Activity Race for rights!

This activity makes human rights more real. Participants must depict different rights to members of their team using anything they like – except for words! (Similar to Pictionary or charades)

**Group size** - 12-16

**Time** - 60 minutes

**Objectives** - To understand the rights contained in the Universal Declaration of Human Rights (UDHR)

### **Materials**

* Copies of the Human Rights Handout: make 1 copy for each team. Cut the handout up (see below)
* Space for 2 or more teams to work separately, ideally in different rooms
* 2 facilitators (ideally)
* UDHR Summary (see below)
* Post-its or small cards
* Flip chart and markers (optional)

### **Instructions**

1          An optional starter for groups unfamiliar with human rights might be to ask the group what they understand by human rights. You can use prompt questions. For example:

– Who has human rights?

– Can you name any human rights?

– Who has to make sure that human rights are respected?

– Where do they come from?

2          Divide the group into teams of 6 – 8 people. Hand out the following to each team:

– A copy of the UDHR summary (at the end of this activity)

- Post-its or cards to write guesses on

### **Rules of play**

**Aim of the activity:** guess all the human rights before the other team(s)

* 1 person from each team (the ‘Collector’) collects a human rights card from the facilitator. Their task is to convey the right written on the card to the rest of their team **without speaking**. They are allowed to draw pictures, use gestures or mime, but cannot use any other props to communicate the right written on the card.
* The rest of the team has a copy of the UDHR to help them and they need to guess which human right is being depicted. This should be discussed and agreed by the whole team before an ‘official’ guess is made. When they have agreed on the team’s guess, this should write it down and give it to the Collector. The Collector then says if they are right or wrong. If the team makes an ‘unofficial’ guess – in other words, they don’t write it on a card – the collector must not respond! They can encourage them and nod or shake your head if they ask questions about anything else, for example, ‘are you sweeping the floor?’, ‘are you in prison?’, ‘is that an ice cream?’, but NO SPEAKING!
* If they are wrong they can only have one more guess. After that, the right is regarded as ‘not guessed’ and the next Collector goes to fetch a new card from the facilitator.
* A different ‘Collector’ should be sent up for each new rights card. When everyone has had a turn, a second round begins.
* The game ends when one team has guessed all the rights correctly, or when one team has guessed more rights correctly than the other team.
* Not all rights are included in the game: there are 30 different rights in the UDHR, and only 12 cards to guess.

Allow participants to wind down after the heat of the competition! Use some of the following questions to debrief the activity.

### **Debriefing**

* Which of the rights were most difficult to communicate? Why?
* What conclusions can you draw about communication: why is it often difficult to understand each other? Is it the fault of the ‘communicator’ or the ‘listener’, or both?
* Were any of the rights particularly difficult to understand?
* Do you think you could ‘do without’ any of these rights? If so, which ones?
* Do you think these rights should apply to the online world as well as the ‘real’ world? Can you think of examples where some of these rights are relevant to online activity?
* Do you think that human rights are respected on the Internet?

Human rights belong to everyone, and they are ‘laws for governments’. Human rights mean that governments have to make sure that individuals are protected from unfair treatment, extreme abuse and violence – amongst other things. Human rights are important because they protect us, and because they mean we shouldn’t behave towards others in a way that does not respect their rights.

### **Reflections on hate speech**

* Explain briefly that hate speech is any ‘expression’ of hatred towards a group or member of a group which is nasty, hurtful and likely to lead to violent reactions towards members of the group. Ask for a few examples to clarify.
* Which of the rights in the game might be relevant to hate speech? Why?
* If you were a target of hate speech online, which rights would you be most likely to need?
* What can be done about the proliferation of hate speech online?

### **Tips for facilitators**

* The game will be more effective with 2 facilitators. The facilitators will need to make sure that Collectors do not respond to ‘unofficial’ guesses (for example by shaking the head or looking encouraging).
* Participants could work in pairs to convey the rights. This may be helpful to allow them to discuss what the rights mean, but it may also add time to the activity.
* You may wish to concentrate on one or two of the areas of ‘reflection’ in order to explore issues more fully. Do not try to cover all questions!

**Note:** The activity could be run purely as a drawing activity, or purely as a drama activity, or both, as in the instructions above.

### **Handouts**

Make the following into a set of Human Rights cards that you can cut up and hand out

**Article 1 All** human beings have the same human rights

**Article 14** Everyone has the right to ask for asylum in another country if they are being persecuted

**Article 2 No**-one should be discriminated against

**Article 18** Everyone has the right to religious belief

**Article 3 Everyone** has the right to life

**Article 19** Everyone has the right to freedom of expression (to say what they want)

**Article 5** Everyone has the right to be free from torture

**Article 20** Everyone has the right to join an association and to meet with others

**Article 11** Everyone has the right to be considered innocent until proven guilty

**Article 21** Everyone has the right to vote in elections and take part in government

**Article 12** Everyone has the right to privacy

**Article 27** Everyone has the right to take part in the cultural life of their community

### **Universal Declaration of Human Rights (UDHR)** (Summary)

1. All human beings are born free and equal in dignity and rights.

2. Everyone has the right to be treated in the same way, irrespective of race, colour, sex, language, religion, political opinion, property, birth, or other status.

3. Everyone has the right to life and to live in freedom and safety.

4. No-one has the right to treat you as a slave nor should you make anyone your slave.

5. Everyone has the right to be free from torture and from inhuman and degrading treatment.

6. Everyone has the right to recognition by the law.

7. The law is the same for everyone; it should be applied in the same way to all.

8. Everyone has the right to an effective remedy when his/her rights have not been respected.

9. No-one has the right to detain or imprison you unjustly or expel you from your own country.

10. Everyone has the right to a fair and public trial.

11. Everyone should be considered innocent until found guilty.

12. Everyone has the right to have their privacy (including home and family life) respected.

13. Everyone has the right to live and travel freely within state borders.

14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.

15. Everyone has the right to a nationality.

16. Everyone has the right to marry and have a family.

17. Everyone has the right to own property and possessions.

18. Everyone has the right to believe whatever they wish (including, but not confined to, religion).

19. Everyone has the right to say what they think and to give and receive information freely.

20. Everyone has the right to join associations and to meet others in a peaceful way.

21. Everyone has the right to take part in the government of their country, which should be chosen through free and fair elections.

22. Everyone has the right to social security.

23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

24. Everyone has the right to rest and leisure.

25. Everyone has the right to a standard of living adequate for the health and well-being of themselves and of their family, including food, clothing, housing, medical care and necessary social services.

26. Everyone has the right to education, including free primary education.

27. Everyone has the right to share in their community’s cultural life.

28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

29. Everyone must respect the rights of others, the community and public property.

30. No-one has the right to take away any of the rights in this declaration.