and what additional information you may need to provide at that stage.

Think about what to do if someone in the group is a refugee. Perhaps, they should not be in the group role-playing the refugees in case they have painful memories of the experience.

The three groups do not have to be equal. You may, for instance, choose to have only three or four observers and let the rest of the group be active role-players.

You may wish to give the observers copies of the further information so that they can inform themselves of the rights of refugees while the rest are preparing for the role-play.

The scene is set on a dark, cold and wet night. So why not turn off the lights and open the windows when you do the role-play? To add to the refugees' confusion, you could make the
signs at the border in a foreign (or invented) language. Remember to brief the immigration officials in group 2 about what the signs say!

Note: This activity was adapted from *First Steps: A Manual for starting human rights education*, Amnesty International, London, 1997. The quote, “Refugee go home! He would if he could” was a slogan used in an UNHCR campaign.

**Variations**

Run the role-play again, but let immigration officers and the refugees swap parts. The observers should now have the additional task of noting any differences between the first and the second role-plays, especially those that resulted in a higher protection of the refugees’ rights.

Do a follow-on role-play involving an official team sent by UNHCR to help the refugees from country X.

A school class may like to carry on with the topic by researching information about the role of UNHCR (www.unhcr.ch) and then writing an “official report” including the following points:

- Those arguments which persuaded the immigration officers to let the refugees in
- Any inappropriate behaviour by the immigration officers
- Recommendations for what country Y should do to protect the rights of the refugees.

**Suggestions for follow-up**

Find out more about refugees in your country, especially about the realities of their daily lives. Participants could contact a local refugee association and interview workers and refugees.

If you want to try an activity that follows the events after refugees have crossed the borders and are applying for asylum, you can run the activity “The language barrier”, on page 228.

**Ideas for action**

Make contact with a local or national organisation that works for refugees who are sheltering in your country and see what you can do to support them. For example, they may need people to help gather essential items and deliver them to refugees.

**Further Information**

Every year millions of people have to leave their homes, and often their countries, because of persecution or war. These people become refugees. They nearly always have to move suddenly and leave most of their possessions behind. In the move families often get separated. Many refugees are never able to return to their homes.

Most refugees seek safety in a neighbouring country, arriving in large numbers at a time (called a mass influx). Other refugees have to travel great distances to find safety and arrive at airports and seaports far from their native land.

In 1951, the United Nations adopted the Convention Relating to the Status of Refugees to which more than half of the countries in the world have now signed up. There is a United Nations High Commission for Refugees (UNHCR), which oversees the implementation of the convention and assists refugees, mainly with humanitarian aid.
According to the Convention, a refugee is someone who has left their country and is unable to return because of a real fear of being persecuted because of their race, religion, nationality, membership of a particular social group, or political opinion. The main protection that a refugee must have is the right not to be returned to their country where they can risk persecution or death (right of non-refoulement). This also applies if a government wants to send a refugee to a third country from which the refugee might be sent home.

Governments have the duty to hear the claim of a refugee who wants to find safety (seek asylum) in their country. This principle applies to all states, whether or not they are party to the 1951 Convention. The 1951 Convention also says that refugees should be free from discrimination and should receive their full rights in the country where they go to be safe.

However, countries disagree about who a “genuine” refugee is; rich countries often say that refugees are not victims of oppression, but that they only want a better standard of living. They call them “economic migrants”. Governments often argue that refugees’ fears are exaggerated or untrue.

### Key date

**20 June**

World Refugee Day

---

### Numbers of Refugees Worldwide

<table>
<thead>
<tr>
<th>Region (at 1 January 2000)</th>
<th>Refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>3,523,250</td>
</tr>
<tr>
<td>Asia</td>
<td>4,781,750</td>
</tr>
<tr>
<td>Europe</td>
<td>2,608,308</td>
</tr>
<tr>
<td>Latin America &amp; the Caribbean</td>
<td>61200</td>
</tr>
<tr>
<td>North America</td>
<td>636,300</td>
</tr>
<tr>
<td>Oceania</td>
<td>64,500</td>
</tr>
<tr>
<td>Total</td>
<td>11,675,380</td>
</tr>
</tbody>
</table>


### Origin of Major Refugee Populations in 1999

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Main Countries of Asylum</th>
<th>Refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>Iran/Pakistan/India</td>
<td>2,562,000</td>
</tr>
<tr>
<td>Iraq</td>
<td>Iran/Saudi Arabia/Syria</td>
<td>572,500</td>
</tr>
<tr>
<td>Burundi</td>
<td>Tanzania/D. R. Congo</td>
<td>525,700</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>Guinea/Liberia/Gambia</td>
<td>487,200</td>
</tr>
<tr>
<td>Somalia</td>
<td>Ethiopia/Kenya/Yemen/Djibouti</td>
<td>451,600</td>
</tr>
<tr>
<td>Bosnia - Herzegovina</td>
<td>Yugoslavia/Croatia/Slovenia</td>
<td>448,700</td>
</tr>
<tr>
<td>Angola</td>
<td>Zambia/ D. R. Congo/ Congo</td>
<td>350,600</td>
</tr>
<tr>
<td>Croatia</td>
<td>Yugoslavia/Bosnia-Herzegovina</td>
<td>340,400</td>
</tr>
</tbody>
</table>


### Internally Displaced Persons (IDPs)

Not every person who has been forced to flee his/her home moves to another country; these are called internally displaced persons (IDPs). The IDPs are the fastest growing group of displaced persons in the world. In Europe the number of IDPs (3,252,300) is higher than the number of refugees (2,608,380), with major concentrations in Bosnia-Herzegovina and countries of the former Soviet Union. Unlike refugees, they are not protected by international law nor are they eligible to receive many types of aid. A widespread international debate has been launched on how best to help all IDPs and who should be responsible for their well-being. The UNHCR provides assistance to some groups of IDPs upon request of the Secretary General of the United Nations.
<table>
<thead>
<tr>
<th>Refugees’ role card</th>
<th>Immigration officers’ role card</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Refugees’ arguments and options</strong></td>
<td><strong>Immigration officers’ arguments and options</strong></td>
</tr>
<tr>
<td>You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member, individually, takes responsibility for putting individual arguments.</td>
<td>You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member, individually, takes responsibility for putting individual arguments.</td>
</tr>
<tr>
<td>You can use these arguments and any others you can think of:</td>
<td>You can use these arguments and any others you can think of:</td>
</tr>
<tr>
<td>▪ They are desperate: we can’t send them back.</td>
<td>▪ They are desperate: we can’t send them back.</td>
</tr>
<tr>
<td>▪ If we send them back we will be responsible if they are arrested, tortured or killed.</td>
<td>▪ If we send them back we will be responsible if they are arrested, tortured or killed.</td>
</tr>
<tr>
<td>▪ We have legal obligations to accept refugees.</td>
<td>▪ We have legal obligations to accept refugees.</td>
</tr>
<tr>
<td>▪ They have no money, and will need state support. Our country cannot afford that.</td>
<td>▪ They have no money, and will need state support. Our country cannot afford that.</td>
</tr>
<tr>
<td>▪ Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?</td>
<td>▪ Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?</td>
</tr>
<tr>
<td>▪ Our country is a military and business partner of their country. We can’t be seen to be protecting them.</td>
<td>▪ Our country is a military and business partner of their country. We can’t be seen to be protecting them.</td>
</tr>
<tr>
<td>▪ Maybe they have skills that we need?</td>
<td>▪ Maybe they have skills that we need?</td>
</tr>
<tr>
<td>▪ There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.</td>
<td>▪ There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.</td>
</tr>
<tr>
<td>▪ They don’t speak our language, they have a different religion and they eat different food. They won’t integrate.</td>
<td>▪ They don’t speak our language, they have a different religion and they eat different food. They won’t integrate.</td>
</tr>
<tr>
<td>▪ They will bring political trouble.</td>
<td>▪ They will bring political trouble.</td>
</tr>
<tr>
<td>▪ There may be terrorists or war criminals hiding among them</td>
<td>▪ There may be terrorists or war criminals hiding among them</td>
</tr>
</tbody>
</table>

**Before the role-play, think about the following options:**

- Will you let all of the refugees across the border?
- Will you let some across the border?
- Will you split them up by age, profession, wealth...?
- Will you do something else instead?

---

<table>
<thead>
<tr>
<th>Observers’ role card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your job is to observe the role-play. At the end of the role-play you will be asked to give general feedback. Choose a member to be your representative.</td>
</tr>
<tr>
<td>As you watch you should, amongst other things, be aware of:</td>
</tr>
<tr>
<td>▪ The different roles played by both the refugees and immigration officers</td>
</tr>
<tr>
<td>▪ The arguments they use and how they present them.</td>
</tr>
<tr>
<td>▪ Look out for any infringements of human and refugees’ rights</td>
</tr>
<tr>
<td>You have to decide how you are going to take note of everything. For example, you may consider dividing into two sub-groups so one group observes the immigration officers and the other the refugees.</td>
</tr>
</tbody>
</table>
Children’s Rights

A child without courage is like a sky without stars.

Themes
Children, General human rights, Education

Complexity
Level 2

Group size
Any

Time
60 minutes

Overview
This activity uses diamond ranking to promote discussion about the Convention on the Rights of the Child (the CRC), including the issues of:
- Fundamental human rights and the special rights of the child under the CRC
- Duties and responsibilities under the Convention
- How to claim the rights

Related rights
- The right to know and live with one’s family
- The right to protection from economic exploitation
- The right to special treatment in court proceedings

Objectives
- To provide knowledge about the Convention on the Rights of the Child (CRC)
- To develop skills to review information critically and relate it to everyday experience
- To stimulate feelings of responsibility, solidarity, justice and equality

Materials
- Statement cards - one set per small group
- A large sheet of paper to make a wall chart
- Markers
- Enough space for small groups to work independently

Preparation
- Refer to the abridged version of the CRC on page 406. List the Articles on the large sheet of paper to make a wall chart.
- Review the statement cards provided below and refer to the CRC. Decide which Articles will promote the most interesting discussion with your particular group. Consider which issues are most relevant to the group members and also which will be the most controversial.
- Prepare one set of cards for each small group. Put each set in an envelope so that they don’t get mixed up!

Instructions

1. Start with a brief review of the CRC. Ask what people know about it. Point out the wall chart and go over the main Articles.
2. Ask participants to get into small groups of three to four people. Hand out the envelopes with the statement cards.
3. Explain the diamond ranking procedure. Each small group is to discuss the nine
statements and consider how relevant each one is to their own lives. They should then arrange them in a diamond pattern in order of importance. They should lay the most important statement on the table. Underneath it, they should lay, side by side, the two next most important statements. Underneath these, they should lay out the next three statements of moderate importance. The fourth row should have two cards and the fifth row one card, the statement that they thought was the least important. In this way the cards will lie in the shape of a diamond.

4. Give the groups 25 minutes to discuss and decide the order of ranking.
5. When all the small groups have finished, let people walk around the room to see how each group ranked the statements. Then call everyone into plenary for a debriefing.

**Debriefing and evaluation**

Start by inviting each group in turn to present the results of their discussions. Then go on to review how participants enjoyed the activity and what they learned.

- How do the results of the different groups’ discussions compare? What are the similarities and differences?
- Why do different people have different priorities?
- As a result of listening to others, do any of the groups wish to reconsider their own decisions about the ranking of the cards? Which arguments were the most persuasive?
- In general, which rights are not respected in your community, and why?
- Are there any rights which are not in the Convention that you think should be included?
- Do you think that children need their own Convention? Why?
- If children have their own Convention, is there not a case for a Convention for young people aged 18 to 30?
- What special rights should such a convention for young people contain?
- It is one thing for children to have rights under the CRC, but, in reality, how realistic is it for them to claim them?
- How do people in general claim their rights?
- If participation in the democratic process is one way for people to claim their rights, what can the participants do now to begin to “claim their rights” at home and in their school or club?
- To whom, in your society, can children turn, if they know of serious violations of their rights?

**Tips for facilitators**

There is more information about diamond ranking on page 49 of chapter 1 “How to use the manual”. Point out to the groups that there are no right and wrong ways in which to order the cards. They should recognise that different people have different experiences and therefore different priorities, and these should be respected. Nonetheless, they should try, in each of their small groups, to come to a consensus about the order. After all, in real life, issues have to be prioritised and decisions made in the best interests of all!
Variations

Instead of providing nine Articles to be ranked, you can provide eight and leave one card blank for the groups to identify the ninth themselves.

Put the statement cards in a hat and ask people in turn to take one out and to talk about it for one minute. Refer to the activity “Just a minute”, on page 150, for information on this method. Ask the small groups to write a short story or to present a short role-play of an incident relating to selected Articles. Alternatively, the stories/role-plays could be based on events from the media: something heard or seen in a film or theatre, or read in a book or magazine. The role-plays can be developed so that participants start with the incident and go on to improvise solutions or ways to prevent the incident in particular, or the violation in general, from happening again.

Suggestions for follow-up

Invite someone who is familiar with the CRC, a state attorney, the head of a child help-line, a child psychologist or someone from the ombudsman’s office, to talk to the group. Before the talk, conduct a brainstorm of abuses of children’s human rights, for example, child abuse, sexual exploitation, neglect and bullying. Find out from the speaker who in the local community has a duty of care and responsibility, for example, parents, police, help-lines, social workers, etc. Also, get advice on how to take action if they witness a violation, especially if it is something as serious as a neighbour maltreating their children. Such issues need to be tackled with care, concern and caution.

Children and young people often feel discriminated against. If the group would like to explore issues about discrimination, they may like to do the activity “All equal, all different”, on page 88.

Ideas for Action

Review the school’s management, policies and curriculum to see how well the school meets its duties and responsibilities in relation to the CRC. For example, does it provide education that is directed to the development of the child’s personality, talents and abilities, or is there too much emphasis on cramming for exams? Do pupils have the right to express views freely on all matters affecting them? Are the pupils’ views given due weight? In other words, is there a school council and how effective is it? Is school discipline administered in a manner consistent with the child’s dignity? How does the school deal with racist incidents and bullying? Discuss where there is room for improvement and what measures could and should be taken to address the issues. Look at the example on page 276 in “Taking action”, and plan a project. Be careful not to rush into things or do things in ways that will (unnecessarily) upset the teachers, especially if they might resent you wrestling power from them!

Further information

For the full text of the Convention, relevant UNICEF documents, published annually, on the state of the world’s children, and other books and publications relating to children’s rights, see the references in chapter 5 in the section on background information on children (page 317).
**HANDOUTS**

**Statement cards**

Copy the following Articles and cut them out to make the statement cards.

---

**The child has the right to express freely views on all matters affecting him/her, and the child’s views should be given due weight.**

The child has the right to freedom of expression.

---

**The right of the child to freedom of thought, conscience and religion shall be respected. The child has the right to freedom of association and peaceful assembly.**

---

**No child shall be subjected to arbitrary or unlawful interference with his/her privacy, family, home or correspondence. The child should be protected from unlawful attacks on his/her honour and reputation.**

---

**Parents have the prime responsibility for the upbringing and development of the child.**

---

**The child has the right to education. The State shall make primary education compulsory and available and free to all. School discipline shall be administered in a manner consistent with the child’s dignity. Education should be directed towards the development of the child’s personality, talents and abilities, towards the development of respect for human rights and fundamental freedoms, towards the development of a responsible life in a free society in the spirit of peace, friendship, understanding, tolerance and equality, and towards the development of respect for the natural environment.**

---

**The child has the right to rest and leisure, to play and participate freely in cultural life and the arts.**

---

**The child shall be protected from economic exploitation and from performing work that is hazardous to his/her life and development.**

The child shall be protected from all forms of sexual exploitation and sexual abuse, the use of children in prostitution or other unlawful sexual practices, in pornographic performances and materials.

---

**The State shall take all feasible measures to protect and care for children affected by armed conflict.**

---

**Every child accused of having committed an offence or crime should be guaranteed to be presumed innocent until proven guilty, to have legal assistance in the presenting of his/her case, not to be compelled to give testimony or to confess guilt, to have his/her privacy fully respected, and to be dealt with in a manner appropriate to his/her age, circumstances and well-being. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by children below the age of 18.**
Different Wages

Equal pay for equal work!

Themes
Social rights, Gender equality, Discrimination and Xenophobia

Complexity
Level 2

Group size
4+

Time
90 minutes

Overview
This is a simulation that confronts people with the realities of the labour market. It addresses issues of
- Different wages for the same job
- Discrimination in the workplace
- Policies of low pay for young workers

Related rights
- The right to fair remuneration
- The right to equal work and equal pay
- The right not to be discriminated against on the grounds of age and sex

Objectives
- To confront participants with the realities of discrimination in the workplace
- To analyse whether discrimination on the basis of age and gender should be allowed or not
- To promote solidarity, equality and justice.

Materials
- 1 copy of the "Workers’ wage rates"
- Labels, one for each participant / worker
- Pens
- Money. You can use the E-money on page 265.

Preparation
- Prepare the labels. These should state the sex and age of the workers. Use the list of workers’ wage rates for reference.
- Decide what work the participants will have to do. Collect together any equipment they will need.

Instructions
1. Explain to the participants that they are workers and have to do some work for their employer (you!). They should not worry; everyone will be paid.
2. Hand out the labels at random, one to each participant.
3. Explain the task and make sure everyone knows what they have to do.
4. Let people get on with the work!
5. When the tasks are all completed, ask people to line up (queue up) to be paid. Pay each person according to their age and sex as laid out in the list of workers’ wage rates. You should count the money out aloud so everyone can hear and all are aware of how much each of the others is getting.
6. If participants start to question or complain, give brief “reasons”, but avoid being drawn into discussion.

7. You will have to use your own judgement about how far to go, but stop when you believe it is beginning to get too heated! Give everyone time to calm down and to get out of role, and then sit in a circle for the debriefing.

**Debriefing and evaluation**

Take the discussion in stages. Start with a review of the simulation itself:

- How did it feel to receive more (or less) than others workers even though everyone did exactly the same task?
- Why did some people receive more (or less) than others? Why did this happen?
- How did it feel to get more than others? How did it feel to get less than others?
- Does this sort of discrimination happen in workplaces in your country?

Next talk about remuneration on the basis of sex:

- Can different pay for the same job, when done by a man and a woman, be justified? Why? Why not? When?
- What if a man does the job better than a woman? Is that reason enough for paying the woman less?
- If a man is more qualified than the woman, does it follow that he should be paid more?
- Do you think that there are jobs that should be done exclusively by men? Why? Why not? If yes, which jobs?
- Do you think that there are jobs that should be done exclusively by women? Why? Whynot? If yes, which jobs?
- Do you think that the practice of affirmative action (or positive discrimination) can be justified in order to change social attitudes?

Finally, go on to talk about remuneration on the basis of age:

- Is there a policy for different wages on the basis of age in your country? If not, do you think there should be?
- What is the rationale for applying this kind of policy, especially in the case of young people?

**Tips for facilitators**

You will very probably have to adapt the activity. If you need to add or to delete some workers from the list, make sure that you still have a balance of sexes and a variety of different age groups. If the group is large or if you want to get into a deeper discussion on the two different types of discrimination, it is a good idea to sub-divide the group into two groups. Then one group can take the task of discussing discrimination on the grounds of sex and the other discrimination on the grounds of age.

What sorts of tasks are suitable for this activity? It should be exactly the same task for every worker. Also try to choose something that can be done by several people at the same time, so it does not become tedious for people to wait and watch. Think about the following:
• If you want to go outdoors, can it be done during the season of the year?
• Do you have the space?
• Can it be done equally easily and well by people of different ages and by both men and women?
• Is it safe?
• Will people feel embarrassed or refuse on ethical grounds?
• How long will it take?
• Does it require many skills?
• How can it be repeated several times over?

Examples of tasks:
• Clean the blackboard/whiteboard and neatly write a given phrase on it.
• Take books off a shelf and put them in a box. Carry the box to the other side of the room and unpack the books onto a second bookshelf.
• Make an origami aeroplane or simple hat
• Collect three different types of leaves and mount them on a piece of paper
• Look up the definition of a word and write it on a piece of paper. (If you choose different words, each relating to human rights, then at the end you may have a short glossary of terms!)

When you are paying out and have to give explanations for the different salaries, you will have to think up "reasons". They can be grounded in what actually happened or they can be ridiculous. For example:

- Someone who stumbled gets less
- Someone who smiled and looked happy gets more
- It’s Tuesday!

The information below, and the background information in chapter 5 will help you to be a resource person during the discussions.

Variations

If you do not feel it appropriate to do this activity as a simulation you could adapt the information to use as a basis for discussion. You could create a ‘fact sheet’ for each worker with information about the work they do, their age, sex and remuneration. You could also include other details such as educational background and professional experience. Alternatively, you could develop a few in-depth case studies for different workers. However, you should be aware that discussion alone will not stimulate the strong emotional response that you get through the simulation.

Suggestions for follow-up

If the group enjoys role play and would like to explore the role of trade unions in defending workers’ rights for fair pay and conditions, you may like to do the activity “Trade union meeting” on page 244.

Further Information

The issues about inequality of workers’ remuneration are different in different countries and also different depending on whether the issue is age or sex discrimination. Discrimination on a
gender basis is nothing more than evidence of discrimination against women. Historically, women have been disadvantaged in the social, political and economic spheres. Examples of discrimination against women in the workplace include discrimination during the selection and interviewing of job applicants, discrimination in relation to promotion prospects and the fact that, on average, they get lower wages than men. It is a violation of the right to fair remuneration when women receive less than men do for doing the same job.

As workers, young people should also receive fair remuneration. However, here the situation is complex and differs from country to country. In general, the unemployment rate for young people is higher than for adults.

Although the principle of equal work for equal pay is generally upheld, youth remuneration is often held to be a special case and many countries have policies that allow young workers to be paid less than an adult for the same job. These policies are justified on two grounds. On the one hand, there is the aim to discourage young people from entering the labour marker and to encourage them to stay at school to gain a good education. On the other hand, it should still be attractive for employers to hire inexperienced and low-skilled young workers, especially the ever-increasing numbers of school drop-outs, who otherwise would be “loose on the streets”, getting into trouble and being a burden on the state. The application of this kind of policy and its success in decreasing youth unemployment varies from country to country.

The European Committee of Social Rights (the implementation body of the European Social Charter) does not view low pay for young people as incompatible with the guarantee of a fair wage so long as the difference is reasonable and the gap closes quickly. For example, a wage 30% lower than the adult starting wage is seen as acceptable for fifteen to sixteen-years-olds. However, for sixteen to eighteen-year-olds, the difference may not exceed 20%.

Youth wages are not always low. In fact there are a lot of well educated young people who earn a lot of money – too much in the eyes of some people! For example, young people flourish in the sectors based on new technologies and receive far higher remuneration than older workers who are close to retirement age.

### Workers' wage rates according to sex and age.

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>Age</th>
<th>Pay in Ems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>35 years</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>16 years</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Male</td>
<td>22 years</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Female</td>
<td>32 years</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Male</td>
<td>16 years</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Female</td>
<td>19 years</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Male</td>
<td>26 years</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Male</td>
<td>20 years</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>Female</td>
<td>24 years</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Male</td>
<td>37 years</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Female</td>
<td>17 years</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>Female</td>
<td>23 years</td>
<td>80</td>
</tr>
</tbody>
</table>
Do we have alternatives?

“We worry about what a child will be tomorrow, yet we forget that he is someone today.” Stacia Tauscher

Themes
- Peace and Violence, Children, Discrimination and Xenophobia

Complexity
- Level 3

Group size
- 9 - 24

Time
- 90 minutes

Overview
This is a role-play activity that addresses issues of:
- Interpersonal violence
- Bullying

Related rights
- The right to live in freedom and safety (security)
- The right to dignity and not to be discriminated against
- Children have the right to be protected and shielded from harmful acts and practices e.g. from physical and mental abuse

Objectives
- To develop knowledge and understanding about the causes and consequences of bullying
- To explore ways of confronting the problem
- To create empathy with the victims of bullying

Materials
- Copies of the scenes to be role-played (one scene per group)
- One copy of the sheet of “bullying stories”

Preparation
- Prepare the room so that the participants have space to perform their role-plays.

Instructions
1. Introduce the activity. Explain that they are going to work in small groups to make short role-plays on the theme of bullying.
2. Ensure, with a quick brainstorm, if necessary, that everyone knows what bullying is and that it can happen in any school or college, in clubs and in the workplace.
3. Divide the participants into three sub-groups and assign one of the scenes to each group. Give them 15 minutes to rehearse and prepare their role-plays.
4. Once they are ready, ask each group, in turn, to present their scene.
5. Leave any comments until all groups have presented their scenes and then come together into plenary for discussion.

Debriefing and evaluation

Start by reviewing the role-plays.
- Where did the groups get the material to develop their scenes? Was it from stories or films about bullying, or was it based on experience?
Were the scenes realistic?
In scene 1, which things that people said were constructive and helped the situation and which things hindered the situation?
In relation to scene 2, how easy is it to talk frankly with a friend who is also a bully. In general, what techniques would tend to have a positive effect and what tactics would tend to have a negative effect?
In relation to scene 3, how easy is it to talk frankly with a friend who is being bullied?
What is the best way to find solutions that are acceptable to the victim?

Now ask three participants to read out the three “bullying stories”. Ask for general comments about the “real stories” and then go on to talk about the causes of bullying and how it can be tackled.

- How do you think it feels to be bullied?
- Is the person being bullied responsible for it?
- Are bullies trying to prove something by abusing other people?
- Is bullying a form of violence?
- Is bullying about power?
- Is bullying inevitable?
- If you are friends with someone who is being bullied, should you inform an authority figure, even though your friend told you about their problem in confidence?
- What are the most common prejudices against people who are being bullied?
- Who is responsible for controlling a problem of bullying?

**Tips for facilitators**

Bullying may be direct or indirect. Direct bullying means behaviour such as name-calling, teasing, pushing or pulling someone about, hitting or attacking, taking bags and other possessions and throwing them around, forcing someone to hand over money or possessions, and attacking or threatening someone because of their religion, colour, disability or habit. Indirect bullying is behaviour such as spreading rumours with the intention that the victim will become socially isolated. Such behaviours are mostly initiated by one or more people against a specific victim or victims. In both direct and indirect bullying, the basic component is physical or psychological intimidation which occurs systematically over time and creates an on-going pattern of harassment and abuse.

If you are working with an outreach group or in a club, college or workplace you may want to adapt the scenes to suit your particular situation. Be aware of the young people in your group and any personal experiences of bullying. Form the groups and share out the scenes accordingly.

**Suggestions for follow-up**

Find out if there are any programmes locally that train peer educators (young volunteers) in conflict mediation. Ask a speaker to come to talk to the group and consider the possibility of setting up a system of peer mediators in your school, college or club.

The group may like to develop an anti-bullying policy for their school or organisation. The method described in the activity “Responding to racism”, on page 201, on how to develop an anti-racist policy is also appropriate for developing an anti-bullying policy.

If the group enjoys role-playing and would like to explore issues of conflict resolution further, they could do the activity “Play the game!”, on page 194.
Ideas for action

Find a group or association that works to address bullying in your country, and offer your support. If you have a particularly creative group, suggest they script their own scenes and then perform them for others.

Members of the group could also lead or organise a debate in their own schools or communities on the topic of bullying.

Together with other friends, create a group in your own school or community to help young people who are being bullied.

HANDOUTS

Scenes for the role-plays

Scene 1
A student turns to people in authority and tries to explain that one of his/her classmates is being bullied. The headteacher is authoritarian and traditional. S/he thinks standards are slipping and has poor opinions about the general behaviour of young people these days. The class teacher does not want to assume responsibility for the situation. Other teachers underestimate the problem and do not recognise the bullies’ behaviour for what it is. The representative of the local authority care service is concerned, but has too heavy a workload to be able to intervene now.

Scene 2
A group of students try to talk to a friend who is bullying a younger student.

Scene 3
Various students are gathered together talking about a friend who is being bullied by a group of older students. They would like to help their friend and analyse all the possible solutions to help him/her.

Real stories

Story 1
“I am 12 and I hate going to school because nobody likes me. There is a group of kids who call me names every time they can. They say that I am ugly and fat and that my parents should be ashamed of me. My best friend stopped talking to me and now she has even made friends with some of the kids in this group. I hate her. I feel so lonely and I am scared that what they say about my parents is true.”

Rosanna

Story 2
“I started classes in a new college this year and from the first day I felt that some of the girls looked at me funny. Then I realized that they were jealous because most of the boys started being very friendly to me. Now I want to go to another college because I am receiving little notes threatening me. I also receive abusive phone calls at home. They have even stolen my books several times. Last week, I went to the toilet and three girls followed me inside. They shouted at me, threatened me with a knife and told me that I should go study elsewhere and called me a whore. I cannot stand this any more. I am scared and angry. I tried to talk to the principal but she did not really listen to my problem. I don’t know what to do.”

Lisbeth

Story 3
“My best friend told me other students were bothering him at our school. Since I wanted to help him, I decided to go and talk to them but after I did this they started doing the same to me. Now we are both being bullied: they make fun of us, play dirty tricks and have threatened to beat us up. We have both decided to keep our mouths shut because we are scared things will get worse if we tell someone.”

Andrey
Domestic Affairs

“(…) the police always come late / if they come at all.”

Tracy Chapman

Themes: Gender Equality, Peace and Violence, Health

Complexity: Level 3

Group size: 6 - 30

Time: 120 minutes

Overview: This activity looks at domestic violence as one of the most common and least spoken about forms of violence.

Related rights:
- The right to protection from violence, torture and degrading treatment.
- The right to equality and non-discrimination.
- The right to equal protection by the law (or to fair treatment from the courts)

Objectives:
- To raise awareness of domestic violence and knowledge about violations of women’s human rights
- To develop skills of discussing and analysing human rights violations
- To promote empathy and the self-confidence to take a stand against domestic violence

Materials:
- Large sheets of paper or a board and pens or markers for the brainstorm and group work.
- Choose one or more of the “Crime witness reports” below or write your own. Make enough copies for one per participant.
- Copies of the “Guidelines for group discussions” (one per small group)

Preparation:
- Compile information about existing centres and organisations active in the support of victims of domestic violence and find out what the main issues are in your local community or area.
- Consider carefully the issues you wish to work on, taking into account the personal experiences of the participants.

Instructions:

1. Prepare the group for the activity by conducting a brainstorm of “the most common forms of violence in our neighbourhood”. Write down everything that the participants say but do not discuss anything at this stage. Leave the flipchart or board where everyone can see it. (10 minutes)

2. Ask people to get into small groups of between two and six people per group. There should be at least three groups.

3. Hand out the copies of the “Crime witness report” cards. There are three different cards/cases but the same case may be given to more than one group. Also hand out a copy of the “Guidelines for group discussions”.
4. Give participants five minutes to read through the crime witness reports. Stress that their discussions should be focused on these case studies. Participants should be aware that discussions about these issues can be very personal and that no one should feel under pressure to disclose more than they want.

5. Allow the participants one hour for their group work.

6. At the end, come into plenary and move on to the evaluation and debriefing.

**Debriefing and evaluation**

Start with a short review of how the group work went. How realistic were the crime witness reports and how relevant were the questions? If different groups worked with different case studies, let the groups feedback on their analyses of the different crimes. Then go on to talk about the transfer to social reality:

- How prevalent is domestic violence in your community and in your country as a whole?
- Which human rights are at stake?
- What are the causes of domestic violence?
- Why is it that there are more cases of men being violent towards women than of women being violent towards men?
- How can domestic violence be stopped? What could/should be done by:
  - the public authorities?
  - the local community?
  - the people involved?
  - friends and neighbours?
- Check the output of the groups and the points raised in discussion against the list from the initial brainstorm. Was domestic violence on the list? If not, why not?
- What other forms of violence against women have come up in the course of the discussion? Add them to the list.

Ask if anyone would like to work further on any of the issues raised and discuss how they would like to follow up or take action.

**Tips for facilitators**

Be aware of issues of sensitivity and anonymity/privacy (some participants may have personal experiences of domestic violence at home or in the family). Make it clear to everyone that no one should feel under pressure to disclose more than they want. You should feel free to adapt the activity according to the concerns of the participants.

The activity is called “domestic affairs” because most acts of violence against women occur in the home or between people who are in a relationship. One of the most common forms of domestic violence is that of physical violence, which is why these particular “Crime witness reports” were chosen. The stories are all based on actual cases about real victims and crimes. You may want to change some of the details or to substitute other case studies in order to make the activity more relevant to your local situation and the concerns of the participants.

People’s opinions will vary in what they consider constitutes an act of violence. The Declaration on the Elimination of Violence Against Women, adopted by the United Nations General Assembly in 1993, defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of...”
such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life”. It encompasses, but is not limited to, “physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women; non-spousal violence and violence related to exploitation; physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere; trafficking in women and forced prostitution; and physical, sexual and psychological violence perpetrated or condoned by the state, wherever it occurs.”

If you have difficulties in finding out about your local support centres, there is a database of centres at the European Information Centre Against Violence web-site: www.wave-network.org. Male participants may react strongly to the activity or some of the discussions. It is important to bear in mind that the purpose is not to make men or boys feel guilty for what other men do; however, it is important to acknowledge, or discuss, the idea that men are part of an oppressive patriarchal system and thus play a part in it. In this context, it may also be interesting to explore the consequences of violence against women on men, directly and indirectly.

You may wish to end the session with a minute’s silence for the victims of domestic violence. It is a powerful way to close the activity and promote empathy and solidarity.

**Variations**

There are many forms of violence against women (see below under “further information”). You can develop your own case studies to explore any of the other aspects of the issue.

**Suggestions for follow-up**

The group could get in touch with the local police and find out what they do when they receive calls for help in cases of domestic violence. Another possibility is to contact their nearest women’s help organisation or centre and invite a speaker to present facts and figures about the situation in their local community. Another almost taboo subject in many countries is sexuality - and homosexuality in particular. If the group would like to explore these issues, they could look at the activity “Let’s talk about sex”, on page 156.

**Taking action**

Contact a local women’s refuge or information centre or an organisation working for women’s rights and find out what their needs are and how you can help them.

**Further information**

_A universal challenge to human rights_

Women’s and young women’s rights are inalienable and indivisible and an integral part of human rights. Nonetheless, this does not imply that they are in any way sacred or secure. On the contrary, violence against women is a problem of enormous proportions. Young women in particular run a much higher risk of having their fundamental rights violated than men do.
“Violence against women and girls is a major health and human rights issue. At least one in five of the world’s female population has been physically or sexually abused by a man (or men) at some time in their life. Many, including pregnant women and young girls, are subject to severe, sustained or repeated attacks.

Worldwide, it has been estimated that violence against women is as common a cause of death and incapacity among women of reproductive age as cancer; and a greater cause of ill-health than traffic accidents and malaria combined. The problem with violence against young women is a global one that does not recognise borders; trafficking, for example, is an obvious example of this. “There is not one single country in the world where women are free from violence. There is not one single area in any woman’s life where she is not exposed to threats or to actual acts of violence against her. Violence against women knows no geographical boundary, no age limit, no class distinction, no race, no cultural difference and manifests itself in many different ways.”

Violence against women is clearly political, in the sense that it constitutes a serious obstacle to equality between women and men and perpetuates inequality. It is also clearly political in the sense that it constitutes a major threat to democracy, since, as is stated in a Council of Europe resolution, “inequality and disparities between women and men in the field of human rights are inconsistent with the principles of genuine democracy.”

Violence across the life span

### Violence against women throughout the life cycle

<table>
<thead>
<tr>
<th>Phase</th>
<th>Type of violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-birth</td>
<td>Sex-selective abortion; effects of battering during pregnancy on birth outcomes</td>
</tr>
<tr>
<td>Infancy</td>
<td>Female infanticide; physical, sexual and psychological abuse</td>
</tr>
<tr>
<td>Childhood</td>
<td>Child marriage; female genital mutilation; physical, sexual and psychological abuse; incest; child prostitution and pornography</td>
</tr>
<tr>
<td>Adolescence and adulthood</td>
<td>Dating and courtship violence (e.g. acid-throwing and date rape); economically coerced sex (e.g. school girls having sex with “sugar daddies” in return for school fees); incest; sexual abuse in the workplace; rape; sexual harassment; forced prostitution and pornography; trafficking in women; partner violence; marital rape; dowry abuse and murders; partner homicide; psychological abuse; abuse of women with disabilities; forced pregnancy</td>
</tr>
<tr>
<td>Elderly</td>
<td>Forced “suicide” or homicide of widows for economic reasons; sexual, physical and psychological abuse</td>
</tr>
</tbody>
</table>


Some figures on the size of the problem

The figures on violence against women, and specifically on domestic violence, can be astonishing, showing the extent and universality of the problem and its relative invisibility. Every day in Europe one woman in five is a victim of violence. More women in Europe die or are seriously injured every year through domestic violence than through cancer or road accidents. Every year 14,500 Russian women are killed as a result of domestic violence.

A study conducted by the European Women’s Lobby in 1999 on domestic violence in the European Union reached the conclusion that 1 in 4 women in the EU experience some form of violence by their intimate partner. 95% of all acts of violence take place within home. A Finnish study (1998) showed that 52% of adult women had been victims of violence or physical or sexual threats from the age of 15, and 20% had been within the past year. A Portuguese study (1997) revealed that 53.3% of women living in the suburbs of large cities, 55.4% of women...
Additional resources on the Internet:

The site of Women Against Violence in Europe Network: www.wave-network.org

The European Women’s Lobby: www.womenlobby.org

where the report “Unveiling the hidden data on domestic violence in the European Union” can also be ordered.

The White Ribbon Campaign is “the largest effort of men working to end men’s violence against women”. www.whiteribbon.co

EuroPRO-Fem, European Pro-feminist Men’s Network is a network of organisations and projects of men concerned with male domination, violence and oppression of women www.europrofem.org.

Many of the statistics have been taken from the seminar report “Violence against young women in Europe”, by Ingrid Ramberg, Council of Europe, 2001 – available at www.coe.int/hre.

Living in cities and 37.9% of women living in the countryside had been subjected to violence; 43% of acts of violence were committed within the family. A Belgian study (1998) indicated that 68% of women had been the victims of physical and/or sexual violence.

Domestic violence

Violation of women’s human rights of is not something that only happens in war. It is something that happens first and foremost at home. “The ‘private’ nature of this violence is exactly what has always made and still makes intervention and action so difficult.”

Research consistently demonstrates that a women is more likely to be injured, raped or killed by a current or former partner than by any other person. Domestic violence affects not only the woman but also the children, with a particularly high incidence amongst girls and young women.

Silent Witnesses exhibition

This activity was inspired by an exhibition on domestic violence and the murder of women, which was brought to the European Youth Centre Budapest by NANE Women’s Rights Association (Budapest, Hungary), including the stories about Eszter and Kati. This exhibition was aimed at raising public awareness of the dimensions and brutality of domestic violence and murder by telling the stories of murdered women, the ‘silent witnesses’.

The Silent Witnesses originated in Minnesota, USA, where it has now achieved a nationwide dimension and is part of a movement to bring an end to domestic murder by 2010. Organising a Silent Witnesses exhibition can be a very practical and effective way of addressing domestic violence in your community, in your town or in your region. There are books on how to make the witnesses and how to organise the exhibition, including a book called “Results” which tells about the first years of the campaign in the USA and lists a handful of stories which could be used as examples. The website’s address is www.silentwitness.net. It also contains a long list of international contacts who already have such exhibits.

Note: The cases of Kati and Eszter are reported by Morvai Krisztina in Terror a családban – A feleségbántalmazás és a jog (Terror in the Family – Wife Battering and the Law), Kossuth Kiadó, Budapest 1998.
Crime witness report 1

Eszter
On November 1995 Eszter’s husband arrived home slightly drunk. He discovered that she and her daughter were visiting a neighbour. He ordered them to come home immediately.

When they got in, he locked the door and told their daughter: “I’m gonna have a little talk with your mother now”. He got out an axe, a broom and a knife.

He started an argument with his wife, accusing her of not having done any washing, cooking and other housework.

All the same time he kept beating her; he hit her head and face with his bare hands. He tore out handfuls of her hair and kicked her with his boots. Then he stripped the clothes from her upper body and threw her on the bed with the intention of beating her further.

All this happened in front of their 8-year-old daughter who begged him to stop. Then he did stop. He threw Eszter out of the bed and fell asleep.

Eszter died that night.

Crime witness report 2

Kati
Kati tried to escape from her fiancé who was becoming increasingly abusive. She found a flat to rent in another city but he kept phoning and harassing her. Kati’s mental state deteriorated.

One day, the fiancé went to get her after work to make her move back. He took her to a nearby forest, where he tried to strangle her with her pullover. The next day Kati told her colleagues at work that she was afraid he would one day strangle and kill her.

Four days later the fiancé had a few drinks. Again, he waited for her after work and when she came out he started to beat her. In the evening, he decided that they should visit relatives. On the way they stopped the car several times. Kati, seeing the state he was in, agreed to have sex with him but he was too drunk.

Kati told her fiancé that she was not interested in him any more. This made him very angry. He grabbed a long leather belt and strangled her.

He then pulled her dead body into a ditch and covered her with tree branches.

Crime witness report 3

Z
Z is a woman living in your neighbourhood; she is married and has two small children. Sometimes her husband gets angry and beats her, mostly with his hands and fists. However, lately he has also resorted to using a belt and broomstick. Two months ago he broke a bottle on her head. Z wants to leave home but her husband threatens to kill her if she “even thinks of it”. She has two young sons to look after and she is horrified at the prospect of having to leave them.

Yesterday she reported to the local hospital with a broken nose and bruises which, she explained, were caused by falling down the stairs.

Guidelines for the group discussions

I - The analysis of the crime (20 minutes)
1. What do you think of the crime as reported?
2. Where might such a crime have happened? Could it be in your neighbourhood?
3. Why has the crime happened?
4. Is there anything that could justify such a crime?
5. How could the victim have defended herself?

II - Transfer to social reality (40 minutes)
1. Do you know, or have you heard of any cases of domestic violence recently?
2. What forms does domestic violence take in our society?
3. What can the victims do if they need help?
4. Should the police intervene if they hear of violence or should such intervention be considered as interference in domestic affairs and should they “allow time for the wounds to heal”?
5. What power does the woman have in such situations? What power does the man have?
6. Do you know of cases of domestic violence in which a man is the victim?
7. How can domestic violence be prevented and stopped?
8. What could/should be done by:
   a. the public authorities?
   b. the local community?
   c. the people involved?
   d. friends and neighbours?
“Draw-the-word” game

Non-artists have rights too!

Themes
- General human rights, Media, Citizenship

Complexity
- Level 1

Group size
- 8+

Time
- 45 minutes

Overview
This is a team game in which people have to draw creatively to depict a word relating to human rights.

Related rights
- The right to freedom of opinion and expression
- The right to freedom of thought
- Equality in dignity and rights.

Objectives
- To develop knowledge of the UDHR
- To develop team-building and creative thinking, and an awareness of how we use images
- To promote solidarity and respect for diversity

Materials
- A wall chart which lists the articles of the UDHR.
- A large sheet of paper or flipchart paper and a marker to record the scores
- Sheets of paper (A4 size) and pens for the group drawings, one sheet per team per round of the game
- Sticky tape or pins to display the drawings

Preparation
- Refer to page 402 for the abridged version of the UDHR and copy it onto a large sheet of paper.
- Select the rights you want the group to work with and make a list for use in the game.

Instructions
1. Ask participants to get into small groups of four to five people and to choose a name for their team.
2. Explain that in the activity they will be working in teams. You will give one person in each team an Article from the UDHR to draw. The others in the team have to guess which right it is. The team that guesses first scores a point. The team with the most points at the end wins.
3. Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room. The teams should be spread out so they do not overhear each other.
4. Call up one member from each team. Give them one of the rights on your list, for example, “freedom from torture” or “the right to life”.
5. Tell them to return to their groups and to make a drawing to represent the right while their team mates try to guess what it is. They may only draw images; no numbers or words may be used. No speaking is allowed except to confirm the correct answer.
6. The rest of the team may only say their guesses; they may not ask questions.
7. After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and to put the paper to one side.
8. Do a second round; call new people to be the drawers and give them a different right. Do 7 or 8 rounds. A different person should draw in each round. Try to ensure that everyone has the opportunity to draw at least once.
9. At the end, ask the groups to pin up their pictures so that the different interpretations and images of the different rights can be compared and discussed.

**Debriefing and evaluation**

Begin by reviewing the activity itself and then go on to talk about what people know about human rights.

- Was it easier or harder than people had expected to depict human rights?
- How did people choose how to depict a particular right? Where did they get the images from?
- How do the different images of each right compare? How many different ways were there to depict and interpret the same concept?
- After all the pictures have been reviewed, ask how much - or how little - participants discovered they knew about human rights.
- Do they think human rights have any relevance to their own lives? Which ones?

**Tips for facilitators**

Before you do this activity you should read through the UDHR (page 403) and be familiar with what is meant by human rights; for example, that they are internationally guaranteed, legally protected, they focus on the dignity of the human being, they protect both individuals and groups, they can not be taken away, they are equal and interdependent and they are universal.

You will need to decide how to use the wall chart. If participants have very little knowledge of the UDHR you may like to use the chart before you start the activity, so people have some clue as to what they should be guessing! If participants have more knowledge, then use the chart at the end to stimulate discussion about the rights that were not drawn.

Be aware that people who consider themselves poor artists may think this will be too difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go. They may be surprised!

Use the abridged version of the UDHR for finding rights for drawing. Some suggestions are: the right to life, freedom from torture, the right to a fair trial, freedom from discrimination, the right to privacy, the right to education, freedom from slavery, freedom of association, freedom of expression, the right to a nationality, freedom of thought and religion, the right to vote, the right to work, the right to health, the right to own property, the right to marry and found a family and the right to choose who to marry.

**Variations**

If you have a small group of less than 8 people you can play as one group; ask one person to draw in the first round, and whoever guesses draws in the next round, etc.

**Key date**

10 December
Human Rights Day

**Suggestions for follow-up**

The group may like to go on to explore some of issues relating to the rights of disabled people using the activity “See the ability”, on page 209.
Education for All?

Do you have a good memory? Now is the time to test it!

Themes: Education, Globalisation, Citizenship
Complexity: Level 2
Group size: 6 - 30
Time: 90 minutes

Overview: In this activity participants have to locate and match pairs of cards as they think out about the inequalities of educational provision world-wide and how to achieve “Education for All”.

Related rights:
- The right to education
- The right to full development of one’s personality
- The right to equality regardless of gender and social status

Objectives:
- To reflect on education as a human rights issue
- To critically analyse the level of access to quality education world-wide
- To encourage responsibility for attaining the goal of Education for All

Materials:
- 1 set of the game cards for every three or four participants
- 2 sheets of stiff paper or thin card (A4 size) for every three or four participants and glue (optional but preferable)
- Scissors
- Paper and pens for notes in part 2

Preparation:
- Familiarise yourself with the cards.
- Copy the sheets of game cards and back them with the stiff paper to make the cards more durable. Cut out the 40 cards. Make sure to mix them well so that matching pairs are not adjacent.

Instructions:
The activity is divided into two parts: part 1, the memory game and part 2, reporting on the issues.

Part 1, the memory game (10 minutes)

1. Explain that there are twenty pairs of cards; each pair comprises a statement card and a picture card. The task is to identify the pairs and to match them. The texts on the cards relate either to the aims of the World Education Forum (WEF), to bring about “education for all”, or to general issues of human rights and education.

2. Tell people how to play. The participants should form small groups of three or four. They should spread the cards face down on the floor. In turn, people turn over two cards. If one (or both) of the cards is a statement card, then the player reads out the text to the rest of the group. If the cards are a pair, then the player keeps them and has another go. If the cards do not match, then s/he turns them over so they lie face down again on the floor in exactly the same spot as they were before. The next player then has a go to turn over two cards. It is a memory game, because people...
have to memorise where the different cards lie, in order to be able to pick up matching pairs.

3. The winner is the player who holds the most pairs of cards at the end of the game.

Part 2. Reporting the issues (60 minutes)

1. Summarise the issues on a flipchart. Ask people to read out the headings on their cards (not the whole statement again) while you write them down.

2. Ask the group to identify four to six issues which interest them most.

3. Divide the group into sub-groups of 4 or 5 people. Ask each sub-group to pick two of the issues they would most like to discuss. (Try to organise it so that two different groups discuss the same issue in order to generate more ideas. This will mean that the sub-groups will have to do some negotiating about which issues to discuss.)

4. When the issues have been agreed and allocated, give the groups 20 minutes to discuss their two chosen issues. The focus of the discussions will differ slightly depending on the card. If the card has a question, this should be answered. If the card has a statement, people should prepare a critical comment.

5. After 20 minutes, call people into plenary for reporting back. Take each issue in turn. Give each group just 5 minutes to feed back and allow no more than an extra 5 minutes for questions from the floor.

6. After all the groups have reported on all the issues, move to the debriefing.

Debriefing and evaluation

You will have already had a good discussion about the issues, so now go on to evaluate the game itself and what people learned.

- Did the participants enjoy the memory game?
- Was it a good way to start a discussion on the issues of education?
- How did the discussions in the groups go? Did everyone feel that they could participate?
- Are there too many challenges? Is it possible to have “education for all”?
- What can you, your group, your community do to work towards achieving the goal of education for all in your country and/or in developing countries?

Tips for facilitators

The intention in using this technique is to bring an ingredient of fun to the process of gaining information which will be needed for the discussion.

This is a fairly simple activity to facilitate. Just make sure that you have read all the cards before you do the activity. Be sure that you know which card matches with which so that during the game you can offer guidance and verify that pairs are correct. When explaining how to play the game, you may like to illustrate the instructions by showing what one of the pairs looks like.

Some of the cards contain acronyms, for instance WEF (World Education Forum). Make sure that when you introduce the game you explain what these letters stand for (see under “Further information” below).

Note that one-third of the cards contain statements relating to the goals of education for all as stated by the World Education Forum (WEF), Dakar, Senegal in April 2000. The rest of the cards
are on human rights and education issues, or on issues that have to be addressed in order to achieve good quality education for all.

**Variations**

If there is not enough time to do part 2, you could use the technique described in the activity “Just a minute”, on page 150 instead. Ask each participant to choose one of the issues on the cards they picked up, and to speak about it for one minute without hesitation or repetition. This is also a good option if you feel that the group needs to improve their oral presentation skills.

**Suggestions for follow up**

Several issues which come up in the memory game can be pursued in other activities. For instance, if you want to explore the issue of budgets for education and other social needs and the budget spent on militarisation, you can do the activity “Money to spend”, on page 177. Issues relating to child labour and lack of access to education can be explored in the activity “Ashique’s story”, on page 91.

**Ideas for action**

The memory cards show numerous problems which hamper the “Education for All” project. The group could choose any one of the problems on which to do research, to find ideas for solutions and finally to take action. Refer to chapter 3 on taking action for tips about how to go about this.

Why not write letters to MPs enquiring about what your country is doing in order to fulfil the goals that were set during the World Education Forum?

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**Further information**

The right to education is one of the recognised social and economic rights. However, while there is a general acceptance and commitment by states to offer free basic education to all, the reality is that free education is not for all, but for a minority.

To face this challenge, the international community gathered in Senegal in the year 2000 for a World Education Forum (WEF). The conference aims were to review the progress made during the 1990s to provide basic education, and to reinvigorate the commitment to Education for All. Some 1100 participants from 164 countries adopted the Dakar Framework for Action, committing themselves to achieving quality basic education for all by 2015. UNESCO was entrusted with the overall responsibility for co-ordinating all the international players and for sustaining the global momentum.

It was acknowledged that different countries face different challenges. For instance, some countries face lack of resources, while others lack the political will. One of the results of the meeting was the acknowledgement that in order to reach and sustain the goals and targets of Education for All, it is necessary to establish broad-based partnerships within countries, supported by co-operation with regional and international agencies and institutions.

During this meeting the fundamental importance of education for sustainable development, peace, the effective participation of society and for sound economies in the twenty-first century was highlighted. A commendable result of the WEF was the setting of specific goals, with specific time limits, as well as the description of actions that must be taken at all levels in order to achieve Education for All. Whether these goals will be reached and the actions carried out is a question that can only be answered if everyone at every level of society is aware of and fights for Education for All.

**Money & Education**
Lack of resources is the main threat to education for all. Without financial means, governments cannot meet their commitments to education for all. It is also a question of standards. Poorly paid teachers and lack of materials jeopardize the quality of education. Without resources, education is meaningless; no money, no education! Do you agree?

**Globalisation & Education**
Whoever thinks that globalisation only brings advantages to education through access to new technology is wrong! The effects of rapid trade liberalization, and the need for structural adjustment characteristic of globalisation, have threatened the revenue base of governments in several countries, but mainly developing countries. In these circumstances funding for education is often hit very hard.

**Education & the Internet**
In many countries, information technology has become a core part of the education process. It is seen as essential for research and for homework. Many would agree that the Internet has opened new ‘ways’ for education, but it has also closed some. The gap between developed and developing countries has increased. In many countries not only are there no PCs, there is not even electricity.

**Teacher & Education**
The quality of teachers/lecturers is sometimes a problem; they may lack experience or training to be top quality educators. There are calls for minimum requirements for teachers/lecturers, such as a teaching degree for school teachers and a doctorate for university lecturers. Are these demands realistic or would they only increase the problem of teacher shortages?

**Discipline & Education**
Schools and universities in different countries use different means to ensure discipline. Methods include corporal punishment, suspension, extra-work, expulsion and participation in a school or college council. What do you think is the best approach to guarantee discipline in an educational setting?
**Women & Education**

In developing countries, 78% of girls are in schools, as opposed to almost 86% of boys. Some 60% of out-of-school children are girls. One of the goals of the World Education Forum (WEF) is to eliminate gender disparities in primary and secondary education by 2005, and to achieve gender equality in education by 2015.

**Peace & Education**

“Peace starts at home.” Educational institutions are often seen as students’ second homes. Education for peace should then be part of the formal education curriculum as well as being encouraged in non-formal educational settings. How would you include peace education within the formal curriculum?

**Education & Equality**

Extremes in pre-school enrolment figures range from close to 100% coverage in Bermuda, Malaysia, Belgium and Sweden to 2% or less in countries suffering from war and economic challenges. One of the goals of the WEF is to ensure that the learning needs of all young people and adults are met through equal access to appropriate learning and life skills programmes.

**Sports & Education**

A) Sports need not be compulsory during the entire school period. If time is lacking for other subjects, these should be prioritised. B) Sports should always be present during the entire school period. It teaches many things that cannot be learnt in other subjects, such as cooperation and full development of body and mind. Which statement do you agree with?

**Education & Militarisation**

Even though education and the military are seen as two separate things, they are in reality closely related. In many highly militarised countries a high proportion of the budget is allocated to military expenditure and not enough money is left for the social sector, especially education.

**Social Exclusion & Education**

Not everyone can be included in the State educational system. Street children, poor children, full-time child workers are usually not catered for by the school state system. In Romania, the foundation “Back to School” caters to the needs of children excluded from the state system – giving them a chance of education and better employment opportunities later in life.

**Education & Minorities**

The inclusion of minorities in school/universities is a common problem in multicultural societies. Besides the issue of discrimination against the person, differences of religion and language also present the system with challenges. How would you adapt the system and the curriculum to meet the needs of minorities?

**Life-Long Learning**

Adult illiteracy is a big problem in countries without even basic education. One of the WEF’s goals is a 50% improvement in levels of adult literacy by 2015. Many European countries have made commitments to “life-long learning”. However, they fail to deliver adequate further education to adults. What do you think a government’s educational priorities should be?

**Human Rights Education**

Human rights education (HRE) in formal, non-formal or informal education is considered to be a responsibility of the government. Why then in civil society should NGOs be responsible for something that is the government’s duty and responsibility?

**Aids/HIV & Education**

“The first battle to be won in the war against AIDS is the battle to smash the wall of silence and stigma surrounding it” (Kofi Annan). It is necessary to break the silence to end discrimination and to prevent further transmissions. The HIV/AIDS crisis should be at the centre of national educational agendas. What can be done to fight HIV/AIDS in educational institutions?
Electioneering

How persuasive are you?

Themes  Democracy, Citizenship, General human rights
Complexity  Level 2
Group size  Any
Time  45 minutes
Overview  This is a discussion-based activity that addresses:
- Rights and responsibilities connected with democracy
- Democratic discussion
Related rights  
- The right to participate in the democratic process
- Freedom of opinion and expression
Objectives  
- To consider some of the controversial aspects of a democratic society
- To practise and develop skills of listening, discussion and persuasion
- To encourage co-operation
Materials  
- An open space
- Card (A4) and coloured pens to make the signs
- Sticky tape
- Small cards and pens for making notes (optional)
Preparation  
- Make two signs, “agree” and “disagree”, and tape them one at either end of a long wall. Make sure there is enough space along the wall for people to form a straight line.
- Place two chairs in the centre of the room, about 50cms apart, and with space around them for people to move about.

Instructions

1. Point out the two signs at either end of the wall, and explain that you are going to read out a statement, with which they may agree to a greater or lesser extent.
2. Select one statement from the list below and read it out to the group.
3. Tell people to position themselves along the wall between the two signs according to “how much” they agree or disagree: if they agree or disagree totally they should stand at one of the ends; otherwise they should stand somewhere between the two points.
4. When people have positioned themselves along the line, invite the two at the furthest extremes to occupy the two chairs in the centre of the room. Everyone else should now gather around the chairs, positioning themselves behind the person whose view they agree with “most”; or occupying a position in the centre if they are undecided.
5. Give each of the people sitting in the chairs one minute to state their reasons for agreeing or disagreeing with the original statement. No one should interrupt or assist them. Everyone should listen in silence.
6. At the end of the minute, ask the others in the group to move behind one or the other of the speakers (they cannot remain undecided), so that there is one group of people “for” the statement under discussion, and one group “against”. Allow the two groups ten minutes apart from one another to prepare arguments supporting their position and to select a different speaker to present these arguments.

7. At the end of the ten minutes, call the groups back and invite the two new speakers to occupy the two chairs with their “supporters” around them.

8. Give these speakers three minutes each to deliver their arguments, at the end of which time, supporters for one or the other side may change position and move to the opposite group if the opposite side’s arguments have been convincing.

9. Give the groups a further five minutes apart to work on their arguments and select a third speaker. Again, after the speeches, allow people to change position if they wish to.

10. Bring the group back together for the debriefing.

**Debriefing and evaluation**

Now move on to reflect on the process and purpose of discussion as a form, and on the reasons for valuing a pluralist society. Try not to get drawn back into discussion of the issue itself.

- Did anyone change their mind during the course of the discussion? If they did, what were the arguments that convinced them?
- Do people think they were influenced by things other than the actual arguments that were being put forward, for example, by peer pressure, emotional language or a feeling of rivalry?
- For those that did not change their opinion in the course of the discussion, was there any purpose in talking through these issues? Can they imagine any evidence that might persuade them to change their views?
- Why do people hold different opinions? What should be done about this in a democratic society?
- Should all opinions be tolerated in a democracy?

**Tips for facilitators**

The first part of this activity, when participants position themselves along the line, should not take more than a couple of minutes. The point of this is simply to establish people’s “starting positions” and for them to see where they stand in comparison with others.

The purpose of the activity is as much to practise skills of communication and persuasion as to think through the issues themselves. Therefore, participants should be encouraged to think not only about the content and presentation of their own opinions, but also about the type or form of arguments that will be most persuasive to people on the other side. They are aiming to draw as many people as possible into their “party”. They can use the breathing time between “speeches” to consider the opposition’s position, and to think about ways of weakening it.

You may have other topics besides those suggested below that could equally well be used as the basis for discussion. The important thing is to select a statement that will be controversial within your group.

Note: it will take about 30 minutes to discuss one statement going through the different rounds of discussion. If you want to use more statements, you will have to allow more time accordingly.
It is advisable to be flexible about the exact order of events, depending on the strengths and weaknesses of the group and on the liveliness of the discussion. For example:

- You may want to add one or two more intervals for the groups to prepare arguments, so that different speakers have the opportunity to present their points of view.
- If you have performed this activity before with the group – or even if you have not – you can keep an element of surprise by varying the way that the first speakers are chosen – for example, you could select the two people third from each end.
- You may decide, in one of the intervals for preparing arguments, to ask the “supporters” of each speaker to work with the opposing speaker – in other words, to prepare arguments against the position that they themselves hold. This can be a good way of getting people to consider the opposite point of view, and can provide an interesting variation if people do not appear to be changing sides at all.
- You may want to allow the speakers to have a postcard-sized piece of paper on which to make brief notes to remind them of the different arguments and to which they can refer while speaking.

You may want to raise the issue of whether “pluralism” or freedom of expression should be subject to any limits in a tolerant society: should fascist or nationalist demonstrations be permitted, for example?

**Suggestions for follow-up**

If you are interested in following up the idea of how opinions are formed or changed, especially by the media you may want to look at the activity “Front page”, on page 135.

**Ideas for action**

If you choose the statement on voting, you may want to follow up the activity with a survey of voting habits in your local community; see the activity “To vote, or not to vote”, on page 238.

**Statements for discussion**

- We have a moral obligation to use our vote in elections.
- We should obey all laws, even unfair ones.
- The only people who have any power in a democracy are the politicians.
- “People get the leaders they deserve”.
- It is the responsibility of citizens to control the day-to-day activity of the government.
Fighters for rights

“It is an ideal to live for and to achieve.” Nelson Mandela

Themes     General human rights, Media, Citizenship
Complexity Level 2
Group size Any
Time       60 minutes
Overview   This activity uses information cards to stimulate interest in human rights heroes. The issues addressed are:
- Political repression
- Human rights activists in the twentieth century
- The struggle for rights in various countries
Related rights
- Freedom of opinion and expression
- The right to a fair trial
- The right not to be tortured.
Objectives
- To learn about some of the individuals who have fought for human rights in different countries
- To develop skills of handling and ordering information, co-operation and group work skills
- To promote respect, responsibility and curiosity about human rights.
Materials
- One set of thirty cards per small group
- Scissors
- Envelopes
- Optional: glue and pieces of stiff paper for backing the cards
Preparation
- Arrange the room so that people can work in small groups
- Make copies of the cards on the handouts, so that you have one set for each small group
- Cut up each set of thirty cards, shuffle them so that they are not in sequence, and put them in envelopes. It is important to keep the sets separate from each other!

Instructions

1. Ask people to get into small groups (3 or 4 in each group), and hand out one set of cards to each group.
2. Ask them to spread the cards out, face down on the floor.
3. Explain that the cards describe events in the life of six human rights activists. The aim for each group is to match the events with the correct character, and thereby to build up a brief description of each person.
4. Explain that each of the characters is made up of a “set of five” (i.e. one ‘A’, one ‘B’, one ‘C’, one ‘D’ and one ‘E’ card).
5. Tell each group to do rounds of picking up one card at a time, until the cards run out.
6. Give people a few minutes to read their own cards in silence.
7. Then let them go... Allow each group to devise their own strategies for building up the personalities. They will need about 15 - 20 minutes for this stage.
8. Gather everyone together, and ask a representative from one group to introduce, in their own words, one of the personalities. Then repeat with the other groups in turn, so each personality is presented in full, and each group can check that they put the “pieces” together correctly.

**Debriefing and evaluation**

1. How easy was the exercise, and which strategies did the different groups use to sort the sets of cards?
2. Which of the characters had people already heard of, and which of them were new? Why were some of the personalities better known than others?
3. Were people surprised by any of the information? What did they find most impressive?
4. Ask people to select the quotation with which they most strongly identify: how do they think they would have behaved if they had been put in the same position as this person?
5. What actions are available to people?

**Tips for facilitators**

There is a huge amount of information available on each of these characters and the short biographies that have been supplied offer a very shallow (and subjective) perspective on the matter. There are also hundreds of other activists who could just as well have gone onto the list - those selected here are intended only to give a “taster”, and a way into the subject.

**Suggestions for follow-up**

It is highly recommended that you try to follow up this activity by encouraging people to find out about other human rights activists, so that they develop a feel for the characters who throughout history have contributed to the struggle for human rights. The group could start to build up its own “portrait gallery” of human rights activists. The six given in this activity can be used as a starting point: the photographs can be stuck to pieces of card together with the quotations and the short biographies, and displayed about the room. Each member of the group could be asked to find out about other personalities and to add them to the portrait gallery. The six that have been introduced here are all campaigners in the area of civil and political rights, but you may want to extend the range of rights to include social and economic ones as well. In civil society there are several channels for expressing opinion and fighting for rights. If you want to take a closer look at these you could do the activity “Making links”, on page 173.

**Ideas for action**

Find out about some of the current political prisoners or activists – for example, those that Amnesty International has labelled a “Prisoner of Conscience”. Write a letter or organise a campaign to inform people about this prisoner, and to put pressure on the relevant individuals to release him or her.

**Further information**

Useful web-sites giving information on human rights activists:
- www.speaktruthtopower.org
- www.universalrights.net/heroes
- www.globallyouthconnect.org
- www.hrw.org

The UK Section of Amnesty International have produced their own historical wall chart of human rights defenders, which can be ordered through their website: www.amnesty.org.uk

**Key date**

10 December
Human Rights Day
## HANDOUTS

### Discussion cards

| A | “I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”  
Nelson Mandela |
|---|---|
| B | “As a result of certain painful but at the same time comforting encounters, I saw for myself how from the depths of moral savagery there suddenly arose the cry ‘it’s my fault’ and how, with this cry, the patient recovered the right to call himself a human being.”  
Evgenia Ginzburg |
| C | Born in a village near Umtata, and was elected President of the Republic of South Africa in the first democratic elections in that country at the age of 76. Up to that point – and beyond - his/her life was devoted to the fight against apartheid, the racist system used by the former white government to suppress the majority black population. S/he suffered various forms of repression: was banned from meetings, forced to go into hiding, and was finally arrested, and sentenced to life imprisonment at the age of 44. S/he spent the next 28 years of his/her life behind bars, away from his/her family and children. |
| D | Born in 1906 in Russia and died in Moscow in 1977. Worked quietly as a teacher and journalist until branded a terrorist by the Stalin regime in a fabricated trial. Spent 18 years in Siberian prison camps under horrifying conditions because s/he refused to accuse others of crimes they did not commit. Spent the first year in solitary confinement in a damp cell, forbidden to exercise, speak, sing or lie down in the day. Later on s/he was sent from one to another of the Siberian labour camps - including, as a punishment for helping a fellow prisoner, the very worst, from which few returned alive. |

![Image of Nelson Mandela](image1.jpg)  
![Image of Evgenia Ginzburg](image2.jpg)
A
“I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident: that all men are created equal.’ I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.” Martin Luther King

B
Born in Atlanta, Georgia, in 1929, when the law required blacks to occupy special seats in buses, theatres and cinemas, and to drink from separate water fountains from whites. When s/he was 28, co-founded an organisation of black churches that encouraged non-violent marches, demonstrations and boycotts against racial segregation. The organisation participated in a protest in Birmingham, Alabama, at which hundreds of singing school children filled the streets in support. The police were ordered in with attack dogs and firemen with high-pressure hoses. S/he was arrested and jailed.

C
non-violent protest and religious tolerance, despite being arrested and imprisoned on several occasions. When Indians acted violently against one another, or against the British Raj, s/he fasted until the violence ended. S/he led a 241 mile march across India, and persuaded followers to accept the brutality of the police and soldiers without retaliation. S/he spent a total of 2338 days in jail in a life tirelessly devoted to peace.

D
“Non-violence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man.” Mahatma Gandhi

B
Born in 1869, to Hindu parents who lived in Gujarat, when India was still held by force in the British Empire. S/he led the struggle for Independence, never straying from his/her firm belief in non-violent protest and religious tolerance, despite being arrested and imprisoned on several occasions. When Indians acted violently against one another, or against the British Raj, s/he fasted until the violence ended. S/he led a 241 mile march across India, and persuaded followers to accept the brutality of the police and soldiers without retaliation. S/she spent a total of 2338 days in jail in a life tirelessly devoted to peace.
A

“We’re not trying to destroy or annihilate the military regime; they are always threatening to annihilate us but ... the purpose of our movement is to create a society that offers security to all our people, including the military.”

Daw Aung San Suu Kyi

B

Born in 1945, in Burma, s/he was the child of the assassinated national hero in the struggle for independence from colonial rule. Became a popular leader of the struggle for democracy against a cruel military regime and was nearly assassinated by an army unit ordered to aim their rifles at him/her. Was placed under house arrest for 6 years without being charged with any crime, and was effectively cut off from the outside world. Even when released, the government prevented him/her from seeing his/her dying spouse. In 2001 s/he is still confined to his/her residence, with access tightly controlled and the telephone lines cut.

C

is a Buddhist nun who believes Tibet should be independent from China, and who was arrested for the first time at the age of 10 by Chinese authorities. His/her only crime was to participate in a peaceful demonstration for the independence of Tibet. Was arrested again at the age of 15, and sentenced to 3 years imprisonment. The sentence was extended first because s/he sang an independence song in prison; and then again for 8 years because s/he shouted “Free Tibet” while standing in the rain in the prison yard. Today s/he has problems with her kidneys as a result of the torture s/he has suffered.

D

“Alas, this sad song in my mind I send to those who help prisoners. These feelings in this dark season - I will never forget the horrible tortures. May this present misery in prison never be inflicted on any sentient being.”

Ngawang Sangdrol

Alas, this sad song in my mind I send to those who help prisoners. These feelings in this dark season - I will never forget the horrible tortures. May this present misery in prison never be inflicted on any sentient being.”

Ngawang Sangdrol

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Front page

To spread the news is to multiply it.

Tibetan proverb

Themes
- Media, Globalisation, Environment

Complexity
- Level 3

Group size
- 10 - 24

Time
- 180 minutes

Overview
This is a simulation of a group of journalists working to get the front page of their paper ready to go to press. People work in small groups as they explore issues about:
- Bias, stereotyping and objectivity in the media.
- Images and the role of media in addressing human rights issues.

Related rights
- The right to freedom of thought, opinion and expression
- The right to privacy
- The rights to development, life and health

Objectives
- To stimulate interest in human rights issues through working with images
- To reflect on the media and their approach to human rights issues
- To develop the skills to communicate and co-operate

Materials
- A large room with enough space for two or three small working groups and plenary.
- 40 photographs from newspapers
- Paper and pens for making notes
- Large sheets of paper (A3) size or flipchart paper and markers
- Scissors and glue for each small group
- Tables with a working surface large enough for the working groups to spread all their papers out

Preparation
- Select forty to forty-five pictures from a magazine or national newspapers.
  Note: you need copies of the same 40 pictures for each small working group. You will therefore either have to buy several copies of each newspaper from which you select photographs, or have access to a photocopier.
- Display one set of photographs on a table.

Instructions

1. Introduce the activity. Explain that this is a simulation of an evening in a newspaper office where a group of journalists are working on the front page of their paper. Although these are local papers serving the community, each has a policy to keep its readership informed about current global issues, including human rights.
2. Divide the participants into small working groups of eight people. Each group is to imagine that it is an editorial group working on a different newspaper. Their task is to design and layout the front page of tomorrow’s edition.

3. Ask each group to choose a name for their newspaper.

4. In plenary, briefly discuss the features and layout of a typical front page.

5. Show people the display of photographs. Ask them to walk around the table in silence and not to make any comments at this stage. Explain that these are the images that they have to work with; they may use them and interpret them as they wish.

6. Now set the editorial teams to work. Hand out the paper and pencils, glue and scissors to each group - but not the photographs yet.

7. Go over the instructions. They have one hour to select four or five news stories that they wish to present, to write the headlines, choose the photos and design the layout. Explain that they do not have to write long articles: the headlines and bi-lines are really sufficient. They should focus on the impact the front page makes, rather than actually telling the full stories. Suggest they start by discussing the themes or issues they want to include in their reports. Tell them that after ten minutes they will receive the photographs from the “print department”.

8. When the groups have been working for about ten minutes, make the sets of newspaper photographs available to them.

9. When the teams have completed their front pages, they should lay them out for everyone to read. Then go on to the debriefing and evaluation.

**Debriefing and evaluation**

Start with a review of the activity itself and then go on to discuss the media, human rights issues and commitment.

- How did the groups organise the work? How did they make decisions about how to do the work and about which stories to cover? Did everyone feel they could participate and contribute?

- How did people choose the themes or issues to work with? Which came first, the issue or the picture? That is, did they first identify an issue and then find a suitable picture to illustrate it or were they inspired by a certain picture and then create a story around it?

- What themes or issues were presented? Did any relate to human rights issues? Were there issues that anyone would have liked to have used, but which they had to drop?

- How do the different front pages of the different papers compare? Have the same themes or photographs been used?

- Have different groups used the same image, but in different ways?

- How do people follow the news? In newspapers, on the television, radio or the Internet? Why do – or don’t – they follow the news?

- In this simulation did they try to imitate a real front page? Or did they want to do it differently? What were the differences?

- What sort of news dominates the media in real life?

- Is there generally good coverage of human rights issues in the news?

- One of the major points of discussion regarding the media is its “objectivity”. Do participants think it is possible to present news objectively?

- Which human rights themes were included in their front pages?
• What image do participants have of young people in other parts of the world?
• Are there important themes missing from the set of pictures?

**Tips for facilitators**

When choosing the pictures to use in this activity, make sure that you have a good variety of images and that you avoid stereotypes. The news are often full of murders, wars and other disasters and more rarely contains positive messages. (There is more that happens in Africa than war and famine!) Let the pictures you select give the participants an opportunity to pick images of “good” news as well as the “bad” news. There should be a good geographical spread, gender balance, images of young people, and things relevant to the everyday lives of young people, including positive images of how they can make a difference. Include images relating to hot news events and personalities, as well as images relating to issues of living in a multicultural society and a global world. The following list will give you some ideas. (It is based on the list of images used in the activity, “The news factory”, described below under “variations”).

<table>
<thead>
<tr>
<th>TV news presenter- woman</th>
<th>Seller on the beach</th>
<th>Demonstration in the Philippines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globe</td>
<td>Market place in Asia</td>
<td>UN troops in Yugoslavia</td>
</tr>
<tr>
<td>Camera team in the Third World</td>
<td>Lonely woman</td>
<td>Fighter plane</td>
</tr>
<tr>
<td>Women making dam</td>
<td>Slums in Brussels</td>
<td>Guerrilla</td>
</tr>
<tr>
<td>Unemployment benefit</td>
<td>Overfull bin</td>
<td>Two dead soldiers</td>
</tr>
<tr>
<td>African miner</td>
<td>Sorting out cans</td>
<td>Piled up grain bags</td>
</tr>
<tr>
<td>Pesticides</td>
<td>Black boy with guitar</td>
<td>Women's meeting</td>
</tr>
<tr>
<td>Advertising a hamburger restaurant</td>
<td>Rock star</td>
<td>Family planning</td>
</tr>
<tr>
<td>Dry soil</td>
<td>State police</td>
<td>AIDS prevention</td>
</tr>
<tr>
<td>Children playing in water</td>
<td>Graffiti</td>
<td>Crowd of people</td>
</tr>
<tr>
<td>Washing a car</td>
<td>Parliament</td>
<td>Public transportation</td>
</tr>
<tr>
<td>Burning oil</td>
<td>Drugs</td>
<td>Car exhibition</td>
</tr>
<tr>
<td>Greenpeace action</td>
<td>Refugee camp</td>
<td>Traffic jam</td>
</tr>
<tr>
<td>Plume of industrial smoke</td>
<td>Children in asylum centre</td>
<td>Young man with microphone</td>
</tr>
<tr>
<td>Advertisement for alcohol</td>
<td>Football player</td>
<td>Mobile telephone</td>
</tr>
<tr>
<td>Advertisement: for Coca Cola</td>
<td>Action by Amnesty International</td>
<td></td>
</tr>
</tbody>
</table>

When introducing the activity and discussing the features and layout of a typical front page you should draw the participants’ attention to the way the headlines are written to be attention-grabbing and the way the stories are then presented; first there is usually a short summary of a couple of column centimetres and then the finer text with the fuller story. Discuss how pictures are used to support the story or to capture the reader’s attention. Point out also what the pictures don’t show! Talk about how they have been cropped to draw the viewers’ eye to what the photographer - or the picture editor - wants to show. Also point out the way in which captions are written.

**Variations**

An alternative way of presenting this activity is to present a radio or television news programme. If you choose to work on a television broadcast it is highly recommended that you use slides (dia-positives) in a blacked-out room to give the “feel” of watching the television. There is a set of slides which have been specially prepared for such an activity, available for loan from EFIL, the European Federation for Intercultural Learning.
Key date

3 May
World Press Freedom Day

Suggestions for follow-up

Discuss aspects of the rights selected by the groups for their news. For example, how are they addressed in your country?

Participants could contact a local newspaper or radio or television station and talk to journalists about how they work and discuss issues of objectivity and the way global and human rights issues are presented in the media.

If the group enjoy activities that involve quick thinking, they could do “Just a minute”, on page 150, which is about the relationship between sport and human rights.

Ideas for action

Many local radio stations have opportunities for community groups to make their own broadcasts. Work on a group project to research and produce a radio broadcast about issues of concern to them, for example, under the headline: “think globally, act locally”.

Further information

Some starting points for reflection about the themes addressed in the activity:

a) Media

1. Young people, as well as adults, are continually swamped with a mass of information through all the different media. We can ask ourselves: what do we do with this information? Does it mean that we are all better informed?

2. The media are becoming more and more commercialised and the simplification of the message, stereotyping and sensationalism are alarming developments. It is becoming increasingly difficult to find quality news.

3. Finding quality news is especially true in relation to news about inequality issues, particularly where developing countries are concerned. Non-western news is often seen only through western eyes. This very often results in negative and dismal news.

b) Human rights issues

The media are obviously important for raising the public’s awareness about human rights. But we should be aware of how the issues are presented and the motives. Everyone needs to be critical of what is - and is not - given to us, and the way information and facts are presented. For example, in a war, fighters may be described either as freedom fighters or as terrorists in different papers depending on different political viewpoints. People of other cultures may be presented in non-objective ways. For example, the Inuit may be presented as being exotic, hardy people fighting to preserve their traditional way of living in igloos, but when it comes to a discussion about whaling, then they are described as “murderers”.

c) Commitment

Some of the images used in the simulation should picture opportunities for people, especially young people, to commit themselves in very practical ways. As teachers, youth workers, etc., we wish to motivate young people to work for a better world. We ask ourselves how best to encourage young people to become engaged, and may question whether or not the existing opportunities are in fact attractive to young people. We may get some indication to the answers from the slides which the young people choose.
Garden in a night

Would you take the challenge to build a garden overnight?

Themes
- Environment, Citizenship, Health

Complexity
- Level 3

Group size
- 6+

Time
- 180 minutes

Overview
This is a creative activity using drawing and model building to explore
- The forces that drive development
- How local development does or does not meet local people’s needs
- How decisions about local development are made

Related rights
- The right to participate in decision-making processes
- The right to participate in the cultural life of the community
- The right to rest and leisure

Objectives
- To understand that the outcomes of development are not inevitable
- To develop skills necessary for participating in local democracy and development
- To develop creativity, group work skills, co-operation and respect for others

Materials
- Maps and pictures of where you live (past and present)
- A large-scale map of the neighbourhood showing your chosen site
- Pens and paper for drawing up designs
- Materials for making the models. For example, small boxes, tubs, tissue paper, paints, string, wool, wine corks, cardboard tubes, aluminium foil, egg cartons and other household junk, twigs, stones, bark, shells, etc.
- Glue and tape
- Paint and paint brushes
- Stiff cardboard or plywood to use for bases for the models

Preparation
For part 1. Development – how and why
- Collect together past and present maps and pictures of the town or area where you live.
- Identify possible sites for the group to work on. Research in the locality to find out if there are any sites, which are due to be developed

For part 2. Making development plans:
- Collect information about the site the group decided to work on for example, newspaper articles and minutes of council meetings
- If you are going to make models using “junk”, make sure that you have plenty of materials. Start saving small containers, inner tubes from toilet rolls, etc., well in advance of starting this activity.
Instructions

This activity is in two parts: part 1, “Development – how and why” is a discussion about the forces that drive change; in part 2, “Making development plans” people design a development project in their own locality, and build a model of it.

Part 1. Development – how and why

1. Introduce the topic of local development. Use maps and pictures to stimulate discussion about how the local environment has developed over the last 50 to 100 years. Talk about the political, economic and social forces that caused these changes. In general, have these changes been for the better? For whom and why?

2. Ask the group to name examples of developments that have happened during their life-times, such as extensions to buildings, shopping malls, housing estates, and who has benefited from these developments and how. For example, did the scheme provide much needed low-cost housing for local people or was it luxury apartments or holiday homes built as an investment by a finance company?

3. Look at the large-scale map of your locality and agree a local site that everyone wishes to work on.

Part 2. Making development plans

1. Display the large-scale map to show the site you have decided to work on. Make sure everyone is familiar with the site, and if necessary visit it.

2. Review the current plans for the site using information from local papers or minutes of council meetings. Talk about who is making the different proposals and what their interests in them are.

3. Brainstorm all the possible ways the site could be developed. Be as imaginative as possible.

4. Now break into small groups of 4 to 5 to review the brainstorm and briefly discuss the pros and cons of the different options.

5. The next task for each group is to come to a consensus about how the site should be developed, to draw up a design and then make a model of it.

6. When all the models are complete, let each group present their model and explain their plans.

Debriefing and evaluation

Start with a review of how the different groups worked. Did everyone feel involved? How were decisions made? Then go on to talk about the plans themselves.

- What were the main considerations when deciding how to develop the site? For example, cost, time, effort, profit, local needs - what?
- Were the plans people- and environment-friendly, and sustainable?
- Did the plans meet the needs of everyone in the locality? For example, the disabled, children, minorities?
- What resources would be needed to put the plan into effect?
- Were renewable resources used whenever possible?
- Were non-renewable resources used with care?
- How would the project affect the ecosystem in general? For example, was wildlife encouraged or were trees planted?
- What wastes would be produced building the project and in maintaining it? How will these wastes be disposed of?
Tips for facilitators

This activity assumes that most young people live in or near urban environments. The choice of site to work on must depend on your location and on your group. All sites have potential! Ideally, the group should research and decide. However, in some circumstances, for example, in schools, there may be curriculum constraints, so the teacher will have to choose.

Options for what to put on the site may include a shopping centre, a leisure centre, a school, housing, a car park, an open green space, a playground, a sports field, a quiet rose garden with seating for elderly people, a city farm, a wildlife sanctuary, an amusement park, a bowling green, etc. Encourage people to take the needs of different sections of the community into consideration.

Variations

You could choose a fantasy scenario. For example, what would you rather see on the site where your town hall, council offices, hospital, etc. now stand? Or if you live in a rural locality, what better use could there be for a disused pit or a slag heap left over from mining operations?

Suggestions for follow-up

Find out more about the council’s plans for developing the site you have been working with. Talk about what you think about the plans and write to the council or to your local paper to let others know your views. Find out how planning decisions are made in the town or village where you live. How much influence do local people have on decision-making? How can young people have more say in planning decisions that affect them? If the group are interested in exploring issues related to local decision-making, they could do the activity “To vote or not to vote”, on page 238.

Ideas for action

Attend a planning meeting of your local council and contribute to the planning process.

Participate in celebrating Environment Day. Look on the web for information about Environment Day activities in your country in: www.unep.org

Further information

The idea for this activity came from the project “Have på en nat” (Garden in a night) that was part of the Copenhagen City of Culture Festival in 1996. A group of young people from Økologiskeigangssættene, a local Agenda 21 organisation, worked for two years preparing to build a garden on a derelict inner city site – not quite in one night – but over a few days. The young people decided that they wanted a community garden on the 300 m² site. They learnt practical skills such as carpentry, plumbing, bricklaying and horticulture and prepared and grew everything off site, so that when the time came the garden could be assembled almost “overnight”. There was something for everyone: little paths wound around the site by a turfed area, trees, shrubs, flowers and vegetables. The garden remained until the site was reclaimed by the council to be developed for housing in April 2001.

Key date

5 June
Environment Day.

Garden in a night
Heroines and heroes

If lions could talk, hunters would never be heroes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Gender equality, Discrimination and Xenophobia, Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity</td>
<td>Level 2</td>
</tr>
<tr>
<td>Group size</td>
<td>Any</td>
</tr>
<tr>
<td>Time</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Overview</td>
<td>This activity involves individual, small and whole group work, brainstorming and discussion about:</td>
</tr>
<tr>
<td></td>
<td>• heroines and heroes as symbols of socialisation and culture</td>
</tr>
<tr>
<td></td>
<td>• stereotyped images of heroines and heroes</td>
</tr>
<tr>
<td>Related rights</td>
<td>• Equality in dignity and rights</td>
</tr>
<tr>
<td></td>
<td>• The right to freedoms without distinction of gender</td>
</tr>
<tr>
<td>Objectives</td>
<td>• To reflect on history teaching and to appreciate different perspectives on shared historical events and the heroines and heroines associated with them.</td>
</tr>
<tr>
<td></td>
<td>• To critically analyse the significance of heroes and heroines as role models and how gender stereotypes take their roots in our history, culture and everyday life.</td>
</tr>
<tr>
<td>Materials</td>
<td>• Paper and pens. (One blue and one red pen per participant; optional but preferable)</td>
</tr>
<tr>
<td></td>
<td>• Flipchart paper and markers</td>
</tr>
</tbody>
</table>

Instructions

1. Give people five minutes to think about which national heroines and heroes (historical or living) they particularly admire.
2. Hand out the paper and pens and ask each person to draw two columns. In the first column they should (using the red pen) write the names of three or four heroines plus a brief description of who they are and what they did for their country. At the bottom of the paper they should write key words to describe the heroines’ personal characteristics.
3. Repeat the process (using the blue pen) for three or four heroes. Write this information in the second column.
4. Now ask the participants to get into small groups of between five and seven people to share their choices of heroines and heroes. Ask the groups to come to a consensus on the four most worthy heroines and four most worthy heroes.
5. Now come into plenary and write the names of each group’s heroines and heroes in two columns on the flipchart. Add the key words that describe the personal characteristics.
6. Discuss the list of characteristics and the use of heroines and heroes as role models and the extent to which they are gender stereotypes. Then move on to the debriefing.
**The following is an example of what a group in Ukraine produced at step 2.**

<table>
<thead>
<tr>
<th>Heroines</th>
<th>Heroes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princess Olha, first Christian in Kyiv Rus</td>
<td>Prince Volodymyr Kyiv Rus (old name of Ukraine) was baptised.</td>
</tr>
<tr>
<td>Young woman, Roksalana, captured by the Turks. She lived in the khan’s harem. She used her position to influence politics.</td>
<td>Hetman Mazepa, independence fighter</td>
</tr>
<tr>
<td>Poetess Lesya Ukrainka wrote about Ukrainian identity and women’s emancipation</td>
<td>Poet Shevchenko, glorified freedom</td>
</tr>
</tbody>
</table>

| strong | strong |
| cunning | powerful |
| soft | brave |
| womanly | courageous |
| powerful | adamant |
| beautiful | obstinate |

**Debriefing and evaluation**

Start by reviewing the activity and what people learnt about heroes and heroines and then go on to talk about stereotypes in general and how they influence people’s perceptions and actions.

- What kinds of people are heroines and heroes? (Ordinary men and women? Kings?)
  What did they do? (Fight? Write poems?) How did the participants learn about them?
- What were the differences and similarities between the two lists of characteristics?
- What values do the heroines and heroes stand for? Are these values the same for both, or are there differences?
- What do people understand by the word, “stereotype”? How true are stereotypes? Are stereotypes always negative?
- Do you personally, and people in your society in general, have general stereotypes and expectations of men and women?
- Do participants feel limited by these expectations? How?
- Does the list of characteristics produced in this activity reflect traits that some might describe as national characteristics?
- To what extent are social and cultural barriers in general the result of stereotyped thinking?
- In what ways does gender stereotyping deny people their human rights?
- Stereotyped expectations often act as barriers to both men and women limiting life choices and options. What gender-related barriers have participants experienced? In the home, school, club or work place?
- What can participants do about these barriers? Can they identify strategies to break away from cultural norms and values related to masculinity and femininity?

**Tips for facilitators**

This is a very good activity to do in a multicultural setting because the cultural element may become more apparent.
At point 5 in the instructions you should accept all contributions from the small groups and write everything onto the flip chart. If someone suggests terms like “feminine” or “masculine” you should accept them at this stage and return to them in the debriefing when you should discuss the meanings of these words.

**Variations**

When working in youth groups it is likely that you will want to work with other types of heroines and heroes, for example, characters in comic books and films, pop, film and sports stars. You could start the session reading comics and then brainstorm the characteristics of the characters. Alternatively, you could put up posters of pop or sports stars and ask people to write speech bubbles or add drawings. If you leave the question, “who are your heroines and heroes?” completely open, you may find some interesting surprises that make for fruitful discussion.

**Suggestions for follow-up**

If the group would like to look at human rights heroines and heroes, then do the activity “Fighters for rights”, on page 130.

**Ideas for action**

Make a personal pledge to be more aware of stereotyping in your daily life, especially that which leads to prejudice, both by others and (inadvertently!) by yourself.

**Further information**

A stereotype is a generalisation in which characteristics possessed by a part of the group are extended to the group as a whole. For example, Italians love opera, Russians love ballet, young people who wear black leather gear and ride motor bikes are dangerous and people who are black come from Africa.

There may be confusion about the words, sex and gender. Sex refers to the biological differences between men and women, which are universal and do not change. Gender refers to social attributes that are learned or acquired during socialisation as a member of a given community.

Gender therefore refers to the socially given attributes, roles, activities, responsibilities and needs connected with being men (masculine) and women (feminine) in a given society at a given time, and as a member of a specific community within that society.

*Source: United Nations Development Program (UNDP), Gender in development programme, learning and Information pack, gender mainstreaming programme and project entry points. January, 2001*
Horoscope of poverty

Can you see into the future? What will next year bring for Amina or to Misha?

Themes: Poverty, Globalisation, Social rights
Complexity: Level 3
Group size: 15 - 21
Time: 60 minutes
Overview: This activity combines knowledge and creative composition to explore issues about the consequences of poverty and the opportunities in life which are denied to the poor.

Related rights:
- The right to food and housing
- The right to health
- The right to work

Objectives:
- To reflect on both the lack of opportunities poor people have, and the difficulties they face in taking those which are presented
- To understand the cycle of poverty
- To promote social justice, human dignity and responsibility

Materials:
- 12 Horoscope cards
- 12 Life cards
- One sheet of paper and a pencil for each participant
- Large sheet of paper or flipchart or board
- Markers or chalk
- Tape

Preparation:
- Copy the Horoscope and Life cards and cut them out.
- Make up three sets of cards so there are four life cards with their corresponding horoscope cards in each set. Put each set in a separate envelope so that they don’t get muddled up.

Instructions:

1. Introduce the activity. Talk briefly about horoscopes in general. Do participants ever read them? Do they believe them? What sorts of information do they usually give?
2. Divide the participants into three small groups and give each one a set of Life cards together with the corresponding Horoscope cards.
3. Give the groups twenty minutes to write fantasy horoscopes for the four lives on their cards. They should use their imagination, intuition and general knowledge to foretell what will happen to the people in the coming year. Stress that there are no right or wrong answers, but that they should try to make the predictions within the scope of reality.
4. When they have finished, call people into plenary. In turn, ask each group to present their work. They should first read out the information on the life cards so everyone
is introduced to the different characters, and then they should read out the horoscopes.

5. Finally tape the life cards and the predictions onto the large sheet of paper to make a wall chart.

**Debriefing and evaluation**

Start the discussion by asking each group to explain how they decided the futures of each of their characters. Then go on to try to define poverty and finally move on to discuss the consequences of poverty.

- What images do participants have of people who are poor? In their own country and in developing countries? Are these stereotypes? How well-founded are the images? Where do people get their information from?
- What do participants understand by the term poverty?
- Might someone be regarded as ‘rich’ if they lived in one country and ‘poor’ if they lived in another? In other words, is poverty relative?
- In your society, why are some people rich and others poor?
- What are the main passports out of poverty, both in your country and in Eritrea, one of the poorest countries in the world? Having a rich uncle? Winning the lottery? Having an education? Being healthy? Knowing the right people? Working hard? What else?
- How easy is it for people who are poor to break the circle of poverty? In other words, how hard is it for someone born into a poor family not to be poor as an adult?
- What kinds of opportunities do people have when they are rich?
- What kinds of opportunities do people have when they are poor?
- Is it people’s own fault that they are poor? Is it their fate? Is it because of social, political and economic forces?
- Poverty often goes hand in hand with poor health, hunger and malnutrition, lack of education, poor work skills and unemployment. Is it a coincidence or are they connected? If so, what are the connections?
- In general how do people view/treat poor people?
- What sort of political and social policies lead to the best opportunities for life for all citizens?
- To what extent is education a key to reducing poverty in your country?
- In almost every country of the world, the gap between rich and poor is increasing. The gap is also increasing between countries. What are the consequences of this for Europe?
- Does it matter that the gap is widening? If people think it does matter, then whose responsibility is it to act to reduce the gap?
- What can individuals, groups, local communities and nations do to close the gap?

**Tips for facilitators**

Make it clear to participants that this is a fantasy horoscope and that it is not necessary to be an astrologer or know anything about the characteristics traditionally attributed to the signs of the zodiac. Rather, they should focus on the details given in the life stories on the cards and use their own general knowledge and knowledge of history, economics and sociology. The “love” item in the horoscope cards should be taken to refer not only to the love life of the individual, but also their relationships with family and friends.
Variations

You can adapt the life stories or replace all or some of them with others you find more interesting or appropriate. You can also replace these stories by real cases you know of, or have heard of, in your own community or country.

Suggestions for follow-up

Women are frequently the sole breadwinners in the family, either because they are single parents, or because their partners are out of work. However, women are often discriminated against in the workplace and, if social support is lacking, it is often extremely hard to both work and bring up a family. If the group are interested in exploring some of these issues, they could do the activity “Work and babies”, on page 260.

Ideas for action

Offer your support to an NGO or association that is working with people who are poor and trying to create opportunities for them. You could identify a local group and find out what their needs are, then develop a project to raise funds.

HANDLETS

Life cards

**Maria**, a single mother with three children, lives in a very poor suburb in Madeira, Portugal. Her latest companion has just left her. She works as a maid for a wealthy family, but for how much longer? Someone recently stole an expensive ring from the lady of the house, who suspects one of the maids. They can’t find out who is guilty, so all the maids are going to be sacked and replaced. Maria is **Capricorn**.

**Amina** is from Turkey. She lives in a small village in one of the poorest region of the country. She is 12 years old and her parents - very poor peasants - are talking about looking for a husband for her. But she does not want to get married; instead she decides to run away from home and travel to the capital where she hopes to have a brighter future. Amina is **Gemini**.

**Misha** is from Tomsk in Siberia. He has been unemployed for many months and he does not know what to do. His wife is very ill and has to stay in bed all day. He has four children aged 20, 18, 10 and 8 and the two youngest are disabled. Misha is **Virgo**.

**Yuriy** lives with his parents and three younger brothers in Tomsk in Siberia. He is twenty years old and a very promising ice-hockey player. His uncle in America has offered to try to find him a scholarship to study in an American college. Yuriy’s father, Misha, has been unemployed for many months and at the moment, the only source of family income is from odd jobs that Yuriy does. Yuriy does not know what to do. His mother is ill, two of his younger brothers are disabled and the family relies on him. Yuriy is **Cancer**.
Bengt is a young Swedish skinhead. He has been arrested twice this year for violent behaviour. He has been out of work for two years now and despite this, refuses all the offers that have been made to him. He prefers to spend his time training his dog, a pit bull terrier, doing body-building and being in the streets with his mates, who have been linked to several recent racist incidents. Bengt is Aries.

Ricardo lives on his own in Barcelona, Spain, in a tiny apartment he can hardly afford. He has been ill for many months and lives off social security payments from the government. He used to work doing odd jobs. His wife took the children away and abandoned him when she heard that he has AIDS. He is Libra.

Abdoul came from Mauritania many years ago to look for work in the French capital, Paris. He spent the first years alone but was later able to bring over his wife and four sons as well as his grandparents. They all live in one apartment in a poor area of Paris. For a while things went well, especially when Abdoul’s wife gave birth to twins, but it has proved a struggle to bring the children up to keep the Mauritanian traditions. The twins are now 12 years old. They are having lots of problems at school and often refuse to obey their parents. Recently, Abdoul lost his job because of the general economic downturn. Abdoul is Leo.

The twins, Moktar and Ould, were born in Paris in France. They are the children of Abdoul, a migrant worker, originally from Mauritania. The whole family, their parents, four older brothers as well as their grandparents all live in one apartment in a poor area of Paris. The twins are now 12 years old and have lots of problems at school. They refuse to study, skip classes very often to hang around with their friends in the suburbs of Paris and refuse to obey their parents, with whom they fight a lot, sometimes violently. Reports from school show that they are becoming increasingly aggressive. Moktar and Ould are Aquarius.

Krista, 20 years old, rents a tiny flat in a very poor suburb of Prague and dreams of living in Germany. She has read an advertisement offering jobs in Berlin. She called the number and met a man who promised to get her out of poverty saying that she will easily find a job in Berlin. She decides to trust the man and to take the chance to go to Germany. Krista is Sagittarius.

Jane is an elderly widow who lives in Scotland. Her husband was an alcoholic and hardly ever worked. She survives on the very small state pension but now needs extra care as her health is worsening. Jane is Pisces.

Bella lives together with her sister, Angelica, in Palermo in Italy. Their parents died when the girls were sixteen and seventeen, which meant that they had to leave school and work to support themselves. They are now twenty-two and twenty-three. Bella has two jobs; she works as a maid during the day and as a cleaning lady in a hospital at night. She also looks after Angelica, who is a drug addict. Bella refuses to let her sister down because she knows how much her sister suffered from their violent father. Bella has problems with her own hot temper, that she finds hard to control and which has caused her to lose her job on two recent occasions. Bella is Taurus.

Angelica lives together with her sister Bella in Palermo in Italy. Their parents died when the girls were sixteen and seventeen, which meant that they had to leave school and work to support themselves. They are now twenty-two and twenty-three. Bella has two jobs and she also looks after Angelica, who is a drug addict. Angelica often steals her sister’s wages to buy drugs. She has been on and off drugs for many years but finds it very difficult to control her addiction. Angelica is Scorpio.
## Horoscope cards for the year

<table>
<thead>
<tr>
<th>Sign</th>
<th>Name</th>
<th>Dates</th>
<th>Love</th>
<th>Work</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aries</strong></td>
<td>Bengt</td>
<td>(21 March-21 April)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Libra</strong></td>
<td>Ricardo</td>
<td>(23 Sept-22 Oct)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Taurus</strong></td>
<td>Bella</td>
<td>(22 April-21 May)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Scorpio</strong></td>
<td>Angelica</td>
<td>(23 Oct-22 Nov)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gemini</strong></td>
<td>Amina</td>
<td>(22 May-21 June)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sagittarius</strong></td>
<td>Krista</td>
<td>(23 Nov-21 Dec)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cancer</strong></td>
<td>Yuriy</td>
<td>(22 June-22 July)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Capricorn</strong></td>
<td>Maria</td>
<td>(22 Dec-20 Jan)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Leo</strong></td>
<td>Abdoul</td>
<td>(23 July-22 August)</td>
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<td></td>
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<tr>
<td><strong>Aquarius</strong></td>
<td>Moktar and Ould</td>
<td>(21 Jan-19 Feb)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Virgo</strong></td>
<td>Misha</td>
<td>(23 August-22 Sept)</td>
<td></td>
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<tr>
<td><strong>Pisces</strong></td>
<td>Jane</td>
<td>(20 Feb-20 March)</td>
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**Horoscope of poverty**
Just a minute

Talk for ‘just a minute’ - no hesitations - no repetition!

**Themes**
- Sport, Globalisation, General human rights

**Complexity**
- Level 2

**Group size**
- Any

**Time**
- 40 minutes

**Overview**
In this activity, people have to be quick and inventive to talk for one minute on the relationship between sports and human rights.

**Related rights**
- All

**Objectives**
- To share knowledge about sport and human rights issues.
- To understand how all human rights issues are interconnected and indivisible
- To develop self-confidence to express personal opinions

**Materials**
- Statements, one per participant
- A hat
- A watch with a second hand, or a timer

**Preparation**
- Make a copy of the sheet below, and cut out the statements.
- Fold the strips of paper over and put them into a hat.

**Instructions**

1. Ask people to sit in a circle.
2. Pass round the hat. Ask each person in turn, without looking, to dip into the hat and take out one slip of paper.
3. Participants then have 5 minutes to prepare to talk non-stop for one minute on the statement written on their slip of paper. The rules are no hesitations and no repetitions.
4. Go round the circle and ask each person in turn to give their “speech”.
5. After each “speech”, allow two or three minutes for short comments. If people have a lot to discuss, make a note of the topic and agree to return to it at the end.
6. When everyone has had their turn, go back and finish any discussions that had to be cut short.
7. Then go on to the debriefing and evaluation.

**Debriefing and evaluation**

Start by reviewing how the activity went and then go on to talk about the issues that were raised.
- Was it difficult to talk non-stop on the topics for one minute?
- Which were the toughest topics to talk about and why?
- Which of the statements was the most controversial and why?
- What was the most surprising piece of information people heard?
**Tips for facilitators**

This activity works at many different levels and the questions may be interpreted in different ways. It is important to work at the level of the young people. You may wish to say something to provoke deeper thinking, but be aware of the danger of giving the impression that you are expecting a “a certain answer”.

If you think that the statements below are not of interest to your group, then compose others.

Encourage reluctant speakers to have a go. Suggest they try to talk for half a minute or even for just twenty seconds or tell them they may first confer briefly with a friend before they talk, or offer to let them have their go later.

**Variations**

In a small group you can do two or more rounds. People take one slip of paper in each round. If you are working with more than fifteen people, work in two sub-groups.

This technique of taking statements out of a hat can be adapted to use with any theme.

**Suggestions for follow-up**

If people want to continue with the theme of sport and are feeling energetic, try the activity “Sport for all”, on page 214.

If one of the other themes provoked particular interest, check the index of activities at page 68 for to find an activity on that theme.

**Ideas for action**

Decide on one issue to tackle and agree the next stage in taking action. Develop a project to continue working on the chosen issue. Link up with a local organisation which is working in the field. Use the project as a learning opportunity and help people reflect on what they have gained in group work skills and action competencies.

**Further information**

### HANDOUTS

#### Sheet of statements

<table>
<thead>
<tr>
<th><strong>Sport and general human rights</strong></th>
<th><strong>Sport and environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that Ronaldo makes a good special representative for the “Force for Change: World AIDS Campaign with Young People”?</td>
<td>Golf courses are frequently criticised for being both people and environment unfriendly because they are often developed on land that was used by local people for farming and forestry. They also require a lot of water, herbicides and pesticides for their maintenance. Does this make golf a human rights issue?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sport and general human rights</strong></th>
<th><strong>Sport and gender equality</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes at international level have to agree a code of conduct. Those who then breach the code, for instance, by using a sporting event to make a political statement are penalised. Is this a denial of a person’s right to free expression?</td>
<td>Some people say that there are few women among the top coaches and sports administrators because of discrimination against women. Do you agree? If you do, what can be done about it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sport and general human rights</strong></th>
<th><strong>Sport and globalisation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The police have powers to stop football supporters whom they suspect of being troublemakers from travelling to other countries for matches. Is this a legitimate denial of their right to freedom of movement and association?</td>
<td>Sports shoes and much other sports equipment are made cheaply with exploited labour in Eastern Europe and in the Far East. The workers want to continue working and do not call for a boycott. What can we, as consumers, do to avoid being party to their exploitation?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sport and children</strong></th>
<th><strong>Sport and human security</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What would you say to ambitious parents and trainers who force children to train for hours on end? Who should have the right to decide about a young person’s health and how they spend their leisure time?</td>
<td>China has a poor human rights record. Should they have been chosen to host the Olympic games in 2008?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Sport and citizenship</strong></th>
<th><strong>Sport and health</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Many people are born in one country, but then make their home and become citizens in a second country. Nonetheless, they continue to support the national team of their country of birth, instead of that of the second country. Which national team should they support?</td>
<td>What can be done at a local level to combat the use of drugs in sports?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Sport and discrimination</strong></th>
<th><strong>Sports and the media</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do the Paralympics break down prejudices against disabled people?</td>
<td>Do you think that any particular television company has the right to buy exclusive coverage of any sporting event?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sport and education</strong></th>
<th><strong>Sport and peace</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think sports lessons should be compulsory throughout formal schooling?</td>
<td>To what extent do competitive sports promote co-operation and understanding between people?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Sport and social rights</strong></th>
<th><strong>Sport and poverty</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think professional sportsmen and women should have similar rights to those of other workers, for instance, the right to form trades unions and the right not to be unfairly dismissed?</td>
<td>Do you think that politicians in your country use sport, or sporting events, to distract and divert people from political and economic issues?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sport and social rights</strong></th>
<th><strong>Sport and poverty</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In many countries, sport, but especially soccer, offers individuals the possibility of a “passport out of poverty”. Should poor countries, therefore, put more focus on soccer?</td>
<td></td>
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</tbody>
</table>
Let every voice be heard

“To educate is to believe in change.”
Paulo Freire

Themes
- Education, Citizenship, Children

Complexity
- Level 3

Group size
- 8-50

Time
- 115 minutes

Overview
This is a discussion exercise in small groups and plenary, working with the issues of:
- What education is and how it meets, or does not meet, people’s needs
- Participation in decision-making processes.

Related rights
- The right to education
- Freedom of opinion and expression
- The right to take part in the government of one’s country

Objectives
- To reflect on the education system and how it meets people’s needs
- To develop skills of co-operation and participation in democratic decision-making at school and club level
- To promote justice and inclusion

Materials
- 4 large sheets of paper or flipchart paper and pens per small group of four people
- Extra paper, sufficient for people to make notes on if they wish to

Instructions
This activity is in two parts: part 1 (35 minutes) is a discussion about what sort of education people want, and part 2 (60 minutes) is a discussion about how to develop democratic systems to ensure that people can have their say about the education that they get.

Part 1. What sort of education do we want? (35 minutes)
1. Start with a short general discussion about what people understand by the term “education”. They should know that to receive an education is a human right.
2. Now brainstorm all the positive and negative sides of education and note the keywords on flipchart paper.
3. Ask people to get into pairs. Give them fifteen minutes to assess the value of the right to education in the context of who makes the decisions about what people are to learn and how.
4. Come back into plenary and ask people to give feedback.
Part 2. Developing democratic systems to ensure that people can have their say about the education that they get. (60 minutes)

1. Ask people to go back into their pairs and to review how decisions are made in their school, college or club. For instance, who decides what is taught or what activities will be arranged? How is the school, college or club administrated? How are budgetary and spending decisions made? How are policies developed and agreed? How much say do young people have?

2. Now ask the pairs to combine to make small groups of four people. Tell them to bear in mind that they have a human right to education, and also that they have a right to be involved in the decision-making processes in matters which concern them.

3. Ask each group to consider the positive and negative aspects of having a democratically elected body to make decisions about their education at the local level. Such a body might be a Student Council in a school or college, or a board in a youth club or youth organisation.

4. Now ask the groups to consider what would be the best form of council or board that would meet their needs to have a say in the education that they receive.

5. The next stage depends on the circumstances of the group. If there is no council in your school or club, then the groups should work to decide what sort of council they would like and how to go about establishing one. If your group already has a council or a board, then they should review how it works and develop plans for how to make it work better. Explain how to do a SWOT analysis and tell the groups that they have thirty minutes to develop an action plan written up on a large sheet of flipchart paper.

6. Come back into plenary and ask the groups to report their results.

Debriefing and evaluation

Many points will already have been made at the various stages of the previous discussions. However, take time to review the activity as a whole, to reflect on the general learning points and to plan what to do next.

- Did people enjoy the activity? Was it useful? Why? Why not?
- Why are the existing decision-making structures as they are? What are the historical precedents? Did the structures fulfil their functions in the past? Why are they not appropriate now?
- Why do decision-making structures and procedures need to be reviewed regularly?
- How did the different action plans compare?
- What did they cost in terms of time, effort and money?
- How realistic were they? (Note: it is good to have big visions, but you need to take one step at a time towards the goal!)

Tips for facilitators

Depending on the group, you will have decide what is the best way to introduce the activity with regard to the human rights aspects, that is, the right to education and the right to take part in decision-making processes. You can do this either by asking people to share their existing knowledge or by giving some initial input yourself.

The SWOT analysis is described and explained in the “Taking action” (chapter 3)
Suggestions for follow-up

Let the group work further on the ideas generated in this activity and, taking tips from the “Taking action” chapter, on page 269, strive for more say in the decision-making in their school, college or club.

If the group enjoyed thinking about the sort of education they would like to have, they may enjoy the board game “A tale of two cities”, on page 71, which raises issues about what sort of city people would like to live in.

Ideas for action

The participants might consider linking and exchanging information with other student councils in their area, at the national level, or internationally.

Further information

Why have a school council?

A Student Council is intended to give students a voice in the school issues that directly affect them. There are many good reasons for establishing school councils and ensuring that they work effectively.

Pupil-centred benefits

Participation in a school council promotes the educational or personal development of pupils because:

- councils promote citizenship learning, political efficacy and democratic attitudes
- councils promote social confidence and personal values
- students are empowered to challenge authority
- students learn how to make decisions in a fair and accountable way
- students learn about the realities of life, for instance, how to work within limited budgets or with unresponsive authorities.

Pragmatic benefits

- democratic management styles work better than autocratic ones because they are ultimately more effective as they encourage pupils’ responsibility
- councils encourage co-operation, harness energy and reduce alienation
- councils can improve the atmosphere of the school: teachers are trusted more, rules are shown to be more fairly based
- whatever the limitations because of outside social and political pressures, a student council is a practical way of demonstrating to students the good faith of the staff and commitment to certain values.

Key dates

5 October
World Teachers’ Day
Let’s talk about sex!

“Have you heard that Peter is gay?”

Themes
Health, Discrimination and Xenophobia, Gender equality

Complexity
Level 4

Group size:
10+

Time:
60

Overview
This activity uses the “fish-bowl” technique to explore attitudes to sexuality including homophobia.

Related rights
- The right to marry and found a family
- The right to freedom and discrimination and equality of treatment
- The rights of expression and association.

Objectives
- To address issues and rights related to sexuality, including homosexuality
- To develop self-confidence to express one’s own opinion on these issues
- To promote tolerance and empathy

Materials
- 3 chairs
- 2 facilitators
- Space for participants to move about
- Board or flipchart and markers
- Small slips of paper and pens
- A hat

Preparation
- Be aware that in many communities sexuality is a sensitive issue and be prepared to adapt either the methodology or the topic – or both!
- Identify a few people who have been out-spoken about their sexuality including heterosexual and homosexual, bisexual and transsexual men and women.

Instructions

1. Set the scene. Explain that, although most people view sexuality as a private matter, the right not to be discriminated against because of sexual orientation is a fundamental human right and protected by legislation in most European countries. This activity is an opportunity to explore attitudes to sexuality and in particular to homosexuality. Then warm up with a brainstorm of famous people who have been out-spoken about their sexuality.

2. Hand out the slips of paper and pens and ask people to write down any questions they have about homosexuality or sexuality in general, and to put their papers in the hat. The questions should be anonymous.

3. Explain that this activity is about exploring attitudes to sexuality and in particular to homosexuality. Everyone is free to express opinions that may be conventional or unconventional, controversial or which challenge the norms of their society. People
may present points of view with which they agree, or with which they disagree without fear of ridicule or contempt.

4. Place the three chairs in a half-circle in front of the group. These are for the three conversationalists who are in the “fish-bowl”. The rest of the group are observers.

5. Explain that you will begin by inviting two volunteers to join you in a conversation in the “fish-bowl”. If at any point someone else would like to join you then they may do so, but as there is only room for three fish in the bowl at any one time, someone will have to swap out. Someone who wishes to join the conversation should come forward and gently tap one of the “conversationalists” on the shoulder. These two people exchange seats and the original “conversationalist becomes an observer.

6. Encourage people to come forward to express their own opinions, but also to express other opinions, which are not necessarily their own. In this way points of view that are controversial, “politically incorrect”, or unthinkable can be aired and the topic thoroughly discussed from many different perspectives.

7. Offensive or hurtful comments, which are directed at individuals in the group, are not allowed.

8. Ask a volunteer to pick up a question from the hat and start discussing it. Let the discussion run until people have exhausted the topic and points are being repeated.

9. Then ask for three volunteers to discuss another question and start another round of conversations under the same rules as before.

10. Discuss as many questions as adequate in function of the time you have and the interest of the group. Before you finally go on to the debriefing and evaluation, take a short break to allow time for people to come out of the “fish-bowl”. This is especially important if the discussion has been heated and controversial.

Debriefing and evaluation

Start with a brief review of how people felt being both inside and outside the “fish-bowl”. Then go on to talk about the different views that were expressed, and finally discuss what people learnt from the activity:

- Was anyone shocked or surprised by some points of view expressed? Which ones? Why?
- In your community, how open-minded are people generally about sexuality?
- Are some groups more open than others? Why?
- What forces mould how our sexuality develops?
- Where do people get their values about sexuality from?
- Do participants’ attitudes about sexuality differ from those of their parents and grandparents? If so, in what ways do they differ? Why?
- In some countries, laws and social pressure appear to conflict with the human rights of the individual to respect and dignity, to fall in love with the person of his/her own choice, to marry freely etc. How can such conflicts be resolved?

Tips for facilitators

Be aware of the social context in which you are working and adapt the activity accordingly. The aim of this activity is to allow participants to reflect on their own sexuality and the norms of their society and to encourage them to have the self-confidence to express their own point of
view while being tolerant of people who hold different views. The aim is not to convince people of one point of view or another, nor to come to a consensus decision.

Before running the activity it is recommended that you prepare yourselves by reading the background information on gender and on discrimination and xenophobia. Think over what topics may come up. Some frequently asked questions and issues include:

- What is homosexuality?
- What are the differences between heterosexual, gay, lesbian, bisexual and transsexual people?
- Is homosexuality an illness?
- How do people become gay or lesbian?
- What about the risk of AIDS?
- In some countries homosexuality is accepted and gay people can get married in others it is punishable by death.
- How do homosexuals make love?

It is also important for you as facilitators to reflect on your own values and beliefs about what is right for yourselves, your families and for others and to remember that these values will be reflected in everything you do and say, and what you don’t do or say. It is crucial that you acknowledge your own values and prejudice and understand the origins of those values in order that the participants may also develop insights into the origins of their own values.

The aim of the brainstorm of famous people who have been outspoken about their sexuality is to encourage the participants themselves to be open about discussing sexuality. It is also an opportunity to clarify terms such as gay and lesbian, homosexual, heterosexual, bisexual and transsexual. (See the background information on page 339).

Your role in the activity is crucial in setting the general tone. It is a good idea to start off with two facilitators as conversationalists. For example, one of you may start by saying, “Have you heard, Peter has announced that he is gay?” The other might reply, “No, I would never have thought it, I mean he doesn’t look gay”. In this way you imply that the conversation is about a mutual friend and therefore at a “local” level and not a theoretical debate. It also helps open up a discussion about what people know about homosexuality and their attitudes to it.

Hopefully one of the observers will quickly replace you, thus enabling you to leave the discussion to the participants. However, you should continue to participate as an observer so that you maintain the possibility of taking another turn as a conversationalist. This leaves open the possibility for you to discretely manipulate the discussion either to open up different avenues of debate or to tactfully remove a participant who is not keeping to the rules.

If you wish to, you can introduce a rule that any particular point of view can only be raised once. This prevents the discussion focusing on only a few aspects of the topic and helps to discourage repetition of popular prejudices.

Variations

Other topics that could be used include:

- The age of consent (to marriage or to having sex): should it be different for homosexuals?
- Adoption and marriage: should gay and lesbian couples be allowed to marry? And to adopt children? Why / Why not?
- Aids: is it true that homosexuals are more exposed?
Suggestions for follow-up

If people are interested in exploring other aspects of discrimination including those of the rights of transsexuals to compete in sports, then they may like to do the activity “Just a minute”, on page 150.

Taking action

Contact gay or lesbian organisations in your country; finding about them is one way to take action! Invite one of their representatives to address your group and find out which issues of equality and rights are the most pressing in your own country.

Further information

“Human sexuality is an integral part of life. Our sexuality influences our personality and behavioural characteristics - social, personal, emotional, psychological - that are apparent in our relationships with others. Our sexuality is shaped by our sex and our gender characteristics and by a host of other complex influences, and is subject to life long dynamic change”.

ASPA information technology project, www.aspa.asn.au

Sexual diversity and human rights

At a common sense level, these two issues appear not to be related. It might be argued that the one is related to private and individual choice, the other to the public domain of legal and political structures, which operate in relation to citizenship. Yet, recent historical, anthropological and sociological studies show how sexual identity and modes of expression of sexual desire are seen, both over time and across cultures, to be potentially disruptive to the maintenance of social order. In some contexts, same or ambiguous sex desire challenges or ruptures traditional or religious beliefs, in others it may be regarded as a psychological illness.

There is a hegemonic force which lies at the centre of the connection between sexual diversity and human rights, and which arguably operates to consistently marginalize equal access to human rights. That force is the institutionalised assumption that heterosexuality as ‘naturally ordained’ and therefore the ‘normal’ mode of expression of sexual desire. A constant theme in this process marginalisation is the assumption that heterosexuality is “natural” and therefore morally acceptable while other forms of sexual expression are “unnatural” and therefore morally unacceptable.

Adapted from the Gay and Lesbian Human Rights Commission, www.iglhr.org

Key date:

29 December
International Day for Biological Diversity
Si vis pacem, para pacem (If you want peace, prepare peace)

Themes
Peace and Violence, Health, Environment

Complexity
Level 3

Group size
15 - 30

Time
90 minutes

Overview
This activity starts with a quiz on proverbs and wise sayings that reflect different aspects of being at peace, and goes on to let participants reflect on:
- The meaning of peace
- Inner peace, peace with others and peace with the environment
- Developing peaceful behaviour

Related rights
- The right to peace
- The right to life
- The right to a healthy environment

Objectives
- To sense the interdependency between the different dimensions of peace
- To discuss the different meanings of peace and how it applies to our daily lives
- To promote respect, solidarity and responsibility

Materials
- One large sheet of paper (A3) or flipchart paper
- Coloured markers
- Quiz sheets and pens, one per group
- Discussion guides, one per small group
- Copies of box 1 and box 2, one per small group

Preparation
Copy the peace wheel in box 1 onto a large sheet of paper. Make it as big as possible.

Instructions
This activity is in two parts: part 1, completing the mandala (25 minutes) and part 2, talking peace (30 minutes).

Part 1, completing the mandala (25 minutes)
1. In plenary, show participants the copy you have drawn of an empty peace circle, or mandala. Point out the sections: peace with yourself, peace with others and peace with nature. Tell them that the completed mandala will represent the attainment of an ideal state of peace. To complete it people have to find the twenty-one “words of universal truth” that relate to each of the twenty-one areas of a life in peace. These missing words can be found all over the world in wise sayings or proverbs.
2. Ask people to get into three groups and hand out a pen, a copy of the empty mandala and a copy of the quiz sheet to each group. Remind them that they have to find the
missing words in each of the proverbs. These are the clues to the values that fit in the different areas of the peace circle.

3. When they have finished, call everyone together. Ask people to volunteer to read out the completed proverbs one at a time. Check they are correct and ask the reader to take a coloured pen and write the word on your large copy of the peace circle.

4. Repeat for all the proverbs until the mandala is complete and a state of peace is attained.

Part 2, talking peace (30 minutes)

1. Ask people to return to their three sub-groups. Give out the discussion guides, one to each group. Ask them to discuss the questions in their discussion guide, while at the same time keeping an eye on the values associated with the relevant area of the peace wheel. They should see if they can come to a consensus about the questions, and they should be prepared to report back on their discussions.

2. At the end, call everyone into plenary, and ask each group to report back.

Debriefing and evaluation

Start by talking about the mandala and the universality of the values represented. Then go on to review part 2 of the activity.

Part 1.

- How hard was it to find the missing words? How many of the proverbs or sayings did people already know? Are they in fact “words of wisdom” that are relevant to our lives today?
- Do the words in the innermost circle represent universal values? Are they equally important in all cultures? Which are the most important in yours?
- Are there other core values which are not represented?

Part 2. Ask someone from each group to make a very short summary of the questions on their discussion guide. Then take the following questions in rounds.

- Was it easy to reach a consensus on all the issues discussed?
- Which question was the most controversial? Why?
- What is their opinion on the controversy?
- Why do people have different views on these issues relating to peace?
- People often link discussions about inner peace with religion. Why is this?
- Do people have to be religious to have values necessary for inner peace?
- What relationships are there between what they have been discussing and human rights?
- Is peace a necessary prior condition for a culture of human rights to exist, or is it necessary to have human rights respected before people can reach a state of peace?

Tips for facilitators

There is further information about the issues raised in this activity in the background information on peace and violence on page 377. This will help you to guide the discussion in plenary. Try to bring out the interrelation between the three dimensions of peace. Do not be afraid of controversy; this is by nature a controversial topic. Rather, reflect on the arguments in favour
and against the issues and emphasise that these are not black and white issues; there are no clear answers.

If there are more than eighteen people in the group, it is best to double up on the numbers of small groups and work with six small groups rather than three large ones. Remember to make extra copies of the materials!

**Variations**

You could organise part one, completing the mandala, as a whole group activity. Read out the proverbs one at a time and ask for suggestions for the missing words. In this case, you will want to mark the words straight onto the large chart and you will need to make copies of the completed wheel for people to refer to in part 2.

**Suggestions for follow-up**

With the insights gained in this activity, the group might like to go on to discuss incidents when there has not been peace in their lives and to work out practical strategies for dealing with personal violence. See the activity “Violence in my life”, on page 248.

**Further information**

The idea of the peace wheel used in this activity comes from Pierre Weil, “El Arte de Vivir en Paz, Hacia una nueva conciencia de Paz”, Errepar, Argentina, 1995. “El arte de vivir en paz, hacia una nueva conciencia de paz” means “the art of living in peace, towards a new consciousness of peace”.

There are many ways to interpret the peace circle. The following notes may help guide you in discussions about it:

At the centre of the mandala is infinity, there is no beginning and no end.

All the words in the innermost circle represent the values and behaviour or a state of being that should be in each of the corresponding areas of our lives. For example, in relation to our ability to be at peace with others and at peace with society, we need to be at peace in the areas of economy, our social life and culture.

Mind, body and emotions are the areas of focus in our relationship with “oneself” and our inner peace. To have individual inner peace, we need wisdom, to feel love, patience, compassion, and joy and to have a healthy body.

The third dimension of peace is environment, which coincides with peace with nature. Here we have three areas: we need to have knowledge to be informed, to have respect for life and to be in harmony with substance (things - nature, trees, flowers, animals, etc.)
HANDOUTS

The peace wheel
Quiz sheet

Can you find the words which are missing from the following proverbs and quotations? Identify the words and you have the clues to fit into the peace circle!

Area 1. Experience is the mother of ____________.

Area 2.
   a) Where there is ________ there is no darkness. (Burundi Proverb)
   b) _________ and perseverance have a magical effect before which difficulties disappear and obstacles vanish. (John Quincy Adams)
   c) Man may dismiss ___________ from his heart, but God never will. (William Cowper)
   d) Don't promise something when you are full of ________; don't answer letters when you are full of anger. (Chinese Proverb)

Area 3. __________ is better than wealth.

Area 4. Doubt is the key to ___________. (Iranian Proverb)

Area 5. If you want to be respected, you must __________ yourself. (Spanish Proverb)

Area 6. To touch the earth is to have ___________ with nature. (Oglala Sioux. Native American)

Area 7. For the sake of others’ __________, however great, let not one neglect one’s own __________; clearly perceiving one’s own __________, let one be intent on one’s own goal. (Buddhist proverb)

Area 8. Government and ___________ are in all things the law of life; anarchy and competition the laws of death. (John Ruskin)

Area 9.
   a) ________ without wisdom is like a flower in the mud. (Romanian Proverb)
   b) Sooner or later the ________ comes to light. (Dutch Proverb)
   c) __________ forever, __________ forever, __________ forever. For the union makes us strong. (Ralph Chaplin)
   d) When violence comes into the house, law and ________ leave through the chimney. (Turkish Proverb)

Area 10. ________ of the mind must be subservient to the heart. (Mahatma Gandhi)

Area 11. See __________ and glee sit down, / All joyous and unthinking, / Till, quite transmogrified, they’re grown / Debauchery and drinking. (Robert Burns, 1759–1796).

Area 12. There can be ________ where there is no efficiency. (Beaconsfield)

Area 13. Be not deceived with the first appearance of things, for show is not_________. (English Proverb)

Area 14. A moment of patience can prevent a great disaster and a moment of impatience can ruin a whole_________. (Chinese Proverb)

Area 15. Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in_________. (T.S. Eliot)

Area 16. Easier to bend the ________ than the will. (Chinese Proverb)

Area 17. By starving ________ we become humourless, rigid and stereotyped; by repressing them we become literal, reformatory and holier-than-thou; encouraged, they perfume life; discouraged, they poison it. (Joseph Collins)

Area 18. See with your ________, hear with your heart. (Kurdish Proverb)

Area 19. Man shapes himself through decision that shapes his_________. (Rene Dubos)

Area 20. Every heart is the other heart. Every soul is the other soul. Every face is the other face. The ________ is the one illusion. (Margaurite Young)

Area 21. You can tell how high a ________ is by how much of its garbage is recycled. (Tahanie)
**Discussion guides**

**Discussion guide: Peace with oneself (group 1)**
1. What does it mean to be at peace with oneself?
2. What sorts of things that we say and do everyday, show that we are at war with ourselves and do not have a quality of inner peace?
3. Is there a relationship between the body, mind and emotions? What kind of relationship?
4. How can we develop the qualities that help us to be at peace with ourselves?
5. Is it possible to have a positive relationship with others if we do not have inner peace ourselves?

**Discussion guide: Peace with nature (group 3)**
1. Does society value the environment?
2. What does it mean to live in harmony with nature?
3. Whose duty is it to care for the environment?
4. In the future, how many wars will be fought over basic natural resources (for example, water), compared to wars fought for other reasons (for example, ethnic, cultural or religious clashes)?
5. Do you think that the art of living in peace with nature is relevant to the achievement of a total state of peace?

**Discussion guide: Peace with others (group 2)**
1. Do we - as human beings - have the capacity to live at peace with others?
2. Does absence of war mean that we are at peace with others?
3. Can we learn to be more peaceful with others in our daily lives? How?
4. What grounds are there to be hopeful for a peaceful world in the future?
5. Can the scars left by wars be overcome so that people can live in peace again?

**Answers to the peace wheel quiz.**

<table>
<thead>
<tr>
<th>Area 1. Wisdom.</th>
<th>Area 2. a) Love, b) Patience, c) Compassion, d) Joy</th>
<th>Area 3. Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 13. Substance</td>
<td>Area 14. Life</td>
<td>Area 15. Information</td>
</tr>
</tbody>
</table>

**The completed peace wheel**
Makah whaling

“Dress it up how you like – whaling is murder and murder is wrong”
Greenpeace

Themes
- Environment, Globalisation, General human rights

Complexity
- Level 4

Group size
- 14+

Time
- 150 minutes

Overview
This activity involves small group work, role-play, discussion and consensus building about the issues of:
- The sustainable use of marine resources
- The rights of indigenous peoples to their culture and development

Related rights
- The right to take part in cultural life
- Peoples’ right to freely dispose of their natural wealth
- The right to development and utilisation of natural resources

Objectives
- To explore the conflicts between the right to development and cultural life and protection of the environment
- To develop intercultural skills and reflect on prejudice
- To develop attitudes of open-mindedness to cultural difference

Materials
- Handouts
- Pens and paper for the groups to make their own notes

Preparation
- Read through all the handouts to familiarise yourself with the information on the issues. You will then be able to act as a resource person if needed.
- Make copies of the role cards for each group. Each participant should have their own role card.

Instructions

The activity is divided into two parts: part 1 (30 minutes) is an introduction to the activity and the environmental and cultural issues involved, and part 2 (90 minutes) is a simulated meeting to discuss the Makah tribe’s application to the International Whaling Commission (IWC) to resume whaling. Make sure you leave time after the activity for discussion, debriefing and evaluation.

Part 1. Introduction to the environmental and cultural issues (30 minutes)

1. Explain that this activity is about environmental and cultural rights. It centres on a request by the Makah nation to the IWC to resume whaling and the opposition to this from conservationists and others.

2. Tell the group about the Makah. (see handouts)

3. Now introduce the issues addressed in this activity. Ask people to indicate their response to the following questions by standing “high or low”. (For how to use this technique, see page 62). Read out the following statements one at a time:

   “People’s customs should be respected so long as they do not abuse human rights.”
“We should respect people’s right to be free to choose what they eat; to be vegans, vegetarians or to eat meat.”
“The food we eat should be produced using environmentally friendly methods.”
“Animal husbandry should not include cruel methods such as intensive rearing or cruel ways of slaughtering.”
“Cultural traditions are very important for people and should be respected.”
“Whales should not be hunted, even for cultural purposes.”

Part 2. A simulated meeting to discuss the Makah tribe’s application to the International Whaling Commission (IWC) to resume whaling. (90 minutes)

1. Remind the group that the Makah tribe has applied to the International Whaling Commission (IWC) to resume whaling and that several environmental groups oppose this. This activity is a simulated meeting of an imaginary organisation called Crest (Culture, Rights, Environment, Sustainability and Talk). Crest is an independent organisation that works to bring a human rights perspective to environmental issues. They are committed to promoting understanding through dialogue.

The simulation is a Crest meeting between four groups:

a, The Makah tribe who wish to present their case for restarting whaling
b, High North Alliance, an umbrella organisation representing whalers and sealers.
   The HNA is committed to working for the future of coastal cultures and the sustainable use of marine mammal resources. The HNA supports the Makah.
c, Sea Shepherd, an organisation that investigates and documents violations of international laws, regulations and treaties protecting marine wildlife species. They oppose the Makah’s request.
d, Greenpeace, environmental activists who oppose whaling.

2. Crest’s role is to mediate between the groups. The discussions will focus on four questions:
   - Should whaling be allowed?
   - Is there a special case for whaling as part of cultural tradition?
   - If whaling is to be carried out, at what level is it to be carried out?
   - What sort of management regimes are needed?

3. Ask for two volunteers to represent Crest and divide the rest into four small, equal groups. Hand out the role cards. The groups have 30 minutes to discuss the information and to prepare to defend their positions on the Makah’s request.

4. When the groups are prepared, call them into plenary. Ask the pair representing Crest to organise the simulated meeting, which should last about 60 minutes. The purpose of the meeting is to share information and discuss the issues, and to come to an agreement on the four questions.

5. Crest opens the meeting with a short statement about the human rights and environmental frame of the discussions. The Makah tribe follow by stating their case. Then the discussion begins.

6. At the end of the discussion move on to the debriefing and evaluation.

Debriefing and evaluation

Ask the groups to reflect on the process of the discussion and whether it was possible to come to a consensus.

- Was it difficult to take the different roles?
What was the most interesting thing people learnt?

What made the best arguments? Appeals to the emotions or rational, logical arguments?

How hard was it to see the other side of the argument? How hard was it to accept it?

In real life, how hard is it to accept other people’s cultural practices that participants find either rude, incomprehensible or unethical?

At what point does the cultural clash become discrimination?

How difficult is it to be open-minded about cultural differences?

Does globalisation inevitably lead to loss of culture? Is a changed culture a lost culture?

Should we see cultural change as a positive process in a changing world?

Conflicting legal claims to rights are usually resolved in the courts. Is this a fair way to resolve rights issues?

Which should be prioritised, the claims of people to food and life or environmental protection and preservation of species?

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Does globalisation inevitably lead to loss of culture? Is a changed culture a lost culture?

Should we see cultural change as a positive process in a changing world?

Conflicting legal claims to rights are usually resolved in the courts. Is this a fair way to resolve rights issues?

Which should be prioritised, the claims of people to food and life or environmental protection and preservation of species?

Finish the session by doing another round of “high or low” to see if people have moved in their attitudes to the issues of whaling. Repeat the same questions as you asked in part 1.

Tips for facilitators

The complexity of the issues addressed in this activity means that it is best suited to a mature group with good discussion skills. There is a lot of information to assimilate and the text on the role cards assumes a certain level of knowledge of human rights and environmental terminology. You may wish to consider doing the activity over two sessions and giving the groups time in between to read the role cards and think about the issues.

One important objective of this activity is to confront young people with the limitations of their own cultural perspectives and enable them to reconsider their attitudes to the sustainable use of wildlife. Whaling is a very emotive issue for many people and one on which they often hold very strong views. This makes it a challenging - but also difficult - topic to work with. A second objective is to develop consensus-building skills, which is why the activity has been designed to be a meeting which is mediated by an imaginary organisation, Crest (culture, rights, environment, sustainability and TALK). Before doing the activity, you may like to refer to the information about consensus building on page 59.

It may be necessary to check that participants fully understand the meaning of some of the terms and concepts introduced on the role cards. For example:

Indigenous peoples

There are no hard and fast distinctions that enable us to unambiguously define indigenous people. In general, it may be said that they are the descendants of peoples who originally occupied the land before colonisers came and before state lines were drawn. They are always marginal to their states and they are often tribal.

The precautionary principle

The precautionary principle states that “when an activity raises threats of harm to human health or the environment, precautionary measures should be taken even if some cause and effect relationships are not fully established scientifically”. It includes taking action in the face of uncertainty; shifting burdens of proof to those who create risks; analysis of alternatives to potentially harmful activities; and participatory decision-making methods.

Sustainability

In 1989 the UN World Commission on Environment and Development (WCED), also called the
Brundtland Report, defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. “Sustainable use” is a term that is applicable only to renewable resources: it means using the resource at rates that are within their capacity for renewal. There is a globally agreed principle of sustainable use of the world’s natural resources, based on scientific evidence and objective data.

Variations

If the group is small you can work with two groups, the Makah and the High North Alliance on one side and Greenpeace and Sea Shepherd on the other.

An alternative way to present this activity is as a panel debate. Have one person to represent each of the four groups, the Makah, the High North Alliance, Sea Shepherd and Greenpeace. Get them to present their cases and then proceed with questions from the floor. At the end, take a vote on each of the four questions. In this way you get people to consider the human rights, cultural and environmental aspects of the issue, but it will lack the element of consensus building.

Suggestions for follow-up

Globalisation was one of the issues touched on in this activity. If the group are interested in researching other aspects of globalisation, they may like to do the activity “A glossary of globalisation”, on page 69.

Ideas for action

Support indigenous peoples by buying their products. Many handicraft items for sale in shops that sell “fair traded” products are made by indigenous peoples. Go and have a look next time you are out shopping for a present for someone.

Further information


HANDOUTS

The Makah people (also called the Makah or Makah tribe) live on a reservation that sits on the most north-western tip of the Olympic Peninsula in Washington State, USA. The current reservation is approximately 27,000 acres. In July 1999 tribal census data showed that the Makah tribe has 1214 enrolled members, although only 1079 members currently live on the reservation. The average unemployment rate on the reservation is approximately 51%. Almost 49% of the reservation households have incomes classified below the federal poverty level, and 59% of the housing units are considered to be substandard.

In spite of this bleak description, the traditions are very strong and many Makahs who graduate from college come back to the reservation to work for the Makah tribe, the local clinic, and the public school.

Source: http://content.lib.washington.edu/aipnw/renker/contemporary.html
Role cards

CREST role card

Your position on the whaling issue is neutral. Your role is to provide background information on the human rights and environmental legislation and to mediate between the groups. Your job as mediators is to ensure that the discussion is focused on the task in hand and to clarify misconceptions and misunderstandings. You should help the groups move away from their differences and explore instead what they have in common in order to come to a consensus about the following questions:

- Should whaling be allowed or not?
- Is there a special case for whaling as part of cultural tradition?
- If whaling is to be allowed, at what level is it to be carried out?
- What sorts of management regimes are needed?

Start by welcoming everyone. Set the framework for the discussions. Take about two minutes to set the scene by summarising the main human rights and environmental aspects of the issue, quoting if you wish from the extracts below. You should also point out that some people have moral objections to whaling.

Then ask the Makah tribe to explain their reasons for wanting to resume whaling before opening the general discussion. After 40 minutes’ discussion, start summing up.

Some background information about human rights, culture and the environment

The International Covenant on Economic, Social and Cultural Rights states in Article 1 that:

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.

Article 15:

1. The States Parties to the present Covenant recognise the right of everyone:
   (a) to take part in cultural life;
   (b) to enjoy the benefits of scientific progress and its applications;

The preamble to the Vienna declaration of 1993 states that, “All human rights are universal, indivisible and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing and with the same emphasis … the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind”.

In 1981, the IWC decided to permit aboriginal subsistence whaling (ASW). This is defined as “whaling for purposes of local aboriginal consumption carried out by or on behalf of aboriginal, indigenous or native peoples who share strong community, familial, social and cultural ties related to a continuing traditional dependence on whaling and the use of whales”.

The UN Convention of the Law of the Sea states that, “One of the general principles is the optimum sustainable utilisation of renewable marine resources.”

In 1982, there was a moratorium on fishing for the endangered grey whale. In 1994 the population had recovered to an estimated 21,000 individuals and was removed from the U.S. Endangered Species List.
Makah whaling

Makah tribe role card

Your role is to present the case of the Makah Indians who live on the north-west coast of North America. In this activity you should use your own existing knowledge of human rights and environmental issues together with the following quotes and information from the Makah web site:

“Even though it is 70 years since the last whale hunt took place, the ceremonies, the rituals, the songs and the tales have been passed down and kept alive. A whole social structure was built around the hunt. Nowadays some Makah Indians make a living fishing salmon and pacific sable fish, which is sold to a local fish plant, but the old system of sharing between family and friends is still in existence.”

“It was the industrial whaling operations carried out by Europeans and Americans that depleted the whale stock. When the US government finally decided to take conservation measures, the Makahs were also forced to stop their hunt. Now, the stock is back up at what is considered a historically high level of 21 000, and was last year removed from the US Endangered Species List.”

“There is a growing appreciation amongst young people of the value of having an identity based on one’s own culture and history. Being part of a culture that has a long tradition is a privilege that not many young people in the US are given.”

“We’re not going to hunt the grey whales for commercial purposes ... even though we’ve heard rumours that we are going to sell them to the Japanese. Our purpose for our whaling is for ceremonial and subsistence. We’ve requested up to 5 grey whales but that’s not to say that we’ll take them all. We will be an active player to make sure the grey whale never goes back on the Endangered Species List …. The tribe is the first to recognise the need for harvest limitations ... it is built into our values.”

“The Makahs have been whaling for 2,000 years until these white imperialists came over and were more eager to take the whales because this oil and so on was so very important to them. And then they raped that resource and the Makahs were not able to continue their tradition. The Makahs had been very patiently waiting for this resource to come back again. And that has happened now. But now the white people have changed their minds. Suddenly they want to ban all use of this resource.”

“Different cultures will never be able to agree on which animals are special and which ones are best for dinner. In northern Norway people have a special relationship to the eider duck although in Denmark all reputable game merchants sell eider breast as a delicacy. Therefore, the statement ‘whales are different’ begs the question: different for whom?”

“Whaling, as well as sealing, is allowed only as long as it is conducted by indigenous peoples and is non-commercial. Only ‘traditional’ usage is allowed, and it tends to be the outsiders who define what is ‘traditional’. To link whaling and sealing to a non-commercial mode of production is to deny people their obvious right to define their own future. No culture is static, but the policy of anti-whalers is de facto an attempt to “freeze” the situation, to turn an evolving culture into a static museum object. Commercialism in itself seems to be considered bad by the majority of the contracting governments at the IWC. It is ironic that this view is expressed by governments which are usually strong advocates of free trade. But apparently, some people shall be denied access to the world market. And if they want to partake in the world economy, it shall not be on their own terms but on those of the outsiders.”

“The current moratorium, or ‘hands off whales’ policy is difficult to defend using logical arguments. There are many practices in agriculture, fishing and forestry that are clearly unsustainable, but there is no blanket ban on these industries.”

“The report on Marine Mammals, Council of Europe, July 12, 1993: ‘Marine mammals are part of the living resources of the ocean ecosystems. They should be protected when threatened and only hunted when there is certainty that the size of their stocks allows it. Hunting may also be necessary in order to avert over-population and imbalances in marine ecosystems.’

“Whaling is a good example of how international co-operation can transform a situation of over-exploitation into one of sustainable use. International co-operation is not perfect, but it can and does work.”

The High North Alliance role card

The High North Alliance is an umbrella organisation representing whalers and sealers from Canada, Greenland, the Faeroe Islands, Iceland and Norway, as well as a number of local communities. The HNA is committed to working for the future of coastal cultures and the sustainable use of marine mammal resources. In this activity you should use your own existing knowledge of human rights and environmental issues together with the following quotes and information from the High North Alliance web site.

“The Makahs had been whaling for 2,000 years until these white imperialists came over and were more eager to take the whales because this oil and so on was so very important to them. And then they raped that resource and the Makahs were not able to continue their tradition. The Makahs had been very patiently waiting for this resource to come back again. And that has happened now. But now the white people have changed their minds. Suddenly they want to ban all use of this resource.”

“Different cultures will never be able to agree on which animals are special and which ones are best for dinner. In northern Norway people have a special relationship to the eider duck although in Denmark all reputable game merchants sell eider breast as a delicacy. Therefore, the statement ‘whales are different’ begs the question: different for whom?”

“Whaling, as well as sealing, is allowed only as long as it is conducted by indigenous peoples and is non-commercial. Only ‘traditional’ usage is allowed, and it tends to be the outsiders who define what is ‘traditional’. To link whaling and sealing to a non-commercial mode of production is to deny people their obvious right to define their own future. No culture is static, but the policy of anti-whalers is de facto an attempt to “freeze” the situation, to turn an evolving culture into a static museum object. Commercialism in itself seems to be considered bad by the majority of the contracting governments at the IWC. It is ironic that this view is expressed by governments which are usually strong advocates of free trade. But apparently, some people shall be denied access to the world market. And if they want to partake in the world economy, it shall not be on their own terms but on those of the outsiders.”

“The current moratorium, or ‘hands off whales’ policy is difficult to defend using logical arguments. There are many practices in agriculture, fishing and forestry that are clearly unsustainable, but there is no blanket ban on these industries.”

“The report on Marine Mammals, Council of Europe, July 12, 1993: ‘Marine mammals are part of the living resources of the ocean ecosystems. They should be protected when threatened and only hunted when there is certainty that the size of their stocks allows it. Hunting may also be necessary in order to avert over-population and imbalances in marine ecosystems.’

“Whaling is a good example of how international co-operation can transform a situation of over-exploitation into one of sustainable use. International co-operation is not perfect, but it can and does work.”
Sea Shepherd and the Whale and Dolphin Conservation Society role card

The Sea Shepherd International is a non-profit, non-governmental organisation (NGO) involved with the investigation and documentation of violations of international laws, regulations and treaties protecting marine wildlife species. The Whale and Dolphin Conservation Society (WDCS) is the world’s most active charity dedicated to the conservation and welfare of all whales, dolphins and porpoises.

Your role is to present the views of people concerned with protecting nature and wildlife. You should use your own existing knowledge of human rights and environmental issues together with the following quotes and information from the Sea Shepherd and Whale and Dolphin Conservation Society web pages.

“The real reason for this initiative by the Makah is because they know very well that whale meat goes for $80 per kilo in Japan, and that one of those whales is worth close to one million dollars. And that doesn’t just mean the five whales that they say they want to kill. It will have implications for literally thousands of whales because Norway and Japan and those other nations that want to go whaling, like Russia and Iceland, are looking at this very closely because if the Makah are given permission to take whales it will undermine any integrity the United States has in the international marine conservation movement.” Capt. Paul Watson, Sea Shepherd Society

“We are walking the tightrope of trying to respect people’s historical right to carry on long-standing traditional ways of collecting necessary food and yet balance the interests of conserving and protecting whales …. (and) attempting to understand the changing world of indigenous peoples. For instance, in 1995 there was criticism of the Russian grey whale hunt when it was alleged that whale meat was not being eaten by indigenous peoples but was actually being fed to foxes in fox fur farms.”

“The Alaskan North Slope Eskimos are now economically very different to the peoples who hunted whales a century ago. Oil exploitation has brought pollution, disruption and a host of new people to Alaska. It has also brought an enormous amount of money to the local people. To the casual observer, hunting from modern skidoos and helicopters is straining the definition of what is aboriginal.”

“While the International Whaling Commission (IWC) continues to debate the emotive issue of the resumption of commercial whaling, hundreds of whales, and their cousins, the smaller dolphins and porpoises, are dying every year, almost unnoticed, in aboriginal hunts.”

“In the context of wildlife, the precautionary principle demands that when the impact of a proposed action upon a species is not known, the benefit of the doubt should be given to the species and the action should not be undertaken until it can be shown that the action will not impose an unacceptable cost or loss to the species”.

Greenpeace role card

Greenpeace supporters around the world campaign for their visions of how to achieve a more sustainable world.

In this activity you should use your own existing knowledge of human rights and environmental issues together with the following quotes and information from the web.

“Dress it up how you like – whaling is murder and murder is wrong. To be sure, whales are not human but are they less than human? The mind set that exults in the killing of whales overlaps with the mindset that accepts genocide of “inferior” human beings. We believe that the phrase “human rights” is only superficially species chauvinistic. In a profound sense, whales and some other sentient mammals are entitled to human rights, or at least ‘humanist rights’, to the most fundamental entitlements that we regard as part of the humanitarian tradition.”

“Greenpeace does not support any whaling programme, but we don’t oppose truly subsistence whaling. But if there’s ever a commercial element, we’d be front of the line, in their face, opposing their programme.”

“The undersigned groups respectfully appeal to the Makah nation to refrain from the resumption of whaling. People from many cultures world-wide hold whales to be sacred and consider each species a sovereign nation unto itself, worthy of respect and protection. Grey whales migrate vast distances each year and bring joy to many thousands of whale watchers. They only briefly pass through Makah waters. We submit that important spiritual traditions must be observed in the context of a planet whose wildlife is being destroyed.” Action for Animals, Action for Animals Network and others.

“I was in complete shock when I heard that we were thinking of killing grey whales – or any whales … We went ahead and did the homework and found out that there was a proposal to authorise 5 grey whales to be taken by one tribe, and if they got it, several other tribes on up into Canada and Alaska said ‘Well, if they can hunt them, we can hunt them.’ And I just think that the American people - who have a special relationship with whales - I don’t think that they’re ready for any kind of whale harvest at this time”. U.S Rep. Jack Metcalf

“Despite the moratorium on whaling imposed by the international community in 1986, the whales are still threatened. An effective method to give further protection to the whales is the creation of sanctuaries – areas where whaling is forbidden not just temporarily, but for the indefinite future.”

“It’s extremely difficult to accurately determine the actual number of whales in different whale populations. The size of most populations is known no more accurately than plus or minus 50%. Since changes happen very slowly, it is impossible to tell if a population is growing or shrinking in the course of a few years’ study. However, there is no doubt about the decline in whale numbers caused by commercial whaling.”
Making links

What is civil society - and who does what, for whom?

Themes
Citizenship, Democracy, General human rights

Complexity
Level 4

Group size
8 - 20

Time
90 minutes

Overview
This activity involves negotiation about the rights and responsibilities of citizens, the government, NGOs and the media in a democracy.

Related rights
- The right to vote; to serve and to participate in the running of the country
- Freedom of information and expression
- Duties to the community

Objectives
- To develop an understanding of the link between rights and responsibilities
- To develop a feeling for the complex relations between the different sectors in a democracy
- To promote co-operation and civic responsibility

Materials
- A large sheet of paper (A3) or flipchart paper for each group
- 2 markers of different colours (e.g. green and red) for each group
- A ball of string or wool (preferably green)
- A roll of sticky tape (Scotch tape or sellotape) for each group
- Scissors

Preparation
- Cut up about 24 strands of wool into 1.5m lengths.

Instructions

1. Explain that the purpose of the activity is to draw a “map” of the different relations between four sectors within (an ideal) democratic society.
2. Divide the participants into four equal-sized groups to represent four “actors” in a democracy: the government, the NGO sector, the media, and citizens respectively.
3. Hand each group a large sheet of paper and markers and tell them to spend 10 minutes brainstorming the role that their “actor” plays in a democratic society, that is, what are the main functions it performs. They should list their five most important functions on the large sheet of paper, using the red marker.
4. Bring the groups together to present their ideas. Let the groups share their reactions. Ask them if they agree about the main functions these four “actors”. Allow the groups to amend their lists if they wish to in the light of the feedback.
5. Now separate the four groups again and ask them to brainstorm what they require from each of the other “actors”, in order to carry out their own functions, that is, what demands do they make of each of the other “actors”. They should list these demands under separate headings using the green marker. Give them fifteen minutes for this task.
6. When the time is almost up, ask the groups to prioritise up to six of the most important demands, and hand each group a roll of tape and strands of wool to represent these demands.

7. Hand out the copies of the “Rules of play”, go through them and make sure everyone understands what they have to do next. Ask the groups to bring their sheet of paper into the middle of the room and to lay them in a square about 1 m apart (see diagram). Ask members of each group to position themselves near their “corner”.

8. The rounds of negotiation now begin. You should allow 10 minutes for each round.
   Remind people that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility.

9. By the end of the process, the four “actors” should be linked up by a complicated web of wool. Move on to the debriefing and evaluation while people are still sitting around the chart.

Debriefing and evaluation

Ask the participants to look at the web they have created and to reflect on the activity.

- Was it hard to think of the functions that the government, NGOs, media and citizens perform in a democracy?
- Were there any disagreements within the groups about which claims should be accepted or rejected?
- Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?
- Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now?
- Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?

Tips for facilitators

In step 4 of the instructions, after the groups have drawn up their list of functions, don’t spend too long discussing the issues as a whole group. You should use this more as a prompt for the next small group work they will be doing. Groups may want to make a note of the other groups’ functions.

When they draw up their lists of demands (step 5), tell them not to be unrealistic in their demands on the other “actors”! These responsibilities will need to be acceptable, so they should not make unfair or unreasonable claims.

When the groups start negotiating (step 8), this should not be presented as a “competition”, nor should this stage occupy too much time. Emphasise to groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all “actors” work together for everyone’s satisfaction. Therefore, the transactions should be relatively quick: tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.
Variations

The activity may be made more or less complicated by using different numbers of “actors” within society: for example, you may want to add “businesses”, “minorities”, or “disadvantaged groups”. However, this will make the negotiation process a lot more complicated, and you may not want all of the groups to exchange demands with each of the others. You could also use different categories with more direct relevance to young people’s reality – for example, replace “citizens” by “young people” and “the government” by “school”.

The activity could be simplified by removing one or more of the groups: for example, by working with only “citizens” and “the government”. This may be preferable if you have a small group.

You may want to try the activity without the use of the chart: during the negotiation process, someone from the first group should hold one end of the piece of wool, and offer the other end to someone in the second group. If people keep hold of their ends, the whole “society” should be physically linked up by the end of the process!

Suggestions for follow-up

The group could continue to add to the map, by including different groups within society (see Variations). They may want to transfer the map to another sheet of paper for greater clarity, and then to draw in the connections using different colours – for example, red for the government, yellow for the media, green for NGOs, etc. Think about which connections in your own society are not well developed, and what could be done to overcome this.

If the group would like to work on a more practical project that involves liaison and cooperation between local government, NGOs and media in their own community, they may enjoy the activity “Garden in a night”, on page 139.

Key date

9 November 1989
The fall of the Berlin wall
Rules of Play

1. The aim of the exercise is for each “actor” to get their demands accepted by each of the other “actors”.
2. The negotiations are made between pairs of “actors” in three rounds as follows:
   - Round 1: citizens and NGOs negotiate, and the media and the government negotiate.
   - Round 2: citizens and the media negotiate, and NGOs and the government negotiate.
   - Round 3: citizens and the government negotiate, and the media and NGOs negotiate.
3. Pairs decide themselves who is to start and they take it in turns to make demands of each other.
4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.
5. When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
6. If the second group rejects the demand, the piece of wool is put aside. If they accept it, then one strand of wool is taped to the charts to represent the link that has been established between the two groups. The “accepting group” should make a brief note on their chart to remind them what the demand was.
7. Repeat the process, until all demands have been discussed.
8. Repeat the process in each round until there are connections between the four actors.
Money to spend

In the time of war, bread is better than bombs

Themes
Human security, Peace and Violence, General human rights

Complexity
Level 2

Group size
Any

Time
90 minutes

Overview
This activity uses activity cards in small group discussions to decide a family budget. There is an element of role-play. The issues addressed include:
- The distinctions between “wants” and “needs”
- State expenditure and militarisation
- The opportunities that could come from the peace dividend

Related rights
- Social and economic rights such as the right to health, food and education
  - The right to live in a healthy and clean environment
  - The right to security of person

Objectives
- To reflect on personal and family needs and how they should be prioritised
- To develop democratic decision-making skills
- To promote responsibility and justice

Materials
- Copies of the “Item cards” (one set per group)
- Envelopes, one per group
- Scissors
- Tape or glue for sticking cards to wall charts (one per group)
- Large sheets of paper (A3 size) or flipchart paper to make wall charts (1 sheet per group)
- 1 copy of the Parent role card
- 1 copy of Box 3.

Preparation
- Copy the items sheet. Cut it up to make the “item cards” and put the cards in an envelope. You need one set of cards per group.
- Copy the chart on world military spending and its alternatives on page 380 (in chapter 5) onto a large sheet of paper or an overhead transparency, or make one photocopy per participant
- Arrange the room so that people can work in small groups
- Prior to starting the activity, discretely choose one participant to role-play a “special parent” in one of the families. Tell them to keep their “special” role secret from everyone else and give them the copy of the “Parent role-play card”. There should be only 1 “special parent” in one family/group, irrespective of the number of groups.
- Make copies or overhead transparencies of any of the data boxes you may wish to use.
**Instructions**

1. Explain that people will be working in small groups, each group representing a different family. The aim is for each family to draw up a budget for their expenditure in the coming month.

2. Divide the participants into small groups (preferably not more than 5 participants per group). Each group should be composed of a father, a mother and child(ren). Ask people to agree who will play the different roles, and then to decide together on a family name.

3. Give one envelope containing item cards and one large sheet of paper to each group.

4. Explain that the item cards represent those items that are to be discussed in relation to the next month’s budget. Only these items may be considered. The cost is written on each card and cannot be altered.

5. Their budget is 10 000 (ten thousand) so each family will have to select what should be included, and what should be excluded from the budget.

6. Explain that the budget should preferably be agreed as the result of democratic consultation and that they should stick the item cards they have chosen onto the large sheet of paper to make a wall-chart for display.

7. Groups have 20 minutes to make their decisions and to prepare their wall-charts.

8. Allow 10 minutes for everyone to walk around and look at the different budgets and to consider which family budget is the most appropriate and which is the least appropriate.

9. Come into plenary and begin the debriefing.

**Debriefing and evaluation**

Ask each group in turn for their general comments on the activity. Then use the following questions as a guide for further discussion:

- How did the families decide the budget? Was it democratic?
- What criteria did they use to make the decisions?
- How did they balance their “needs” for food, shelter and clothing with the need for security and with their “wants” for leisure? What social and economic factors were important?
- How did people feel when an item, which they considered important, was out-voted by the rest of the family and not included in the budget?
- Which budgets were the most appropriate and which the least appropriate? Why?
- Are there parallels between the family budgets and the budgets of states worldwide? Can they be compared?
- Which lists most nearly reflect state budgets?
- Which lists should ideally reflect state budgets?

Now show the group the chart, “World military spending and its alternatives”.

- What do people think about the actual total state budget in military equipment, armaments and other military-related things?
- Why do states worldwide spend so much on armaments?
- Has this spending been justified? Is the world a safer or more peaceful place?
- What are the consequences of this kind of budget allocation for people’s enjoyment of their social and economic rights? And for the environment?
How can we change the situation? Has anyone heard of "military conversion" or the "demilitarisation fund"? If not, why do you think that there is so little information about them in the news?

**Tips for facilitators**

The traditional family varies from country to country. Therefore, allow participants to include grandparents or other relatives in the families as appropriate.

The aim of having one “special parent” is twofold; first to provoke discussion, especially in countries where there are strong traditions of democracy and second to ensure that there are a variety of budgets to compare and discuss. You should be aware that the other “family members” in the role-playing group might get upset and even angry at the parent’s attitude. They may also be confused because they do not know that it is a role-play! You will have to be sensitive to the fact that “problems” may arise within that group, which will require your intervention. Try to ensure that the group continues with the activity without discovering the role-played character! However, if you think the role will create too many difficulties or will not work in your situation, then omit it from the activity.

Feel free to adapt the list of items if it does not reflect the reality of families in your locality, region or country. However, be sure to include some “security” items and some very luxurious items, so participants still have to make a choice as to what are to be considered as needs and what are not.

**Variations**

An alternative to using cards is to simply use the sheet as a list and ask the families/groups to tick their choices. In this case, ask the families/groups to write down their budgets on a large sheet of paper that can be put up for everyone to see.

**Suggestions for follow-up**

The group could do some research into positive changes, for instance, into the proposal for a demilitarisation fund or into the situation in countries that do not have any army or military weapons (such as Costa Rica).

If you want to explore some of the consequences of war especially on refugees, you may like to do activity “Can I come in?” on page 98.

**Ideas for action**

Why not encourage discussion on the issue of demilitarisation? The more people there are who are aware of the problem, the more there will be who can bring pressure on governments to make changes. Find out what proportion of your state budget is spent on military and social needs. The group could write to their MP and ask for changes.

There are also numerous opportunities to join the many demilitarisation campaigns that are organised worldwide, such as Youth and Student Campaign for Nuclear Disarmament (http://youthstudentend.org.uk) and Pax Christi International (www.paxchristi.net/). Or start your own campaign in your group and you can use organisations like these ones as resources.
The international arms industry fundamentally undermines human security because it diverts priority attention, and therefore resources, away from basic human needs. The main argument forwarded for the allocation of resources for the military is the need to protect the state’s population and territory. But are people truly protected if they do not receive education, health and food? Does military spending reflect the populations’ needs or the states’ interests?

An additional problem is that the state’s investment in its security (and arguably the security of its people) is a vicious cycle; each state tries to have better and better weapons to overcome the military power of other states. This is called the “arms race”.

During the 10-year period following the end of the cold war there was a reduction in military spending. As demilitarisation took place state policies should have been developed to ensure that the “peace dividend” - the money saved from the military budget - was used to enhance human security, for instance, by increased spending on education and health. In reality this rarely happened because most of the “peace dividend” was used to reduce national debts.

World military expenditure is now on the increase again. The rise began in 1999 and continued in 2000. This would appear to be a paradox because security is now much improved in many areas of the world. The reason seems to be that several of the major spenders have adopted or announced defence plans that include growth.

Peace activists and campaigners have argued for decades that a vigorous and creative programme of conversion from military to civilian production is vital. They give a number of reasons including:

- the immorality of the arms industry itself and its destructive capacity
- the dangers of the increasing proliferation in arms dealing
- the inability of the arms industry to police itself and the use to which its products would be put
- the inherent wastefulness of the industry and scandalous misuses of resources and human brain-power and
- the potential which conversion would unleash.

In chapter 5, in the background section on Peace and Violence on page 376, there are statistics and tables which are relevant to this activity.
### HANDOUTS

#### Item cards

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Item</th>
<th>Value</th>
<th>Item</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food (2 000)</td>
<td></td>
<td>School/University fees (2 000)</td>
<td></td>
<td>Family medical insurance (1 000)</td>
<td></td>
</tr>
<tr>
<td>New car (4 000)</td>
<td></td>
<td>Monthly payment for sport activities (300)</td>
<td></td>
<td>Toys and games (200)</td>
<td></td>
</tr>
<tr>
<td>Computer (800)</td>
<td></td>
<td>Lottery (100)</td>
<td></td>
<td>House renovation (400)</td>
<td></td>
</tr>
<tr>
<td>Alarm system (1 500)</td>
<td></td>
<td>Clothing (400)</td>
<td></td>
<td>Pet food (100)</td>
<td></td>
</tr>
<tr>
<td>Water bill (200)</td>
<td></td>
<td>Trained security dog (400)</td>
<td></td>
<td>Medicines (300)</td>
<td></td>
</tr>
<tr>
<td>Transport (petrol, bus and train fares)</td>
<td>(400)</td>
<td>Rent or mortgage repayments (2 500)</td>
<td></td>
<td>Mother’s birthday present (400)</td>
<td></td>
</tr>
<tr>
<td>Washing machine repair (200)</td>
<td></td>
<td>School/University materials for the month (300)</td>
<td></td>
<td>Personal gun (400)</td>
<td></td>
</tr>
<tr>
<td>Fishing equipment (200)</td>
<td></td>
<td>New electronic equipment for the house (100)</td>
<td></td>
<td>Electricity bill (200)</td>
<td></td>
</tr>
<tr>
<td>New model of reclining chair (700)</td>
<td></td>
<td>Self-defence lessons for mother and daughter(s) (300)</td>
<td></td>
<td>Leisure activities (cinema, theatres, funfair, amusement parks) (200)</td>
<td></td>
</tr>
<tr>
<td>Car-alarm (300)</td>
<td></td>
<td>Long weekend in a beach house (400)</td>
<td></td>
<td>Personal defence equipment (for example, pepper spray and shock) (100)</td>
<td></td>
</tr>
<tr>
<td>Family dinner in a restaurant (100)</td>
<td></td>
<td>Telephone bill (300)</td>
<td></td>
<td>Financial help for grandparents or other relatives (200)</td>
<td></td>
</tr>
<tr>
<td>Youth holiday camp (200)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### Parent role card

**Authoritarian parent role card**

You are the family breadwinner and because of this you feel that you should have more say in money matters than your spouse or children; after all you are the one who brings home the money!

You strongly believe that there is a big problem of lack of law and order in the city where you live. It is so dangerous nowadays! Therefore, you put the highest priority on protection and the security of your family, home and property.
Our futures

The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have little.

Franklin D. Roosevelt

<table>
<thead>
<tr>
<th>Themes</th>
<th>Children, Environment, General human rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity</td>
<td>Level 2</td>
</tr>
<tr>
<td>Group size</td>
<td>15 - 20</td>
</tr>
<tr>
<td>Time</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Overview</td>
<td>In this activity participants draw, contemplate and discuss their hopes and concerns for the future of their generation. Among the issues addressed are:</td>
</tr>
<tr>
<td></td>
<td>▪ Environmental issues affecting future generations</td>
</tr>
<tr>
<td></td>
<td>▪ Young people and the family</td>
</tr>
<tr>
<td></td>
<td>▪ Community life</td>
</tr>
<tr>
<td>Related rights</td>
<td>▪ The right to an opinion and access to information</td>
</tr>
<tr>
<td></td>
<td>▪ The right to be heard on all matters concerning the best interests of the child</td>
</tr>
<tr>
<td></td>
<td>▪ The right to a decent standard of living</td>
</tr>
<tr>
<td>Objectives</td>
<td>▪ To develop knowledge about community life, rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>▪ To promote skills to discuss openly, to work in a team and to have vision</td>
</tr>
<tr>
<td></td>
<td>▪ To see the world as a developing and open-ended opportunity to which every young person can make a positive or negative contribution</td>
</tr>
<tr>
<td>Materials</td>
<td>▪ Paper for drafts</td>
</tr>
<tr>
<td></td>
<td>▪ Large sheets of paper for the final design</td>
</tr>
<tr>
<td></td>
<td>▪ Paints, pens and markers</td>
</tr>
<tr>
<td></td>
<td>▪ Materials for a collage, coloured paper, magazines, twigs, rice, beans, dead leaves, shells, etc</td>
</tr>
<tr>
<td></td>
<td>▪ Glue</td>
</tr>
<tr>
<td></td>
<td>▪ Pictures or photographs of how the neighbourhood/town looked ten or twenty years ago (optional)</td>
</tr>
</tbody>
</table>

Instructions

1. Introduce the concept of change over time. Ask participants to think back to when they were younger and what their homes and the local streets looked like, and how they have changed. Have any of the rooms in the training centre been redecorated, or do they have any new furniture? Are there any new buildings in the neighbourhood? Ask people to think about why these things have changed and who made the decisions about what should be renewed and how it should be done.
2. Ask people to brainstorm the changes they would have made if they had been consulted.

3. Now make the links with making decisions that affect other people and human rights. Do people think that human rights make a useful framework for decision making? Will human rights be more or less important for decision-makers in the future? Why?

4. Tell the group that the opportunity is now! This is the moment for them to take the chance to start thinking about - and influencing - the futures they may inhabit.

5. Ask people to get into groups of three to four.

6. Hand out the paper and pens and ask them to draft or sketch ideas for their ideal neighbourhood/town of the future. They have a free hand. The limits are their own imaginations.

7. When each group has agreed a draft plan, they should transfer it onto a large sheet of paper and complete it with paint and collage materials.

8. When the work is done, ask each group in turn to present their plan and to say where they got their ideas and how they developed them. Allow time for short questions and answers after each presentation, but leave general discussion for the debriefing.

**Debriefing and evaluation**

Start with a review of how people worked together in their groups and how they made their decisions and carried out the work.

- Did everyone feel able to participate and to contribute to the work? How did the different small groups make the best use of the individual talents of their members?
- How did it feel to receive feedback about their plans?
- How did it feel to give feedback about their plans?
- Would they be prepared to compromise some of their ideals if they now had to design a single class or group plan that met the needs and aspirations of everyone in the class or group?
- Did people enjoy the feeling of being “architects of their futures”?
- Do they believe their ideals could ever come true? Why? Why not?
- Do they believe adults would be ready to discuss their plans? Why? Why not?
- What was the biggest surprise in any of the plans?
- What would be their rights as citizens in the future?
- What would be their duties as citizens in the future?
- What steps can young people take now to have influence in the democratic processes which shape their lives and their futures?

**Tips for facilitators**

The title of this activity is “Our futures”. The intention of using the plural is to emphasise that the future is not pre-determined but, rather, that it is what we make it. Therefore, there are many possible futures and the challenge for young people is to build a future which reflects their ideals and aspirations.

To reinforce the concept of change, you may like to show old pictures of how the local area looked ten or twenty years ago. You can also ask them to think of global changes. For instance, they should think about the fact that thirty years ago the Internet was the stuff of science fiction, but that in a few years time there will be connections to the web in every school and library in the world.
If the participants are not sure about what the future town may be like you could prompt them by asking:

- Who will live here? People born here, or newcomers? What ages will they be? Will they live in families?
- What will their daily lives be like? Where will they shop for food? How will they travel around?
- What sort of welfare services, such as hospitals, dentists, etc. will they need?
- What will their schools be like?
- What will their social lives be like? What will they do for leisure activities?
- Will they have pets?
- What work will people do?
- What new technological developments might there be?
- What about the environment? The natural surroundings?

Variations

An alternative method could be to use the idea of “futures wheels”. Get people to work in small groups. Each group takes one issue, (for instance, education, the family, the community, employment or health) and draws the futures wheel for that topic. For example, an environment wheel would have a hub of the most important things and then other concentric circles around it. “Spokes” divide the wheel up into sections, in which people can write points such as: no smoke, electromobiles, lots of trees, clean rivers and humane farming.

Suggestions for follow-up

Find out more about the planning processes for local development and how to influence them. Get involved with decision-making in the school, club or association by attending council meetings, or even standing for election. There are other activities that can be useful to explore futures options. For instance “Path to Equality-land” looks at how to achieve gender equality, and “The impact of the Internet” looks at future scenarios for new technologies.

While we dream about our futures, we can make a start at building a more just society. If the group would like to look at the issue of bullying and explore ways to develop empathy and respect for everyone, then they could do the activity “Do we have alternatives?”, on page 111.

Ideas for action

Take the plan to the local council and see if you can involve them. Your plan could be used in the town/village plan.
Path to Equality-land

“The obstacle is the path.”
Zen proverb

Themes
- Gender equality
- Discrimination and Xenophobia
- Education

Complexity
- Level 3

Group size
- 4+

Time
- 90 minutes

Overview
This activity involves small group work, imagination, and drawing to explore issues of gender equality and discrimination against women.

Related rights
- Freedom from discrimination on grounds of sex and gender
- The right to marry with the free and full consent of the intending spouses
- The right to special protection for mothers before and after childbirth

Objectives
- To develop understanding and appreciation of the goals of equality and gender balance
- To develop imagination and creativity to envision the future
- To promote justice and respect

Materials
- 1 A4 sized sheet of paper and 1 pencil per small group for the brainstorm
- Large sheets of paper (A3 size) or flipchart paper, one sheet per small group
- Marker pens of different colours, enough for all small groups
- A map, preferably a hiking map or any other sort of map that shows physical features, for instance, mountains, valleys, rivers, forests, villages, bridges, etc.

Preparation
Familiarise yourself with the map and the symbols used.

Instructions
1. Explain that in this activity participants will be drawing a fantasy map of how to travel to Equity-land, a country where there is true gender equality. It will exist in the future, but at present it only exists in people’s imaginations.
2. Ask people if they know of any folk tales or other stories that use the metaphor of a person going on a journey to present moral ideals. Talk about the way a dark forest, for instance, may be used as a metaphor for evil or a red, rosy apple be used to represent temptation. The traveller may show moral strength swimming across a fast flowing river or humility helping a distressed animal.
3. Briefly review what a map looks like. Point out the ways that contours are drawn, the shading for mountains and rivers and the symbols that are used for forests, moorland, buildings, power cables, etc.
4. Ask people to get into small groups of three to five people. Hand out the small sheets of paper and pens and give them about 15 minutes to make three short brainstorms on:
- what they imagine Equality-land might look like
- what obstacles they might encounter on the path to Equality-land
- how they would overcome the obstacles

5. Now hand out the large sheets of paper and the markers. Ask each group to make their own fantasy map to represent the landscapes of the present and the future together with a path that runs between the two. They should make up their own symbols for the geographical features and for the obstacles and facilities that lie along the path.

6. Give the groups 40 minutes to draw their maps. Remind them to make a key for the symbols they have used.

7. Come into plenary and ask people to present their maps.

**Debriefing and evaluation**

Start with a discussion about the way the different groups worked together and how they made decisions about what to represent and about the way they drew the map. Then go on to talk about what Equality-land in reality might look like and the obstacles.
- Did people enjoy the activity? Why?
- Which of three questions was the easiest to brainstorm? Which was the hardest and why?
- What were the main features of Equality-land?
- What are the main obstacles which prevent their present society from being the ideal Equality-land?
- What needs to change in order to build a society where there is gender equality?
- Are policies of positive discrimination justified as short term measures to boost gender equality?
- If you had to rate your country amongst all the countries of the world for equality of opportunity for both men and women, how would you rate it on a scale of 1 to 10? 1 is very unequal, 10 is almost ideal equality.
- Which other groups are discriminated against in your society? How is this manifested?
- Which human rights are being violated?
- How can disadvantaged groups be empowered to claim their rights?
- What role has education to play in empowerment?

**Tips for facilitators**

If participants get stuck thinking about how to picture their ideas, you could start them off by suggesting a woman uses a bridge of education to go over a river of prejudice against women who want to be lawyers. Another example could be for a man to find a jewel of satisfaction working as a nursery teacher, looking after very small children. Of course you will have to think of examples of gender stereotyping that reflect the reality in your society!
Variations

The groups could make models of the landscape using “junk”. In this case, you will need to have a good collection of small boxes, tubes, tubes, paper, stones, nuts, bits of string and wool, paper clips, etc and also glue and card for the bases for the models.

The method of drawing a map from the present to the future can be adapted to most issues where you want participants to think freely and imaginatively about finding solutions to problems.

Suggestions for follow-up

Explore gender further or one of the other issues which were raised. For example, you could do research in the local library or on the Internet or ask a representative of an organisation that works to address inequality of opportunity for a particular group in society to come to talk to the group.

Alternatively, you may like to explore issues about discrimination and the right to cultural identity within the context of sustainable development in the activity “Makah whaling”, on page 166.

Ideas for action

Look at your own school, club or workplace policies about equal opportunities in relation to gender and discuss how the policies are implemented and whether or not any changes or extra efforts need to be made to bring your institution to the status of Equality-land.

Further information

The concept behind this activity is that of “Empowerment”. Empowerment is difficult to translate and sometimes also difficult to explain, even in English! “Empowerment” is both the means and the outcome of the pedagogy that some people call “Liberatory” education.

One definition of ‘empowerment’, from Oxfam, is:

“Empowerment involves challenging the forms of oppression, which compel millions of people to play a part in their society on terms that are unequal, or in ways which deny their human rights.”

Key dates

25 November
International Day for the Elimination of Violence against Women
Picture games

A picture says a thousand words and the camera does not lie - or does it?

Themes General Human Rights, Media, Discrimination and Xenophobia,
Complexity Level 1
Group size Any
Time 30 minutes
Overview Working with images is creative and fun, and these activities make good icebreakers while having value in their own right. They focus on issues about:
- Stereotypes
- How each person perceives the world in a unique way
- How images are used to inform and mis-inform
Related rights Any: depending the pictures and the issues you choose to adress
Objectives
- To raise awareness about the relevance of human rights to everyday life
- To develop “visual literacy” skills, listening and communication skills
- To promote empathy and respect for human dignity

I. What do you see?

Materials
- A set of photos
- Stiff card, glue, sticky-backed plastic (optional)
- Board, large sheets of paper or flipchart paper, and markers
- A wall chart listing the Articles of the UDHR (copied from the abridged version on page 402)

Preparation
- Collect together a set of 25 pictures showing people in different countries and different settings.
- Back the pictures with stiff card and cover with sticky-backed plastic for durability (optional)
- Number the pictures

Instructions

1. Lay the pictures out on tables round the room.
2. Tell people to work individually.
3. Read out one of the articles from the UDHR and write it up on the board/flip chart.
4. Ask people to look at the photographs and to choose the one that in their opinion best represents the article.
5. Then ask each person in turn to say which picture they chose and why.
6. Make a note of which pictures were chosen; write the numbers on the board.
7. Do four or five more rounds naming different articles from the UDHR. (Choose a mixture of the civil and political and social and economic rights.)
Debriefing and evaluation

Start with a review of the activity itself and then go on to talk about what people learned.

- Was it difficult to choose pictures to represent the different rights? Did individuals choose different pictures in the different rounds, or did they think that one or two pictures said it all?
- Did different people choose the same pictures in the different rounds, or did people have very different ideas about what represented the different rights? What does this tell us about how each of us sees the world?
- Review the list on the flipchart. Which photographs were chosen most often? What was special about these images? Why were they chosen often? Did the size or colour make a difference, or was it what was in the picture that was significant?
- Was any individual picture chosen to represent several different rights?
- Did anyone disagree with anyone else’s interpretation of a particular picture?
- Were there any photos that were never chosen? Could they nonetheless be interpreted to represent a human right? Which rights? People should explain the reason for their choices.
- How do the media use and mis-use images? Pick one example of a current event and analyse how it is presented in the newspapers and on the television. How are the related human rights issues presented?

Tips for facilitators

There is no limit on the number of times a particular photograph can be chosen. One particular image may be chosen several times in one round, or it may be chosen in different rounds. In other words, it may represent one of the articles to several people, or it may represent different articles to different people.

Refer to section “How to use COMPASS”, on page 38 for more information about making your own set of photos. You can collect images from colour magazines, travel brochures, old calendars and post cards. Be sure that there is no text with any of the pictures, but make a note of each picture’s original caption or other information, so you can answer questions about it. The pictures should show a wide variety of aspects of “life on earth”; they should include images of individuals and groups, people of different ages, cultures and abilities. There should be pictures in rural and urban settings, of industry and agriculture, people doing different sorts of work and leisure activities. Don’t try to put the pictures in any sort of order when you number them. The purpose of the numbers is just so the pictures can easily be identified.

It will depend on the group and their general skills of “visual literacy” how much you need to guide the participants to analyse the pictures. You may consider starting the activity with a joint analysis of one or two of the pictures. The questions presented in the “further information” section below can be used as a guide.

Variations

You could also ask people to pick the one that for them best represents the concept of human rights. When everyone has chosen, ask them to give their reasons.
Suggestions for follow-up

Borrow cameras, or look out for some of the disposable ones when they are on sale, and make a project to photograph “Views on human rights” in your locality.

Images do not only come from pictures; they also come from situations and events. Let the group “see” discrimination through the activity “Take a step forward”, on page 217.

Ideas for action

Make an exhibition of photographs from the “Views on human rights” project. Alternatively, develop some of the ideas for posters from the “Other picture games” below and use them for an exhibition.

Further information

“Reading” pictures is a skill, which has to be learned and developed. People talk of literacy skills, meaning skills to recognise the letters of the alphabet and to read the printed word. But the term implies more than that. It also refers to skills of analysing, understanding and interpreting the text as a whole. In much the same way, some people talk about “visual literacy” to describe the skills of “reading” an image. To “read” a picture, you have to ask who made the image and why they made it in the way they did - what are their motives? You also have to be aware of the emotional impact the picture has and how it affects your attitude to the subject. You may like to ask yourself the following questions while looking at the pictures of the “Fighters for rights”, on page 130:

The subject: who, what, where and when?

- Who is portrayed; what is their age, sex, health, wealth or status?
- What does their posture and facial expression tell me about them?
- Is the subject aware that they are being photographed? Was the picture posed, or is it natural?
- What are the surroundings like? Do they harmonise with the person, or do they contrast with him/her?
- What are they doing? Is it a normal activity, or something special?
- What is your overall impression of the person? Is it positive or negative, sympathetic or disinterested?

The context

- Where was the picture originally published? In a newspaper, magazine or travel brochure? In other words, was it being used for information, sales, or propaganda? Or what?
- Is there a title or any other information with the picture that seals the message which the photographer wants the viewer to receive?

Technical details

- Is the picture in black and white or in colour? Does this affect the impact it has on you? Would the picture have a bigger impact if it were larger?
- Are you impressed by the angle the picture was taken at?
- What special effects have been used, such as soft lighting or focusing? Why?
- Has the image been manipulated? Does the picture lie? Is the image actually what was in front of the photographer when they took the picture, or have they used a computer to retouch the image (to make the person look more glamorous, for example?)
Who took the picture?
- What is the relationship between the photographer and the subject?
- Are they sympathetic to their subject?
- Are they being paid, or is it an amateur snapshot?
- Why did the photographer want to take the picture? What were their motives?

To conclude, what visual symbols or stereotypes have you recognised? For example, Martin Luther King as the political leader standing over his people, or Ngawang Sangdrol as a Tibetan peasant? Why did the editors of this manual choose these photographs to be used with the activity? What effect do these images have on your attitude to the person portrayed? Do they add anything to your appreciation of the person over and above what you read in the texts? How? Why?

Source: Information adapted from “Focus for Change” (Class, gender and race inequality and the media in an international context.) Focus for Change, 1992. (103 London Street, Reading, Berkshire, RG1 4QA, England.)

2. What do you see in Pancho?

Materials/preparation
- Photocopy all of Pancho’s illustrations in the manual (see chapter 5). Enlarge them if possible.
- Make duplicate sets of the illustrations, one set per small group

Instructions

1. Ask people to get into small groups.
2. Give one set of Pancho’s illustrations to each group and ask the participants to look at all the pictures and then, individually, to choose the one that appeals to them the most - for whatever reasons.
3. When everyone has chosen, then each person in turn should share their choice saying:
   - What the cartoon says to them
   - Why they chose the picture
   - How it relates to their concerns and reality
   - How they see it relating to human rights
4. After each turn the rest of the group should share their reactions.
5. When all have finished, ask everybody to come into plenary.

Debriefing and evaluation

Get brief feedback from each group about their general impressions and continue with questions as described in the first picture game, “What do you see?”, on page 189.

Tips for facilitators

You could use Pancho’s illustrations in other ways. For example ask people to write captions or you could white-out the texts in the speech bubbles and ask people to write their own. Please make your participants aware of the importance to respect artists’ copyrights.
3. Part of the picture

Materials/preparation
- Find pictures that tell a simple story. Cut them into two parts in such a way that separately the two images encourage the viewer to read the situation in a way which is quite different from the way they would read the situation if they read the two images together as a whole.
- Put the picture sets in separate envelopes. You need one set per participant.

Instructions
1. Ask people to get into pairs.
2. Give each pair two envelopes.
3. Tell participants to take turns to open an envelope and give their partner one part of the picture inside. Let the partner say what they think is going on in the picture, who the subject is and what they are doing.
4. Then, the first participant should hand over the second piece and ask their partner what they think is happening now that they have the full picture.
5. Go on to a short debriefing:
   - What surprises were there?
   - How often do people accept what they see and forget that it may not be the “whole story”?

Tips for facilitators
You can use this activity as an icebreaker or you can develop it further by getting the pairs to swap their pictures with another pair and repeating the activity. Do people find it easier the second time round? Or is it more challenging? Why?

4. Captions for pictures

Materials/preparation
- Numbered pictures
- Paper and pens, one per participant
- Scissors and tape
- Large sheets of paper (A3) or flipchart paper. You will need as many pieces of paper as you have pictures.

Instructions
1. Lay the pictures out on a table and ask participants either individually or in pairs to write captions for each of the pictures. They should keep their writing neat because later they will cut the captions out.
2. When everyone is finished, hold up the pictures one at a time and invite volunteers to read out their captions.
3. Glue the picture in the centre of a large sheet of paper and ask people to glue their captions around the picture to make a “poster”.
4. Tape the posters to the wall.
5. Go on to a brief review of the different pictures and their captions.
   • How difficult was it to write captions?
   • What makes a good caption?
   • If a picture can say a thousand words, why do they need captions?

**Tips for facilitators**

Using coloured paper and pens for the captions makes the posters more attractive. Using this method to get several different captions for each picture is usually both amusing and provocative. People are engaged and prepared for a good discussion. The captions are an ideal base for making the point that each person sees the world in a unique way, which should be respected.

**5. Speech bubbles**

**Materials/preparation**
- Pictures, one picture per pair. (Two or more pairs should get the same picture.)
- Paper and pen, one between two people
- Glue

**Instructions**

1. Ask people to get into pairs. Hand out the pictures, sheets of paper and pens.
3. Tell them to glue the picture onto the paper and to write speech bubbles for the characters in the picture.
4. Ask the pairs to share their work and go on to a short debriefing:
   - How hard was it to analyse the pictures and to write speech bubbles?
   - For the pairs who had the same picture - how do your analyses of your pictures compare?
   - What stereotypes did people find in the pictures and in the speech bubbles?

**Tips for facilitators**

You do not have to restrict the group to pictures of people. Why not include some pictures with animals? This can be especially fruitful if you want to get people to talk about stereotypes. You can start out by pointing out how often animals are cast as stereotypes in cartoons and then get the group to look for examples of stereotyping in their pictures and speech bubbles.

**Key date**

21 March
Word Poetry Day
Play the game!

“Life is like a game in which God shuffles the cards, the devil deals them and we have to play the trumps.”
Yugoslavian Proverb

Themes: Sport, Peace and Violence, General human rights
Complexity: Level 3
Group size: 10-15
Time: 45 minutes

Overview: This is a simulation based on the idea of playing a game of cards. However, not all the players are playing the game fairly. It deals with issues about conflict and conflict resolution.

Related rights:
- The right to participate in decision making processes
- Equality in dignity and rights
- The right to fair treatment under the law

Objectives:
- To develop insights into how to identify problem and their roots
- To develop conflict resolution skills
- To promote participation, co-operation and respect for others.

Materials:
- A pack of standard playing cards, or other cards, for example for playing “happy families”
- Role cards

Preparation:
- Read the information on conflict resolution given below and be clear about the process.
- Make one copy of each role card, either by hand or with a photocopier.
- Secretly, and one at a time, choose four participants to take a special role during the activity. Give each of them one of the role cards. Tell each of them that it must be a complete secret.

Instructions:
1. Call the participants together and ask if anyone would like to join you in a game of cards. Ask them to choose a card game that is simple and generally known, for instance, “snap” or “pontoon”.
2. Check that everyone knows the general rules of the game and if not, go through them briefly (do leave options open for the “rule maker” to play his/her role!).
3. Begin the card game and leave it to run for as long as possible. (Let the players try to develop a mediation process themselves. You should intervene only if the players don’t take the initiative and if things get very heated. Then you should intervene as tactfully as possible and preferably between one round of the game and the next.)
4. After the game has finished, give people time to calm down and get out of role before going on to the debriefing.
Debriefing and evaluation

There will already have been a lot of discussion during the various attempts at reconciliation. Now let people talk about how they feel about the activity and what they learned about mediation and the process of conflict resolution.

- Did they enjoy the activity? What was going on during the game?
- Four people had special roles; who were they and what were their roles?
- What happened when someone disrupted the game the first time? Ask each player in turn to say what they noticed and what they did.
- How did the ideas given to solve the conflicts emerge? And how were they applied?
- Was it frustrating that the facilitator tried to mediate, rather than putting his/her foot down and declaring how the game was to be played?
- Can people identify the steps of the conflict resolution process?
- In real life, what are the pros and cons of trying to solve problems by negotiation rather than by decree?

Tips for facilitators

If the players are themselves trying to develop a means of conflict resolution, then allow them to do so with as little intervention from you as possible! After all, that is the objective of this activity and if participants can develop the skills by themselves, great! If that happens, then be sure to evaluate their approaches during the debriefing.

During the game, try to guide the participants to find their own procedures and solutions bearing in mind the process of conflict resolution, or principled negotiation as it is sometimes called. There are three main stages:

1. Becoming aware of the conflict
   - *Don’t argue over positions.* (In this case don’t argue over who is right and wrong.)
   - *Identify the problem* (Clarify what happened)
   - *Separate the person from the problem.* (Don’t let players exchange insults, but focus on the behaviour that is the problem.)

2. Diagnosing what is wrong and finding possible solutions.
   - *Focus on interests, not positions.* That is, seek common ground. (Do they want to play the game or not?)
   - *Invent options for mutual gain.* Propose solutions that are seen to be fair and will satisfy everyone. (For instance, play the last round again. Ask if it would it help to clarify the rules? Should we have a discussion about this? Should we stipulate penalties? Any other ideas?)

3. Applying the appropriate solutions.
   - *Insist on objective criteria.* (In this case define the rules and penalties)
   - *Participation.* Ensure that the disputing parties participate and take responsibility for resolving the problems themselves. Solutions which are imposed are far less likely to work; it is much better for people to be fully involved in finding their own, mutually acceptable solutions.

Be aware that, even though there are three stages in the process of conflict resolution, in practice it is not possible to completely separate them and that it is normal for there to be overlap!

Do not be scared of the level of skills necessary to facilitate this activity: it is necessary neither
to have a degree in conflict resolution nor to have been able to solve all the conflicts that you have been involved in! To help you develop your own skills, why not do a thought experiment? Think through some of your own personal experiences of conflicts. Reflect on what happened and then try to analyse them within the framework of the three stages described above.

**Variations**

If the group that you are working with is more than fifteen people, you may split them into subgroups and run two or three games at the same time. But you can only do that if you have the assistance of several co-facilitators! Alternatively you can arrange for some of the group to observe. These people can either act solely as observers and give feedback on what happened in the debriefing at the end, or they can act as mediators, in which case they will probably need some prior guidance from you on how to mediate.

Why not make it a game of pool or snooker? The activity does not have to be run as a card game; other games will do just as well.

**Suggestions for follow-up**

If the group want to put their skills in principled negotiation into practice, they could do the activity “Let every voice be heard”, on page 153, which is about setting up representative structures in an organisation, for example, a school or club council.

**Ideas for Action**

Focus on personal change. Encourage people to keep the three stages of conflict resolution in mind when faced with any conflict – of any scale and with anyone, parents, teachers or friends. Arrange to have occasional, meetings to share experiences and to review people’s progress in developing their skills.

**Further Information**

Conflict is experienced at all levels of human activity from intra-personal to the international. Conflict resolution is a comprehensive approach based on sharing mutual problems between the conflicting parties. Resolution of a conflict implies that the deep-rooted sources of conflict are addressed, changing behaviour so it is no longer violent, attitudes so they are no longer hostile, and structures so they are no longer exploitative. The term is used to refer both to the process (or the intention) to bring about these changes, and to the completion of the process.

The conflict resolution process is designed, firstly, to diffuse the negative emotional energy that keeps the disputing parties apart and, secondly, to enable the disputing parties to understand and resolve their differences in order then to go on to find or create solutions which are mutually acceptable and which address the root causes of the conflict. In recent years, some specialists in the field have begun to use the term ‘conflict transformation’ as shorthand for the long-term and deeper structural, relational and cultural dimensions of conflict resolution. Thus, conflict transformation may be seen as the deepest level of change in the conflict resolution process.

You can find out more about developing conflict resolution skills at [www.brad.ac.uk/acad/confres](http://www.brad.ac.uk/acad/confres) including a self-study course, which is easy, free and very good. The book, “Getting to
Yes" by Roger Fisher and William Ury (Arrow books 1987) is a classic on the subject and is very easy and entertaining to read.

A conflict is: Disagreement or incompatibility of goals by different people or groups. Derived from the Latin conflictus, meaning, “to strike together”, it is used to denote both a process and a state of being.”Conflicts involve struggles between two or more people over values, or competition for status power and scarce resources.” (Moore, 1986).

Conflict resolution is based on co-operation. It is focused on the subjective perceptions and long-term view aims at removing the causes of conflict and improves communication, to develop win-win situations without using coercion.

**HANDOUTS**

**Role cards**

**The Rule-maker**

You try to make up new rules for the game. These are not new rules that you discuss and agree with the other players - you just do it on your own initiative! Generally these rules, of course, are to your own advantage!

The rules that you create can be important or unimportant, but you must be insistent and keep saying that you are right and these are the rules of the game!

**The Accuser**

You are the kind of person who disrupts the game by accusing others of not playing by the rules, taking too long over their turn, not shuffling the cards well enough - or whatever.

You really enjoy stirring things up. A little fight would not be bad at all, so just try to point a finger at innocent people!

**The Cheater**

You are always cheating in the game; taking an extra card here or there, counting more points to yourself and fewer to others.

Try to start cheating in a very discrete manner; wait a little while before you make it more obvious and provocative. In the beginning you should deny any accusations, but as time goes on you will have to decide how adapt your role, taking into account the discussions and resolutions which have been made during the conflict resolution process.

**The Bad Loser**

First make sure that you do not win the game; play very badly in every round! However, you should role-play the type of character who likes to win! If you don’t, you are a very bad loser… you get mad, and you say and do things to make those who do win feel bad about it (like throwing cards in the air or screaming).
**Power Station**

*Make this power station generate positive and creative energy!*

**Themes**  Peace and Violence, Citizenship, General human rights

**Complexity**  Level 3

**Group size**  10+

**Time**  90 minutes

**Overview**  Power is often associated with violence. This activity uses creative group work to address issues of:
- Violence in the community, and
- Ways to solve the problems of violence

**Related rights**
- The right to security of the person
- The right not to be discriminated against
- The right to privacy and protection of honour and reputation

**Objectives**
- To develop knowledge and understanding about the expressions of violence and their causes
- To develop co-operation and group work skills
- To take responsibility for seeking creative solutions to violence

**Materials**
- A long piece of strong wool or string equal to the length of the room.
- A pair of scissors
- A4 size sheets of paper; 6 sheets per participant should be sufficient
- Markers, one per person
- Bell (optional)
- Sticky tape
- 2 rooms (optional, but preferable)

**Preparation**
- Prepare one room to be the “power station”. Clear a space in the middle. Stretch one strand of string across the room and anchor the ends firmly. It is to represent an electrical cable. It should hang about one meter above the floor. Do not make it too tight (you will need some slack for tying the knots when the cable has to be mended after each power failure!)
- You may wish to put a sign on the door saying Power Station.

**Instructions**

The activity is in two parts: part one, a brainstorm of expressions of violence (ten minutes) and part 2, working in the power station (sixty minutes).

**Part 1. Brainstorm of expressions of violence**

1. Ask participants to do a quick personal brainstorm of the expressions of violence in their community (school, youth club, college, neighbourhood, etc.). Explain clearly that they are not going to look at the “big issues” such as terrorism or genocide but
rather for those expressions of violence we all meet in everyday life, for instance, mobbing, bullying, verbal abuse, sarcasm, jokes in poor taste, etc.

2. Ask people to use the markers and to write in big letters. They should use key words or a short phrase and write each idea on a separate piece of paper.

3. Collect the sheets together and do a quick check to see if there are any that repeat the same expression. Discard the duplicates.

4. Give the participants a five-minute break while you prepare for the next part. Fold the sheets of paper over and hang them over the “electric cable”. The papers should be spaced at about 0.5 m intervals from each other. It will be necessary to tape them onto the string so that they stay in position and do not slide.

**Part 2. In the power station**

1. Now invite the participants into the “power station”, where they are going to work as technicians.

2. Split the participants into 2 groups.

3. Tell them that this power station generates “negative energy” and that because “negative energy” is very heavy there are often power failures. (Your job is to simulate the power failure by cutting the string at a point between two “problem” papers) Their job is to reverse the situation and to put some “positive energy” into the wires.

4. Explain that when a power failure is imminent the lights will flicker and they will hear a bell. As soon as the electricity is cut, one person from each group must run forward to the cable. They each grab a broken end, which they then hold together “to temporarily enable the electricity to flow again”.

5. With their spare hand, each technician takes one of the pieces of paper, which are hanging on either side of the break, and reads the message out loud.

6. Both groups are now responsible for mending the failure. Give them five minutes to come up with a proposal for solutions for the two problems.

7. The groups then share and discuss their proposals and agree the solutions for each problem. These are then written on clean sheets of paper and handed to the technicians.

8. The technicians now knot the ends of the “cable” together and tape the “solutions” pieces of paper over the join to make a permanent repair.

9. Stick the two used “expression of violence” pieces of paper on the wall.

10. Now cut somewhere else along the “cable” and repeat the exercise. The activity finishes when all the “expression of violence” papers have been removed from the wire and are replaced by “solutions” papers.

11. Finally, collect all the “solutions papers” off the wire and stick them on the wall beside the various expressions of violence.

**Debriefing and evaluation**

Start the debriefing with a review of the activity itself and then go on to discuss each expression of violence and the proposed solutions:

- How did people feel during the activity? Did they enjoy it? Why (not)?
- What are the causes of the particular expressions of violence identified?
- Were the proposed solutions and actions realistic? In the short term? In the longer term?
- What challenges or resistance might people face when trying to implement these solutions?
How can young people prevent or fight against violence?
Which human rights are violated by violence?

**Tips for facilitators**

You will need to allow about 10 minutes for part 1, the brainstorm, about 60 minutes for the work in the power station and 20 minutes for the debriefing and evaluation.

Try to do this exercise quite quickly. Do not let the young people get bored.

If people need a further explanation about how to come up with an idea or slogan that could be a solution to the problems (point 6 in the instructions), you could give the following example. If the one piece of paper reads “bullying” and the other reads “violence on television”, one group might suggest that there should be workshops in schools on how to deal with bullying and that violent films should be broadcast only after 11 p.m. The other group might suggest training peer mediators for the bullying problem and that there should be a 9 p.m. watershed before which violent films should not be shown. The two groups then discuss these proposals and combine or amend them before writing them on the “solutions” pieces of paper. Each group may come with 2 or more proposals, but one is enough.

If the group is small, you can work with one group of “emergency technicians”. The reason for working with two groups is that two groups very often come up with different solutions to the same problem, which widens the options.

The icebreaker “People machine”, on page 57, makes a good, co-operative warm-up.

This technique can be adapted for use with any issue which involves identifying problems and finding solutions.

**Suggestions for follow-up**

Discrimination or gender issues might have come up in the “power station” Even if they didn’t, you may be interested in exploring issues about identity and the right to equality in dignity and respect. Have a look at the activity “Who are I?”, on page 257.

**Ideas for action**

Tackle one of the problems identified in this activity. For instance, if bullying was the chosen issue, the group could take forward the proposal to organise a workshop in their school and put it on the agenda of the next school or association council meeting.

*Note:* “Power station” has been developed from an activity proposed by Dariusz Grzemny, Association for Children and Young People (Chance), Glogow, Poland.
Responding to racism

Everyone in the school community has a responsibility to monitor and tackle racial harassment and racist incidents.

Themes Education, Discrimination and Xenophobia, General human rights
Complexity Level 3
Group size 4-50
Time 120 minutes
Overview This activity uses role-play and review of a critical incident to provoke participants to review their understanding of cultural difference. It also involves discussion and collective writing to address issues about:
- The difficulties of stepping outside one’s own cultural perspective
- Racism, stereotypes and cultural differences
- How to deal with racism in a school or other educational organisation.

Related rights
- Equality in dignity and rights
- The right not to be discriminated against
- The right to freedom of thought, conscience and religion

Objectives
- To stimulate interest in human rights and racism
- To develop skills for democratic participation, communication and co-operation
- To promote responsibility, justice and solidarity

Materials
- Large sheets of paper or flipchart paper and markers
- 4 volunteers to present a role-play
- Critical incident role card and guidelines for facilitators, handout 1
- The school’s (or organisation’s) policy and guidelines on racial Incidents
- Copies of handout 2, “some practical points for consideration”, or write the points up on a large sheet of paper or overhead transparency (optional)

Preparation
- Review the critical incident presented in handout 1, and if necessary adapt it to your own situation.
- Choose four volunteers and ask them to prepare to present a very short role-play based on the critical incident.

Instructions

This activity is in two parts: part 1, a review: what do we understand by the term “racism”?: part 2, drafting a policy for dealing with racist incidents in school (or in a club or organisation).

Part 1. A review: what do we understand by the term “racism”?

1. Begin the activity with a brainstorm about racism. You may consider challenging participants to react to racism by telling a racist joke and asking them what they think about it. Write their responses on the large sheet of paper or flipchart paper.
2. Racist incidents and potential intercultural misunderstandings happen every day. Go on to
3. Now work with the critical incident. Hand out paper and pens. Ask people to watch the role-play and to write down a couple of key words which summarise their response at each of the breaks in the presentation. Get the volunteers to act out the role-play.

4. Conduct a short debriefing of people’s comments:
   - What did people write down in the first break? What led participants to their conclusions?
   - What did people write down in the second break? What led them to those conclusions?
   - What did people realise at the end? What assumptions had they been making?

Part 2. Drafting a policy for dealing with racist incidents in school (or in an organisation).

1. Introduce the next task, to draft a policy for the school, club or organisation.
2. Make a short brainstorm of the different actors in their school or club. For example, in a school there are pupils/students, teachers, a headteacher, cleaning staff, librarians, school bus drivers and supervisory staff, for instance, playground supervisors.
3. Next, ask the participants to divide themselves into small groups of four or five people to consider the duties and responsibilities of the different members of the school community with respect to racist incidents. The objective is to draft guidelines on how these people should deal with such incidents. Give the groups 30 minutes for their discussions and to prepare a report with key points on flipchart paper.
4. Ask participants to come back into plenary to report on their work. The facilitator should make a summary of the points and invite the participants to compare them with whatever policies or guidelines already exist in their school.
5. Now encourage each group to work further to develop one aspect (step or measure). For example: if a general school statement about racism and discrimination is needed, then one group should be in charge of writing it. Groups should also discuss ways to present their results in plenary, for example, using not only their writing but also images, collages and body sculptures to better convey their feelings.
6. In plenary, ask the groups to report their results and discuss how to implement their ideas.

Debriefing and evaluation

Begin with a review of the activity itself and then go on to talk about what people learned and what they should do next.

- How prevalent is racism in the school or club, and in society at large?
- Which groups suffer most? Why? Were the same groups targeted twenty or fifty years ago?
- Have people’s concept of what constitutes a racist incident changed as a result of doing the activity? How? Give examples?
- Whose responsibility is it to ensure that racist incidents do not happen in your school (or organisation)?
- Think back to the critical incident. What should the teachers, Abdallah’s father and the headteacher have done to ensure a just outcome?
- Having a policy on dealing with racist incidents is important, but would it not be better not to need it in the first place? What can and should be done to address the causes of racist behaviour, both in school and in society at large?
**Tips for facilitators**

Be aware of the background of the members of the group and adapt the activity accordingly. People will be more engaged if you deal with issues that are real for the group. On the other hand, you need to be prepared for the emotions that may be brought out as a result. It is important to pay attention to the feelings of those participants who feel that they themselves have been discriminated against at school. It may be useful, instead of focusing on one critical incident/case study, to gather insights from several examples and different perspectives. This approach will enable you to take different power relations into account; for example, the implications of racism among peers and racism coming from a teacher or headteacher.

If you want to be provocative at the beginning and to use a racist joke, you may consider choosing one that pokes fun at a group which is not represented in your class or youth group. In every country there are traditions of jokes about other nationals. You could start off the discussion by asking the group to share one or two. You could then go on to talk about the dividing line between racist and non-racist jokes. For instance, are jokes about Pakistanis or Turks nationalistic or racist? This could lead you on to the definition of a racist joke and of a racist incident (see below in “further information”).

It may be that at the end of part 2 at step 4, the conclusions are not sufficiently focused for the participants to use them for the next step. In this case, you may wish to use handout 2, “some practical points for consideration” and encourage groups to develop the first four steps.

**Variations**

The activity can be adapted to address issues such as bullying. If bullying is an issue, you may like to explore the activity “Do we have alternatives?” on page 111, before you try to develop an anti-bullying policy.

**Suggestions for follow-up.**

Review the issue regularly, for instance, once or twice a year. Policies need to be reviewed to ensure that they are in fact meeting the objectives. As society changes, so policies need updating to ensure that they continue to meet the challenges of the changing conditions.

The group may wish to look at how aspects of racism come into commercial decision-making. The activity “Access to medicaments”, on page 80, looks at various issues, including racism, which were raised in the 1990 court case between the South African government and companies producing drugs for the treatment of AIDS.

**Ideas for action**

Continue to work on the policies in your own school or organisation and ensure their implementation. The group could also link up with anti-racist projects in other countries. For instance with “Schools Without Racism”, a programme implemented in Belgium that requires at least 60% of the school population to sign and implement a common anti-discrimination statement ([www.schoolwithoutracism-europe.org](http://www.schoolwithoutracism-europe.org)).

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**Key date**

21 March
International Day for the Elimination of Racial Discrimination

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**Responding to racism**
Further information

Definitions of racism

Racism, in general terms, consists of conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. Its more subtle forms are as damaging as its overt form. Institutionalised racism is the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages people from ethnic minorities. Racist incidents and harassment can take place in any institution, regardless of the numbers of pupils from different ethnic backgrounds within it.

A racist incident is any incident which is perceived to be racist by the victim or any other person.

What kind of incidents may be considered racist?

The following list of actions may be considered to be racist incidents.

**Physical harassment**: comprises the more obvious examples of violent attacks or physical intimidation of both children and adults from minority groups, as well as incidents of “minor” intimidation which may be cumulative in effect.

**Verbal harassment**: name-calling directed at those from minority groups and any ridicule of a person’s background or culture (e.g. music, dress or diet) may be the most obvious examples. There may be other forms of verbal abuse, which are less obvious, involving teachers, pupils or other adults, such as off-the-cuff remarks of a racist nature, which cause offence.

**Non co-operation and disrespect**: refusal to co-operate with or show respect to minority pupils, students, teachers, trainers, youth leaders and others by people in the school/education community may constitute a racist incident if there is evidence of racist motivation or if the “victim” perceives racism to be a motive. Disrespect can also be inadvertent, for example if a teacher or trainer shows ignorance of a pupil’s cultural practices in a way that makes the victim feel harased or uncomfortable.

**Other incidents**: racist jokes and use of racist vocabulary, the wearing of racist insignia, badges, T-shirts, etc., racist graffiti, the distribution of racist literature or posters, the presence of racist or fascist organisations in or around the school community, or stereotyping by adults which could lead to discrimination.

Many racist incidents will be of a less obvious type. Such insidious actions which occur are often the most difficult to detect and deal with. Many racist incidents involving pupils or students will not occur in the presence of teachers or adults. It is therefore important that schools develop strategies to ensure that all members of the school community are sensitive to, and take responsibility for, reporting and dealing with incidents.

Some practical points for consideration in relation to developing an anti-racist policy.

In dealing with racial harassment and racist incidents, a whole school (organisation) approach to policy development and implementation is required. It is important that approaches to racist incidents fit in with general school/organisational policy and practice. The issues should be regarded as “special but not separate”. Some practical points for consideration are:

- A clear statement of policy needs to be made showing that no racist incidents or racial harassment will be tolerated.
- In the policy, the school should make a clear statement as to the procedures that should be followed when a racist incident occurs.
- The whole school approach, including processes and agreed actions for dealing with incidents, must extend to all members of the school community: governors, staff (teaching and non-teaching), parents, pupils, students and visitors.
- There must be clear understanding that everyone in the school community has a responsibility to monitor and tackle racial harassment and racist incidents.
- There should be a consistency of approach so that everyone involved is aware of what is expected of them.
- It should be understood that a response to an incident should be made at the time the incident occurs or is reported.
- Any follow up responses to an incident should be made within an agreed time-scale.

(Source: Northamptonshire Country Council)
A critical incident – Role-play card

Improvise a very short role-play based on the following incident. It should be presented in three short scenes as indicated below. In the breaks, the facilitator(s) will ask the observers to write down their thoughts about what is happening.

**Scene one.** Two teachers chatting in the staff room.
Over the last month there have been several incidents of pickpocketing in the school. Once again money is missing. The headteacher is determined to get to the bottom of it and involves the teachers in trying to identify the thief. Abdallah, a pupil whose family is originally from Northern Africa is suspected of being responsible, at least for the latest incident.

**Scene two.** The conversation between Abdallah’s father and the headteacher.
The headteacher invites Abdallah’s father to a meeting. As a result, Abdallah’s father reimburses the full sum that was stolen to the headteacher.

**Scene three.** The two teachers are again chatting in the staff room.
That Abdallah’s father paid is viewed by the teachers as an admission of Abdallah’s guilt. Later however, they find evidence that Abdallah had nothing to do with the stealing.

A critical incident – guidelines for the facilitator

Let the volunteers perform their role-play. At the breaks, you should interject with the questions and ask the observers to write down a couple of key words which summarise their response at that stage in the presentation.

**Scene one:** Over the last month there have been several incidents of pickpocketing in the school. Once again money is missing. The headteacher is determined to get to the bottom of it and involves the teachers in trying to identify the thief. Abdallah, a pupil whose family is originally from Northern Africa is suspected of being responsible, at least for the latest incident.

**First break.** First question to the observers: If you were the headteacher, what would you do?

**Scene two:** The headteacher invites Abdallah’s father to a meeting. As a result, Abdallah’s father reimburses the full sum that was stolen to the headteacher.

**Second break.** Second question to the observers: Do you think the matter has been solved satisfactorily?

**Scene three:** The teachers view this as an admission of Abdallah’s guilt. Later however, they find evidence that Abdallah had nothing to do with the stealing.

**Third break.** Third question to the observers: What do you think now?
Rights Bingo!

What do we know about human rights?

**Themes**
General human rights, Children, Human Security

**Complexity**
Level 1

**Group size**
8+

**Time**
40 minutes

**Overview**
This is a simple quiz and variation of the game, Bingo!, in which people share their knowledge and experiences of human rights.

**Related rights**
Any human rights

**Objectives**
- To know that human rights are relevant for everyone everywhere
- To develop listening skills
- To encourage respect for other people and their opinions

**Materials**
- One copy of the quiz sheet and pencil per person
- Flipchart paper and markers

**Preparation**
- Make a copy of the quiz sheet on a large sheet of paper or flipchart paper.
- Familiarise yourself with the basic rights listed in the UDHR (see page 402) and the Convention on the Rights of the Child (see page 406)

**Instructions**

1. Hand out the quiz sheets and pencils
2. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box.
3. The pairs then split and find others to pair up with.
4. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
5. Whoever gets an answer in every box first shouts out “Bingo!”! They win.
6. Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage
7. When the chart is complete, go back and discuss the answers in each box more fully.

**Debriefing and evaluation**

- Were all the questions related to human rights? Which rights?
- Which questions were the hardest to answer? Why?
- Which questions were the most controversial? Why are rights controversial?
- How did people know about human rights and human rights violations? Do they trust the sources of the information?
Tips for facilitators

Feel free to change any of the questions to tailor the activity to the interests and level of your group.

When recording people’s answers to each question, only put down key words. The point of the chart is to help with the discussion later. After each round, deal briefly with any questions of clarification or differences in interpretation. Highlight any points that require more in-depth discussion and agree to return to these at the end.

It is likely that people will give examples that you yourself may not know about, either because they are obscure or because they are personal. This should not matter. No one can be expected to know everything! You can ask people how they know a certain piece of information and discuss its authenticity and reliability. Indeed, it is a good opportunity to encourage people to think critically about information as a matter of principle.

Some of the answers will be controversial. For example, someone might say that abortion is a denial of the right to life. Some people in the group may hold this view very strongly; others may disagree equally strongly. The first learning point is that it is important to try to understand any issue from all perspectives: try to establish why people hold the view they do. There are always conflicts of interests and rights (in this case between the interests and rights of the mother and the unborn child). Whatever the difference of opinion or interpretation of rights people should always treat others whose opinion differs from their own with respect. They may disagree with their point of view, but they should respect the person.

The second learning point is that we should know about human rights because they are controversial. It is not clear-cut and decided once and for all how they should be interpreted and applied; they need to be reassessed and developed continually. It is therefore everyone’s responsibility to be part of the process of promoting and protecting human rights.

Suggestions for follow-up

Take one or two of the answers that provoked controversy and discuss the real life dilemmas that there are when trying to develop a culture of respect for human rights.

Another way of exploring human rights is through images. Find out how people see human rights with the activity “What do you see?”, on page 188. The activity can lead on to many discussions, for instance, about stereotypes, how we build up our images of the world and about discrimination.
## Quiz sheet

<table>
<thead>
<tr>
<th>The name of a document that proclaims human rights</th>
<th>A special right all children should have</th>
<th>The sister organisation of the Red Cross</th>
</tr>
</thead>
<tbody>
<tr>
<td>A right denied to some people in your country</td>
<td>A human right that has been denied to you personally</td>
<td>An organisation that fights for human rights</td>
</tr>
<tr>
<td>A duty we all have in relation to our human rights</td>
<td>An example of discrimination</td>
<td>A right sometimes denied to women</td>
</tr>
<tr>
<td>Someone who fights for human rights</td>
<td>A violation of the right to life</td>
<td>An example of how someone’s right to privacy may be violated</td>
</tr>
</tbody>
</table>
See the ability!

See the ability - not the disability!

Themes Discrimination and Xenophobia, Social rights, Sports

Complexity Level 3

Group size 6 - 36

Time 120 minutes

Overview A practical activity to encourage empathy with people with disabilities. Among the issues addressed are:

- The obstacles disabled people face in integrating into society
- Perceptions of the rights of the disabled as basic human rights

Related rights

- The right not to be discriminated against
- Equality in dignity and rights
- The right to social security

Objectives

- To raise awareness about some of the everyday problems faced by disabled people
- To develop insights into, and skills to respond to, the needs of disabled people
- To promote empathy and solidarity

Materials

For the introduction:

- A sheet of paper and a pen per participant

For part 2, per pair:

- A plastic bag containing a cabbage or lettuce leaf, a pencil, a stick of chalk, a leaf (from any tree), a coloured sheet of paper and a bottle or can of any soft drink
- A blindfold
- A sheet of paper and a pen

For part 3, per pair:

- 1 role card
- One sheet of paper and a pen

For part 4:

- Wheelchairs, one between eight people
- Space for creating an obstacle course. (A second room would be preferable, but not absolutely necessary.) Alternatively, access to outdoors would present a further option
- Obstacles, for example, tables and chairs, planks of wood, piles of old newspapers, etc.
- One large sheet of paper or board and markers
- A watch or timer
Preparation

- Make the role cards. Either choose one of the situations suggested with this activity or develop your own.
- If possible, have a second room that you can prepare in advance for the obstacle race, or better still go outdoors where you will be able to make the obstacle track over more challenging terrain. If you are setting it up indoors, then use tables and chairs to make narrow passages and planks of wood or old newspapers on the floor to substitute for naturally difficult terrain.

Instructions

This activity is organised in four parts: part 1, the introduction, part 2, the blindfold walk, part 3, signing, and part 4, the wheelchair race.

Part 1. Introduction (10 minutes)

1. Explain that the activity focuses on three particular disabilities: blindness, deafness and muteness, and paralysis.
2. Invite the participants to think for a few minutes about how they would like - and how they would not like - to be treated if they were disabled. Let them write down a few key words.
3. Now ask participants to write down what they would be most afraid of, if they were disabled.
4. When this has been done, ask the participants to turn over their papers and to get ready to “step into reality”.

Part 2. The blindfold walk

1. Ask people to get into pairs. Hand out the blindfolds. One person from each pair is to be the disabled person and the other is their guide. It is the guide’s responsibility to ensure the safety of their partner at all times. They may only answer simple questions related to safety with a “yes” or a “no” answer.
2. Ask the guides to take their partners for a 5-minute walk around and about, including up or down stairs or outside if possible.
3. On returning to the room let the guides lead their partners to their chairs. But there is a surprise on the chair! A bag! What is in it?
4. The blind players have to identify the contents. The guides’ job is to write down their guesses.
5. Then let the “blind” people take off the blindfolds and see the objects. Invite the partners to briefly review their experiences and surprises with each other.
6. Give people a few minutes to come out of their roles and then move on to part 3.

Part 3. Signing

1. Tell the pairs that they are to swap over; the guides are now to be the disabled, this time people who are mute (can’t speak), and the partners are the able-bodied helpers.
2. Hand out one of the situation cards to each disabled player. They must not show the cards to their partners. Give a piece of paper and pen to the helpers.
3. Explain that the mute players have to convey their problem to their helper. They may not speak, write or draw. The helpers must write down what they understand the message to be about.
4. When the “mute” player has communicated as much as they can, s/he should reveal the role card to their helper. Invite the pairs to briefly review their intentions, problems and frustrations.
Part 4. The wheelchair obstacle race

1. Point out the obstacle course to the participants. Explain that the winner is the person who gets round in the fastest time. There are penalties for crashing into the obstacles on the way.
2. Record the results on the large piece of paper.
3. When all who wish to have had a turn, take a short break and then go on to the debriefing and evaluation.

Debriefing and evaluation.

Take this in plenary. Start with a review of parts 2, 3 and 4 of the activity and then go on to reflect on what people knew at the beginning and about what they learned as a result of their experiences.

1. Start with the blindfold walk. Ask both those who were blindfolded and those who were the helpers to share their reactions:
   - How did each of them feel during the exercise?
   - What was most difficult? What was funny? What was scary?
   - How hard was it to trust and to be trustworthy?
   - How successful were people at identifying the objects in the bag? Which senses did they use? How many people dared to open the bottle/can to try the drink?
2. Then go on to review part 2, the signing:
   - How did each of them feel during the exercise?
   - What was most difficult? What was funny? What was scary?
   - Was it frustrating to sign and not to be understood?
   - Was it frustrating or embarrassing not to understand?
3. Next review the wheelchair obstacle race:
   - How did people feel not being so mobile?
   - What was most difficult? What was funny? What was scary?
4. Now review the fears and expectations people expressed at the beginning of the exercise. Ask people to look at the key words they wrote down:
   - Were some of their fears confirmed during the activity?
   - How did people try to help their partner?
   - How was the help received?
   - How easy is it to assess how much help to give?
5. What did people fear about being disabled? What did they base their fears on? Have people ever been afraid of becoming disabled as a result of an accident or illness?
6. What was the most surprising thing people learnt through the activity?
7. Do people know anyone who is either blind, mute or confined to a wheelchair? What is their social life like? How do other people react to them?
8. Look at the environment in the buildings and in the streets nearby, how “disability friendly” are they?
9. What can and should be done to ensure the equality and dignity of people who are disabled?
10. Are disability rights also a matter of human rights? Which rights in the UDHR are particularly relevant?
11. What can your school, association or local youth group do to promote the equality and dignity of people with disabilities?
**Tips for facilitators**

Do not make the obstacle course for part 4 too long. 2-3 minutes is sufficient, especially if you only have two or three wheelchairs, because people will have to wait and they may get bored. You can try to borrow wheelchairs from a local hospital or organisation providing support for people temporarily in need of wheelchairs. Alternatively, you will have to improvise to give the participants physical disabilities. For example, by making people wear enormous rubber boots on the wrong feet!

How you run this activity will depend very much on the group. Make sure that everyone realises that they are going to go through different “simulations of reality” during which they will have the opportunity to experiment with their feelings and reactions to what it is like to be disabled. Explain that the purpose is not to make fun of anyone, or to cause undue stress or embarrassment. They should act “naturally”, and not overdo things. Reassure people that at certain moments they may feel awkward and insecure, but that nothing harmful or dangerous will happen to them.

If you do not have time to do all the “simulations of reality”, then do one or two. The experience of being blindfolded is perhaps the most personally challenging and touching of the experiences presented in this activity. Therefore, if you have to choose one part, it is recommended that you choose this one. Let the participants swap over so that both have the experience of disability. Remember, in this case to create a second set of objects for identification.

This activity is serious, but you should expect many funny situations. Let it be so. Feel compelled to intervene or comment only if people are doing something unsafe or making comments which ridicule people with disabilities. You may also wish to address this in the evaluation and debriefing with questions such as: when do people make fun of those with disabilities? Who does it and why? When is it all right to make jokes about people’s disabilities? How does one judge the borderline between good humour and offence?

**Variations**

You may simulate many other kinds of disabilities, including less visible ones, such as learning disabilities or language difficulties, according to what is closest to your group’s reality. One possibility is to simulate situations of disability due to age; this may contribute to raising young people’s awareness towards older people and the (lack of) conditions for a life in dignity.

**Suggestions for follow up**

If you are working with children, you may like to look at Article 23 of the CRC, which states that disabled children have the right to special care, education and training that will help them to enjoy a full and decent life. You could ask the groups to find out about people in their own social environment (including family) who suffer from some kind of disability. They could further investigate what services and provisions those people have access to. Are there any children with disabilities in the youth group or association or in school? Can they do the same as everyone else? If not, why not?

If the group would like to look at how to respond to “everyday” problems of discrimination of another form - discrimination on the grounds of race, they could do the activity “Responding to racism”, on page 201.
**Ideas for action**

The group may wish to identify a vulnerable group and decide what they can/should do to support them. Consult the section of the manual on “taking action” for guidance and ideas. It is important to work together with organisations that work with the disabled and to start from the needs of the disabled, as defined and identified by the disabled themselves.

**Further information**

The level of care and safeguarding of rights of the disabled varies greatly from country to country, ostensibly for economic reasons but in reality for reasons that have probably more to do with taking equality and social solidarity seriously than with anything else. For example, hearing aids may or may not be paid for by social security. There may or may not be special provisions for extra telecommunications equipment for deaf people and if someone needs an electric wheelchair, then sometimes the community or the state pays for it.

Information about discrimination against people with disabilities can be found in the background information on discrimination and xenophobia on page 338. Information about the Paralympic Games can be found in the background information on sports and human rights on page 392.

**Note:** This activity has been suggested by Dr Mónika Mádai, President of Common Fate Organisation (Közös Sors Egyesület, a Hungarian NGO working for promoting social integration of disabled and non-disabled people). She is also a member of the Hungarian National Council on Disability Affairs, which represents Hungary in Rehabilitation International, an international youth trainer and a concerned person, disabled since birth.

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**HANDOUTS**

### Situation 1.

Without words, try to explain to your friend that you have been a victim of violence. A group of young skinheads attacked you in the park, stole your bag and beat you up. Ask where the police station is.

You cannot speak, write any words or draw on paper.

### Situation 2.

You are in a cafeteria; possibly at school or perhaps the cafeteria at one of the European Youth Centres. Explain to the cook that you can not eat Spaghetti Bolognese because you are a vegan: not only do you not eat meat but you are a vegetarian who doesn’t eat any dairy products either (i.e. no milk, eggs or cheese).

You cannot speak, write any words or draw on paper.
Sport for all

“It is a bad game where nobody wins.”

Italian proverb.

Themes
Sport, Discrimination and Xenophobia, Health

Complexity
2

Group size
8+

Time
120 minutes

Overview
This is a high-energy activity. Participants use their imagination and creativity to design new games. The issues addressed include:
- Rules of games, their justification and monitoring
- The idea of human rights as rules for living
- Discrimination in sports

Related rights
- The right to health
- Equality in dignity and rights

Objectives
- To raise awareness of social and political exclusion from sporting activities
- To develop group-work and co-operative skills and creativity
- To encourage people to think about human rights as rules for fair play in life

Materials
You will need one set of the following for each group of 4 people:
- 4 large buckets or waste-paper bins
- 1 ball of thick string
- 2 football-sized balls
- 2 newspapers
- One piece of chalk
- A pair of scissors

Instructions
1. Tell participants about the “Sport for all” movement. Say that, to mark the millennium, the National Sports Council has decided to hold a competition to invent a new game which can be played by all.
2. Ask people to get into groups of four.
3. Explain that each group has twenty minutes to devise a game using the equipment provided. It is up to each group to decide the aims of the new game and the rules.
4. Let the groups play each other’s games.

Debriefing and evaluation

Start with a review of how people in the different groups interacted with each other and whether they enjoyed the activity. Then go on to discuss the games themselves and the rules people invented and, finally, talk about sports and games in real life.
Was it hard to design a game?

How did the groups work? Democratically or did one person make all the decisions?

Did you share the jobs? I.e. was one person an ideas person, another good at putting the ideas into a practical form, someone else good at setting the game up, etc.?

Which games did people enjoy the most? What makes a game a “good game”?

Which groups found it necessary to change the rules once they tried the game out with others? Why did they need to change the rules and how did they do it? (Was the process carried out by the whole group, by just a few individuals or by just one person?)

How important is it to have a clear aim and fair rules in order for everyone to feel that they can participate?

Did everyone feel able to participate fully, or did some feel that they were at an advantage or disadvantage?

In reality, how are certain groups excluded from sports? Which modes of exclusion are infringements of people’s human rights?

The Articles in the UDHR could be seen as rules for living in a pluralistic world. Are they good rules? For instance, are they universally acceptable to all players (everyone throughout the world)? Are there enough rules or too many? Are the rules fair? Do all players (all countries) play by the rules?

Tips for facilitators

Try to ensure that the groups are “mixed”, for example, tall and short people, those with glasses and those without, a mix of genders, ages, athletic abilities, etc.

Depending on the group, you may need to begin the session with a brainstorm about games in general. For example, that games need to have clear aims or objectives and rules.

You may need to set limits, for example, that the game must be played within a certain location or not last longer than a total of twenty minutes. If they find design faults as their games are being played, let the designers of the game change the rules.

The discussion can be linked to human rights in various ways. You can consider the similarities and differences between rules and human rights. Good rules, like human rights, exist to ensure the game is fair by limiting the use of power by some players over others. The rules have to apply to all players in the same way that human rights are universal. Many rules prescribe a right together with duties. For instance, a football player has the right to kick the ball but not a fellow player. There are penalties in the case of an abuse of the rules.

The process of making decisions about changing the rules can be compared with how laws are changed in “real life”. Are they changed by decree, by the legislature or by people through referenda or consultation with NGOs and others?

In the debriefing, people may say that exclusion and discrimination are not really big issues because people tend to choose sports that they are naturally good at. For example, tall people may play basketball and less energetic types may play snooker or chess. Nonetheless, there is an issue if only those young people who show promise get all the attention and opportunities to play in competitions while those who like to play for fun get less. Some sports exclude on grounds of wealth, because, for example, they need expensive equipment or coaching.

You may like to tell the group about the Street Sports project, an initiative with young people in the Balkans that is promoting tolerance and human rights (see the background information on sport and human rights on page 392).
Variations

If you want to use this activity primarily to promote group-work skills you could ask one group to devise a co-operative game and the other a competitive one. In the debriefing you can compare how enjoyable each game was.

Suggestions for follow-up

If the group are interested in exploring other issues of equality, they may like to do the activity “Path to Equality-land”, on page 185, which explores issues about gender equality.

Ideas for action

Organise a co-operative “Sports day”. Invite young people from other clubs to play your new games. The group will have to decide how to make the event as inclusive as possible.

Further information

“Sport for All” is a movement promoting the Olympic ideal that sport is a human right for all individuals regardless of race, social class and sex. The movement encourages sports activities that can be practised by people of all ages, of both sexes and of different social and economic conditions. www.olympic.org/ioc/e/org/sportall
Take a step forward

"Everything flows from the rights of the others and my never-ending duty to respect them".
Emmanuel Lévinas

Themes Discrimination and Xenophobia, Poverty, General human rights

Complexity Level 2

Group size 10 - 30

Time 60 minutes

Overview We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society. The issues addressed include:
- Social inequality being often a source of discrimination and exclusion
- Empathy and its limits.

Objectives
- To promote empathy with others who are different
- To raise awareness about the inequality of opportunities in society
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

Materials
- Role cards
- An open space (a corridor, large room or outdoors)
- Tape or CD player and soft/relaxing music

Preparation
- Read the activity carefully. Review the list of “situations and events” and adapt it to the group that you are working with.
- Make the role cards, one per participant. Copy the (adapted) sheet either by hand or on a photocopier, cut out the strips and fold them over.

Instructions

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
   - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
   - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
   - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?
   - What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)

6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

**Debriefing and evaluation**

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

1. How did people feel stepping forward - or not?

2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

3. Did anyone feel that there were moments when their basic human rights were being ignored?

4. Can people guess each other’s roles? (Let people reveal their roles during this part of the discussion)

5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?

6. Does the exercise mirror society in some way? How?

7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?

8. What first steps could be taken to address the inequalities in society?

**Tips for facilitators**

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.

In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants’ own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer “yes”). This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.
This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

Variations

One way to get more ideas on the table and to deepen participants’ understanding is to work first in small groups and then to get them to share their ideas in plenary. Having co-facilitators is almost essential if you do this. Try this method by taking the second part of the debriefing - after each role has been revealed - in smaller groups. Ask people to explore who in their society has fewer, and who has more, chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person.

Suggestions for follow-up

Depending on the social context you work in, you may want to invite representatives from advocacy groups for certain cultural or social minorities to talk to the group. Find out from them what issues they are currently fighting for and how you and young people can help. Such a face-to-face meeting would also be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.

If the group would like to find out more about the issues relating to inequalities in education provision world-wide and the measures that are being taken to address the problems, you may wish to look at the activity “Education for all”, on page 122.

Ideas for action

Take up the ideas from the follow-up. Follow through how you and young people can help groups and organisations working with cultural or social minorities, and turn the ideas into practice.

Key date

18 December
International Migrants Day
## HANDOUTS

### Role cards

| You are an unemployed single mother. | You are the president of a party-political youth organisation (whose “mother” party is now in power). |
| You are the daughter of the local bank manager. You study economics at university. | You are the son of a Chinese immigrant who runs a successful fast food business. |
| You are an Arab Muslim girl living with your parents who are devoutly religious people. | You are the daughter of the American ambassador to the country where you are now living. |
| You are a soldier in the army, doing compulsory military service. | You are the owner of a successful import-export company. |
| You are a disabled young man who can only move in a wheelchair. | You are a retired worker from a factory that makes shoes. |
| You are a 17-year-old Roma (Gypsy) girl who never finished primary school. | You are the girlfriend of a young artist who is addicted to heroin. |
| You are an HIV positive, middle-aged prostitute. | You are a 22-year-old lesbian. |
| You are an unemployed schoolteacher in a country whose new official language you are not fluent in. | You are a fashion model of African origin. |
| You are a 24-year-old refugee from Afghanistan. | You are a homeless young man, 27 years old. |
| You are an illegal immigrant from Mali. | You are the 19-year-old son of a farmer in a remote village in the mountains. |
| You are an unemployed schoolteacher in a country whose new official language you are not fluent in. | You are a fashion model of African origin. |
| You are a 24-year-old refugee from Afghanistan. | You are a homeless young man, 27 years old. |
| You are an illegal immigrant from Mali. | You are the 19-year-old son of a farmer in a remote village in the mountains. |
## Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
The impact of the Internet

In every great technology there is a political or social prejudice.

Themes Media, Globalisation, General human rights

Complexity Level 4

Group size 8-50

Time 180 minutes

Overview This activity involves both small-group and plenary discussions to analyse issues of:
  • the future of the Internet and the digital divide
  • the use of the Internet for the promotion of human rights.

Related rights Any human rights

Objectives
  • To raise awareness about the implications of the Internet and access to information worldwide
  • To develop imagination and critical thinking skills
  • To promote justice and solidarity with others working to promote human rights issues.

Materials
  • Copies of the handouts
  • Large sheets of paper and markers for each group
  • Space for plenary and small-group work

Preparation
  • Make copies of handout no. 1, “Six options for predicting the impact of the Internet”, enough for one copy between 2 people.
  • Copy handouts 2, 3, 4, 5 and 6, enough so that each member of the five working groups will have a copy.

Instructions

This activity is in three parts: part 1, introduction (10 minutes), part 2, predicting the impact of the Internet (60 minutes) and part 3, how the Internet can be used to promote human rights (90 minutes).

Part 1. Introduction (10 minutes)
  1. Introduce the activity by explaining that it will need the imagination and critical thinking skills of all participants. Their task will be to assess the impact of the Internet and new information technologies on our lives and on human rights’ work.
  2. As a quick warm-up and to provide some common knowledge, give the group a few basic facts about the Internet, and then ask them to talk in pairs about their own experiences with the Internet and the advantages and disadvantages of using it. Allow about ten minutes for this.

Part 2. Predicting the impact of the Internet (60 minutes)
  1. Distribute copies of handout no. 1, “Six options for predicting the impact of the Internet”. Explain that, in order to polarise decisions, the scenarios have been written in fairly extreme terms.
2. Ask each pair to decide which scenario is the most likely to happen and which one is the least likely to happen. Give them 15 minutes to do this.

3. Ask all participants to come into plenary to give feedback on their decisions. Try to summarise the discussions about:
   - The most likely scenario(s).
   - The relevance of human rights on information technology, for example, the right to freedom of expression.
   - The digital divide.

4. Ask one or two participants to write the key points up on the flipchart.

**Part 3. How the Internet can be used to promote human rights (90 minutes).**

1. Divide the participants into five groups, A-E. Distribute the handouts. Each person in group A should have a copy of the “Handout for group A, the ‘Future scenarios: Pessimistic view’”, those in group B should each receive a copy of the “Handout for group B, ‘Future scenarios: Optimistic view’”, etc.

2. Give them 20 minutes to read the handouts and to share general comments.

3. Ask them to consider the information on the sheets in relation to the outcomes of the discussions in part 1 on the impact of the Internet. They should pay special attention to this part of the work as it provides them with relevant information for the next stage of the activity.

4. Divide the participants into new groups. There should be five people in each new group, one person originating from group A, one from group B, one from group C, and so on.

5. The task for each of these new groups is to decide which are the three most important advantages or uses of the Internet for promoting human rights.

6. Suggest that they start with a round of sharing information, beginning with the people from the C, D and E groups (that is, those who have the information about NGO work) and ending with the people from groups A and B. After that, they will be in a better position to go on to the tasks of identifying and agreeing the uses of the Internet for promoting human rights.

7. They should also appoint a rapporteur to present the results on a flipchart for the final plenary. Give them 35 minutes to complete this phase.

8. Call the participants into plenary to share the results of their work.

**Debriefing and evaluation**

Start with a review of the activity and how people participated. Then go on to review what they learned.
- How much do people already know about the Internet? How much do they use it? What do they use it for?
- Was there a digital divide amongst the participants? What effect did this have on peoples’ ability to participate in the activity? Did some people feel excluded because they did not feel competent enough to contribute?
- Did others see this lack of experience as a handicap to the group’s work?
- What are the advantages of working in a group where people have very different experiences and attitudes to an issue?
- What were the most interesting things people learnt about the work of the human rights NGOs? Were there any surprises?
Do the overall advantages of using the Internet to promote human rights outweigh the disadvantages?
What needs to be done to address the disadvantages?

**Tips for facilitators**

Assess how familiar the participants are with the Internet prior to the activity so that you can pitch the level and the overall approach.

In the debriefing, it is a good idea to focus on global as well as on local issues of access to new information technology, making sure that those who lack or have difficulties accessing the Internet can make their voices and feelings heard. The aim of the questions about the digital divide within the group and the advantages of working with people with very different experiences is to encourage people to consider various issues about making decisions.

**Variations**

You can extend the activity to include an exercise in building consensus, as follows:

1. In part 1, after step 4 (decision in pairs), ask each pair to join another pair and in groups of four compare their choices and come to a consensus concerning which scenario is most likely to happen and which one is least likely to happen. Ask each group of four to add a couple of sentences about potential human rights issues (such as freedom of expression) to the scenario they think is most likely to happen. The writing should ensure that group(s) that come to a consensus quickly are encouraged to continue to reflect together on the chosen scenario and have a greater sense of ownership about it, before going on to the next step (15').

2. Now ask each group of four to join another group of four, and in groups of eight compare their choices and come to a consensus concerning which scenario is most likely to happen and which one is least likely to happen. Ask each group to appoint a rapporteur (15 minutes) Now proceed with the activity as from step five, that is, the report of group results in plenary.

3. In the plenary, ask participants to read the additional key sentences/human rights issues and provide the main reasons for their choices. Encourage the participants (and not only the rapporteurs) to:
   - reflect on the differences and similarities in the choices made by the different groups,
   - the reasons motivating the choices,
   - the human rights issues in relation to the Internet,
   - the actual consequences of the chosen scenario(s).

4. Also ask people to reflect on how they worked.
   - Did people change their ideas during the various negotiations?
   - Was it harder to work in larger groups?
   - Who tended to take the lead (for example: those experienced/inexperienced with Internet)?
   - Could people express themselves freely regardless of their specific Internet competence?
Suggestions for follow-up

Encourage participants to visit the web sites (and links) listed in the handouts “NGO Profiles”. They could then go on to reflect about a project to:

(a) Use available Internet resources to increase awareness about human rights issues in their neighbourhood
(b) Find new ways of using the Internet for the promotion of human rights issues.
(c) Create their own web site and link to other youth groups.

If participants are interested in working with a specific example of the Internet being used to promote human rights, they could do “When tomorrow comes”, on page 250. This activity, which is about the right to life, uses material from a web site created by a prisoner facing the death penalty.

Ideas for action

Take the ideas developed in the activity and follow-up, or take up one of the numerous possibilities for actions offered by the web sites (and links) listed in the handouts “NGO Profiles”.

Further information

The 2001 UNDP “Human Development Report” focuses on the digital divide and is available at www.undp.org

HANDOUTS

Six options for predicting the impact of the Internet

1. THE WORLD WILL BE A BETTER PLACE! By 2010, everyone in the world will be on-line. The Internet will make shops, offices, and business travel entirely unnecessary. This will save so much money that everything will be free! Wars will end! Everyone will be happy!

2. THE WORLD WILL BE A WORSE PLACE. By 2010, everyone in the West will be on-line, but growing billions outside developed capitalist society will still live in poverty. The resulting instability will cause world-wide war, or someone will finally use the nuclear bomb recipe – available on-line. Everyone will die.

3. PEOPLE WILL TAKE OVER THE INTERNET. By 2010, the sheer volume of Internet traffic will mean that government control will be impossible. Self-governing little societies will spring up with people living in “virtual villages”. Everyone will be free.

4. GOVERNMENT WILL TAKE OVER THE INTERNET. As Orwell had predicted in “1984”, by 2010, Big Brother will really be watching you. All your e-mails, all your bank details, all your personal schedules and purchases – everything will be recorded and scrutinised. Internet computers will be equipped with cameras that will monitor you 24 hours a day. Totalitarian regimes will be in power everywhere. Everyone will be oppressed.

5. THE INTERNET IS A PASSING FAD. By 2010, the novelty of cyberspace will fade. Everyone will go about their business, just as they always did. There is no more need for discussion about new information technology being another battleground for freedom of expression. It will save you a lot of money to ignore the cyberspace – it will go away.

6. THE INTERNET IS HERE TO STAY. By 2010, everyone in the world will be connected to everyone else. You will socialise through your computer screen, go on holiday without leaving your living-room, and have arguments with thousands of people you have never met before. The Internet will be so pervasive that your only chance for economic survival is to invest heavily and re-orient your entire strategy around the Net.

Group A. Future scenarios: Pessimistic view

Neil Postman, “Five ideas about technological change”
First, that we always pay a price for technology, the greater the technology, the greater the price.
Second, that there are always winners and losers, and that the winners always try to persuade the losers that they are really winners.
Third, that there is embedded in every great technology an epistemological, political or social prejudice. Sometimes that bias is greatly to our advantage. Sometimes it is not. The printing press annihilated the oral tradition; telegraphy annihilated space; television has humiliated the word; the computer; perhaps, will degrade community life. And so on.
Fourth, technological change is not additive; it is ecological, which means, it changes everything and is, therefore, too important to be left entirely in the hands of Bill Gates.
And fifth, technology tends to become mythic; that is, perceived as part of the natural order of things, and therefore tends to control more of our lives than is good for us.

Group B. Future scenarios: Optimistic view

Sean Kidney, “The Internet as a facilitator of citizen activity”
For people interested in the web, I think the scenario is optimistic. Like any kind of major upheaval and change, the web creates opportunities, but also losses. We will see some losses of print media as a result. I think this is a revolution where there is enormous scope for individuals to have an impact, because there is scope for people to actually have their say - scope to be informed. News usually disappears in revolutions, but here it doesn’t.
One of my hopes for the Internet is that it will become a facilitator of citizen activity, and lead to a different kind of democracy. I think this is quite important for us if we are to make sure we don’t increase social division, especially in the next 10 years or so while the revolution slowly catches up with the rest of the world. We need to work together, not just nationally, but also globally, to help craft the future of this particular revolution.
If you can read, the next barrier to knowledge is access to information, access to stuff to read, like a library. Think about what a revolution community libraries have been in our culture. The promise of the web, of course, is of a global library.
(From a Talk to the NSW Society of Editors, 6 April 1999, http://online.socialchange.net.au)

Group C. NGO profile: Amnesty International (www.amnesty.org)

Amnesty International, founded in 1961, campaigns to free all prisoners of conscience; ensure fair and prompt trials for political prisoners; abolish the death penalty, torture and other cruel treatment of prisoners; end political killings and “disappearances”; and oppose human rights abuses by government or opposition groups. Amnesty International has around a million members and supporters in 162 countries and territories. Activities range from public demonstrations to letter-writing, from human rights education to fundraising concerts, from individual appeals on a particular case to global campaigns on a particular issue.
It is impartial and independent of any government, political persuasion or religious creed. Amnesty International is financed largely by subscriptions and donations from its world-wide membership. Its web-site offers a campaigning manual, a fair-trial manual and supporters in 162 countries and territories. Activities range from public demonstrations to letter-writing, from human rights education to fundraising concerts, from individual appeals on a particular case to global campaigns on a particular issue.
Examples of Amnesty International’s work
After some mistakes and consequent bad publicity, in the late 1960s, Amnesty International adopted the rule that people in the organisation were to work only on cases outside their own countries. Volunteers still carry out most of Amnesty International’s work. They write letters to governments that abuse the human rights of those who hold opposing viewpoints, whether through imprisonment, harassment, threats, physical mistreatment, torture, “disappearances”, or politically motivated murder. They staff tables at public events, passing out information to the public on prisoners of conscience and human rights issues. They organise demonstrations, write press releases, found letter-writing groups at their churches, synagogues, or mosques and exercise their intelligence and imagination in almost unlimited ways.
Amnesty International never claims credit for the release of prisoners. Releases are the result of many factors, not the least of which are the actions (often taken at considerable risk) of families and friends. However, many released prisoners have said that Amnesty International’s publicity and letters were very important.
In 1977 Amnesty International was awarded the Nobel Peace Prize for its work. Its “Get up Sign up” campaign to mark the 50th anniversary of the UDHR collected 13 million pledges in support of the declaration. In 2001 the AI Stoptorture Web-site won the Revolution Award 2001 for “best use of e-mail”. (www.stoptorture.org)
**Group D. NGO profile: Derechos Human Rights (www.derechos.org)**

Derechos Human Rights was founded in 1995, probably the first Internet-based human rights organisation. Together with Equipo Nizkor, the group’s sister organisation in Spain, Derechos started with the clear realisation that the Internet has the potential of being a most efficient tool in the battle against human rights violations world-wide and to allow human rights organisations to speak to the world in their own voice. Derechos works with human rights organisations in Latin America and the world to spread accurate and timely information on the human rights situation in their countries, as well as to give opportunities to help. The organisation also co-ordinates several human rights mailing lists, publishes an internet human rights journal, and works on the preservation of memory and justice for the disappeared. The web-site offers a comprehensive list of links to other human rights organisations.

**An example of Derechos’ work**

In 1998, Javier Vildoza (21) read the following statements on the Derechos web-site: “Vildoza, Jorge (alias) ‘Gaston’, Lieutenant Commander, subchief GT332 (…); currently a fugitive, he lives in England; he may have taken the son of Cecilia Vinas, born in mid-September 1977”. Javier found that the man he thought to be his father was a known human rights abuser, and that this man had stolen a child born at the same time he was born at the Naval Mechanical School, a notorious concentration camp during the Argentine dictatorship. He was the son of Cecilia Vinas and Hugo Reinaldo Penino but had been taken by Jorge Vildoza, who was later indicted on over 60 charges of torture and murder. He had been registered as Javier Gonzalo Vildoza Grimaldo and raised by Vildoza and his wife as their own child and had never been told the truth about his origins.

‘Surfing’ through the Derechos and Project Disappeared web sites, Javier discovered that his natural parents are still on the list of the disappeared and that his natural grandparents had been searching for him for more than 20 years. In 1998, he found them. His realisation as to who he really was and what his father had done compelled him to write to an investigating court in Argentina and request a DNA test. The results were conclusive: he was the son of Cecilia Vinas and Hugo Reinaldo Penino. He has since been reunited with his natural grandparents. The story of Javier illustrates how on-line activism can bring unpredictable results and can far exceed expectations. When Project Disappeared was conceived, its purpose was to memorialise the disappeared as human beings, to denounce those responsible for their disappearances in Latin America and the world. It was never expected that the web site would help one of the disappeared’ children to learn the truth about himself.


**Group E. NGO profile: Human Rights Watch (www.hrw.org)**

Human Rights Watch is an independent, non-governmental organisation, supported by contributions from private individuals and foundations world-wide. The organisation was founded in 1978 as Helsinki Watch (now Human Rights Watch/Helsinki), in response to a call for support from embattled local groups in Moscow, Warsaw, and Prague, which had been set up to monitor compliance with the human rights provisions of the landmark Helsinki accords. It accepts no government funds, directly or indirectly. Human Rights Watch works to end a broad range of abuses, including summary executions, torture, arbitrary detention, restrictions on the freedom of expression, association, assembly and religion, violations of due process, and discrimination on racial, gender, ethnic and religious grounds.

Human Rights Watch publicises information on abuses in order to embarrass a government before its own citizens and in the eyes of the international community. Human Rights Watch also presses for the withdrawal of military, economic and diplomatic support from governments that regularly abuse human rights.

**Three examples of Human Rights Watch’s work:**

- **The International Criminal Court:** Human Rights Watch has been at the forefront of efforts to create the International Criminal Court, a permanent tribunal that will be available to try the most serious human rights crimes, regardless of where they are committed. As a result of public pressure and advocacy efforts with governments and civil-society groups around the world, 114 governments have agreed to the treaty establishing the ICC and 21 have ratified it.

- **Chechnya:** Human Rights Watch was the only international human rights group stationed continuously on the Chechnya border throughout the Russian offensive, providing information leading the United Nations Commission on Human Rights to adopt a resolution condemning Russia’s conduct in Chechnya. The resolution marked the first time the commission had censured one of the five permanent members of the UN Security Council.

- **Kosovo:** Human Rights Watch launched a significant research operation in Kosovo, well before the NATO bombing campaign. Its first book-length report on Kosovo was published in 1990, and the organisation monitored developments closely throughout the 1990s. On-site investigations of several massacres in late 1998 and early 1999 led to front-page stories around the world.

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Manual on Human Rights Education with Young People – Council of Europe
# The language barrier

*Can you answer these questions? Would your asylum application be acceptable?*

## Themes
Discrimination and Xenophobia, Human Security, Education

## Complexity
Level 2

## Group size
Any

## Time
30 minutes

## Overview
This is a simulation of the difficulties that refugees face when applying for asylum. Issues raised include:
- The frustrations and emotional factors refugees have to face
- Overcoming the language barrier
- Discrimination during the application procedure

## Related rights
- The right to seek and enjoy asylum
- The right not to be discriminated against on the basis of ethnicity or country of origin

## Objectives
- To raise awareness about discrimination by immigration authorities in relation to asylum applications
- To demonstrate the importance of both language and intercultural education
- To develop empathy through being aware of the frustrations refugees face when applying for asylum

## Materials
- Copies of the “Asylum Application” handout, one for each participant
- Pens, one per person

## Preparation
Arrange the room so you can sit behind a desk and role-play the formality of a bureaucratic official.

## Instructions
1. Let people arrive but do not greet anyone or acknowledge their presence. Don’t say anything about what is going to happen.
2. Wait a few minutes after the scheduled start time and then hand out the copies of the “Application for Asylum” and the pens, one to each participant.
3. Tell them that they have five minutes to complete the form, but don’t say anything else. Ignore all questions and protests. If you have to communicate speak another language (or a made-up language) and use gestures. Keep all communication to a minimum. Remember that the refugees’ problems are not your concern, your job is only to hand out the forms and collect them in again!
4. Greet any latecomers curtly (for example, “You are late. Take this form and fill it in. You have only got a few minutes left to do it.”)
5. When five minutes are up, collect the forms without smiling or making any personal contact.

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*Note: This activity is adapted from Donahue, D., Flowers, N., The Uprooted, Hunter House Publishers, 1995*
6. Call a name from the completed forms and tell that person to come forward. Look at the form and make up something about how they have filled in the form, for instance, “you didn’t answer question 8” or “I see you answered ‘no’ to question 6. Asylum denied.” Tell the person to go away. Do not enter into any discussion. Go straight on to call the next person to come forward.

7. Repeat this process several times. It is not necessary to review all the applications, only continue for as long as necessary for the participants to understand what is happening.

8. Finally break out of your role and invite participants to discuss what happened.

Debriefing and evaluation

Start by asking people how they felt during the activity and then move on to discuss what happened and what they have learned.

- How did the participants feel when they were filling out an unintelligible form?
- Was this a realistic simulation of an asylum-seeker’s experience?
- Do you think that in your country asylum-seekers are treated fairly during their application for asylum? Why? Why not?
- What could be the consequences for someone whose asylum application is refused?
- Have the participants ever been in a situation where they could not speak the language and were confronted by an official, for instance, a police officer or a ticket-controller? How did it feel?

Tips for facilitators

This is a fairly easy activity to facilitate: the main thing required from you is to do be “strong” in your role and you must be serious, tough and bureaucratic. The plight of the refugees is not your concern; you are here to do your job! The point is that many people do not want refugees in their country. Immigration officers are under orders to screen the refugees and to allow entry only to those who have identification papers and who complete the application forms correctly. The refugees frequently have a poor command of the other country’s language and find it very difficult to fill in the forms. Also, they are in a distressed and emotional state. It is especially hard for them to understand what is happening because their applications are frequently denied and they do not understand the reasons.

Suggestions for follow up

If you want to look at the arguments for accepting or denying refugees entry into a country, look at the activity “Can I come in?”, on page 98.

You will find more ideas for activities about refugees on the UNHCR website: www.unhcr.ch

Ideas for action

The group could invite an immigration officer to come and talk about the challenges of the job. Alternatively, arrange to visit an immigration office and see how the procedure for application
The language barrier

Refugee or asylum-seeker: What are the differences and similarities?

Often people do not distinguish between the term “asylum-seeker” and “refugee”. They use the term refugee for any person who is seeking or who has already received asylum. Legally, the terms “refugee” and “asylum-seeker” are different and have different consequences.

An asylum-seeker is a person who wants to be accepted as a refugee, but who is still at the stage of having his or her application considered. During the asylum procedure immigration departments have to determine whether the asylum-seeker’s situation falls within the definition of refugee and whether or not s/he meets all the criteria. For instance, they have to show a well-founded fear of persecution and that they have not committed any serious (non-political) crimes, crimes against humanity or war crimes. The main rights that asylum-seekers have are the right to have their application fairly considered and the right to remain in the country where asylum is requested until the application is reviewed.

A refugee can be said to be an “ex-” asylum-seeker, that is, a person who has had his/her application accepted. There are various rights associated with the status of being a refugee, for instance, the right not to be returned to a country where s/he would face a risk to his/her life and well-being, the right not to be discriminated against and the right to receive some basic material assistance from the government of the country where asylum has been granted.

In the last five decades, several million people have been granted asylum in countries around the world. Currently there are approximately 1.2 million asylum applications pending world-wide.

Asylum application form

1. Családi és utónév
2. Data i meseca naradženja
3. Viimeisin osoite
4. Место и дата рождения
5. Едиета оку и курра а во озчеловек
6. Башуран кишло еткен дена рефакаты
7. Meio e local de entrada no país
8. Ghaliex titlob ghall-asilju?
9. Свидетельство преследований, на основании которых составлено заявление
10. Avez-vous déjà présenté une demande d’asyle auparavant?
12. ما هي اللغات التي تتكلمها وما هي مستوى تفاعلك
The scramble for wealth and power

In life, some people are fighting for their dreams and some are fighting for wealth and power.

Themes Poverty, Human security, Globalisation
Complexity Level 3
Group size 8 - 25
Time 90 minutes
Overview
This activity simulates the fight for wealth and power and inequality in the world. The main issues addressed are:
- Inequality in the distribution of wealth
- Power imbalance and the consequences
- The injustice of poverty
Related rights
- The right to equality in dignity and rights
- The right to education
- The right to health, food and shelter
Objectives
- To develop an understanding of the injustices that result from the unequal distribution of wealth and power
- To think critically about the causes and consequences of poverty
- To promote human dignity and justice
Materials
- 120 coins
- 3 to 4 pairs of socks
- 2 large sheets of paper and markers
- Paper and pens
- An open space
Preparation
- Read through the instructions so you have an overview of the whole activity. Note that the simulation is divided into three parts: part 1, The Scramble (10 minutes); part 2, The Donations (10 minutes); and part 3, Creating Economic Fairness (40 minutes). Discussion follows at the end.
- Take 20 of the coins and keep them to one side
- Choose three people for the role of migrants
- Make a wall chart to record players’ wealth (see illustration)
- Prepare a chart headed “Honourable Donors”

Instructions
Explain that this is a simulation game. Participants will distribute the world’s wealth and power among themselves.
Part 1: The Scramble (10 minutes)

1. Explain that the aim of the game is to get as many coins as possible. There is only one rule: no participant may touch another member of the group at any time (you may stipulate a punishment for this, for example, pay 1 coin).
2. Ask everyone, except for those playing the “migrants”, to sit on the floor in a large circle (so they can have enough space to play).
3. Take the reserved twenty coins and share them out between any four or five of the participants.
4. Give four other participants one pair of socks each. Tell them that they must put them on their hands and keep them on during the whole game. Postpone any discussions of the reasons for sharing out the coins and socks until the debriefing.
5. Scatter 100 coins evenly in the middle of the circle.
6. On the word, “GO” participants are to gather up as many coins as possible. This will probably not take longer than 2 minutes!
7. After all the coins have been collected, ask participants to report their wealth to the rest of the group. On the wealth chart, record each participant’s name and the number of coins they have.
8. Remind the group that these coins represent their wealth and power in the world. The amount they possess will affect their capacity to satisfy their needs (e.g. for basic education, adequate food and nutrition, good health care, adequate housing) and their wants (e.g. higher education, cars, computers, toys, televisions and other luxury items). The implications are as follows:
   - six or more coins - people will be able to meet all their basic “needs” and most of their “wants”
   - three to five coins - people will be able to meet their basic needs
   - two or fewer coins - people will have difficulty surviving due to disease, lack of education, malnutrition, and inadequate shelter.

Part 2: The Donations (10 minutes)

1. Tell participants that they may, if they wish, give coins away to others. However, they are not required to do so. Tell them that those who do share will be honoured as donors, with their names written on the list of “Honourable donors”.
2. Allow 3-4 minutes for participants to redistribute the coins if they wish.
3. Then ask for the names of those who gave away coins and the amount that each donated. List them on the chart of “Honourable donors”.
4. Ask if anyone changed category as a result of giving or receiving coins and record these shifts on the chart with an arrow.

Part 3: Creating economic fairness (40 minutes)

1. Divide the players up into three groups according to the number of coins they have (great wealth, some wealth and little wealth).
2. Place one of the “migrants” in each of the three groups. Take note of their reactions at being placed in one group rather than another, but save any discussion about their placement until the debriefing at the end.
3. Hand out the pens and paper. Give each group the task of creating a plan for the fair distribution of the coins (the world’s wealth) in order to decrease the gap between...
the different categories of wealth and power. Each group’s plan of action should:

- explain what needs to be done (if anything),
- describe what the group plans to do and why, and
- show why their plan is fair.

4. Give the groups ten minutes to devise their plans. Explain that it is not necessary to go too deeply into the drawing-up of the plan, but rather they should highlight some of the possible actions that should be done to address the problem of poverty.

5. Ask each group to appoint a spokesperson to explain their plan to the others and answer questions. List the proposed plans on a large sheet of paper.

6. Now announce that a vote will be held to decide which plan to adopt. The distribution of votes will be as follows:

- each participant in the group with “Great wealth and power” - five votes
- each participant in the group with “Some wealth and power” - two votes
- each participant in the group with “Little wealth and power” - half a vote

7. Have participants vote. Record the votes cast for each plan on the large sheet of paper. Announce which plan is to be implemented.

8. Carry out this plan, redistributing the wealth if necessary.

Debriefing and evaluation

Start with a brief feedback on the activity itself and how people enjoyed it. Then go on to discuss what happened and what people learnt. Draw on the following questions to promote the discussion:

- How did people feel about the way in which the coins were acquired and distributed? Were they treated fairly?
- Why did the people who gave coins away do so? To be honoured? Because they felt guilty? Something else?
- How did the people who received coins in part 2 feel? Grateful? Patronised?
- What about the participants with socks? What kinds of people do they represent? Which group did they end up in?
- What about the three participants, the “migrants”, assigned to groups? Did they feel treated fairly? Is what happened to them similar to what happens to people around the globe? What sorts of people? Is it just chance where we end up?
- What differences were there in the recommended plans for fair distribution? Did the plans reflect the wealth of the group making the proposal?
- Why were some people given more votes than others? Was this an accurate representation of those with more or less power in the world?
- Are human rights infringed when we see such differences in wealth and power? If so, which ones?
- Who are the “haves” and the “have-nots” in the world in your country and in your community? How did they come to be in these positions?
- Should the “haves” be concerned about the situation of the “have-nots”? For what reasons? Security, economic, moral/religious or political reasons? Why might the “haves” give money or resources to the “have-nots”? Is this a way to solve the problems of poverty?
- What might the “have-nots” do to improve their situation? What are some actions that “have-nots” have taken around the world and in our country to address the inequalities of wealth and power?
Do you think there should be a redistribution of wealth and power throughout the world? Why or why not? If yes, how would you propose to accomplish this? What principles would guide your proposals for change?

Can human rights discourse be used to support a new redistribution of wealth?

Tips for facilitators

The aim of this activity is to make people aware of the unequal distribution wealth and power in the world, yet there is a danger that it may confirm the existing inequalities. You should therefore be aware of the social and economic composition of the group and develop the discussion accordingly.

Try to bring people into the feeling of the game so they get involved and really “act” as if the coins were their wealth. You could tell them that they will be allowed to keep the coins and after the activity or during tea break, be able to “buy” drinks and/or biscuits with the money.

Emphasise that, as in real life, if they give away some of their coins they will lose some of their wealth and the privileges that wealth brings.

If it is too hot to use socks, use other means to emphasise that some players have more wealth and power than others. For example, some participants could be held back and only allowed to join in after 15 to 30 seconds. Alternatively, players could have one hand tied behind their backs - if they are right-handed they should use their left hands and vice versa.

The questions in the debriefing and evaluation are complex and may very well require deep and lengthy discussions. If the time is short or the group large, you may want to divide the questions amongst small groups. These small groups should be “mixed”, that is contain people from each wealth category. Make sure that the different groups feedback in plenary so that everyone has a chance to hear and reflect on all the questions.

Note: This activity is adapted from another one in Economic and Social Justice: A Human Rights Perspective, Human Rights Resource Center, University of Minnesota, 1999

Suggestions for follow-up

You could debate the issues further or ask people to write a report. Suggested topics are:

- How do wealth and power affect one’s ability to enjoy human rights and human dignity?
- Are there responsibilities associated with having wealth and power?

The group may like to continue with the theme poverty and explore some of its consequences through the activity “Horoscope of poverty”, on page 145.

Ideas for Action

Make contact with an organisation that works with the disadvantaged in your community to ascertain the local needs. Then go on to plan a project to try to help.

Sometimes the simple fact of “spreading the word” about an issue is a good step towards making change. Thus, you could suggest that people raise the issues of wealth distribution with their parents and friends.
The web of life

People are a part of the environment – not apart from it.

Themes
Environment, Globalisation, General human rights

Complexity
Level 2

Group size
10 +

Time
30 minutes

Overview
In this activity, people brainstorm links in a global food web. They explore:
- The interdependency of living and non-living things and
- The inevitable impact of all human activity on the environment, and the consequences.

Related rights
- The right to own property
- The right to a healthy environment
- The right to development

Objectives
- To know about the interdependency of living and non-living things
- To appreciate the implications of human activity on ecosystems
- To develop respect for the intrinsic value of life

Materials
- A ball of thin string or strong wool
- A pair of scissors

Instructions

This activity is divided into 2 parts: 1 - building the web of life, part 2 - its destruction.

Part 1
1. Ask people to stand in a circle.
2. Explain that they are to build a model of the web of life.
3. You start. Hold the ball of string in your hand and name a green plant, for instance a cabbage.
4. Hold onto the end of the string and throw the ball to someone across the circle. They catch it! There is now a straight line of string between the two of you.
5. This person has to name an animal that eats cabbages, for instance, a caterpillar. They then hold onto the string and throw the ball to a third person across the circle.
6. This third person has to think of an animal that eats caterpillars, for instance, a bird, or if they know one, they can say a species of bird, such as a thrush. They then throw the ball to a fourth person.
7. Continue the game, so the ball of string passes back and forth across the circle until you have created a criss-cross mesh that represents the “web of life”.

Part 2
1. Take the scissors and ask people to give specific examples of what is damaging this web of life, for instance, motorways being built over farmland, or over-fishing of cod.
2. For each example make one cut in the string web.
Debriefing and evaluation

Start with asking how people feel seeing the web destroyed and then go on to talk about the issues involved and what needs to be done to protect the environment.

- What did you feel as you saw the web gradually being destroyed?
- Was it easy to name animals and plants in different food webs? How good is people’s knowledge of natural history?
- Whose responsibility is it to protect the environment?
- The balance of nature is very complex and it is not easy to predict what the global consequences of any particular action will be. How then is it possible to make decisions about how we use the earth’s resources? For example, how can people make decisions about whether to cut down a forest so the land can be used for growing crops?
- Article 1 of the International Covenant on Economic, Social and Cultural rights states that “all peoples may, for their own ends, freely dispose of their natural wealth and resources.” Does this mean that people have a right to use the environment?
- We rely on our environment to provide us with food to eat and clean air to breathe. Without a healthy environment we could not live, it is a condition for life. Do we therefore have a paramount duty to respect the environment that limits our rights to use it? (In the same way that we have a duty to respect rights and freedoms of others, which limits our own rights as individuals.)

End with a short brainstorm of environmental success stories. It is not all hopeless! There are lots of people active all over the world, working to ensure that a sustainable environment is held in trust for future generations.

Tips for facilitators

Each food chain should illustrate actual or possible relationships. For example, grass – sheep – humans. Or plankton – whales. Or plankton – herrings – pigs (pigs are often fed fishmeal) – humans – tiger! Remember that when an animal dies, bacteria decay its body and the minerals released are taken up by other green plants. Thus the cycle of life begins over again. Billions of such cycles interlink to make the web of life.

Try to get people to think of as many different food chains as possible. Think about examples in woodland, forest, mountain, moorland, marsh, pond, river and marine habitats. You may need to intervene by saying something like, now the minerals get washed to the sea and get used by marine phytoplankton (plant plankton).” Or to move from a marine ecosystem to a terrestrial one you may have to say, now the seagull that ate the shore crab flew inland to scavenge over farmland where it died”. If a player can not think of the next link, suggest they may ask others in the group for suggestions.

In part 2, when you cut the string, make cuts at random in different parts of the web. The first few cuts will not make much difference because of the way the threads criss-cross over each other hold the web more or less together. However, as you make more cuts the web will gradually disintegrate and eventually you will be left with a heap of threads lying on the floor surrounded by a circle of people each holding a small, useless strand.

In part 2 of the activity you will have to be prepared for some controversial answers to the question “what is damaging the web?” Some people, for instance, vegetarians, may say that people eating meat damages the web. You should acknowledge the point of view and ask the
other players for their opinion. However, be careful not enter a big debate at this stage; finish the game first and then return to it at the end in the debriefing and discussion.

Try not to get bogged down in the discussion, but keep the aim of the activity, that the effect of human activity on the environment, in mind.

The destroyed web is a very powerful image. It is therefore essential that you leave time to follow on with at least a short brainstorm or discussion about the progress that is currently being made to protect the environment. You should also add points about what else can be done, including what they can do. The global situation is indeed depressing, but it is important that people do not feel helpless in the face of the task ahead.

You may want to read the background information on page 350 before asking the questions about the relationship between human rights and the environment.

This is a good activity to do with a science class.

**Suggestions for follow-up**

This activity can be used as a starter for a debate about human rights and environment. For example, would it be a good idea if there were a human right to the environment, like there are other human rights? Does the environment have value over and above its instrumental value? Does it make sense to give animals rights?

Developing the sustainable use of resources requires political will, time, effort and money. Think how much more all countries could do by way of environmental education, scientific research and practical environmental protection schemes if they did not spend so much on armaments and the military. If the group would like to explore those issues further, they could do the activity “Money to spend”, on page 177.

**Ideas for action**


Contact an local environmental organisation and ask to find out more about how to be an environmentally friendly consumer.

**Further information**

In nature everything is connected to everything else. All living things and non-living things are linked through cycles, for example, the carbon cycle and the water cycle. Food chains are part of these cycles. A food chain starts when a green plant uses light energy from sunshine, minerals in the soil and water to build their own food to give them energy to live and to grow. When a green plant, for instance, a cabbage gets eaten, the minerals and energy stored in the leaves are passed on and used, for instance, by the caterpillar to live and grow. As each animal in turn is eaten by another the energy and minerals get passed on through the food chain. When the animal at the top of the food chain dies, its body decays as it is “eaten” by bacteria. The minerals that were in the body are taken up by green plants and a new food chain begins.
To vote, or not to vote?

Every vote counts!

Themes
- Democracy, Citizenship, General human rights

Complexity
- Level 4

Group size
- Any

Time
- 270 minutes (in 3 parts)

Overview
This activity involves a survey of people in the community to explore issues about:
- Voting in elections
- Civic participation

Related rights
- The right to take part in the government of the country
- The right to participate in democratic elections
- Freedom of expression

Objectives
- To appreciate the reasons for using your vote in elections
- To develop skills to find out and analyse information critically
- To value the personal contribution of every citizen in a democracy

Materials
- Survey sheets 1 and 2, one set per pair
- Copies of box 1, notes on how to conduct the survey, one per pair
- Pens or pencils for everyone
- Large sheets of paper (A3) or flipchart paper and markers
- Sticky tape

Preparation
- Copy box 2, the sample survey sheet, onto a large sheet of paper as an aid for giving the instructions.
- On flipchart paper, make copies of survey sheets 1 and 2 for compiling the results.
- Plan a timetable for the activity. You will need to allow 60 minutes for part 1 (introducing the survey), a minimum of 120 minutes for part 2 – (the survey) and 90 minutes for part 3 –(analysing the results and the debriefing and evaluation).

Instructions

Part 1: Introducing the survey

1. Explain that the main purpose of this first session is to prepare the group to go out into the community to survey people’s reasons for voting or not voting.

2. Ask participants whether or not they are intending to vote in national or local elections, the next (first?) time they have the opportunity to do so. Take a show of hands, and then divide the group according to those who are intending to vote (A), and those who are not (B). “Don’t knows” can be allocated randomly to either group, in order to balance the numbers as far as possible.
3. Ask each group to draw up a list of reasons why they do, or do not, intend to vote and to write them up on a large sheet of paper. Give them about 15 minutes to prepare their lists.

4. Bring the groups back together, and ask a representative from A and B to go through their lists. Allow time for a short discussion at the end, and add any further suggestions to the lists.

5. Hand out copies of the survey sheet. Refer to the large copy you made. Make sure people see that part 1 is for recording the non-voters’ responses and part 2 for recording the voters’ responses. Point out that the questions are similar except for question 2, which is different in the two parts. Go through the questions, making sure that they are clear.

6. Now explain the method of recording responses. Show the group the example (see handouts) and explain how to use the “5-bar gate” method of keeping a tally.

7. Hand out copies of the notes on how to conduct an interview, one copy to each pair. Go through it and talk about:
   - How they can ensure that interviewees are selected at random
   - How many people will each pair question? (The more the better!)
   - When and where the survey will be carried out
   - When the survey will be done
   - The time to come back and discuss the results

8. If everyone is clear about their tasks, go ahead with part 2 - the survey!

Part 2. Analysing the results

The survey is now complete. The groups meet to collate, analyse and discuss the results. You should allow 60 minutes for this.

1. Ask the pairs to add up their totals in each box and to incorporate these onto the two large charts. In this way, the information from each group is collated and the totals for the whole group can be calculated. They should also record the “reasons” that interviewees gave. If the same reason was given several times, record how often, again using the “five-bar gate” method.

2. When all the information is compiled, ask people to calculate the following statistics:
   - The total number of people questioned
   - The proportion of voters in the total sample and the proportion of non-voters in the total sample
   - The proportion of male and female respondents
   - The proportion of the people questioned in each age group
   - The age group with the smallest number of voters
   - The age group with the greatest number of voters
   - The most commonly given reasons for not-voting
   - The most commonly given reasons for voting
   - Whether more people gave reasons (of either sort) connected with people, or parties.

3. Now move on to discuss how people enjoyed doing the survey, their experiences and what they learnt.
Debriefing and evaluation

In the general discussion of results you may want to touch on a number of different issues, for example:

- What were the groups’ feelings when carrying out the survey? Were people generally prepared to answer the survey questions?
- Was it difficult to do the survey? Did they enjoy it?
- Did the group manage to get a “representative” sample of the population as a whole? What were the difficulties in doing this?
- What are the problems in drawing conclusions from the groups’ results? How could these be avoided?
- Were there any statistics that particularly surprised the group?
- Were the results of the survey in any way unexpected?
- Did the answers given by people tend to correspond with the feelings within your group? Do you think your group is “representative” of the population as a whole?
- Would they do anything differently if they were to do the survey again?
- Do the results of your survey give a realistic picture of voting patterns in your community? Why? Why not?
- Statistics are often presented as facts to support an argument. How wary should people be of statistics?
- What is the perception now in the group about the need, or otherwise, to use your vote? Has anyone’s opinion changed (in either direction!)? If so, which were the most compelling arguments?

Tips for facilitators

Part 1, planning the survey, is intended to lay the ground for the actual survey, part 2. At the very start, you may want to say explicitly that the purpose of the activity is to give young people a sense of their own value in contributing to the democratic process. It is advisable to emphasise this aspect of it, rather than speaking about “persuading” them to use their vote. Explain that you want each member of the group to reach their own decision at the end of the sessions, but that in order to do so it will be important for them to appreciate the many different reasons for voting that exist.

Try to make the discussion about whether or not people voted (point 4) as “objective” as possible, rather than encouraging the “voters” to try to sway the “non-voters”. Do not spend too long on this discussion; it is intended to set the scene for the survey.

When discussing how to conduct an interview (point 7), you will need to take into account the difficulties that the group may face in conducting such a survey. In some communities, people may be uneasy about being questioned on the street by people they do not know. In this case, it may then be better to get group members to question their friends and acquaintances.

It is extremely important that you estimate how much information the group can handle in the analysis. Don’t collect so much that people get bogged down in the calculations. If it is a large group, then each pair should interview fewer people than if you have a small group.
To vote, or not to vote?

Suggestions for follow-up

Look at the information in the background material on democracy on page 326 and find out which day it was in your country that women first got the vote. You could also find out which groups in your society do not have the vote today (for example - children, immigrants, prisoners, etc.). Discuss the reasons behind this, and whether you think it is fair.

In a democratic society, there are many opportunities for people to take action about issues that concern them. The activity “Power Station”, on page 198, gives participants a chance to think about ways to promote social change.

Key date

The day on which universal Suffrage became law in your country

Ideas for action

Organise a celebration of the day on which women were granted the right to vote in your country.

If you found groups in your society without the right to vote and you felt that this was unjust, write a letter to your members of parliament expressing the concern of your group. Try to get other signatures as well.

Notes on how to conduct the survey

Finding interviewees

1. Approach prospective interviewees at random: in other words, you should not “select” people to be included or excluded from the survey because they are young, old, nice-looking, female, etc. Try to avoid bias.
2. Ask the person you want to interview whether they would mind answering a couple of questions for a survey, explain who you are and say that answers will be anonymous and that the results of the survey will not be made public; they are only for the use of this particular group.

Recording the interview

1. If the person being approached agrees to take part in the survey, then ask them whether they used their vote in the last elections. If the answer is “no”, then fill out sheet 1, the “non-voter” sheet. If the answer is “yes” then fill out sheet 2, the “voter” sheet.
2. Question 1: People should only give their age if they are happy about doing so. Otherwise, a tick should be put in the last column.
3. Question 2: Show the interviewees the options and ask them to choose one. If they have a different reason, write it down in column E. Note: the difference between B and C is that B is a reason involving a particular person and C is a reason involving a party.
4. The marks should be clear, so that they can be counted later on. As many people as possible should be registered on one sheet. Only one mark should be made against each question for each person.
### HANDOUTS

**Survey sheet**

#### 1: non-voters

**Question 1.** In which age group are you? (Optional)

<table>
<thead>
<tr>
<th></th>
<th>Under 25</th>
<th>25 – 40</th>
<th>40 – 60</th>
<th>Over 60</th>
<th>Would rather not say</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FEMALE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question 2.** What was your main reason for not voting the last time there were elections?

A. I thought it wouldn’t make any difference to the result  
B. There wasn’t anyone I wanted to vote for  
C. I didn’t agree with any of the policies being proposed  
D. I couldn’t be bothered  
E. Other reason (give details):

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2: voters

**Question 1.** In which age group are you? (Optional)

<table>
<thead>
<tr>
<th></th>
<th>Under 25</th>
<th>25 – 40</th>
<th>40 – 60</th>
<th>Over 60</th>
<th>Would rather not say</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FEMALE</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Question 2.** What was your main reason for voting the last time you did so?

A. I felt it was my democratic responsibility  
B. I wanted to vote for [a person]  
C. I wanted to vote for [a party]  
D. I didn’t want [a different person / party] to win  
E. Other reason (give details):

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</table>

To vote, or not to vote?
Example of how to fill in the survey sheet

Survey sheet 1: Non-voters

Question 1. In which age group are you? (Optional)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Under 25</th>
<th>25 – 40</th>
<th>40 – 60</th>
<th>Over 60</th>
<th>Would rather not say</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>![Female Under 25]</td>
<td>![Female 25-40]</td>
<td>![Female 40-60]</td>
<td>![Female Over 60]</td>
<td>![Female Would rather not say]</td>
</tr>
</tbody>
</table>

Question 2. What was your main reason for not voting the last time there were elections?
A. I thought it wouldn’t make any difference to the result
B. There wasn’t anyone I wanted to vote for
C. I didn’t agree with any of the policies being proposed
D. I couldn’t be bothered
E. Other reason (give details):

<table>
<thead>
<tr>
<th>Reason</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>

- I wasn’t in the area at the time
- I don’t trust politicians
- Someone asked me not to
Trade Union meeting

A fair day's work deserves a fair day's pay.

**Themes**
Social rights, Democracy, Citizenship

**Complexity**
Level 4

**Group Size**
10 - 15

**Time**
120

**Overview**
This is a simulation of a meeting between an employer and employees together with their trade union representatives to negotiate wages and conditions. The issues addressed include:

- The role of trade unions
- Collective bargaining in the workplace
- Workers' rights

**Related rights**

- The right to collective bargaining
- The right of assembly and association, specifically to join and form a trade union
- The right not to be unfairly dismissed.

**Objectives**

- To understand the role of trade unions
- To develop consensus decision-making skills
- To promote participation, responsibility and solidarity

**Materials**

- Copies of handout 1 "The situation", one per participant
- Copies of handout 2 "A short glossary of some labour terms", one per participant
- Labels for identification purposes (optional)
- Paper, coloured markers and pens (optional)
- Two rooms (preferable but optional)

**Preparation**

- Read the activity through, including the handouts so that you will be well prepared to act as a resource person to any of the players during the activity.
- Arrange the room. Put six chairs in a circle. These chairs are for the representatives of the different parties and the person who is going to chair the meeting. Behind them, arrange other chairs for the rest of participants.

**Instructions**

1. Introduce the activity. Explain that it is a simulation of a meeting between employers on one side and employees' and trade union representatives on the other. The aim is to get an agreement on workers' wages and conditions using collective bargaining.
2. As a warm-up, ask the group to decide the name and business of the company they want the scene to be set in. It can be a real or imaginary company, manufacturing real or imaginary products. Let them also give the trade union a name.
3. Now divide the participants into two groups in a ratio of 2:1. The smaller group are the employers and the larger group are the employees and their trade union representatives.
4. Hand out copies of handout 1 "The situation" and handout 2 "A short glossary of some labour terms". Give people ten minutes to read the papers, and then check that everyone understands the information.

5. Outline briefly how the simulation will be: The employers are the convenors and one of them chairs the meeting. They will put their proposal on the table first. Then the TU and employees' representatives will put their proposal forward. After that all parties will negotiate to try to reach an agreement.

6. Ask the participants to agree the procedures for the meeting, for example, when the negotiations are underway, should there be a time limit on how long each person can talk - a maximum of 2 minutes perhaps? The total time for the meeting? The procedures for taking short breaks so the representatives can consult their constituencies etc. Who else can talk, or will it only be the representatives?

7. Now ask people to get into their two groups to prepare (30 minutes). The employers should choose two representatives and someone to chair the meeting. The workers/TU should choose two representatives. Both groups should then:
   - Elaborate a new proposal to be presented at the meeting.
   - Decide what negotiating powers the representatives should have.
   - What their bottom line is, that is what is the worst case scenario and the lowest acceptable agreement?

8. When the groups are ready, invite the representatives to sit on the five chairs in the inner circle and the others to sit behind them. Invite the chairperson to open the meeting.

9. When the meeting is over, take a short break for people to get out of role and then move on to the debriefing and evaluation.

**Debriefing and evaluation**

Start with a short review of how people enjoyed the activity and then go on to discuss what happened and what they learnt:

- How did the two groups work together to decide their initial proposals? Was it easy or was it difficult?
- When developing their initial proposals, did the groups consider their own interests or those of the company as a whole?
- Did the groups develop tactics for the negotiation?
- How did the meeting go? Did everyone who wanted to talk get the chance to do so?
- Could the parties get to a mutually acceptable agreement?
- The right to belong to a trade union is a recognised human right. How important a right is it? What would be the consequences of not having that right?
- How much do people know about trade unions, what they are and what they do?
- How strong are trade unions in your country? What about employers, are there also employers' organisations?
- Do any of the participants belong to trade unions? Why? What are the advantages and disadvantages?

**Tips for facilitators**

Before starting this activity you should take into account the climate of opinion and general
attitudes towards trade unions in your country. For example, in post-communist societies, there may be resistance to this activity because of the legacy from the times when trade unions were seen as ‘schools of communism’. In these circumstances you may like to start by exploring the images and stereotypes people have of trade unions. You could also ask participants to contact local trade unions for information and do other research on labour issues in their country. You might also wish to point out the relevance and importance of trade unions in safeguarding workers’ rights irrespective of the political system that they were identified with.

Depending on the group, you may need to give more guidance about the bargaining process. You may want to give participants some tips about what to consider when developing their positions and proposals, for example:

- Would it be acceptable for employees to forego their wage rise in order to retain all the workers?
- Which category of workers should be dismissed, if dismissals are eventually carried out?
- Is the proposal realistic? Could the company sustain the economic burden?

Let the meeting and negotiations meet their destiny! If, during the discussions, employees and the trade union are thinking of backing up their proposal with a strike, you could supply them with paper and pens to make posters for the picket. If the employers want to shut the workers out, i.e. organise a lockout, make sure you have another room for the workers to go to!

Most countries in Europe have laws regulating collective bargaining. You may wish to identify such legislation and copy some of the important articles to help participants develop this activity to its full potential.

Variations

Another example of a situation involving negotiations about rights might be a meeting at a school to resolve a dispute with a “problem” student. The meeting could be between the student and his or her parents on one side and the head teacher and parent-teacher body on the other.

Suggestions for follow-up

Invite a member of a trade union to come to give a talk. You will find the phone numbers of trade unions in the local telephone directory. Generally trade unions are willing to get closer to young people and that can be a good opportunity for you!

If the group enjoys discussing ideas then they may enjoy the activity “Where do you stand?”, in which people have to have defend their opinions about a range of human rights issues.

Taking Action

Develop a project together with a local trade union to promote trade unionism among young people.

Further Information

There is information about youth and trade union membership in the background information on social rights, page 387.
The situation

The scene is a company meeting, between employers and employees and the trade union (TU), who are deadlocked in an attempt to come to an agreement over a wage claim.

The factory operates 24 hours a day, 365 days a year. It has a total workforce of one thousand, from production to the management. All workers are members of the trade union.

The company is currently experiencing financial and economic difficulties, but it is not actually facing bankruptcy. Profits have remained high but they declined last year as the sector as a whole is facing a downturn. Over the past three years wages have fallen by 3% in real terms and staff numbers have declined by 10%.

The workers are demanding a wage rise in line with rises in other sectors of industry.

Management has indicated that staff reductions will be necessary in order to pay for any wage rise. Their proposal is:

- a 4% wage rise in ordinary wage rates over 12 months on individuals contracts (inflation is currently 2% per annum);
- Payment on the basis of hours worked annually, rather than daily or weekly hours and the abolition of overtime working;
- Staff cuts (10% of staff – mainly part-time, temporary positions and apprenticeships - following the rule ‘last in, first out’) and voluntary redundancies.

The management proposal was rejected by the general assembly of workers who were concerned that the proposals would leave them far worse off (at the moment 40% of employees receive a significant part of their pay in overtime payments). The TU and the employees made a counter-proposal to the management:

- Increase of 9% in wages over two years
- Overtime and bonuses be kept in place
- Current staff numbers be retained and any employee who is forced into redundancy be retrained at the company’s expense.
- If demands are not met, strike action will be taken.

The counter-proposal was refused by the management, who claimed that the TU and employees’ suggestions would not solve the problems that the company is facing.

The negotiations have been going on for two months now.

It is company policy that when agreement cannot be reached within a two-month period, then a special meeting should be called involving all parties concerned. It is this meeting that is the basis of the simulation. Both sides are required to come with a new proposal that is a realistic basis for coming to a mutually satisfactory agreement.

There should be a total of seven people around the negotiating table: two management representatives, one chair of the meeting (appointed by the employers) and four TU representatives. Because it is a special general meeting, all employees are welcome to attend.

A short glossary of some labour terms

Collective bargaining: This is a process of negotiation in which employers and employees’ representatives collectively seek to agree and resolve issues, such as salaries and work conditions.

Lock-outs: A lock-out is one of an employer’s most radical means of exerting power. The employer refuses to allow the employees entry to their place of work, that is s/he literally locks them out in an attempt to compel them to accept management’s demands.

Redundancy: Workers are made redundant when they are dismissed because the employer decides to close down the business. The employees may be entitled to redundancy payments as compensation.

Severance pay: If a permanent employee is unfairly dismissed or is dismissed on the basis of the company being re-structured, then s/he is entitled to receive compensation, which is called severance pay. The value of the severance pay is often based on the salary that the employee was receiving, for example, one week’s salary for every year of work.

Strike: The right to strike is a basic, social, human right which is seen as a necessary element for successful collective bargaining and as a tool to mitigate the inherent inequality in the employer – employee relationship. A strike is the refusal to work, or the obstruction of work, by employees. Workers can not just go on strike when they feel like it! Certain conditions have to be met which are usually laid down in legislation and differ from country to country.

Trade Union: A trade union is an association that exists to defend workers’ interests, including pay and working conditions. The trade union generally represents workers in negotiations with the employers. In many countries TUs are organised into confederations.
Violence in my life

"Follow the three Rs: Respect for self / Respect for others and / Responsibility for all your actions.” The Dalai Lama

**Themes**
- Peace and Violence
- Human security
- General human rights

**Complexity**
- Level 3

**Group size**
- Any

**Time**
- 60 minutes

**Overview**
This is a discussion activity in which people explore their experiences of inter-personal violence.

**Related rights**
- The right to life, liberty and security of person
- The right to freedom of thought, conscience and religion

**Objectives**
- To be able to identify oneself not only as an object of violence but also as someone who could be a source of violence
- To encourage the development of skills to deal with violence in positive ways
- To develop values of tolerance and responsibility.

**Instructions**

1. Explain that this is an opportunity for the participants to share thoughts and feelings about personal experiences of inter-personal violence, both when people were violent to them and when they were violent to others.

2. Make sure that everyone knows and understands the rules for participatory group work: that everyone should be treated with respect, that what anyone says is held in confidence and that no one is to feel under pressure to say anything which makes them feel uncomfortable.

3. Conduct a brainstorm of the word “violence” and ask them to give examples of everyday violence, for instance, verbal abuse, insults, sarcasm, queue-jumping, barging in front of someone, smacking a child or hitting/being hit, burglary, petty theft or pickpocketing, vandalism, etc.

4. Ask everyone to take five minutes to reflect about personal incidents when:
   a) someone acted violently towards them
   b) when they acted violently towards someone else
   c) when they saw someone else being violent but did not intervene.

**Debriefing and evaluation**

Start with a short discussion about the activity itself and whether or not it was difficult, and, if so, why. Then go on to analyse the causes and effects of the different situations a), b), and c) above. Ask for volunteers to offer their experiences for general discussion. Let them say what happened and how they feel about it and then open the discussion to everyone.
1. Why did the violent situation happen?
2. How would other members of the group have behaved in similar circumstances?
3. Why did you behave the way you did?
4. How could you have behaved differently? Has the rest of the group any suggestions?
5. What could anyone have done to prevent the incident from happening?
6. In the case of c), why didn’t they intervene?
7. What were the causes of the incident?
8. How many incidents were the result of misunderstandings, how many the result of bitterness, spite or jealousy and how many the result of differences of culture and custom, opinion or belief?
9. What do people understand by the word “tolerance”? How would they define it?
10. Why is tolerance a key value for the promotion of human rights?

**Tips for facilitators**

Be prepared for surprises and to support anyone who find this activity difficult or upsetting. You cannot know everyone’s background nor what is happening or what has happened in their families. It might be that some participants have had bad experiences with violence of different forms. Stress that the purpose of this activity is to develop skills for dealing with violence, by recognising the causes, acknowledging feelings and emotions, and developing skills for acting assertively in order to control the situation and to find non-violent means of responding to violent situations. Tell people to remember Article 1 of the Universal Declaration of Human Rights: “all human beings are born free and equal in dignity and rights”. If we expect others to follow this Article, then we too have to follow it. If you have more than ten people in the group you could divide them up into small groups to share their stories.

**Variations**

This makes a good drama activity. Ask two, three or four people to develop a short role-play of an incident. The rest of the group observe. You can then stop the role-play at intervals and ask the audience to comment or to make suggestions as to how the role-play should continue. Alternatively, members of the audience can intervene directly to take over from the actors and develop alternative outcomes.

**Suggestions for follow-up**

Find out about organisations that provide support for victims of violence, for example, telephone help-lines or victims’ support networks. Find out about other organisations that promote understanding and tolerance in the community. If you would like to continue working with the theme of peace and violence you could look at the activity “Living in a perfect world”, on page 160. Find the answers to the clues to complete a peace mandala!

**Ideas for action**

Get in touch with an organisation that works to promote peace and non-violence in the community and find out how you can get involved.

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**Key dates**

16 November
International Day for Tolerance
When tomorrow comes

“If you judge others how this system has judged you, it will make you no better than those who have condemned you to death.” Dwight Adanandus

Themes Human Security, Media, Peace and Violence
Complexity Level 3
Group size Any
Time 60 minutes
Overview This activity uses information sheets and discussion to explore issues about:
- The rights of criminals
- The death penalty
- The protection of society from criminals
Related rights
- The right to life
- The right not to be subjected to cruel, inhuman or degrading treatment
Objectives
- To examine our preconceptions about criminals and reflect on some of the implications of the death penalty
- To be aware of our own listening skills and how we “interpret” information we are given
- To promote a sense of human dignity and justice.
Materials
- Copies of the handout “When tomorrow comes”; one per participant.
- A sheet of paper and pencil for each member of the group.

Instructions

Step 1.
1. Read part 1 of When tomorrow comes out loud to the group. When you have finished, give people about 5 minutes to recall all the main points and to write them down in their own words. Then ask them to exchange sheets of paper with their neighbour, to read each other’s accounts and give feedback.
2. Invite some volunteers to read out their accounts. Then discuss the differences between the versions: did some people remember more details than others did? Did some people invent details that had not been mentioned in the original story?
3. Ask people for their reaction to the story: who do they think the narrator is? What has happened?

Step 2.
1. Read out the newspaper cutting and part 2 of Dwight’s narration.
2. Now allow the pairs 10-15 minutes to discuss the new information with their partners. Supply them with copies of “When tomorrow comes” in case they want to refer back to points in the text.
3. Then ask them to think about the following two issues:
   ▪ Did they find their opinion of either Dwight or Nanon changed when they learnt that they were on Death Row? How? Why?
   ▪ What do they think Dwight meant by saying “If you judge others how this system has judged you, it will make you no better than those who have condemned you to death!” Do they agree with him?
4. Open the issue up for general discussion, obtaining feedback from the various pairs on these questions.

**Debriefing and evaluation**

This activity can be used to spark off a number of important and interesting issues which can form the subject of further activities or discussion. However, it is recommended that in the debriefing you stick fairly closely to the topics that the groups have already considered rather than opening up entirely new themes (see below, under notes for facilitators).

- Has this activity taught you anything about yourself? Has it made you reconsider any of your previous opinions or beliefs?
- What do you think the activity was intended to illustrate? Did it succeed in this aim, and if not, why not?
- What, if anything, did the activity have to say to you about the right to life? Were there any other rights issues that were raised in the discussion?

Make a note of these issues on a large sheet of paper or flipchart paper for future use.

**Tips for facilitators**

In the first discussion (after reading part 1) it is important not to give people any hint of the two men’s situation: try to draw out people’s impressions of the characters, but without suggesting you have any particular reason for doing so. The purpose is for people to examine the two men’s human sides, without knowing anything of their circumstances or past history.

The point of people swapping accounts at the end of step 1 is to give them an idea of the different ways that people may perceive and remember exactly the same piece of information. It is worth emphasising that this should not be seen as a “test”, so that people do not feel shy about their accounts; but rather as a way of showing up different viewpoints. Try to ask for comments from people whose account has differed radically from their neighbour’s. Ask why this may have been the case – why, for example, some people remembered certain pieces of information that were omitted by others.

The activity itself will most probably raise too many issues for a single session, so you should try to keep the discussion along the lines suggested, rather than allowing people to get carried away by debating – for example – the death penalty itself. Try to keep the discussion focused on the two key issues of:

1. The extent to which we, the State, everyone, are inclined to “judge” people on the basis of something (we believe) they have done. This is probably what Dwight has in mind when he talks about not “judging” others as the State has judged him (and Nanon). The State has effectively written them off as human beings on the basis of something (it believes) they have done in the past.
2. Even so-called “hardened criminals” possess and retain their inherently human
characteristics - not only the “caring and compassion” of which Dwight speaks, but also the “frustration and depression” that Nanon describes as a result of the confinement.

When discussing the “right to life” issue, guide the discussion around the issues of whether these two people can be said still to possess the right to life – and if not, how someone can “lose” such a right. Does anyone, for example, have the authority to remove that right from other citizens, even if they have committed a crime?

Suggestions for follow-up

Pursue the issues raised at the end of the activity. Organise a formal debate or use the method “Electioneering”, on page 127. Topics may include:

- Punishment issues: what is the purpose of locking criminals up and/or of executing them? Is it primarily to protect society, to alter the behaviour of the criminals, or is it revenge/retribution?
- The death penalty: what are the arguments for and against the death penalty?
- The security of the nation vs. security of the individual: what are the limits to the way a government may treat its worst criminals or terrorists? For example - can torture of an individual justified on the grounds of “security of the nation”?

Take a take a look at Nanon’s own website, http://home4.inet.tele.dk/lepan/lene/nanon.htm

Songs have always been a powerful tool in people’s fight for rights.

Ideas for action

Visit the web site of the Canadian Coalition Against the Death Penalty (CCADP) and read more of the prisoners’ writings (www.ccadp.org). Then write to someone on Death Row (the ccadp website contains information on how to become a pen-pal or contact your local association of Amnesty International).

Note: the full piece (When tomorrow comes) can be found at the CCADP web site.
**When tomorrow comes, by Nanon Williams**

**Part 1**

“It was a day after Dwight Adanandus died when I truly looked at life completely differently than what it was, or shall I say, what I wished it to be. This was the beginning of winter, and as I lay still thinking of a friend that always presented a smile when the days seemed so redundant, I felt tormented. As I gently moved, picking up the newspaper under the door, the paper told his story. Reading about it and knowing I would never see him again felt like someone was sticking pincushions in my heart over and over again. Sometimes he would come swinging into the yard yelling, 'What’s up youngster?' And I would look around me, stare back, and say, ‘Man, who you calling a youngster,’ and we would both start laughing because I was the youngest person on our block. And when I think of those moments now, well, it deeply saddens me, because I’ll never look forward to being in the yard without Dwight being around to break the creases that riddled my face with anger.

As the years have gone by, my methods of passing time has changed, but I like to think these new methods will hopefully make me become a better man one day like Dwight became. During my moments of weakness, I always find myself wondering what Dwight would have done.

‘Remember,’ he would say to me, ‘The system can only get to you if you let them. Make your peace with whoever your God is and start to live life the best you can and appreciate it.’ Then he would continue, ‘Youngster, I don’t know why you’re here, but I know you don’t belong here...’

**Part 2**

‘....... In fact, no one belongs here, not on death row. You have rapists, kidnappers, robbers, child molesters and sadistic people who don’t give a damn about you. However, you also have caring and compassionate people who have done those very same things, but have found a way to change and I want you to always remember that,’ he said to me weeks before he was executed. ‘Remember this if nothing else. If you judge others how this system has judged you, it will make you no better than those who have condemned you to death!’ And as those words ring in my ears now, I wonder why it has taken me so long to understand what he meant. Of course I heard what he said and it made sense, but making sense and fully grasping the meaning of those words was something totally different. I guess then I was the youngster he called me, but the truth hurts when you finally take the time to see it.

I know the confinement is all a psychological weapon of torture that builds frustration until depression sets in, but somehow the spirit and the will to continue remains in a few. For Dwight, he had that spirit no matter what he did that placed him on death row and with that spirit he changed other’s lives who rot like living corpse in the system’s graveyard. ‘I know it’s not easy Youngster,’ he would say. ‘But nobody said life was easy. Take each day for what it’s worth and as long as you can see a light at the end of the road, let that be the strength that guides you,’ were the last words he ever said to me tearfully as he said his final good-byes. I dare not to explain what that means to me, as I guess he said it to me so I can find my own strength that sustains me through the years that have passed and probably the years to come. I have never forsaken my principles or the things that I value most in life — like my family, so more than likely that love and one day entering heavens gates, is what tomorrow really is when it comes.”

Nanon Williams was sentenced to death by the State of Texas when he was 17 years old, under the charge of capital murder. He denies the charge and has spent the last nine years on Death Row.

Source: [www.ccadp.org](http://www.ccadp.org)

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**Newspaper cutting**

Huntsville - October 2, 1997. A convicted robber was executed Wednesday night for gunning down a San Antonio businessman who tried to stop him from fleeing a bank hold-up nine years ago. Adanandus, 41, went to death row for killing Vernon Hanan, who was shot in the chest January 28, 1988, as he wrestled with Adanandus in the foyer of a bank on San Antonio’s north side.
Where do you stand?

Are social and economic rights luxuries, only for citizens of rich countries?

<table>
<thead>
<tr>
<th>Themes</th>
<th>General human rights, Citizenship, Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity</td>
<td>Level 2</td>
</tr>
<tr>
<td>Group size</td>
<td>Any</td>
</tr>
<tr>
<td>Time</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Overview</td>
<td>This is a discussion activity that addresses:</td>
</tr>
<tr>
<td></td>
<td>• The basic essentials necessary for human dignity</td>
</tr>
<tr>
<td></td>
<td>• The relative importance of civil and political rights and social and economic rights</td>
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<tr>
<td></td>
<td>• Governments’ obligations concerning social and economic rights</td>
</tr>
<tr>
<td>Related rights</td>
<td>All</td>
</tr>
<tr>
<td>Objectives</td>
<td>• To gain an understanding of the difference between civil and political rights and social and economic rights</td>
</tr>
<tr>
<td></td>
<td>• To think about some of the complex issues associated with protecting rights</td>
</tr>
<tr>
<td></td>
<td>• To use and develop skills of discussion and argumentation</td>
</tr>
<tr>
<td>Materials</td>
<td>• One copy of the sheet of statements</td>
</tr>
<tr>
<td></td>
<td>• Large sheets of paper or flipchart paper, pens</td>
</tr>
<tr>
<td></td>
<td>• String or chalk (optional)</td>
</tr>
<tr>
<td></td>
<td>• copies of the simplified UDHR on page 402 (optional)</td>
</tr>
<tr>
<td>Preparation</td>
<td>• Prepare 2 posters – one saying, “I agree” and the other saying, “I disagree” – and stick them at opposite ends of the room, so that people can form a straight line between them. (You may want to draw a chalk line between them, or use a piece of string)</td>
</tr>
</tbody>
</table>

**Instructions**

1. Start with a very brief introduction to the differences between civil and political rights, and social and economic rights.
2. Spend 5 minutes brainstorming the different rights that would fall under each category. List the rights on the flipchart under the headings, civil and political rights, and social and economic rights.
3. Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent.
4. Point out the two extreme positions – the posters stating “I Agree” and “I Disagree”. Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places!
5. Read out the statements in turn. Vary the rhythm: some statements should be read out in quick succession, while for others you may want to take a little time between statements to allow for discussion.

6. Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge.

7. Allow people to move position as they listen to each others’ comments.

8. When you have gone through the statements, bring the group back together for the debriefing.

Debriefing and evaluation

Begin with reviewing the activity itself and then go on to discuss what people learnt.

- Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?
- Why did people change position during the discussions?
- Were people surprised by the extent of disagreement on the issues?
- Does it matter if we disagree about human rights?
- Do you think there are “right” and “wrong” answers to the different statements, or is it just a matter of personal opinion?
- Might it ever be possible for everyone to reach agreement about human rights?
- Is there a fundamental difference between the (first) two “generations” of human rights: civil and political rights and social and economic rights? Is it possible to say which of these are more important?
- Do we need any more rights? Could there be a third generation of rights?

Tips for facilitators

This activity embraces all human rights, but social and economic rights in particular; for example, the rights to work and leisure, to health care, and to a basic standard of living. (Articles 16, 22-29 of the UDHR)

The statements given below are designed to address some of the debates that take place concerning the difference between civil and political rights on the one hand, and social and economic rights on the other. There is no need to go into a great deal of detail at the beginning of the activity, since many of the points should emerge in the course of discussion.

However, two points are perhaps worth drawing out by way of an introduction. First, the simple distinction that civil and political rights are those moral demands that we make on governments concerning civil and political issues, such as the right to a fair trial, to vote, to express one’s opinion, etc; and social and economic rights are those demands that are connected with social and economic issues – such as homelessness, inadequate health care, poverty, etc. The first type of rights are also referred to as first generation rights, and the second type as second generation rights, because of the historical order in which they came to be recognised by people as universal human rights.

The second point is that some people have drawn a fundamental distinction between the different types of rights. Social and economic rights have been claimed by many to be either less important, and/or more difficult to guarantee than civil and political rights. Others dispute this. You can find more information about the debate in chapter 4.
During the brainstorming, you may want to give people copies of the simplified UDHR to jog their memories; or you yourself could read out some of the articles and ask people to put them into the correct category. Articles 16 and 22-29 are generally regarded as referring to social-economic rights.

You may want to run the lining-up part of the activity relatively quickly, without giving much time for discussion between the various points, and then to select two or three of the statements and discuss them in more detail with the whole group. But it is worth stopping the activity at certain points in order to give people the opportunity to reflect both on some of the points and on their position relative to that of others.

**Variations**

Compose other statements, or ask members of the group to make up their own.

**Suggestions for follow-up**

Organise a formal debate on one of the issues, asking people to prepare their arguments in advance, and then take a vote at the end of the debate. You could invite other young people or members of the public to attend.

Knowing about human rights is important, but being an active citizen is also essential if rights are to be safeguarded. You may like to try the activity “Electioneering”, on page 127. This looks at the question of persuading others over to your opinion.

**Ideas for action**

- Get in touch with a local organisation that works for human rights or social welfare and find out how you can contribute.

**Further information**

- Chapter 4 of the manual contains background information on the different generations of rights, including an introduction to “third generation” rights.

**HANDOUTS**

**Sheet of statements**

- It’s more important to have a roof over your head than to be able to say what you like.
- People have a duty to work, but not a right.
- The most basic responsibility of any government is to make sure that all citizens have enough to eat.
- The right to “rest and leisure” is a luxury that only rich countries can afford.
- It’s not the government’s job to make sure that people don’t starve – but the people’s!
- The way we choose to treat our citizens is no business of the international community.
- Poor countries should concentrate on a basic standard of living for all before worrying about the civil and political rights of citizens.
- Extreme economic inequality is an infringement of basic rights.
- Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today.
- If rights can’t be guaranteed, there is no point in having them.
Who are I?

I am what I am, you are what you are, she is what she is…but together we have a lot in common!

Themes
Gender equality, Discrimination and Xenophobia, Citizenship

Complexity
Level 2

Group size
8+

Time
25 minutes

Overview
This activity involves buzz groups, brainstorming, drawing and group discussion to explore issues of identity.

Related rights
- Equality in dignity and respect
- The right not to be discriminated against
- The right to life, liberty and security of person

Objectives
- To be aware of our own individuality and that of others
- To identify what we have in common with others
- To promote solidarity and respect

Materials
- Coloured pens and markers, if possible a different colour for each participant
- Enough paper for one sheet per person
- Flipchart paper and markers

Instructions

1. To warm up, ask people to get into pairs to form buzz groups. Ask them to pretend that they are strangers and to introduce themselves to each other.

2. Now ask people to reflect what is interesting or important to know about someone else when you first meet, and brainstorm the general categories of information. For example, name, age, sex, nationality, family role, religion, age, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes and more.

3. Now explain that participants are going to find out how much each of them has in common with others in the group. Hand out the paper and pens and explain that the first step is for each of them to draw a representation of their identity. They should think of themselves like stars; aspects of their identity radiate out into their society. Ask people to consider the eight to ten most important aspects of their identity and to draw their personal star.

4. Tell people to go around and compare their stars. When they find someone else with whom they share a beam or ray, they should write that person’s name near the beam. (For example, if Jan and Parvez both have a “rapper” beam, they should write each other’s names along that beam). Allow 15 minutes for this.

5. Now come back into plenary and ask people to talk about how individual each of them was. You could ask:
Which aspects of identity do people have in common and which are unique?
How similar and how different are people in the group? Do people have more in common with each other than they have aspects that are different?

6. Finally, do a group brainstorm of the aspects of identity that people choose and those that they are born with. Write these up in two columns on the flip chart.

Debriefing and evaluation

Now move on to discuss what people have discovered about themselves and about each other and the implications for human rights.

- What did people learn about themselves? Was it hard to decide which were the most significant aspects of their identity?
- Were people surprised at the results of comparing stars? Did they have more or less in common than they expected?
- How did people feel about the diversity in the group? Did they feel it made the group more interesting to be in or does it make it more difficult to work together?
- Were there any aspects of other people’s identity that participants felt strongly inclined to react to and say, “I am not.”? For example, I am not a football fan, not a fan of techno music, not a dog lover, not homosexual or not Christian.
- How does identity develop? Which aspects are social constructs and which are inherent and fixed?
- In relation to gender issues in particular, which aspects are social constructs and which are inherent and fixed? Did participants write “girl” or “boy”? What do people associate with the words “boy” and “girl”? Are the associations the same for both sexes and for all boys and all girls?
- How much are people judged by their individual identity and how much by the group that they belong to?
- How do participants feel about having the freedom to be able to choose their own identity? What are the implications for themselves and their society, and especially for the human rights of equality and respect?

Tips for facilitators

The name of this activity is not wrong! It is intended to puzzle participants.

In the warm up you may want to give some participants a tip to get them thinking on the right lines. You could give yourself as an example or use an imaginary person like: Olena, woman, Ukrainian, mother, wife, trainer, traveller, music lover.

The purpose of giving each participant a different colour is to give people the idea that everyone is unique and that the group is composed of a rainbow of identities. (The analogy is with South Africa, which calls itself the “rainbow nation”, that is a nation made up of people of all colours.) If you have a large group and two or more people have to share the same colour pen, ask them to use different styles of writing.

If you wish, you can make the activity a little more sophisticated by suggesting that people draw their personal stars with longer or shorter beams or rays according to how public or private they feel a particular aspect of their identity is. Longer beams reach further out into society and are therefore more public.
Some of the following points could come up in the final brainstorm (at step 6):

- Aspects of identity I can choose: name, friend, job, membership of a political party, favourite music, style of clothes, the football team you support, where you live,
- Aspects of identity I am born with: sex, age, height, eye colour,
- There will be some aspects of identity that may cause controversy, for example nationality, gender and sexuality, religion, being member of a minority.

The discussion about how identity develops and which aspects of identity are social constructs and which are inherent and fixed will also be controversial, especially those relating to religion and gender. It is worth asking participants to consider their own process of growing up and how certain aspects of their identity have changed over the years, perhaps even those aspects of their identity that they think are fixed.

You may wish to draw some conclusions from the discussions, for example, that we are all human beings who have rights which cannot be gifted or taken away regardless of race, colour, property, birth or other status.

**Suggestions for follow-up**

This activity can serve as an opener for many other discussions, for instance, questions about the universality of human rights, discrimination and xenophobia, children’s rights, and citizenship.

If the group want to look further at identity and gender issues they may enjoy the activity “Heroines and heroes”, on page 142.
Work and babies

Are you planning to have a job? Then don’t plan to have children!

Themes
Social rights, Gender equality, Discrimination and Xenophobia

Complexity
Level 2

Group size
10 - 25

Time
90 minutes

Overview
This is a role-play dealing with issues of
- Reproductive rights in the workplace
- Discrimination against women in the workplace

Related rights
- A woman’s right to reproductive choice
- The right not to be dismissed on the grounds of pregnancy, maternity leave and marital status
- The right to equal employment opportunities and remuneration

Objectives
- To develop knowledge about women’s reproductive rights
- To attempt to make participants appreciate what it feels like to be discriminated against
- To promote equality, justice and responsibility

Materials
- A large sheet of paper, flipchart paper or board
- Space for small group work and role-play
- Props for the role-play, table and chairs, pen and paper

Preparation
Copy the scenario onto a board or a large piece of paper or flipchart paper.

Instructions

1. Explain that the activity involves a role-play about the issues of women’s reproductive rights at the workplace. Conduct a short brainstorm about women’s reproductive rights so participants understand the term.

2. Divide the participants into small groups (maximum five people per group).

3. Read out the following, which is the background scenario for the role-play:
   “Maria has been unemployed for almost a year and is looking hard for a job. Ten days ago she went for an interview for her dream job – it was exactly what she was looking for! Everything went well and she was offered the position. The company asked her to have a meeting with Mr. Wladstock, the personnel officer in order to sign her contract. She had already discussed her duties and other job-related issues at the interview. Just as Maria was about to sign the contract, Mr. Wladstock said that a condition of the job was that she signs a declaration that she will not have a baby for the next two years.”

4. In their small groups, give participants twenty minutes to decide on an ending for the story and to develop it into a role-play. The role-play should start with the meeting between Maria and Mr. Wladstock and should not last more than five minutes.

5. Invite each small group to present their role play. Keep comments for the debriefing.
Debriefing and Evaluation

Begin with a round of feedback from each of the small groups about how they developed their role-plays together with comments from the others. Then go on to talk about the implications and what should be done about discrimination of this sort.

- Was anyone surprised at the situation? Does it happen in your country?
- How did the groups decide what the outcome should be?
- Were the endings realistic? What were the good points - and weaker points - about the ways the Marias handled the situation? How hard is it to be assertive in such situations rather than aggressive or submissive?
- In your country, what rights do women have in the workplace when they get pregnant?
- Why would the company want to impose such a condition on Maria? Is it fair? Why? Why not?
- Were any human right being violated? If so, which ones?
- If Maria were a man, would the same thing happen? Why? Why not?
- In what ways do men see this issue differently from the way women do?
- What do you think can be done to promote and protect women’s reproductive rights?

Tips for facilitators

Depending on the group, you may wish to divide the participants into small groups that are either mixed or single-sex (that is groups of only males and groups of only females). Choosing single-sex groups often leads to more provocative endings and richer discussion. Participants may not be familiar with the term “reproductive rights” and you may need to help them with some ideas in order to get the broad picture. Try to draw people out on the following points:

Reproductive rights include the right to:

- An enjoyable and fulfilling sexual relationship without fear of infection and disease.
- A choice whether or not to have children.
- A caring family planning service backed by a safe and empathetic abortion service that treats women with dignity and respect, and ensures privacy.
- Sex education

Bear in mind that the debriefing question about if human rights were being violated may bring up the controversial issues about abortion and a woman’s right to choose, as opposed to the right of the foetus to life. This is a very important topic. It is also especially relevant to HRE, because it requires participants to be open-minded, to put aside stereotypes and pre-conceived opinions and to use their skills of critical thinking. It is a very good illustration of the inherent complexity of human rights. If the issue arises, you may like to consider taking it up at another time as a discussion in its own right.

Variations

Instead of dividing the participants into small groups, you can start with two volunteers to play Maria and Mr. Wladstock with the rest of the group as observers. Then you can stop the presentation at intervals and ask the observers to comment and to say what should happen next. Alternatively, observers can simply exchange places with the actors to develop a different angle and change the course of the role-play. See page 50, in chapter 1, for more information about role-playing techniques.
Why not add other characters to the situation? You could include Maria’s husband, who could be a trade union representative, and the role-play could go beyond the meeting with the human resources department.

Feel free to adapt the names of the characters to reflect common names in your country.

**Suggestions for follow up**

The group could do some research into reproductive rights in your country. Following that, they could hold interviews with both women and employers to find out how the legislation works in practice. They could also find out the impact of European law in this area on their own national law.

The group could also review the sex education that is taught in their country. Does it cover all aspects of reproductive rights?

If you want to explore other types of discrimination in the workplace you may like to develop the activity “Different wages”, on page 107.

**Ideas for Action**

Take up issues about reproductive rights at your school or association council.

**Further information**

*The role of the Convention on the elimination of all forms of discrimination against women.*

Aside from civil rights issues, the Convention also devotes major attention to a most vital concern of women, namely their reproductive rights. The preamble sets the tone by stating that “the role of women in procreation should not be a basis for discrimination”. The link between discrimination and women’s reproductive role is a matter of recurrent concern in the Convention. For example, it advocates, in article 5, “a proper understanding of maternity as a social function”, demanding fully shared responsibility for child-rearing by both sexes.

Accordingly, provisions for maternity protection and child-care are proclaimed as essential rights and are incorporated into all areas of the Convention, whether dealing with employment, family law, health care or education. Society’s obligation extends to offering social services, especially child-care facilities, that allow individuals to combine family responsibilities with work and participation in public life. Special measures for maternity protection are recommended and “shall not be considered discriminatory”. (article 4). “The Convention also affirms women’s right to reproductive choice. Notably, it is the only human rights treaty to mention family planning. It states that parties are obliged to include advice on family planning in the education process (article 10.h) and to develop family codes that guarantee women’s rights “to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights” (article 16.e).
A human rights calendar

The following calendar is a first attempt to compile a list of days on which people worldwide celebrate human rights. The key dates have been gathered from official UN International Days, World Days recognised by NGOs, anniversaries of historical events and birthdays of some prominent human rights activists. It is not to be taken as a complete or definitive list but as a starting point for work with young people. The activities in chapter three are listed for cross-referencing.

The calendar can be copied and made into a poster to hang on the wall to stimulate initial interest in human rights issues, especially as it gives a good indication of their range and variety. People can be invited to discuss selected issues and also to research their own local and national key dates. These can then be added to the calendar to make a resource which is personal to the group.

Each activity in chapter three has been assigned a key date. Thus it is possible to use the calendar as a tool for developing a year’s human rights education programme. The starting point of each week or month could be a “topical” activity. For example on 3 May, World Press Freedom Day you could do the activity “Front page” (page 135) or on 25 November, International Day for the Elimination of Violence against Women, you could do the activity “Domestic affairs” (page 114). Alternatively, the group may wish to “take action” by getting involved with events or activities being organised by other organisations on those dates, for example with an environmental group to celebrate Earth Day on 22 April.

Just as the understanding of human rights changes and develops every year, so should this calendar. The challenge for you - the users of this manual - is to find new ways of celebrating human rights every single day of the year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Celebration</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8 Jan</td>
<td>World Literacy Day</td>
<td>Education for all?</td>
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<tr>
<td>20 Feb</td>
<td>Non-violent Resistance Day</td>
<td>Power station</td>
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<tr>
<td>21 Feb</td>
<td>International Mother Language Day (UNESCO)</td>
<td>The language barrier</td>
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<tr>
<td>8 Mar</td>
<td>International Women’s Day</td>
<td>Heroines and heroes</td>
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<tr>
<td>21 Mar</td>
<td>World Poetry Day (UNESCO)</td>
<td>Picture games</td>
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<tr>
<td>21 Mar</td>
<td>International Day for the Elimination of Racial Discrimination</td>
<td>Responding to racism</td>
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<tr>
<td>22 Mar</td>
<td>World Day for Water</td>
<td>The web of life</td>
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<tr>
<td>23 Mar</td>
<td>World Meteorological Day (WMO)</td>
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<tr>
<td>24 Mar</td>
<td>World Tuberculosis Day (WHO)</td>
<td></td>
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<tr>
<td>7 Apr</td>
<td>World Health Day (WHO)</td>
<td>Just a minute</td>
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<tr>
<td>8 Apr</td>
<td>World Roma Day</td>
<td>Take a step forward</td>
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<tr>
<td>22 Apr</td>
<td>Earth Day</td>
<td>The web of life</td>
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<tr>
<td>23 Apr</td>
<td>World Book and Copyright Day (UNESCO)</td>
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<tr>
<td>30 Apr</td>
<td>Holocaust Memorial Day (Yom ha Shoah)</td>
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<tr>
<td>1 May</td>
<td>International Workers Day</td>
<td>Different Wages, Trade union meeting</td>
</tr>
<tr>
<td>3 May</td>
<td>World Press Freedom Day (UNESCO)</td>
<td>Front page</td>
</tr>
<tr>
<td>8 May</td>
<td>World Red cross and Red Crescent Day</td>
<td>Right’s bingo</td>
</tr>
<tr>
<td>15 May</td>
<td>International Day of Families</td>
<td>Work and babies</td>
</tr>
<tr>
<td>17 May</td>
<td>World Telecommunication Day (ITU)</td>
<td>Impact of the Internet</td>
</tr>
<tr>
<td>31 May</td>
<td>World No-Tobacco Day (WHO)</td>
<td></td>
</tr>
<tr>
<td>4 June</td>
<td>International Day of Innocent Children Victims of Aggression</td>
<td>Do we have alternatives?</td>
</tr>
</tbody>
</table>
### A human rights calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Celebration</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 June</td>
<td>World Environment Day (UNEP)</td>
<td>Garden in a night</td>
</tr>
<tr>
<td>13 June</td>
<td>World Food Day</td>
<td>Rich meal poor meal</td>
</tr>
<tr>
<td>17 June</td>
<td>World Day to Combat Desertification and Drought</td>
<td>Can I come in?</td>
</tr>
<tr>
<td>20 June</td>
<td>World Refugee Day</td>
<td>All equal all different</td>
</tr>
<tr>
<td>21 June</td>
<td>World Peace and Prayer Day</td>
<td>When tomorrow comes</td>
</tr>
<tr>
<td>25 June</td>
<td>International Day against Drug Abuse and Illicit Trafficking</td>
<td>The language barrier</td>
</tr>
<tr>
<td>26 June</td>
<td>United Nations International Day in Support of Victims of Torture</td>
<td></td>
</tr>
<tr>
<td>26 June</td>
<td>UN Charter Day</td>
<td></td>
</tr>
<tr>
<td>1st Saturday July</td>
<td>International Day of Co-operatives</td>
<td>Play the game</td>
</tr>
<tr>
<td>11 July</td>
<td>World Population Day (UNFPA)</td>
<td></td>
</tr>
<tr>
<td>6 August</td>
<td>Hiroshima Day (remembers victims of the first atomic bombing in Hiroshima, Japan, 1945)</td>
<td></td>
</tr>
<tr>
<td>7 August</td>
<td>Transgender International Rights and Education Day</td>
<td>Who are I?</td>
</tr>
<tr>
<td>9 August</td>
<td>International Day of Indigenous People</td>
<td>Makah whaling</td>
</tr>
<tr>
<td>12 August</td>
<td>International Youth Day</td>
<td>Our futures</td>
</tr>
<tr>
<td>23 August</td>
<td>International Day for the Remembrance of the Slave Trade and Its Abolition (UNESCO)</td>
<td></td>
</tr>
<tr>
<td>Tuesday following second Monday September</td>
<td>Peace Day</td>
<td>Money to spend</td>
</tr>
<tr>
<td>8 September</td>
<td>International Literacy Day (UNESCO)</td>
<td>Glossary of globalisation</td>
</tr>
<tr>
<td>16 September</td>
<td>International Day for the Preservation of the Ozone Layer</td>
<td></td>
</tr>
<tr>
<td>1st Monday</td>
<td>World Habitat Day (Cities without slums)</td>
<td>A tale of two cities</td>
</tr>
<tr>
<td>October</td>
<td>International Day for Natural Disaster Reduction</td>
<td></td>
</tr>
<tr>
<td>1 October</td>
<td>International Day of Older Persons</td>
<td></td>
</tr>
<tr>
<td>1 October</td>
<td>International Music Day</td>
<td>One world of song</td>
</tr>
<tr>
<td>5 October</td>
<td>World Teachers’ Day (UNESCO)</td>
<td>Let every voice be heard</td>
</tr>
<tr>
<td>10 October</td>
<td>World Mental Health Day</td>
<td>Sport for all</td>
</tr>
<tr>
<td>16 October</td>
<td>World Food Day (FAO)</td>
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<tr>
<td>17 October</td>
<td>International Day for the Eradication of Poverty</td>
<td>Scramble for wealth and power</td>
</tr>
<tr>
<td>24 October</td>
<td>World Development Information Day</td>
<td>Beware we are watching</td>
</tr>
<tr>
<td>24 October</td>
<td>United Nations Day</td>
<td>Electioneering, Fighters for rights</td>
</tr>
<tr>
<td>3 November</td>
<td>Men's World Day</td>
<td>Heroines and heroes</td>
</tr>
<tr>
<td>9 November</td>
<td>Kristallnacht, International Day Against Fascism and Anti-Semitism</td>
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<tr>
<td>9 November</td>
<td>1989 Berlin Wall came down</td>
<td>Making links</td>
</tr>
<tr>
<td>11 November</td>
<td>International Day of Science and Peace</td>
<td>Horoscope of poverty</td>
</tr>
<tr>
<td>16 November</td>
<td>International Day for Tolerance (UNESCO)</td>
<td>Violence in my life</td>
</tr>
<tr>
<td>20 November</td>
<td>Universal Children's Day</td>
<td>Children's rights</td>
</tr>
<tr>
<td>21 November</td>
<td>World Television Day</td>
<td>Picture games</td>
</tr>
<tr>
<td>25 November</td>
<td>International Day for the Elimination of Violence against Women</td>
<td>Path to Equality-land</td>
</tr>
<tr>
<td>29 November</td>
<td>International Day of Solidarity with the Palestinian People</td>
<td></td>
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<tr>
<td>1 December</td>
<td>World AIDS Day (WHO)</td>
<td>Access to medicaments</td>
</tr>
<tr>
<td>2 December</td>
<td>International Day for the Abolition of Slavery</td>
<td>Ashique’s story</td>
</tr>
<tr>
<td>3 December</td>
<td>International Day of Disabled Persons</td>
<td>See the ability</td>
</tr>
<tr>
<td>5 December</td>
<td>International Volunteer Day for Economic and Social Development</td>
<td>Where do you stand?</td>
</tr>
<tr>
<td>10 December</td>
<td>Human Rights Day (1948)</td>
<td>“Draw the word&quot; game, Act it out</td>
</tr>
<tr>
<td>18 December</td>
<td>International Migrants Day</td>
<td>Take a step forward</td>
</tr>
<tr>
<td>29 December</td>
<td>International Day for Biological Diversity</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>The day on which universal suffrage became law in your country</td>
<td>To vote or not to vote</td>
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