

You(th)rRight!

TOOLKIT FOR HUMAN RIGHTS EDUCATION

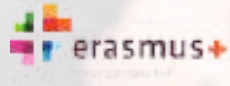


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CONTEXT

You(th)Right!



Human rights concern everyone, need to be respected by everyone, and, equally important, everyone should be aware of them. However, although legal documents seeking to create a protective framework for rights and freedoms at an international or European level already exist, such as the Universal Declaration of Human Rights, or the European Human Rights Convention, that kind of documents does not necessarily ascribe specific rights, responsibilities or duties to citizens within a national territory, and the compliance with their enshrined rules is sometimes difficult to be monitored. Human rights education (HRE) is thus much needed to uphold human rights for all members of society, indistinguishably, by creating, through the imparting of knowledge and skills and the molding of attitudes, a universal human rights culture. Within this culture/value system, people have a sense of individual self-respect and respect for others, show appreciation and understanding of cultural diversity, and promote social justice, solidarity, and communal harmony, while they are empowered and active citizens. This way, law enforcement will be the last resort for the application of human rights as individuals and societies will have already embraced human rights values and principles thanks to an effective and meaningful Human Right Education.

INTRODUCTION TO THE TOOLKIT

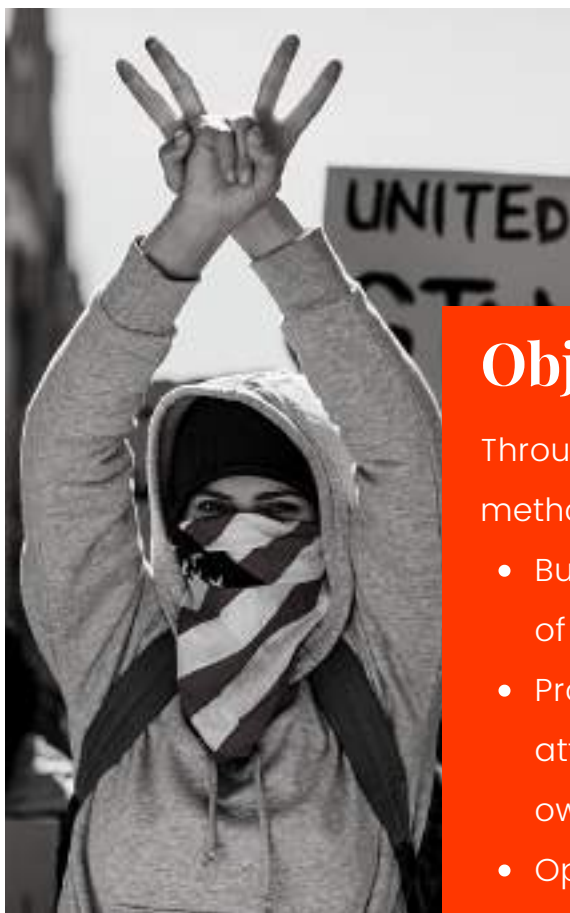
You(th)Right!



The Erasmus+ Training Course “You(th)Right! Human Rights Consciousness for youth Workers” took place in Ommen, Netherlands, from the 29 of September to the 10 of October 2022. The project was coordinated by yEUth and funded by the Erasmus + program and attended by 40 youth workers and youth activists from eight European countries. The main aim of the project was to deepen the knowledge and understanding of human rights with regard to the fundamental principles of the Universal Declaration of Human Rights (United Nations, 1948). The main objectives of the project were:

1. Deepen youth workers’ awareness about human rights issues;
2. Equip participants with knowledge, skills, and attitudes that support their positive contributions to society;
3. Engage participants in a dialogue about how human rights laws and principles can be translated into their own social, economic, cultural, and political reality;
4. Train youth workers’ mentoring skills and capacity in acting as multipliers in their daily work with youth;
5. Establish and strengthen cross-border partnerships and future common projects.

This toolkit is the final result of the project elaborated by the project participants.



Objectives

Through various innovative non-formal education methods, these activities/exercises aim to:

- Build awareness, knowledge and understanding of the Human rights and its importance;
- Provide participants with knowledge, skills and attitudes to understand how they can give their own contribution;
- Open a debate on how to engage, promote, defend and apply human rights principles to our daily life;
- Train participants' ability to act as multipliers;
- Foster participants soft skills;

Activities

This toolkit contains 18 different tools and activities to be used by youth workers and youth leaders in Human Rights Education activities, projects, and workshops. All the activities are based on different non-formal education methods and aim to raise awareness about the issues related to Human Rights protection, foster Human Rights activism, and help youth workers to engage young people in discussions on topics, related to Human Rights, especially the ones concerning the vulnerable social groups. Each activity has clear instructions, so can be implemented by less experienced facilitators, as well as a set of debriefing questions to foster discussion and reflection. Moreover, this toolkit provides all the necessary materials for activities implementation.



GUESS WHO?

DESCRIPTION

This activity is an interactive and engaging tool that aims to give the participants further knowledge about human rights activists, and to discover different human rights violations they were fighting against.



OBJECTIVES

- To foster an understanding of the transversality of human rights in different areas;
- To foster human rights activism;
- To build knowledge about the people involved in human rights promotion and protection;



GROUP SIZE:

15 participants divided into groups of 5. The activity can be adapted to different group sizes.



DURATION:

30 minutes to 1 hour



MATERIALS:

- Laptop
- Projector and screen
- The cards with the name and descriptions of the human rights activists
- Timer / Smartphone

INSTRUCTIONS

1. As the introduction to the activity, facilitators should show participants the presentation (Annex 1) of the human right activist with a short description of them, while fostering the discussion with questions as: "What he/she was fighting for?"; "Can you place this activist in a historical moment?"; "Do you think his/her fight is still needed?"; "Why yes/ Why not?";
2. Divide the participants into groups of 5 and ask them to stand in a small circle. After presenting the story of each of the activists that will be "involved" in the activity, explain to the participants the rules of the game "Heads up": each participant will be given a card with one activist. They cannot read the name, but they will have in turn to guess who the activists they were assigned are. They will only be able to ask questions, which should be answered just with "yes" or "no". Examples of the questions could be: "Am I a woman?", "Am I a man?", "Am I dead?", "Am I alive?". The others can only reply "yes" or "no". Participants will have 3 minutes to guess the right activist. After the time is over, the guesser should change and receive the card with another activist.

GUESS WHO?

3. They can decide who is going to play first. Give the first player a card (Material 1), ensuring that he/ she doesn't see the picture. When the first guessers of the groups have their cards, set a 3-minute timer.
4. After the time is over, check which group managed to get the answer correctly and change the person who will try to get the activist. Activity can be repeated as many times as needed for everyone to be a "guesser".

DEBRIEFING QUESTIONS

1. Were you aware of the topics tackled by each activist?
2. Did any of the given topics/ways of promoting them inspire you? Why?
3. Which human rights activists made the real change in our society? How?
4. Why activism is important?
5. Do you believe some of the activists back in the day were accepted and heard by the general public? Why?

ANNEX

- Presentation of the Human Rights Activist



"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

Universal Declaration of Human Rights, art.1
1948 United Nations

GUESS WHO? – MATERIALS

MATERIALS FOR THE ACTIVITY: 1

ACTIVITS FOR
HUMAN RIGHTS

**GUESS
WHO?**

Their faces

DR. JANE GOODALL



BILL &
MELINDA GATES



JANE ELLIOTT



NADIA MURAD



ELEANOR ROOSEVELT



MARTIN LUTHER KING



EMMA WATSON



GRETA THUNBERG



NELSON MANDELA



MAHATMA GANDHI



ABRAHAM LINCOLN



DALAI LAMA



GEORGE ORWELL



OSKAR SCHINDLER



LEONARDO DI CAPRIO



DRAW YOUR MIND

DESCRIPTION

This activity aims to raise awareness about stereotypes constructed by society. It is a short activity divided into two parts. In the first part, participants will be asked to reflect on the simple concepts by drawing them while the second part of the activity is devoted to analyzing the drawings in the group discussion and aims to discuss “popular” and “hidden” stereotypes in our society.

OBJECTIVES

- To raise awareness of the prejudices and stereotypes;
- To foster discussion of prejudices and possible ways to deconstruct them;
- To deepen participants' knowledge of the relationship between prejudices and human rights protection;
- To foster participants critical thinking skills;



GROUP SIZE:

The activity can be easily adapted to various groups



DURATION:

1 hour



MATERIALS:

- A4 paper for each participant
- 1 pen/marker for each participant
- Timer/ Smartphone

INSTRUCTIONS

1. Give a piece of paper and a pen to all the participants, asking them to divide the paper into 10 equal squares.
2. Ask the participants to draw the first things that come to their mind after they hear the simple concepts read by facilitators (examples of the words: Parents, Refugees, Work, Racism, Addiction, Equality, Successful woman, Boy playing, CEO, Person crying) in each of the squares, giving them two minutes for each drawing.
3. After participants finish with the drawings, ask them to gather in the group for the discussion. Start the discussion with the following debriefing question.

DEBRIEFING QUESTIONS

1. What did you draw? Why?
2. Do you think that your drawing shows a stereotype?
3. Now that you are seeing the other's drawings can you recognize any stereotypes?
4. What are the most visible stereotypes in our society?
5. Can you name any “hidden” stereotypes in our society? Is there any way to fight them? How?
6. How the stereotypes are related to human rights protection?

THE HYPOTHETICAL LIFE

DESCRIPTION

This activity is a role play and aims at raising awareness about the difficulties refugees and migrants face in a foreign country. Among the several obstacles that refugees and migrants face in their daily life when going to a different country, this activity focus on the language barrier, housing problems, difficulties in accessing the health system, and cultural differences.



GROUP SIZE:

20 people



DURATION:

1 hour



MATERIALS:

Printed scenarios

OBJECTIVES

- To raise awareness about the problems faced by refugees and migrants in their everyday life;
- To foster the reflection on how the members of society can help/assist migrants and refugees in daily-life situations;
- To foster the feeling of empathy towards migrants and refugees, and the issues they face, and to raise awareness and understanding that each individual could end up in such a situation.
- To foster participants' creative thinking abilities and public speaking skills;

INSTRUCTIONS

1. Divide the participants into four equal groups and give them a hypothetical scenario (Material 1). Give participants 3 minutes to read the scenario. Ask them if they can think of more problems related to the topic they were assigned (language barriers/housing problems/ prejudice and racism/ language barriers/ accessing the health system). Give them 5 minutes to brainstorm and note down such problems.
2. After 5 minutes, ask them another question: can you think of one or more solutions to the problem described in "your" scenario? Give them 5 more minutes to answer this question by discussing it in the group.
3. Give the participants 10 - 15 minutes to transform these scenarios, indicated problems, and possible solutions into theatrical plays. In 3-5 minutes of play, they should present the situation and show a solution to the problem their character/s is/are facing.
4. After each group presented their play, foster the discussion and give all the participants the possibility to express their opinion on the problems presented by other groups

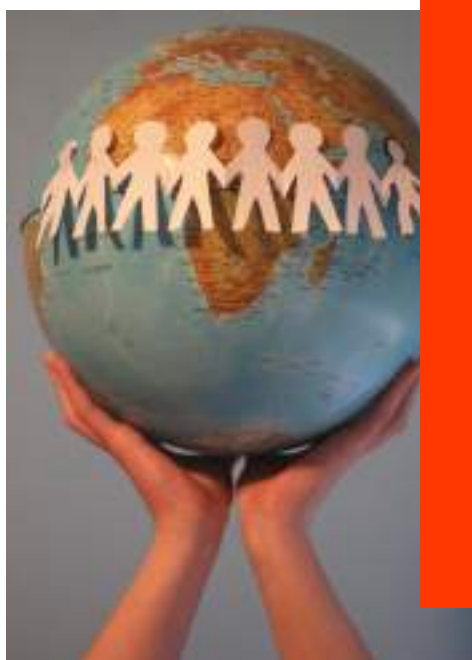
THE HYPOTHETICAL LIFE

DEBRIEFING QUESTIONS

1. Have you ever thought of the difficulties that were presented in the scenarios?
2. Was it easy to think about other problems refugees and migrants face in specific situations?
3. Was it easy/difficult to come up with the solutions for the given scenarios?
4. Can you think of other everyday-life problems faced by migrants and refugees?
5. Do you think that the proposed solutions can be really applied by migrants and refugees?
6. How each one of us, individuals could contribute to better integration of refugees and migrants?
7. Did you ever had similar situations in your life, presented in the scenarios? When? What were the circumstances?

TIPS FOR THE FACILITATORS

The discussion/ debriefing session depends on what participants present in their plays. In particular, it is important that facilitators adapt the discussion to the solutions presented by the participants while playing.



"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty."

Universal Declaration of Human Rights, art.2,
1948 United Nations

THE HYPOTHETICAL LIFE – MATERIALS

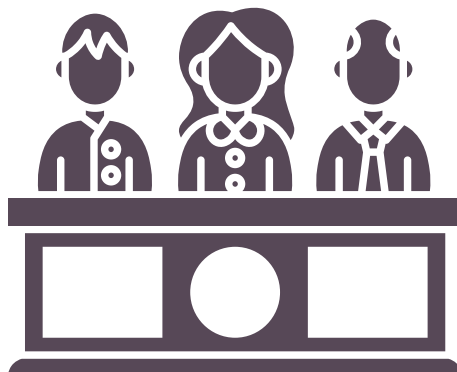
MATERIALS FOR THE ACTIVITY: 1

Language barriers	<p>Language is not just words, it is the way we use to bond with people. When you arrive in a different country, as a refugee, but also as a migrant worker, for example, and you don't know the language, you will feel like an outsider. Sometimes, your urgent needs cannot be understood and locals are not always welcoming and open-minded. Imagine that you arrive in another country, and you lose your cell phone during the trip. You had the address of your new house, the number of people you must inform that you finally arrived at your destination, and your credit cards on it. So, you try to stop people in the streets and enter shops asking- in English- to make a phone call. You're even offering to pay for it, but people just don't understand what you're asking for and are very skeptical towards you.</p>
Housing problems	<p>In most of the hosting countries, having a decent house to live in is not an option. Refugees in particular live in overcrowded houses. The lack of official and needed documents make it difficult for them to have a regular contract. Imagine that you arrived in another country, where people from your country are living already. You trusted them and they found a house for you, but in the end you understand it's a house shared with ten more people. You don't have basic items, such as a blanket. Since winter is coming, you decide to go to a refugee- center and ask for a place where to stay in better conditions and some essential household items. Here workers would like to help you, but the bureaucracy doesn't allow them to give you anything, you need specific documents to sleep in a shelter and you must write a formal request (in the language of the country) to obtain a blanket. Also, people working in the center inform you that they have too many requests and it will take one year to obtain what you will be asking for.</p>
Health system	<p>Having access to medical services is one of the crucial things for everyone. However in most countries, if you don't have a National Health Number you won't receive any treatment. Imagine that you arrived in a foreign country and you feel really sick. You decide to go to the hospital, but they send you from one to the other, saying that without National Health Number they can't help you. In the end, one doctor decides to visit you and certifies you need antibiotics because you got a bad infection. But, since you are not a citizen/ resident, the doctor cannot prescribe you the medicine.</p>
Cultural differences	<p>Cultural differences are one of the most complicated challenges that refugees have to face. For the majority of people, foreigners must adapt themselves to the hosting-country's culture. Imagine that you are a Muslim and you arrived in a European country as a migrant worker. You managed to create a strong network of people around you, so one of your colleagues invited you to have Christmas lunch at his place. You know they will eat pork, but you don't know how to say that you cannot eat it because of your religion. So, you just decide not to say anything and that you will just thank and say that you don't eat pork. Anyway, at the dinner, your colleague's family doesn't understand your point and seems offended that you didn't eat the meat.</p>

THE TRIAL

DESCRIPTION

This activity is a role-play game, which aims to create the ground for debates on the controversial aspects of the human rights violations while encouraging the participants to think from a different/unusual and uncomfortable perspective.



GROUP SIZE:

5-7 people for each group. 15-21 in total



DURATION:

1 hour



MATERIALS:

A printed story (or a link to read it on mobile phones)

OBJECTIVES

- To reflect on controversial aspects of concrete situations that involve human rights violations;
- To improve participants' perspective-taking skills;
- To foster participants' ability to formulate solid arguments;
- To deepen participants' understanding of the importance of human rights protection online;
- To foster participants' teamwork skills;

INSTRUCTIONS

1. Participants must be divided into three groups: the jury, the prosecutors, and the defendants.
2. Read the general story to the whole group: "The guy leaks a girl's nudes that she took while being badly intoxicated with different substances (alcohol and/or drugs). So after that, she gets heavily bullied and struggles with her mental health. She finally decides to file a complaint against him. The guy pleaded not."
3. Give each group some time to read the story again and discuss it among themselves, while creating the arguments to support the role, which was assigned to them in step 1. Ask them to note down at least 5 arguments.
4. After the discussion within the groups, 'prosecutors' and 'defendants' start to debate in front of 'the jury', about the innocence/guilt of the bad character in question. Each group can send one representative, or each member of the group can present one argument.
5. Tell them, that each argument can not take longer than 2 minutes. Facilitators should stop each group after the time is over.

THE TRIAL

6. Everyone has the right to ask the question to the person presenting the argument. The answer can not take longer than 1 minute.

7. Jury members should take notes and evaluate the arguments of each group individually.

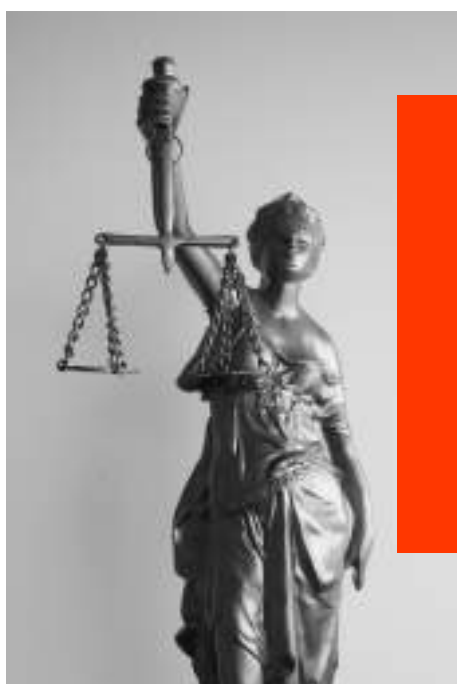
TIP: To make the debates more “spicy”, assign some specific roles to the members of the ‘jury’ team:

- One could be the mother of the accused guy;
- One could have experienced sexual assault in the past that caused trauma;
- Another could know the girl since she was a little kid;

8. In the end, ‘the jury’ must deliver a judgment, choosing the part that convinced them the most and justifying the choice. The discussion among the jury should be made in public, so the rest of the participants could evaluate their final decision and the arguments.

DEBRIEFING QUESTIONS

1. What kind of human rights violation you could identify in the given story?
2. Was it difficult to formulate the arguments?
3. Did you agree with your “opponent” arguments?
4. Did the exchange of arguments help you to see the situation from a different perspective?
5. Was the final decision of the jury fair in your opinion? Why?
6. What are the ways to protect human rights online? Why is it important?



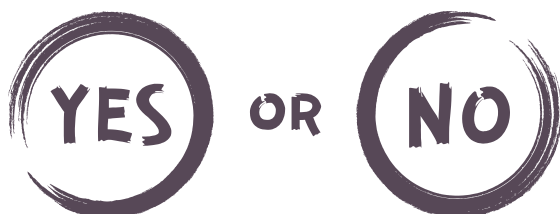
"Everyone has the right to life, liberty and security of person."

Universal Declaration of Human Rights, art.3,
1948 United Nations

YES, AND... / YES, BUT...

DESCRIPTION

The activity aims at raising awareness of the difficulties encountered by refugees in our society. It is an interactive tool that aims to foster a discussion about the problems refugees face while fostering participants' critical thinking abilities.



OBJECTIVES

- To strengthen empathy toward refugees by making the participants actively think about their problems and let them try to find solutions, which might be useful in real-life situations;
- To foster participants' critical and creative thinking abilities;
- To strengthen participants' feeling of empathy;



GROUP SIZE:

The activity can be adapted to groups of different sizes.



DURATION:

1 hour



MATERIALS:

Timer/ Smartphone

INSTRUCTIONS

1. Divide the participants in two groups and ask them to make 2 lines facing one the other. All the participants on the left side will play the role of refugees for the first round of the activity; the ones on the right will play the role of locals for the first round of the activity.
2. Give the "refugees" a list of problems that they face in their daily life (Material 1) and ask them to pick one and ask the person in front of them for help (by saying, for instance, "I need a house, can you help me?").
3. The "local" for the first round will be helpful and their answer will start with "Yes... and", meaning that they will try to satisfy the refugee's request and give even more help (by saying, for instance, "Yes, and I can also guarantee with a landlord/ lady that I know you, so they can rent or sell a house to you. Moreover, if you need help with the bureaucratic part, I will be very happy to help").
4. Give 10 minutes in total and allow them to continue with more requests and answers.
5. After 10 minutes, ask the participants playing the locals to change their attitude and start replying in a negative way to the refugee's requests. Answers must now start with "Yes, but..." (for instance, to the refugee's "I need a house" request, the answer will now be "Yes, but I cannot help you because I don't have time to follow you in the procedures").

YES, AND... / YES, BUT...

6. After 10 more minutes, ask participants to change roles. The ones who were playing the refugees now will play the locals and vice versa. Roles will be reversed, but the rules are the same: there will be a first 10- minutes round of "Yes, and..." answers and a second 10- minutes round of "Yes, but..." answers.

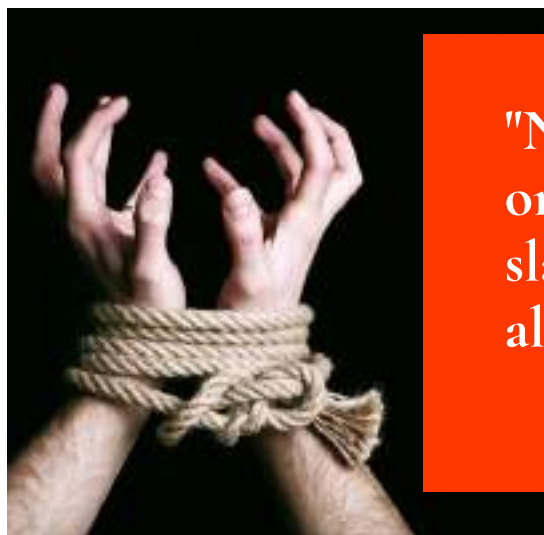
7. Stop the participants after 20 more minutes and start the debriefing and reflection session.

DEBRIEFING QUESTIONS

1. Was it easy to think about solutions to help the refugees? Do you consider yourself aware enough of their needs and how you could help/support them in real-life situations?
2. Was it easy to refuse the requests of the refugees? Were you thinking about stereotypes in society to oppose the requests?
3. What actions could be made to ensure the refugees have better living conditions?
4. What actions could be made by the society members to ensure better living conditions?
5. How this activity and the results could be linked with real-life situations?
6. What human rights violations refugees are facing in their daily life? Could it be changed? How?

MATERIAL 1: LIST OF PROBLEMS FACED BY THE REFUGEE

- Accommodation
- Food
- Water
- Social security
- Being alone
- Cultural differences
- Access to healthcare
- Language Barrier
- Socialization



"No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms."

Universal Declaration of Human Rights, art.4
1948 United Nations

COLOURS OF SOCIETY

DESCRIPTION

This activity is a simulation game that aims to raise awareness about the difficulties people with disabilities face in their daily life. It is divided into two parts. For the entire duration of the activity, there will be two groups: one playing people with disabilities, and the other one playing the members of society. Activity is designed to strengthen the empathy and understanding of human rights violations towards vulnerable social groups.



GROUP SIZE:

20-40 people



DURATION:

Around 45 minutes



MATERIALS:

Blindfolds, earplugs, tape or ropes, obstacles (markers, chairs, pillows...)

OBJECTIVES

- Raise awareness about the difficulties people with disabilities face in their daily life;
- Develop the feeling of cooperation and empathy;
- Raise awareness about the human rights violations concerning vulnerable social groups;
- Foster human rights activism;
- To foster active citizenship;

INSTRUCTIONS

PART I:

1. Choose five participants to be volunteers. They will play the role of people with disabilities. Ask them to go out of the room and give them extra materials: some should be blindfolded (to simulate blindness), others - wear earplugs (to simulate deafness), and others will not be able to use their arms (to simulate other physical disabilities).
2. Among the remaining participants, ask for other eight volunteers. They will represent the members of society who are "afraid" of people with disabilities and will create obstacles and excuses not to help people with disabilities. Even more - these 8 volunteers, who will play the role of "afraid" people, will make extra obstacles for people with disabilities to make their task hard to achieve (put chairs in the middle of the room, to stand without moving where the people with disabilities want to pass, to create noise (imitating street noise) covering voices that could guide blind people, etc. Give them 10 minutes to prepare obstacles, which could represent the noisy and busy streets in the city, as well to decide how they could imitate and present the part of society, who are "afraid" and ignore the needs of people with disabilities.

COLOURS OF SOCIETY

3. Don't give any specific tasks or guidance to the rest of the participants. Just tell them to act as they wish and feel like it during the activity (they can observe what is going to happen, they can join the group that is creating the obstacles, etc.)

4. Ask the five volunteers, who represent the people with disabilities to enter the room and explain to them their main task: to cross the entire room, they can ask for help from other participants to do so if they want.

5. The group which was creating the obstacles should try to stop the people with disabilities to cross the room by creating obstacles on the way during the game as well. Moreover, while the group of people with disabilities is asking for help, they can use different excuses in order not to help them. Here are some examples:

- "Sorry, I'm late for an important work meeting"
- "I'm taking my kids to school, so I cannot help you"
- "I don't talk to strangers"
- "I don't have time, I forgot the oven on at home"
- "I can't be helpful... I have an emotional trauma because I knew a person with disabilities"
- "They just stole my phone, I'm going to the police station"
- "I'm a police officer and I just get an emergency call that requires priority"
- "I have a wedding, I cannot be late"
- Just a discriminator gaze toward people with disabilities
- Not turning when seeing a disabled person having difficulties

6. Remind other participants, that they are free to act as they prefer.

7. After 10 minutes, stop the game and ask participants to start from their positions again. Guide the ones playing people with disabilities to reach the starting point again.

PART II:

8. Change one rule of the activity: those, who weren't assigned any role in the previous round, will now be asked to be caregivers for people with disabilities. Ask them to leave those playing people with disabilities quite free – they shouldn't invade their space, but try to help if asked and needed.

9. Once they reach the end, start a reflection session to understand how things change from the first part to the second, by asking all the group the debriefing questions.

COLOURS OF SOCIETY

TIPS FOR THE FACILITATORS

To have a better experience of the activity, do not share too many details of the activity with the participants. Even though it could create some misunderstandings and “chaos” feeling in the beginning, it would allow participants to get better into the simulation experience.

DEBRIEFING QUESTIONS

- 1.To the ones playing people with disabilities: Did you try to understand the environment in which you were walking or did you get lost after a while?
- 2.To the ones playing people with disabilities: how did you feel when people were not helping you? Did you ask for help? How did you feel while you were not receiving help?
- 3.To those who were not assigned any role: Did you notice that some people were struggling? Did you want to help them? Why you didn't? Why you did?
- 4.To those playing people with disabilities: Did you receive the help you have asked for? Were they properly helping you? Did something make you feel uncomfortable? If yes, what and why?
- 5.What is the connection between this activity and real-life situations?
- 6.What do you think the obstacles/excuses created by one of the groups represent?
- 7.What kind of human rights violations you could identify in this activity? How we, as the active citizens, could change it?



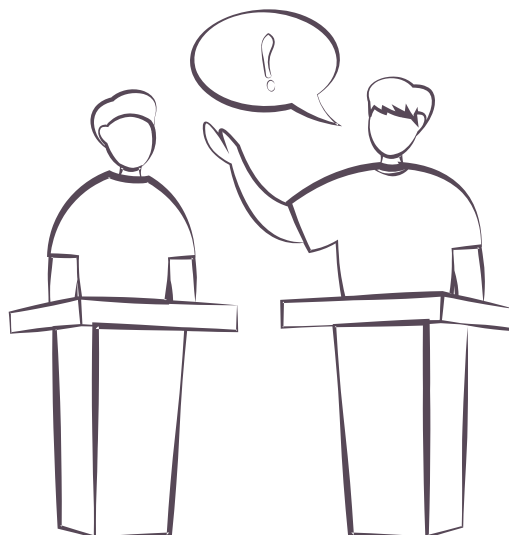
"No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment."

Universal Declaration of Human Rights, art.5
1948 United Nations

HUMAN DEBATE

DESCRIPTION

This is a simulation game, where participants are encouraged to think from different points of view. It aims to discuss controversial topics related to Human Rights protection and to enable participants to understand different perspectives.



GROUP SIZE:

Less than 30 people +1 facilitator



DURATION:

1 hour



MATERIALS:

Papers, pens

OBJECTIVES

- To raise awareness about fundamental human rights;
- To foster critical thinking;
- To foster participants' ability to formulate arguments and express them in public;
- To foster participants' ability to communicate effectively;

INSTRUCTIONS

1. The participants should be randomly divided into 3 teams.
2. There will be given one statement related to human rights. Some examples could be: "Abortion is not moral.", "Men and women should be paid the same.", "Your vote makes a difference.", "Europe can foster more immigrants.", "Europe shouldn't have any borders.", "Gay marriage should be legal everywhere.", "Sex at 15 years old should be legal in Europe.", "The press is not free in Europe."
3. One team will have to agree to the given statement, one team will have to be against it, and one team will represent the jury. The participants can't choose the side they want to stay on, so even if they don't personally agree with the statement, they have to play the assigned group and find arguments to sustain their side.
4. Give around 15 minutes before the actual debate will start, so the teams can discuss possible arguments to sustain their side/point of view.
5. After those 15 minutes, both teams (except the jury) will have to choose between 5-7 representatives (less if the group is smaller) who will go in front of the jury and sustain their arguments. The rest of the participants (the ones who were in different groups) will represent the public and they will have to observe the entire process.

HUMAN DEBATE

6. Each of the representatives has to talk for 1 minute. People can't talk when they want to, they have to wait for their turn. There will be a moderator/facilitator who will make sure that the rules are respected.

7. After each representative speech, participants from the "public" can raise their hands if they want to reply/comment on any of the arguments presented, and each team will have an extra 2 minutes to reply.

8. After all the speeches, the jury will have to analyze together both sides' arguments for 5 minutes and decide which side did a better job at sustaining their arguments. The jury will have a gridline/some criteria for counting the scores:

- "The teams had respected all of the rules (they didn't interrupt each other, they listened to others).";
- "The teams made a research to sustain their arguments.",
- "The teams offered real-life examples." etc.

The people who are in the public can also vote at the end of the debate, but the priority is for the jury's vote based on the criteria. The public's vote will only count for 30%. Count the results.

9. After the jury will make a decision, start the reflection session with the debriefing questions.

DEBRIEFING QUESTIONS

1. Were the arguments easy to find? Why or why not?
2. How did you formulate your arguments? Did you base them on your own beliefs, or you made the research/check some resources?
3. Did someone change their mind during the game regarding any of the topics discussed?
4. Was it hard to sustain your arguments? (this is for the people who had a different personal opinion on the statement)?
5. What human rights violations you can recognize in the context of discussed topics?



"Everyone has the right to recognition everywhere as a person before the law."

Universal Declaration of Human Rights, art.6
1948 United Nations

HUMAN RIGHTS THROUGH NATURE

DESCRIPTION

The tool aims to help the participants to better understand fundamental human rights through creative thinking. During the activity, participants will be encouraged to develop their nonverbal communication skills and creativity in a playful way by using accessible tools directly from nature.



GROUP SIZE:

The activity can be adjusted for small and big groups, since they can play alone or in groups.



DURATION:

30 minutes to 1 hour



MATERIALS:

-

OBJECTIVES

- To foster participants' non-verbal communication skills and creativity;
- To foster the discussion of fundamental human rights and what is meant by them;
- To enable participants to reflect on how fundamental human rights could be presented without explanations;

SPOILER ALERT

The activity is recommended as an introduction activity to Human Rights topics (to people who are not familiar with it) since it aims to enable participants to reflect on what fundamental human rights are for them.

INSTRUCTIONS

1. Ask participants to think about fundamental human rights. Explain to them, that they should present one of them by using materials from natural environments (leaves, rocks, sticks, etc.).
2. Let participants explore the natural area for 20 minutes: to find all the materials they need and illustrate the human right of their choice. Then, one by one or in pairs, participants will show their creations to the others. The rest of the groups should try to guess which is the illustrated human right.
3. Ask participants to reflect and analyze which materials were used, and what they might represent.

HUMAN RIGHTS THROUGH NATURE

DEBRIEFING QUESTIONS

1. How difficult was it for you to find natural materials to illustrate the concept?
2. Did the materials you have chosen have a specific meaning?
3. Was it hard to guess what others were willing to represent? If yes, why?
4. Was it easy to think about one of the rights to illustrate? How did you choose one?
5. Were there any of the creations that surprised you? Why?



"All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination."

Universal Declaration of Human Rights, art.7
1948 United Nations

IN THE SHOES OF OTHERS

DESCRIPTION

This activity focuses on Human Rights activism and its importance. This activity aims to help participants to understand different perspectives and possible ways to be active in the field of Human Rights protection.



OBJECTIVES

- To raise awareness about the importance of human rights activism;
- To discuss different tools and channels used for human rights promotion;
- To foster participants' critical and creative thinking abilities, as well as to foster perspective-taking skills;
- To improve participants' teamwork and public speaking skills;



GROUP SIZE:

The activity could be easily adapted to different groups. Participants can work individually or in bigger groups.



DURATION:

1 hour



MATERIALS:

Pens, papers, smartphones, printed names of famous people

INSTRUCTIONS

1. Divide the participants into groups of a minimum of two people and give each group the name of a famous person (Material 1).
2. Ask participants to discuss in the group (for 20 min) how this famous person is involved in Human Rights activism by answering the following questions:
 - How this person is raising his/her voice about the world's problems?
 - How he/she is making a difference?
 - What should she/he do more since they have the power to be listened to by many people?
 - What kind of activism they are promoting? Which tools/channels she/he is using?
3. Ask participants to present their character, explaining his/ her stance (mostly what they had to reflect on guided by the questions).
4. Ask the rest of the group if someone wants to add something about the characters, so groups would have a full profile of the famous person, her/his beliefs, and attitude.
5. Once all the groups completed the profile of the famous people they were assigned, explain to the participants, that for the next step of the activity, they need to get into the role of that person and make a "plan for raising awareness and fostering activism" as this person would do. Each group should receive different topics (Material 2).

IN THE SHOES OF OTHERS

6. Give participants around 30 min to complete this task.
7. Ask participants to present their work to the rest of the group. After each presentation, other groups can comment on the plan from the point of view of the person his/her group is representing.
8. After all, groups present their work, and start the debriefing session.

DEBRIEFING QUESTIONS

1. Was it difficult to think from the perspective of other people?
2. Should famous people be more active in the field of human rights protection? Why?
3. Does the fact they are followed by many people is a pros or cons? Why?
4. Was it difficult to create a plan for human Rights promotion? Why?
5. Is the involvement of famous people can bring positive change in the context of Human Rights promotion?
6. What actions presented could be taken and implemented by individuals in our societies?

MATERIAL 1: NAMES OF FAMOUS PEOPLE

1. Angelina Jolie
2. Greta Thunberg
3. Nadia Murad
4. Martin Luther King
5. Ayo Tometi
6. Elon Musk
7. Donald Trump
8. Samuel Benjamin Bankman-Fried
9. Andrew Tate
10. Kim Kardashian

MATERIAL 2: TOPICS FOR DISCUSSION

1. Access to education
2. LGBTQIA+
3. Refugees
4. Environmental protection
5. Women's rights
6. Freedom (of expression, of movement, of press...)
7. Social security
8. Privacy
9. Right to health
10. Children's rights

USE LESS TO HAVE MORE

DESCRIPTION

This activity aims to show the participants how important it is to save the Earth's resources and present environmental protection as a fundamental Human Right. The main goal is to encourage more people to be active and aware citizen.

OBJECTIVES

- To learn more about different types of living (by using energy and water-saving machines etc.);
- To understand better the situation with drinkable water in the global aspect;
- To develop team working skills of the participants;
- To develop participants' public speaking skills;
- To encourage the participants to be more active in the society they are living;
- To promote activism;
- To promote environmental protection as a fundamental human right.



GROUP SIZE:

20: participants are divided into groups of 4 people each but the activity can be adapted to different groups



DURATION:

90 minutes



MATERIALS:

- 25 glasses of water
- 1-2 big bottles with water enough to fill all the participant's glasses. If you are somewhere where is water you don't need to bring it with you
- Paper sheets
- Pens and markers
- Flip chart papers



INSTRUCTIONS

1. Make groups of 4 participants.
2. Explain that one participant in each group will receive 1 glass of water, 1 piece of paper, and 1 pen.
3. Ask the group to discuss for 10 minutes what and how much water each of them is using daily. Ask them to write the answers on the paper (ex. I'm using water to wash my face, teeth, and hands; take a shower every day; use the washing machine 3-4 times per week, etc.).
4. Give 1 empty glass per group. Ask the group to think about for 5 minutes what quantity of water each of them can save (ex. I can use my washing machine only twice per week and can save 50 liters/week). After this, ask them to put this extra water in the empty glass.
5. Ask the groups to think of 1 campaign that they'll be able to do in society to solve water-related problems (ex. If I can save 2 liters of water per day, I can start a campaign to give it to street dogs machines). Ask every group to write their idea. Give 20 minutes for discussion.
6. Listen to the group's answers (10 minutes)

USE LESS TO HAVE MORE

7. Discuss with them and try to put more effort into the problem of global climate change, focusing the attention on the importance of our little steps (15 minutes).
8. Discuss the ideas for the campaigns and try to choose one that all of the participants are interested in (10 minutes).
9. Brainstorming to choose the name of the idea. Write it on flip chart paper (5 minutes).
10. Start the reflection with debriefing questions.

TIPS

For participants: Search for information about the quantity of water that is used annually in your country/city. Search and write on a flip chart sheet examples of good practices in saving water resources.

For the facilitators: Do some research before the activity to find out data for water that is needed to solve some problems (ex. How many liters of water is needed daily for a dog to survive? How many street dogs are living in your city? etc.

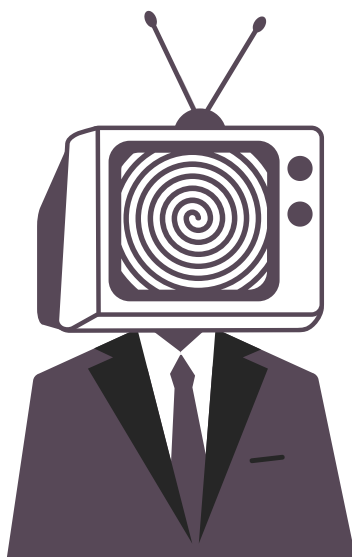
DEBRIEFING QUESTIONS

1. Is this the first time you are thinking about the water problem?
2. Do you think that all of us have a responsibility for saving the earth's resources or this is the government's problem?
3. How can we influence the solution to the problem in our society?
4. Does this activity make you think more about climate change and the global problem of clean water?
5. Do you think that you can really spend water in your daily life?
6. How hard was it for you to choose what you can spend later on?
7. Do you think environmental protection is one of the human rights? Why?
8. How environmental protection could be promoted as human right protection?
9. What would you do to find more people that could be interested in it?

SNAP THE PROPAGANDA!

DESCRIPTION

This activity aims at letting participants understand what propaganda is and how it is related to the violation of human rights. The activity is divided into three parts: reflection in small groups and script development, video recording, and video presentation followed by the group discussion.



GROUP SIZE:

20-40 participants



DURATION:

1.5 - 2 hours



MATERIALS:

Smartphones

OBJECTIVES

- To deepen participants' understanding of the concepts of fake news, propaganda, and its relation to human rights;
- To raise awareness of how to identify and combat human rights violations in the digital world;
- To improve participants' digital skills by using different tools;
- To foster participants' creativity and critical thinking skills;

INSTRUCTIONS

1. As an introduction step to the activity, ask participants to reflect on what propaganda is and give some examples of it. Ask participants, when was the last time they saw examples of propaganda on social media channels. Make sure that all the participants understand the concept of propaganda and fake news.
2. After the introduction step, create groups of 5 to 10 people (according to the group size). Give all the groups around 30 minutes to discuss and choose one topic related to human rights and the violations they would like to work on (for example gender norms, LGBTQI+, migrants, etc). Explain to the participants, that they should think about how to promote human rights protection regarding their chosen topic through propaganda, and to develop a short script for the video.
3. After all participants are done with the script, explain to them, that each member of the group should take an active role in the video production - one could be the director, other - a cameraman, and the rest - be actors. It is important to involve all members of the team in video production. Give them around 40 minutes to shoot the videos and edit them. Inform participants, that video should be no longer than 2 minutes and should send a clear message.

SNAP THE PROPAGANDA!

TIP: For video editing, suggest participants use CapCut or VN Apps – they are easy to use even for beginners.

4. After all groups are done with the video recording and editing, gather them together for the 'movie session', where each group will show the video. After each video, other participants should guess which Human Rights are promoted in the video, and how strong the message was.

5. As the last step of the activity, start the group discussion with the debriefing questions.

TIPS FOR THE FACILITATORS:

To make sure all of the group understand the main concepts, you might use these videos as an introduction step:

- [WHAT IS PROPAGANDA?](#)
- [PROPAGANDA: POWER AND PERSUASION](#)
- [INTRODUCTION TO PROPAGANDA TECHNIQUES](#)
- [INTRODUCTION TO PROPAGANDA](#)

DEBRIEFING QUESTIONS

1. How often do you notice propaganda or fake news in your feed on your social media?
2. Do you believe propaganda is a strong tool to influence people?
3. Does propaganda, as a tool, could promote human rights protection, or it brings counter effect? Why?
4. Was it difficult to formulate the message for your video? Why?
5. What are the ways to identify propaganda and fake news, when it comes to human rights protection in the digital world?



"Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law."

Universal Declaration of Human Rights, art.8
1948 United Nations

ACTivism!

DESCRIPTION

This activity is a powerful tool to foster activism and to identify how every person could contribute to the promotion of human rights protection. This activity is an improvisational theatrical play, which encourages the participants to take an active role and explore simple but powerful ways to fight for the human rights protection.



GROUP SIZE:

The activity can be adjusted for various group sizes.



DURATION:

1-2 hours (depends on the number of participants)



MATERIALS:

-

OBJECTIVES

- To recognize the human rights violations in daily-life situations;
- To foster activism;
- To deepen participants' understanding of the importance of active citizenship;
- Provide occasion for critical observation of reality
- Improve participants' public speaking, creative thinking, and teamworking abilities.

INSTRUCTIONS

1. Divide the participants into groups of a minimum of 4 people. Ask them to think about the human rights violations they have noticed in their daily life and to share these situations in the group (explain to them that they should think about a violation of human rights they experienced as victims or witnesses). Each group should pick one of these real life situations and create a short small theatrical play to represent them.
2. Give participants around 20 minutes to rehearse the play. Explain that the final play should not take more than 2-3 minutes.
3. After all of the groups ready, invite the first group to present they play. After the play, ask the rest of the participants (the audience), what happened in the presented situation, and what was the main issue. (The acting group is not allowed to reply or explain the scene). After the discussion of what happened during the play, ask the audience if something could be change in this specific situation, and which character behaviour could be change. When someone from the audience has a suggestion for the change in the play, instead of explaining it by words, invite that person to replace the 'actor' of the play, and ask all the group to repeat the scene. However, now the scene would change since there will be one character changing the behaviour/story line/outcome of the presented situation.

ACTivism!

4. For each play, you can ask the audience for 2-3 to replace one of the characters (or more than one at the same time).
5. After each change in the play, ask participants how the situation change, who influenced the change, did the behavior of the new character changed the course/storyline of the situation in a positive direction.
6. Repeat the same instructions and questions with every play, and after all groups will finish their plays, start the debriefing session.

DEBRIEFING QUESTIONS

1. How difficult it was to think about the human rights violations in daily-life situations?
2. Was there something in common in all the plays?
3. Was it difficult to identify which person's behavior should be changed in order to solve the situation? Why?
4. Was it difficult to understand the root of the problem and to find the solution?
5. What are the most effective ways to promote human rights activism in our daily life?
6. Were there any situations, that you could not think about any possibilities to solve the situation?



"No one shall be subjected to arbitrary arrest, detention or exile."

Universal Declaration of Human Rights, art.9
1948 United Nations

SPY THE HUMAN RIGHTS!

DESCRIPTION

This activity is designed as an introduction game for projects about human rights. It aims at giving participants a general understanding of the 30 fundamental human rights while building a collaborative environment and effective communication among the participants.

OBJECTIVES

- To raise awareness about the Universal declaration of human rights and the 30 fundamental human rights stated in this document;
- To deepen participants' understanding of the meaning of fundamental human rights;
- To create a collaborative environment among the participants;
- To foster participants' verbal and non-verbal communication skills.



GROUP SIZE:

The activity can be adjusted for various group sizes.



DURATION:

30 minutes to 1 hour



MATERIALS:

- Graphics representing the 30 fundamental human rights (should be printed without the name of the right, just image):
- Papers, pens and pencils
- 4 different spaces/rooms to divide the groups;

INSTRUCTIONS

1. Divide participants into 4 equal groups. The number of people in each group should be equal. There are the names of the groups and their roles:
 - **WATCHERS:** They will observe the given image for 1 minute and will have to reproduce it on a piece of paper by drawing them. (The images to draw is material 1). They can not speak or to interfere with others.
 - **SPY:** They will need to look at the reproduced picture by the watchers, and try to remember as many details of the drawing as possible. After it, they will need to mimic and show by body language what they saw. They are not allowed to speak!
 - **COMMUNICATOR:** The only role that is allowed to speak. Communicators will need to understand what the spy is trying to show and explain, and can ask questions to make sure they understood the spies correctly.
 - **RECEIVERS:** They will need to draw what communicators will tell them to. They are not allowed to speak.
2. Participants will be divided into groups and they will be assigned a role. Place each group in separated areas/rooms, so they could not see each other.

SPY THE HUMAN RIGHTS!

3. Activity starts at the rooms, where the WATCHERS are. Give each of the watchers one image (one per person), and ask them to look at it for 30 seconds and to remember as many details as possible. After, give them 1 minute to reproduce the image by themselves on the piece of paper.
4. After the WATCHERS are done with their task, invite SPIES to the room, and give them 1 minute to observe the drawing. None should speak at this step.
5. After the time is over for the SPIES, let them go to the COMMUNICATORS, and mimic and explain with body language what they saw. Communicators are allowed to ask questions. Give them 2 minutes for it.
6. After 2 minutes, send the communicators to the RECEIVERS. Communicators should explain what they got from the SPIES to the RECEIVERS, and receivers should draw what they understood.

NOTE: Each participant should be given a different image. Make sure you keep the materials of each round together, so in the end you can see combine and see the results.

After the first round is finished, WATCHERS become the SPIES, SPIES become COMMUNICATORS, COMMUNICATORS become RECEIVERS, and RECEIVERS become WATCHERS. The game should have 4 rounds, so each group could experience all the roles. The change of the roles goes like this: WATCHERS → SPIES → COMMUNICATORS → RECEIVERS → WATCHERS, etc.

7. After 4 rounds of the activity, invite all participants together for the group discussion.

MATERIALS:

IMAGES OF 30 FUNDAMENTAL HUMAN RIGHTS

DEBRIEFING QUESTIONS

1. Could you recognize what the images stand for?
2. Which role was the most difficult/easy to be in?
3. How could you evaluate the results?
4. What is the link between this activity and communication in the real life?
5. What symbols stand for human rights? Why?

THE CHALLENGE OF DISABILITY

DESCRIPTION

This activity aims to help participants to understand and emphasize the daily challenges people with disabilities face every day. Moreover, this activity is designed to help participants to reflect on how to assist people with disabilities in the daily life situation.



OBJECTIVES

- To raise awareness and the feeling of empathy toward people with disabilities;
- To raise awareness of how to help people with disabilities in daily-life situations;
- To improve participants' observation skills;
- To deepen participants' knowledge and understanding of the importance of active citizenship.



GROUP SIZE:

Activity could be easily adapted to various group sizes, from 10 to 40 participants.



DURATION:

1 hour



MATERIALS:

- Blindfolds
- Chairs
- Big room
- Papers to give the roles to the participants;

INSTRUCTIONS

The activity is divided into 3 different parts: 1st and the 3rd part will require active participant involvement, while the 2nd part of the activity is dedicated to the theoretical explanations and tips of how to help people with disabilities.

PART I:

1. Ask participants to walk around the room, and when they will hear 'STOP', they should freeze and close their eyes.
2. Give some of the participants a piece of paper with the role 'blind' (for 5 or more, depending on the group size), to others a paper with the role 'caregiver' (some number as the 'blind', so each 'blind' person will have a 'caregiver'). After all the roles are distributed, inform the participants, that the ones, who did not get any role, will play the role of 'observers'.
3. Give the blindfolds to the participants, who received the role of 'blind'. 'Caregivers' will not receive any instructions from the facilitators - just inform them, that they should assist 'blind' people to accomplish their task. 'Observers' should watch the entire activity and take notes of what they see.

THE CHALLENGE OF DISABILITY

4. Once the groups are created and the 'blind' people are blindfolded, explain the common task for all 'blind' people: they need to build a square out of the chairs in the middle of the room. Make sure there are enough chairs to achieve such a goal.

Remind the 'caregivers', that they should assist the 'blind' people. Observers can walk around the room to see what is going on and take notes of the wrong/good behaviors (if any).

5. Give participants 15 minutes to create the square. After the time is over, stop the activity and ask the blindfolded people to take off the blindfolds and see the result.

6. Ask all the groups about their experience: was it difficult to achieve the task? Was it difficult to assist blind people? Did you let blind people do the task on their own, or you did do it for them? What are the observations? Is something worthy to mention/point out?

PART II:

7. In this step, facilitators should provide short theoretical tips on how to help people with disabilities in daily life situations. If needed, facilitators can use the tips provided in the handouts (Material 1).

PART III:

8. After part II of the activity, participants should be more aware of how correctly to help people with disabilities. Ask participants to get back into their roles and repeat the activity from the beginning with the same main task for the 'blind' people (if there are people who would like to change the roles, you can play the activity twice – to repeat in the same roles, and then to change the roles. It is important to let the participants play the same role to understand the difference and importance of correct support).

9. Give participants 10 minutes to achieve the goal – create the square out of the chairs. After the time is over, start the debriefing session.

DEBRIEFING QUESTIONS

1. Was it difficult to play the assigned roles? Why?
2. Was the "second trial" easier/more difficult? Why?
3. How different was the efficiency of communication during the first and second trials?
4. How different was the result? Did the result achieved by the 'blind' people in the end, as the initial tasks required?
5. What is the connection between this activity and the real-life citations?
6. Do you believe this activity helped you to understand better how to help people with disabilities in daily life?

THE CHALLENGE OF DISABILITY – MATERIALS

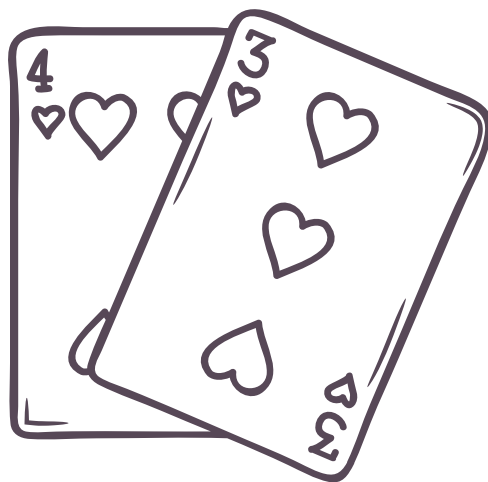
MATERIALS FOR FACILITATORS FOR THE PART II:

Be considerate – before touching a person with a disability (in the form of friendliness or willingness help) tell her about yours intention.	Don't impose yourself with your help – every person with a disability is aware of whether and when they need help – her/him will inform you about such necessity and explain exactly how you can help her/him. Don't make up your mind for her/him.
Do not enter the personal space of a person with a disability unnecessarily – a wheelchair, a crutch, a prosthesis or a cane are the elements of this space. Do not step into it unnecessarily by touching or moving the auxiliary equipment belonging to the person.	Respond politely to the request of the person with a disability – remember that these people have limited mobility and cannot always reach higher mounted buttons or other elements.
Speak directly to the person with a disability and not to the person accompanying him (assistant, guardian).	Be sensitive to architectural barriers that may make it difficult for a disabled person to move freely (stairs, high curbs, narrow doors or passages).
Take people with disabilities seriously – don't tease them or make fun of their appearance and behavior.	Do not be afraid to respond to children who are interested in people with disabilities – their curiosity should be used to positively present the image of a disabled person and to sensitize the child to their possible needs.
Each type of disability has a different specificity and limitations associated with it	Do not push (without asking for help) the wheelchair of a disabled person – this way, instead of helping, you can harm the person moving on it (falling out of the wheelchair, overturning the wheelchair).
A wheelchair is part of the personal space of a disabled person, do not enter it unnecessarily (do not touch it, do not lean on it).	Do not stand behind the back of a wheelchair user – talk to them face to face, preferably sitting at eye level of a disabled person.
When parking the car next to a place intended for people with disabilities, leave more space to allow them to get in and out of the car freely.	Do not touch the walking stick or the assistant dog of the disabled person – he is at work and you should not be distracted by stroking or talking to him.
Help a visually impaired or blind person to read information on information boards or public transport signs.	Be precise when giving directions to a visually impaired person (avoid the wording "there", "that way").
Inform visually impaired persons about obstacles on the way (e.g. high curb, stairs, hole in the sidewalk or road works).	When creating a virtual space, think about adapting it to the needs of visually impaired people – they are also active users of computers and the Internet.
If detailed communication with a hearing is required, a sign language interpreter may be required.	When talking to a hearing impaired person, do not cover your face – some hearing impaired people can lip-read.
Give your full attention to the person with a hearing or speech impairment – don't finish your sentence with them, don't nod.	If you have problems with understanding, ask for information on a piece of paper or suggest another way of communication.
A quiet environment, no noise, facilitates contact with people with hearing and speech problems.	

HUMAN RIGHTS TABOO

DESCRIPTION

This is an engaging game, which is suitable to introduce the main concepts related to Human Rights and foster participants' reflection and discussion about the meaning of these concepts.



GROUP SIZE:

A number that can be multiplied by 5



DURATION:

1 hour



MATERIALS:

Cards (Material 1)

OBJECTIVES

- To raise awareness about human rights and concepts related to them;
- To foster reflection and discussion about human rights and their importance;
- To improve participants' communication and team-working skills;

INSTRUCTIONS

1. Divide participants into groups of 5 people;
2. One person in the group will be a "clue-giver", while the rest of the group will be the "guessers". Clue-givers may not use any taboo words indicated in the cards, as well as should not use sounds or gestures to explain Human Rights. Clue-givers may pass on any card at any time, but these cards should be placed in the discard pile.
3. Each round, "clue-giver" has 5 minutes, and should try to explain as many words as possible.
4. After 5 minutes, change the "clue-giver" in each team. The game could be repeated as many times as needed, for every participant to be a "clue-giver".

DEBRIEFING QUESTIONS

1. Was it easy to guess the human rights explained by the "clue-giver"?
2. Did some of the explanations/concepts, in your opinion not related to Human Rights? Why?
3. Did some of the explanations make you think about specific Human Rights from a different perspective?
4. Do you think all people interpret and understand Human Rights in the same way? Why?

HUMAN RIGHTS TABOO – MATERIALS

MATERIAL 1: TABOO CARDS

Human right	Taboo words
All human beings are free and equal	Equality; Diversity; Freedom
No discrimination	Race; Sex; Intolerance; Religion; Racism
Right to life	Liberty; Security; Birth
No slavery	Freedom; Servitude; Slave
No torture and inhuman treatment	Cruelty; Punishment; Abuse
Same right to use law	Trial; Equality; Legal status; Rights Judge
Equal before the law	Protection; Equality; No discrimination
Right to treated fair by court	Trial; Judges; Tribunals; ConstitutionLaw
No unfair detainment	Jail; Prison; Arrested; Exile; Detention
Right to trial	Jail; Prison; Court; Equality; Tribunal
Innocent until proved guilty	Culpable; Responsible; Judge; Proves; Evidence
Right to privacy	Personal life; Family; Protection
Freedom to movement and residence	Freedom; Travel; Change; Move; Transfer
Right to asylum	Protection; Refugees; Persecution;Violence; War
Right to nationality	Nations; Citizenship; Ethnicity; Deprivation; State
Rights to marry and have family	Children; Wedding; Marriages
Right to own things	Property; Deprivation; Belongings; Goods; Objects
Freedom of thought and religion	Belief; Freedom; Intolerance; Idea; Faith
Freedom of opinion and expression	Belief;Judgement; Declaration; Liberty; Ideas
Right to assemble	Assembly; Association; Community; Meetings; Events
Right to democracy	Law; Free access; Equal access; Public service; Freedom
Right to social security	Dignity; Health; Secure; Protection; Society
Right to work	Job; Employment; Money; Trade unions; Workplace
Right to rest and holiday	Vacation; Employeurs; Employee; Days off; Feast day
Right of social service	Society; Welfare; Public services; Vulnerable groups; Children Services
Right to education	School; Children; University; High School; Students
Right of cultural and art	Paintings; Museums; Music; Books; Education
Freedom around the world	Travels; Borders; Liberty; Earth; Move
Subject to law	Freedoms; Limitations; Welfare; Democratic society; Constitution
Human rights can't be taken away	Respect; Fairness; Restrictions; National security; Dignity

THE POWER OF OUR VOICE

DESCRIPTION

This tool is an interesting and engaging activity, which aims to help participants to identify and understand human rights issues, addressed through music. Moreover, this activity allows participants to analyze different and powerful messages, used to promote Human Rights protection.

OBJECTIVES

- To deepen participants' understanding of different ways to address human rights issues, specifically through music;
- To foster participants' ability to reflect and analyze the messages used in lyrics;
- To develop analytical thinking by comprehending the song lyrics and linking them to human rights issues.



GROUP SIZE:

Activity could be easily adapted to different group sizes.



DURATION:

45 minutes



MATERIALS:

- Printed lyrics of the songs.

[PRESS FOR LINK HERE](#)

- Pens and papers

INSTRUCTIONS

1. Create groups of five people (less or more, depending on the group size);
2. Give each group three songs and their lyrics;
3. Ask them to discuss and analyze which human right issue is being addressed in the song and what is "the message" of this specific song. Give around 30 minutes to discuss and note down the main finding of the songs.
4. Ask each group to present their findings: the issue addressed, the message, and for which of 30 fundamental Human Rights the songs "stands for"

DEBRIEFING QUESTIONS

1. Do you think art, and music, in particular, is an effective tool for the promotion of human rights?
2. Was it difficult to understand and identify the issues addressed in the songs?
3. Was it difficult to understand the message artist "hides" in the lyrics?
4. In your opinion, what circumstances/events inspired the artist to write these songs?
5. Do you know any of the artists who have been persecuted by regimes because of their songs?

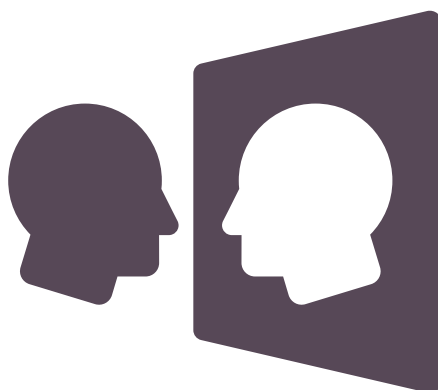
WHAT IS IT TO BE ME?

DESCRIPTION

This tool aims to foster participants understanding of human rights violations related to gender equality. The activity aims to facilitate the recognition of how the perceptions and expectations are guided by gender and how that affects society.

OBJECTIVES

- To identify gender stereotypes that could be found in the modern society.
- To raise awareness about implicit social expectations, life paths, relationships, and other aspects that involve our lives as social individuals.
- To foster participants reflection and critical thinking abilities;



GROUP SIZE:

Activity could be easily adapted to different group sizes.



DURATION:

30 -45 minutes



MATERIALS:

- Papers
- Pens
- 2 identical images (material 1)

INSTRUCTIONS

1. Divide participants into 2 groups. Ideally, each group should be placed in separate rooms. If it is not possible, ask both groups to be on different sides of the room.
2. Give each group a photo of the person. Tell one group, that the name of the person is Alexander (male), and tell to other groups that the name of the person in the picture is Alexandra (female). The photo is the same for both groups.
3. Ask both groups to write their first impressions of the person in the picture, and to write a brief description of the person. Explain, that each group will need to present the life story of Alexander and Alexandra: clothes, friends, studies, work, family, character, relationship, etc. Give participants 15 minutes to write these life stories.
4. Ask each group to present the stories they came up with. Make sure they do not show the picture of the person to the other group.
5. After both presentations, ask participants to show the picture they had. At this step of the activity, groups will realize that they had the same picture, so start the discussion with the debriefing questions.

WHAT IS IT TO BE ME?

DEBRIEFING QUESTIONS

- 1..Did the fact of having a female or male name influence your ideas about the person?
- 2.Have you ever personally felt insecure about social expectations?
- 3.Have you ever felt discriminated against because of your gender and preferences?
- 4.Did you find out that there are some stereotypes in your mind and in your way of describing someone? What kind of?

MATERIAL 1: PICTURE OF ALEXANDER(A)



ESCAPE THE WAR

DESCRIPTION

This activity is a simulation/role-play game, that aims to raise awareness about the difficult situation people face in countries affected by war. The storyline of the activity describes a girl's attempt to escape Afghanistan - a country, where various human rights are constantly violated. Activity is designed to be played in teams/roles: freedomists, Taliban, traffickers, police officers. The main goal of the activity is to emphasize the difficulties and issues people, especially women, face in such countries.



GROUP SIZE:

Less than 30 participants.



DURATION:

1-2 hour



MATERIALS:

Printed materials of the materials list

OBJECTIVES

- To raise awareness of the difficulties people face in the countries affected by war;
- To raise empathy towards human rights violations in such a country;
- To highlight gender-based discrimination and gender-based violence;
- To foster participants' problem-solving, negotiation, and critical thinking abilities

INSTRUCTIONS

This activity is organized into three different parts. Before the activity, facilitators should prepare separate spaces/rooms, materials and instructions for all the steps of the activity. The first part is a preparation phase when participants will be divided into groups and all of them will understand the situation/storyline of the activity.

The main goal of the second part of the activity is to prepare the groups for their roles by explaining/discovering them.

The third part of the activity is the role play: all the participants will start the activity in the main room, which represents Afghanistan, where all the groups will act according to their roles.

For this activity, 2 rooms/spaces are needed: a main room, representing Afghanistan, and a second one, where the game will start for the "freedomists". All the necessary materials to implement this activity are provided in the "materials list".

ESCAPE THE WAR

PART I:

1. Create a group of 5 people (could be 5 volunteers or randomly selected participants) who are going to be the ones trying to escape the country – they are going to play the role of “Freedomists”. Ask them to go to a separate room.
2. In a separate room, the “Freedomists” will find a puzzle (Material 1): the front image is a clue to get a feeling about the general story. Behind the puzzle, there is a written story (Material 2). It's the story of a person who is trying to escape the country (the story of the “Freedomists” themselves). Ask the team to put the puzzle together in 10–15 min. While putting the puzzle together, they will reveal the story of their role.
3. Meanwhile, in the main room, show the video about the situation in Afghanistan (Material 3)* to the rest of the group. It will give them an overview of the Afghani crisis. **TIPS:** Each participant must know how things work in the Taliban regime, which are the real obstacles that people are getting through. So there could be given some extra time after the video to discuss and better understand the environment. It could be challenging for some of the participants to obstruct the process or to deal with the offenses that can arrive, so facilitators should specify that violence is not allowed.
4. After the video, explain to them that they are going to be divided into teams and they will play specific roles.
5. Randomly divide the participants into 3 groups and let all of them stay in the main room/working area. Give them the roles of Taliban, traffickers, and police officers. Give to each group a card where their role and how they should act are clearly explained (Material 4).
6. Choose one of the participants for the “secret mission”. This participant will pretend to be part of the police officers, but he or she will help “freedomists” to escape the country. This person will receive a card where their role is explained and some clues on which words to use are written (Material 4).

PART II:

1. While the groups are analyzing their roles, go back to the group of “Freedomists” to check the puzzle and the story – they should already have a clue of the storyline of the game. Give them more information about the position of men and women in Afghanistan, what police, Taliban, and traffickers do, so the “Freedomists” would have a clear picture of the environment in the “country” and what is waiting for them.
2. Give the “Freedomists” team the list of the reasons to stay or to escape (material 5) the country. Ask them to make a decision: to stay or leave the country. In both cases, they will face some obstacles and they must cross the “country” (the main room).

ESCAPE THE WAR

3. Make clear who wants to stay and who wants to leave the country by giving the participants a label stating their decision: "staying"/"trying to leave" (material 6), so other groups can identify them and act according to it .
4. Inform the ones who decided to escape the country, that there is one person in the country (the main room), who is on a "special mission", and will help them to escape. Give to "freedomists" a hint (material 7) on how to recognize this person.

PART III:

1. Once the preparation phase is over, bring all the groups together into the "country" (the main room).
2. Inform the groups, that the escape starts, and they should start acting according to their roles.
3. The freedomists that will understand who the person on a special mission is, can ask him/her how to escape the country/ room.

DEBRIEFING QUESTIONS

1. To the Taliban: How did you feel while trying to catch people who are already in a difficult situation?
2. To the police officers: How did you feel abusing your power?
3. To the freedomists: Did you regret your choice when you kept finding obstacles?
4. Were you aware of the situation of women in Afghanistan and the difficulties related to the escape process?
5. Which are the violations of human rights that you can recall?
6. Did anybody want to play another role? Why?
7. Was it difficult to get into the role?
8. If yes, why? Is it related to emotions?



"Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him."

Universal Declaration of Human Rights, art.10
1948 United Nations

ESCAPE THE WAR – MATERIALS

1. IMAGE FOR THE PUZZLE



2. STORY TO BE WRITTEN BEHIND THE PUZZLE

You are a group of young Afghan girls coming from middle-class families. You dream about going to university and becoming doctors, teachers, lawyers. However, after the Taliban took back power in Afghanistan, female education was jeopardised and you all are now unable to enroll in the university. You have always been very active in the protection of Human Rights. At high school you were all in a group aiming at raising awareness about women's rights. For this reason you must protect yourself from Taliban: they know for sure your names as young activists and they will be very strict no matter what you will decide to do. Your inspiration were your moms who were also seeking for freedom since their youth, but – when Taliban took over again- they decided to interrupt their fight, even if they still believe it's right.

As life and opportunities become uncertain under the Taliban regime, you need to face a tough ordeal: to escape the country and seek refuge in Europe or to stay and face the new rules in the country. You also feel the pressure of your families and, in particular, of your moms' ideas: you are their hope to continue fighting for women's rights in Afghanistan. At the same time, they don't want you to risk your life. The main problem is that each decision poses a series of circumstances that threaten your well-being, integrity, and life.

ESCAPE THE WAR – MATERIALS

3. VIDEO TO INTRODUCE THE SITUATION IN AFGHANISTAN

A short video to introduce the situation in Afghanistan to the main group: One Year After Kabul Fell To The Taliban, Afghanistan Is In Chaos:

https://www.youtube.com/watch?v=e_hXBHxCA7Y&feature=youtu.be&ab_channel=NBCNews

4. EXPLANATION OF THE ROLES

TRAFFICKERS



Traffickers exploit others for the profit gained from forced labor and commercial sex.

As a trafficker, you should approach people who are trying to escape the country. Promise them to help with finances and to help their family, even if they will stay in the country. Offer them jobs as nurses, nannies, and au pairs. If there are girls who dream to study, tell them that you will take care of the documents needed to start University in the destination countries.

Promise them luxurious lives and European Countries. You can also pretend to be in love with the women who want to escape: establishing love relationships with women and girls to traffic them is one of the main strategies used by traffickers. If people that are trying to escape will refuse your offer, you can pretend to be violent against them: you can try to kidnap them or force them to leave.

SECRET MISSION



You are on a secret mission, but freedomists don't know it. You will help them to escape the country safely. They only know that in the room there is someone who can help them. They will guess who the person on a secret mission is. Here are some suggestions to help them understand that person is you: specific words that can help freedomists in understanding it's you the person on a secret mission. Some suggestions: "Europe will never welcome you"; "You don't deserve freedom"; "Whoever will help you, will be punished and will be handed to the police"; "If you manage to leave the country, you will face even more difficulties"; "Where do you think to go without your VISA?"; "Don't you think God will punish you for your act of treason against Afghanistan?"

Freedomists will pay attention to your words: if you want to make things more difficult for them, wait until the chaos begins before speaking out loud these sentences. If someone guesses it's you the person on a secret mission, guide them to the exit. More than one person can understand, and you will help all of them.

ESCAPE THE WAR – MATERIALS

POLICE



The Afghan Border Police is responsible for the protection of Afghanistan's airports and borders. The Kabul Police Academy in 2002, also opened to women, with training courses lasting three years. The ABP has not seen great success thus far. The border is porous and difficult to control.

Police is highly corrupt because the government does not well pay officers. As a result, they can be corrupted with small amounts of money, goods, and food: heat and rice are two of the most commonly smuggled items.

Moreover, they are very afraid of traffickers because if they don't accept payments, they will threaten Afghan guards and they can even arrive to kidnap them.

In the end, they help traffickers because it is convenient for their pockets and lives.

So, as police officers, you should help traffickers, and ask for money and goods. You can also help them to catch freedomists trying to escape.

TALIBANS



The Taliban returned to power in Afghanistan in 2021. Under their harsh rule, they have cracked down on women's rights and neglected basic services. So, as the Taliban, you will punish people trying to escape. Since it is based on religious fundamentalism, every given punishment will be justified by religious ideas. You will be particularly strict with women. These are some of the punishments imposed by the Taliban's strict Shari'a:

- death for rebellion
- cutting off of hands for security
- public execution for any violation of the laws
- rape, abduction, and forced marriage
- denied education to all the girls
- denied health care

You can go to the freedomists and punish them by saying, for example: "You are not wearing your hijab in the right way: 10 whippings". You can prevent people to go to school just because of their gender or you can order a public execution because they want to escape.

ESCAPE THE WAR – MATERIALS

5. LIST OF THE REASONS TO STAY OR TO LEAVE (FOR THE FREEDOMISTS)



Reasons to stay in Afghanistan

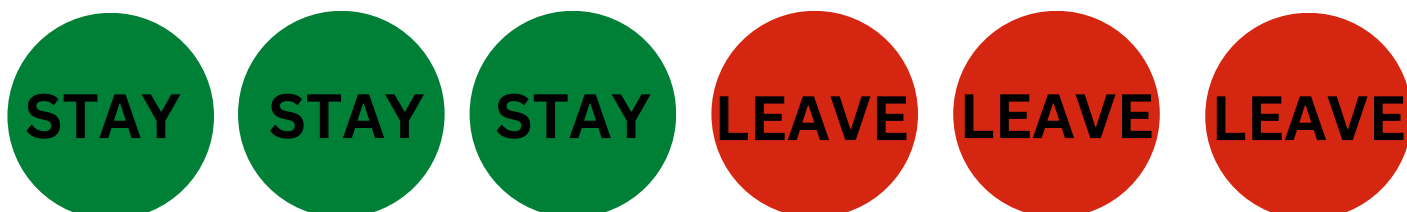
- Family
- Difficulties during the journey- which can be as much dangerous as staying in the country
- Uncertainty
- Financial problems
- Racism in the Country of Destination



Reasons to leave Afghanistan

- Conflict
- Violence
- Poverty
- Humanitarian crises
- Totalitarian regime

6. LABELS STAYING/LEAVING THE COUNTRY AMONG THE FREEDOMISTS



7. HINT FOR THE FREEDOMISTS



If you are reading this is because you decided to escape the country.

As you already know, there are many difficulties that you will face, after this courageous decision. However, among the participants in the other room (playing police officers, Taliban, and traffickers) there is one person on a secret mission. He or She can help you!

This person won't make it obvious that he or she is on a special mission. You should guess.

Pay attention to what participants say. Our suggestion is to focus on their words: something about the country where you are planning to go, religion, education, difficulties, and documents that will guide you.

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DUTCH TEAM:

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GREEK TEAM:

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PROJECT PARTNERS:

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