

# Human Rights & Global Citizenship Mini-Camp Guide

*“Where, after all, do universal human rights begin? In small places, close to home -- so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.” -- Eleanor Roosevelt*

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## INTRODUCTION

### **Welcome! We're glad you're here!**

This guide developed out of a SPA Grant project "Global Citizenship in the 21<sup>st</sup> Century," which focused on topics such as human rights, democracy, tolerance, active citizenship and EU integration for Ukraine. The goal of this guide is to help PCVs replicate some of the training aspects of that project in order to create a generation of culturally curious, globally aware, responsible world citizens in Ukraine.

Many well-done educational materials on these topics already exist. For the most part, activities in this guide are not new and original; rather, we have compiled, adapted and simplified the activities we liked best from other resources. If you like what you see here, we encourage you to check out some of the resources mentioned here, as well as the Law & Justice Working Group website at <https://pcualawandjustice.wordpress.com/> There you'll find more teaching materials, funding sources, informational resources, and other projects.

To begin with, Oxfam International has a great definition of what it means to be a Global Citizen, which can help set the context for this guide.

*Oxfam sees a global citizen as someone who:*

- *is aware of the wider world and has a sense of his/her own role as a world citizen*
- *respects and values diversity*
- *has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally*
- *is outraged by social injustice*
- *participates in and contributes to the community at a range of levels from local to global*
- *is willing to act to make the world a more sustainable place*
- *takes responsibility for his/her actions*

We sincerely hope that this guide helps both you (super-PCV) and your students. We ask that you help us in return. This is a new guide/project so we desperately need your feedback. Please, please, (pretty) please take 5 minutes to send us your thoughts (feedback form included at the end).

Thank you & good luck

## HOW TO USE THIS GUIDE

The activities here range from basic introduction to human rights, to more involved simulations, to the beginning of project planning. Our hope is that each one, by itself, provides enough value to make even the shortest training valuable for Ukrainian youth.

Activities are divided into the following categories:

- Icebreakers & Warm-up Activities
- Introduction to Human Rights Activities
- Follow-up Human Rights Activities
- Active Games / Energizers
- Closing activities

Consider this guide like a restaurant menu, from which you can choose and combine activities to suit the interests and level of your participants. For a short seminar, it's best to focus on the introduction to human rights activities. For a day-camp or weekend camp, start with an Icebreaker, then move on to an introductory activity or two to give participants the knowledge base needed for more advanced activities, then choose one/some of those to help students apply their knowledge of human rights and see how rights play in their own lives. Break up long chunks of time with an energizer. Similarly, the activities in this guide can form the basis for a week-long camp (or a course at one) if you do one or two every day and allow participants to work on more in-depth presentations and/or project planning at the end of the week.

## ICEBREAKERS & WARM-UP ACTIVITIES

### YES-NO-SECRET

Hang up three signs in different areas of the room: "Yes" "No" and "It's a Secret"

Pupils should move to the sign that is correct for them in response to the following questions (feel free to make up your own):

- Are you happy to be here today?
- Do you expect to enjoy today's seminar?
- Are you sleepy?
- Did you eat breakfast this morning?
- Did you drink coffee this morning?
- Are you in a good mood?
- Are you ready to begin more serious activities?

### I AM

Ask students to *complete* the following sentences:

- I am... (write your name and add your individual, personal qualities)
- I am... (write your nationality or ethnic identity and add the characteristics that you think are particular to that group)
- I am a human being... (write down those things that make you a part of the human family, those things you have in common with all people)

Now ask students to *read out* and discuss each of their particular statements without comparing them. Start with the answers to **i.** and end with **iii.** The discussion will probably focus on the accuracy of the qualities they have described for each segment. After a while, stop the discussion and ask the class to *compare* the answers they have given to **ii.** Is there agreement among those who might have the same nationality or ethnicity? Are there differences or similarities between answers given by people of different nationality or ethnicity? What kind of qualities and characteristics are mentioned? Now ask the class to *compare* their answers to **iii.** The questions are the same: What kind of qualities and characteristics are mentioned? How much agreement is there among students? What are the differences between the answers given to **ii.** and to **iii.**?

Source: United Nations Cyber Schoolbus

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## ACTIVE ICEBREAKERS

See also “All My Friends” and “Human Dominoes” in the Active Games/Energizers section of this guide. Both are good getting-to-know-you games.

## INTRODUCTION TO HUMAN RIGHTS ACTIVITIES

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### FILM

A good film to show participants as an introduction is “*The Story of Human Rights?*” (<https://www.youtube.com/watch?v=oh3BbLk5UIQ>). There is also a Russian language version of the film: “*История прав человека*” (<https://www.youtube.com/watch?v=URc5lt0ZGZs>). (These are produced by Youth For Human Rights, which provides decent educational materials, but it should be known that funding comes from Scientology.)

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### INTRODUCTION TO TOPIC: WHAT DO YOU KNOW ABOUT HUMAN RIGHTS

Introduce the topic of the lesson/session: human rights. (You can tie to previous exercise by saying it is one thing all humans have in common.) Ask pupils the following to gauge existing knowledge:

- What are human rights in general?
- Can you name any specific human rights?
- Who has human rights?
- Why are human rights important?

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### ART GALLERY

Pass out cards or slips of paper, each with one human right printed on it. Students work individually or in pairs to create an illustration of that write. Give students a specific amount of time (the artistic

kids will take hours if you let them) and explain that the content and ideas are more important than the art.

Then, have students present their work to the class, explaining the human right, how they understand it, and why they chose to illustrate it in the way that they did.

Optional: After all students have presented, or the next day/week, pass out the artworks to the class, but don't give pupils the drawing that they made. See if they can figure out which right is depicted and explain it. (Test who was paying attention the first time!)

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## HUMAN RIGHTS TIMELINE

Ask students when they think human rights were invented/decided upon? Explain that human rights and people campaigning for human rights were around long before the UDHR was drawn up. Give out the human rights timeline cards. Ask participants to get themselves into chronological order, and read out their cards in order.

Ask all participants to sit down. To familiarize students with the timeline, pick an event and ask students to stand up if they come before/after this date/event, for example:

- After World War 2 (1945) – tell students that many people think that human rights are a modern invention, but the fact that lots of students are still sitting down shows that the idea has been around for a lot longer than this.
- Before the year 700AD – tell students that many of the world religions and ancient cultures contained ideas that are similar to human rights ideas.

Ask students to stand up if their event specifically relates to somewhere other than Europe. Highlight the point that many human rights laws originated in other parts of the world. (FYI Babylon was an ancient city, the ruins of which can be found in present-day Iraq.) Ask students to stand up if their event is relevant to more than one country. Highlight the point that many human rights agreements are international.

Use the line and stand-up sit-down questions in the teacher's notes to familiarize students with the human rights story. This activity could alternatively be done as a card-sorting activity where students work in groups to put the events into chronological order and then sort them into piles depending on the answers to the questions.

Variation: You may choose to hide the dates or write them on the back sides of the cards and have students guess the order without knowing the dates.

### **1760 BC**

*Babylon King Hammurabi draws up the 'Code of Hammurabi', an early legal document that promises to 'make justice reign in the Kingdom*

### **600 BC - 529 BC**

*Cyrus the Elder, King of Persia (now Iran) creates a charter for his kingdom and writes it on the 'Cyrus Cylinder'. The charter guarantees freedom for all and promises not to force any person to*

<p><i>and promote the good of the people'</i></p>	<p><i>change his religion.</i></p>
<p><b>c. 528 BC-486 BC</b></p> <p><i>In India Gautama Buddha advocates morality, reverence for life, non-violence and right conduct</i></p>	<p><b>384 BC - 322 BC</b></p> <p><i>In Greece, Plato, a philosopher, writes about universal truth and virtue and that these ideas were above the laws of individual countries. He argues that the best kind of government is truly fair.</i></p>
<p><b>c. 26-33 AD</b></p> <p><i>In Palestine Jesus Christ preaches morality, tolerance, justice, forgiveness and love</i></p>	<p><b>613-632</b></p> <p><i>In Saudi Arabia, Prophet Mohammed teaches the principles of equality, justice and compassion revealed in the Qur'ān</i></p>
<p><b>1215</b></p> <p><i>In England Magna Carta is issued, limiting the power of the King and giving freemen the right to be judged by their peers</i></p>	<p><b>1789</b></p> <p><i>In France the National Assembly agrees The Declaration of the Rights of Man and of The Citizen that guarantees the rights to liberty, equality, property, security, and resistance to oppression</i></p>
<p><b>1791</b></p> <p><i>The United States Congress agrees their Bill of Rights, amending the US Constitution to include rights to trial by jury, freedom of expression, speech, belief and assembly</i></p>	<p><b>1945</b></p> <p><i>The United Nations is created 'to affirm the dignity and worth of every human person'</i></p>
<p><b>1948</b></p> <p><i>The United Nations adopts The Universal Declaration of Human Rights</i></p>	<p><b>1950</b></p> <p><i>The European Convention on Human Rights is adopted by the Council of Europe. This is the most important regional human rights treaty for people living in the EU.</i></p>

**1989**

*The UN adopts The United Nations Convention on The Rights of the Child, now ratified by all but two of its 191 member states (US and Somalia)*

**1996**

*Chapter II (articles 21-68) of the Ukrainian constitution, adopted on June 28, is devoted to human and citizens' human rights, freedoms and duties .It states, " All people are free and equal in their dignity and rights."*

(Source: Amnesty International *Right Here Right Now* and *Making Human Rights Real*)

#### HIGH PRIORITY OR LOW PRIORITY?

Explain to the class that in this next activity they will be asked to work out which human rights they feel are the most important. Stick up a sheet at one end of the room saying 'LOW PRIORITY' and a sheet at the other end saying 'HIGH PRIORITY'. Hand out one of the human rights cards to each person. Give students time to read their right and to ask if they don't understand it. (You can use the cards below or the additional simplified and/or translated versions of the human rights included at the end of this guide.)

Explain that you want the students to form a line between the 'LOW PRIORITY' and the 'HIGH PRIORITY' signs - where they stand in the line depends on where they think their right fits in order of priority. They should discuss with other people in the room to decide whose rights are more or less important. Set a time limit of five minutes.

At the end of the time limit ask students at each end of the room, and in the middle, to read out their right and explain why they are standing in that position. Encourage some debate: do they all agree on the order of priority that they have come up with? Would they change their position if they lived in a different country/in a different time period?

Ask students if they think this is a good activity. Explain that it's actually a trick exercise: in fact, human rights cannot be prioritised as they are all important and they are indivisible (they link together, one depends on another). Bright students may have formed a circle rather than a line if they understood this from the outset!

The right to an education	The law is the same for everyone. It must treat us all fairly	The right to work
The right to belong to a country	The right to health care	The right to rest and leisure including paid holiday

The right to freedom of movement	The right to nutritious food	The right to asylum, to become a refugee
The right to a fair trial	The right for adults to vote and to take part in the government of their country	The right to have an opinion and express it
The right to freedom of thought and religious belief	The right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.	The right not to be treated like a slave
The right to life and to live safely	The right to take part in the cultural life of the community	The right not to be tortured or treated in a way that is inhuman or degrading
The right to marry and have a family	The right to own property and possessions	The right not to be put in prison, kept there or sent away from your country without good reason
The right to be free and to be treated equally	The right not to be discriminated against, e.g. because of your race, religion, gender.	The right to legal help when you need it (e.g. the right to a lawyer to represent you if you are accused of a crime)
The right not to be forced into marriage	The right to clean water	The right not to have your private life interfered with

The right not to have your honour and reputation attacked	The right to adequate shelter/housing	The right to equal and fair pay
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(Source: Amnesty International, *Right Here, Right Now* p.38)

### Human Rights Web

Explain to the class that they are now going to explore further this idea of human rights being 'indivisible' by considering the connections between different human rights and making a 'human rights web'. Each student should keep hold of the human rights card that they had in the previous activity. Ask the students to stand in a circle. To start off, find the student with the 'right to an education' card and give him/her the ball of string. Ask the following questions to the whole class: 'What other rights do you think might be connected to this right?' Or, 'If this right was taken away, what other rights might be affected?' There are a number of possible answers that students might come up with. For example, students might identify that the right to an education connects to the right to work, because without an education it might be difficult to get a job. Students might also identify that the right to an education connects with the right to have an opinion and express it, because education gives them the skills to develop and express their opinions. Encourage students to explain the reasoning behind their suggestions. When students have come up with appropriate answers, they can start making the 'human rights web' using the ball of string. The student with the 'right to an education' card should keep hold of the end of the string, and pass the ball to a student with an appropriate human rights card.

Ask the newly connected rights holder to hold the string then pass the ball of string back to the original student so that they can make another connection. Continue going back and forth to the 'right to an education' card holder until connections for that right are exhausted and then start to make connections from the last rights holder you visited. Continue this process until you end up with a web of interconnected, inter-dependent rights!

(Source: Amnesty International, *Right Here, Right Now* p.39)

### DIAMOND RANKING – MY HUMAN RIGHTS PRIORITIES

Ask students to form groups of three or four. Hand out an envelope containing nine human rights statements to each group. Explain the diamond ranking procedure. Each small group is to discuss the nine statements and consider how relevant each one is to their own lives. They should then arrange them in a diamond pattern in order of importance to them. They should lay the most important statement on the table. Underneath it, they should lay, side by side, the two next most important statements. Underneath these, they should lay out the next three statements of moderate

importance. The fourth row should have two cards and the fifth row one card, the statement that they thought was the least important. In this way the cards will lie in the shape of a diamond.

When all the small groups have finished, let people walk around the room to see how each group ranked the statements. Alternatively, you can have the groups paste/write/draw the writes on posterboard then present their rankings.

### **Debriefing and evaluation**

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

- How do the different groups' diamonds compare? What are the similarities and differences?
- Why do different people have different priorities?
- People can say that a particular right is more important than another in my community, but it is not correct to say that one right is more important than another per se. Why?
- As a result of listening to others, do any of the groups wish to reconsider their own decisions about the ranking of the cards? Which arguments were the most persuasive?
- In general, which rights are not respected in your community, and why?
- How can children claim their rights?
- If participation in the democratic process is one way for people to claim their rights, what can the participants do now to begin to "claim their rights" at home and in their school or club? Which rights are particularly relevant to the young people in the group?
- To whom, in your society, can children turn, if they know of serious violations of their rights?

- Adapted from *Compass, A Manual for Human Rights Education*, Council of Europe

## **FOLLOW-UP HUMAN RIGHTS ACTIVIES**

These activities are designed for students who already have a basic understanding of what human rights are and which rights exist.

HUMAN RIGHTS ON YOUR STREET



Find examples in the picture of:

1. People demanding rights

2. People enjoying rights

3. Rights being denied

## BALANCING RIGHTS / ABSOLUTE AND NON-ABSOLUTE RIGHTS

Ask students what they think “freedom of expression” means. Ask what “freedom of belief and religion” means. Then ask two volunteers to perform the following short role play. Ask students who they think is right.

A: I think your religion is stupid and that all people who follow your religion are bad and you shouldn't be allowed to join this sports club.

B: You can't say that!

A: Of course I can.

B: No you can't. It's rude and makes me feel sad. You're saying bad things about me and my family and everyone from my religion. What right do you have to do that?

A: I have the right to freedom of expression. It says so in the Human Rights Act. I learned about it in my Citizenship lesson. So there! I can say exactly what I want, when I want, to who I want.

Introduce the idea that not all rights are absolute. Absolute rights must never be restricted and cannot be limited by other considerations. Non-absolute rights can be restricted under certain circumstances or balanced with other people's rights or the good of society as a whole. In the role play, the right to freedom of speech needs to be balanced with freedom of religious belief. Use the idea of balancing scales.

Give out sets of cards:

Everyone has the right not to be treated as a slave	Everyone has the right to live in freedom
Everyone has the right to respect for their private and family life	Everyone has the right to believe what they want, and to hold their own opinions
Everyone has the right to express their views and opinions	Everybody has the right to freedom of movement
Everyone has the right to get together with other people in a peaceful way	Everyone has the right not to be tortured or treated in a way which is cruel or humiliating
Everybody has the right to marry and have a family	

In pairs, students sort cards into two groups: which rights they think are absolute and which are non-absolute. Ask pairs to think about how they will justify their decisions. When pairs are finished, ask the group which rights they thought were absolute. Does each group agree? Explain that only the rights not to be tortured or treated in an inhuman or degrading way or enslaved are absolute rights,

all others, including the rights not included in set of cards, can be limited or balanced in certain ways. Ask for examples of when non-absolute rights might need to be limited or balanced.

Some examples are given in the following activity.

- Adapted from: Amnesty International, *Right Here Right Now*

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#### WHEN RIGHTS CONFLICT

Remind participants that some rights (for example, the right to be free from torture, and the right not to be treated as a slave) are absolute, meaning that no matter what the situation and no matter who is involved, this right should always be protected. Other rights are non-absolute, which means that they can be restricted in certain situations. For example, situations can occur when a particular right seems to be in conflict with another right. In these situations, it is necessary to balance those conflicting rights and to weigh up which right should take priority. When there is a dispute as to which right should take priority, a judge may be asked to make this decision.

Have a look at the table below. You will see some situations when rights conflict and need balancing. In pairs, students can make short skits to act out the scenarios given or make up others that demonstrate similar conflicts of rights. Pairs perform and then the group discusses each situation.

Alternatively, to save time, you can simply review the table and choose a few situations to discuss in more depth.

- Adapted from: Amnesty International, *Right Here Right Now*

tuation	One person's right ...	...needs to be balanced against...	Another person's right...					
A group of students is shouting racist abuse in the playground	To have an opinion and express it		...needs to be balanced against...	To be treated equally and to be free from discrimination				
A journalist exposes the private life of a celebrity in a newspaper article	To respect for private and family life			...needs to be balanced against...	To have an opinion and express it			
A person is found guilty of attempted murder and is put in prison	To live in freedom				...needs to be balanced against...	To life and to live safely		
A religious leader believes that it is a sin to be gay and preaches against homosexuality	To believe what they want					...needs to be balanced against...	To be treated equally and to be free from discrimination	
A group hold a peaceful protest which blocks access to public buildings	To get together with other people in a peaceful way						...needs to be balanced against...	To have freedom of movement (to go where they want)
The police have put road blocks on all routes in to a town centre after receiving a tip off that there will be a terrorist attack there	To freedom of movement							...needs to be balanced against...

## MOSQUITO

Tell students that they are going to look at a real human rights case where different people's rights need to be balanced. This may be a situation that pupils have come across in their local communities. Divide class into three groups.

### Group-specific instructions:

1. **Group 1:** You will represent local residents. Imagine you live in a small town and shop with the Mosquito is the only one near you. You want to be able to go there without being

intimidated by the groups of young people that sometimes spend time outside the shop. However, you have two small children and are worried that the noise might harm them if they come to the shop with you.

2. **Group 2:** Your group will be thinking about this case from the point of view of a shopkeeper who has placed a Mosquito device outside of their shop. Image have had problems in the past with people hanging around outside their shop intimidating customers, and say that this is affecting their business.
3. **Group 3:** Your group will be thinking about this case from the point of view of a local teenager. Imagine you recently experienced the sound of the Mosquito. You do sometimes spend time outside the shop with your friends – but only because there is nowhere else to go. You often go into the shop to buy magazines and food.

#### **Further instructions for each group:**

You have 15-20 minutes to read the newspaper articles you have been given and then work through the following questions. You must nominate one or two spokespeople who will then be given five minutes to address the following question: 'Should the Mosquito be banned?'

Questions to think through and include in your presentation:

- What human rights are involved in this case?
- Who do the rights belong to?
- Are the rights absolute or non-absolute?
- Are there conflicting rights?
- Think of the viewpoint of the group you are representing. How do you think these rights should be balanced?

#### **Instructions for participants:**

Pupils should have access to copies of the UDHR and/or the United Nations Convention on the Rights of the Child. Alternatively – pupils could carry out their own research to develop their arguments. Each group then presents their argument as to whether or not their group thinks that the Mosquito should be banned. The teacher – or a pupil, must decide who has argued most convincingly and decide what they think the outcome should be – how the rights should be balanced.

#### **Background information**

- What is The Mosquito?  
The Mosquito is a device that emits a very high pitched sound. The sound is so high pitched that only children and young people under the age of 25 can hear it. Recently, the device has been used to prevent young people from hanging around in certain areas.
- Why and where are they used?  
It is claimed that there are about 3,500 mosquito devices in the UK. They are used outside shops, in railway stations and other places where young people might hang out. Owners of the devices say that they are trying to prevent anti-social behaviour from happening.
- Why is there an issue surrounding their use?  
A campaign called 'Buzz Off' has recently been launched to ban the use of the mosquito.

Campaigners say that they don't respect the human rights of children and young people, as all children and young people in the area, including babies, can hear the noise, whether or not they are behaving badly. They also say that it isn't just young people who behave in an anti-social manner; however this device only targets the young. They say that this is unfair.

- Some young people involved in the campaign, said:
  - "They are a discriminatory way to tackle anti-social behaviour that affects our human rights. There is no evidence or proof that they work as they simply move the problem on. They make us feel like second class citizens and not valued members of a society that we're part of."
  - "They imply that all anti-social behaviour is caused by young people. We do not condone anti-social behaviour we just want those causing the problem to be targeted and not all young people"
- The makers of the device say that there is no evidence that the noise causes physical harm to young people. They say that they are only meant to be used when anti-social behaviour is actually happening

News articles included below

***Mosquito device divides opinion. (Adapted from BBC News Website)***

A high-pitched device that is generally only heard by people under the age of 25 and used to break up groups of teenagers is causing conflict. Some people in England and Scotland want to forbid use of the device, called the Mosquito. Here, a shopkeeper and a teenager give their points of view.

**Robert Gough, Shopkeeper**

“The device has dramatically reduced the problem.” says Mr Gough. Robert Gough runs a Spar convenience store in Barry, south Wales. His shop was the first to use the Mosquito device.

“We have had the Mosquito for two years. It was tested here. The problem we have is large groups of young that gather in the entrance way – standing around, drinking, and I know other [drugs] can be involved. Sometimes they are just annoying, but other times they can be aggressive and hurt people. The Mosquito has reduced the problem a lot. It still happens, but not as much as before. The device has had a positive effect. Customers have praised us for it...Even if they ban the use of the device I am going to continue to use it. It’s so important; there’s no way I could live without it now.”

**Barry, teenage protester**

Barry from Corby, Northamptonshire, is one of many young people who say they have been affected by the device. They are leading the Buzz Off campaign – started by the National Youth Agency and human rights group Liberty.

“I don’t like it because it is discrimination against young people. It is only bad for people under the age of 25. What shopkeepers need to consider is young people are their customers too, so they could end up losing a lot of money. We are trying to protest and change people’s opinions so that they agree with us. Frankly speaking, I just think the device is terrible. If it were aimed at adults then everyone would be angry about it, but because it’s young people no one really cares. Sometimes adults cause trouble as well. For example, there’s a lot of anti-social behaviour caused by adults outside pubs.

### **Call to ban sonic device that targets the young**

(Adapted from article by James Macintyre, *The Independent*)

The children's commissioners for England and Scotland have joined civil liberties campaigners to call for the banning of a device which makes a high-pitched noise specifically designed to make young people leave a place.

The device, called the Mosquito, was invented in 2006 and is used in public places to make groups of teenagers to leave the area. It makes a high-pitched noise, and babies, children and young people are especially sensitive to it. Around 3,500 devices are in use.

Yesterday, the Children's Commissioner for England, Professor Sir Al Aynsley-Green, launched the 'Buzz Off' campaign to ban the device. "I have spoken to many children and young people from all over England who have been deeply affected by ultra-sonic teenage deterrents," he said. "These devices are bad because target all children and young people, including babies, even if they are not doing anything negative."

Kathleen Marshall, Commissioner for Children and Young People in Scotland, said: "Its use would not be tolerated for any other section of our society. Young people have a right to gather and socialise with their friends, without being treated as criminals."

Shami Chakrabarti, the director of the human rights group Liberty, said: "Imagine how angry people would be if a device was introduced that caused discomfort to people of one race or gender, rather than to our kids."

The Association of Convenience Stores (ACS), which represents 33,000 local shops, has defended the use of the Mosquito. James Lowman, the association's chief executive, said: "Unfortunately, in many locations around the country, shop owners are victims of anti-social gangs of youths that gather around their shops. These youths deter

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## TAKING RESPONSIBILITY FOR HUMAN RIGHTS – PART 1

Ask pupils to brainstorm in pairs 'Who has responsibility for human rights?' Pupils are then invited to share their thoughts with the rest of the class. Ask students to explain their answers.

- Ask students what they think we mean by respecting human rights?
- Ask students what they think we mean by protecting human rights?
- Ask students what they think we mean by promoting human rights?

Divide pupils into small groups – give each group a human rights “still” card. Each group has five minutes to come up with a scenario involving that right and creates a still (people stand in a position to represent the scenario). Groups take it in turn to present their still and the class discuss:

- Whose responsibility is it to do something about this? (Bear in mind there may be more than one person)
- What should they do about it? (Think about appropriate actions, i.e. organizing a national campaign might not be the best action to stop someone being bullied, and a discussion at a school council meeting might not be the best way to tackle the issue of child soldiers in Africa).

Human Rights “still” prompts:

1. *Everyone has the absolute right not to be tortured or treated in a way which is cruel or humiliating.*  
In your group, think about scenarios where this right might be denied to someone. You might think about someone being bullied, or a man or woman being abused by their partner. Choose a scenario and create a ‘still’ in your group to represent this scenario.
2. *Every child has the right to express his or her views and these views must be taken seriously.*  
In your group, think about scenarios where this right might be denied to someone. You might think about a school where pupils’ views aren’t listened to, or a child’s views on who they want to live with not being taken into account when their parents are separating. Choose a scenario and create a ‘still’ in your group to represent this scenario.
3. *Everyone has the right to believe what they want, and hold their own opinions*  
In your group, think about scenarios where this right might be denied to someone. You might think about someone being verbally abused in the street or not getting a job because of their faith. Choose a scenario and create a ‘still’ in your group to represent this scenario.
4. *Everyone is equal and all people should have the same opportunities to access their rights*  
In your group, think about scenarios where this right might be denied to someone. You might think about someone who is treated differently to other people because of they have a disability or because they are gay. Choose a scenario and create a ‘still’ in your group to represent this scenario.

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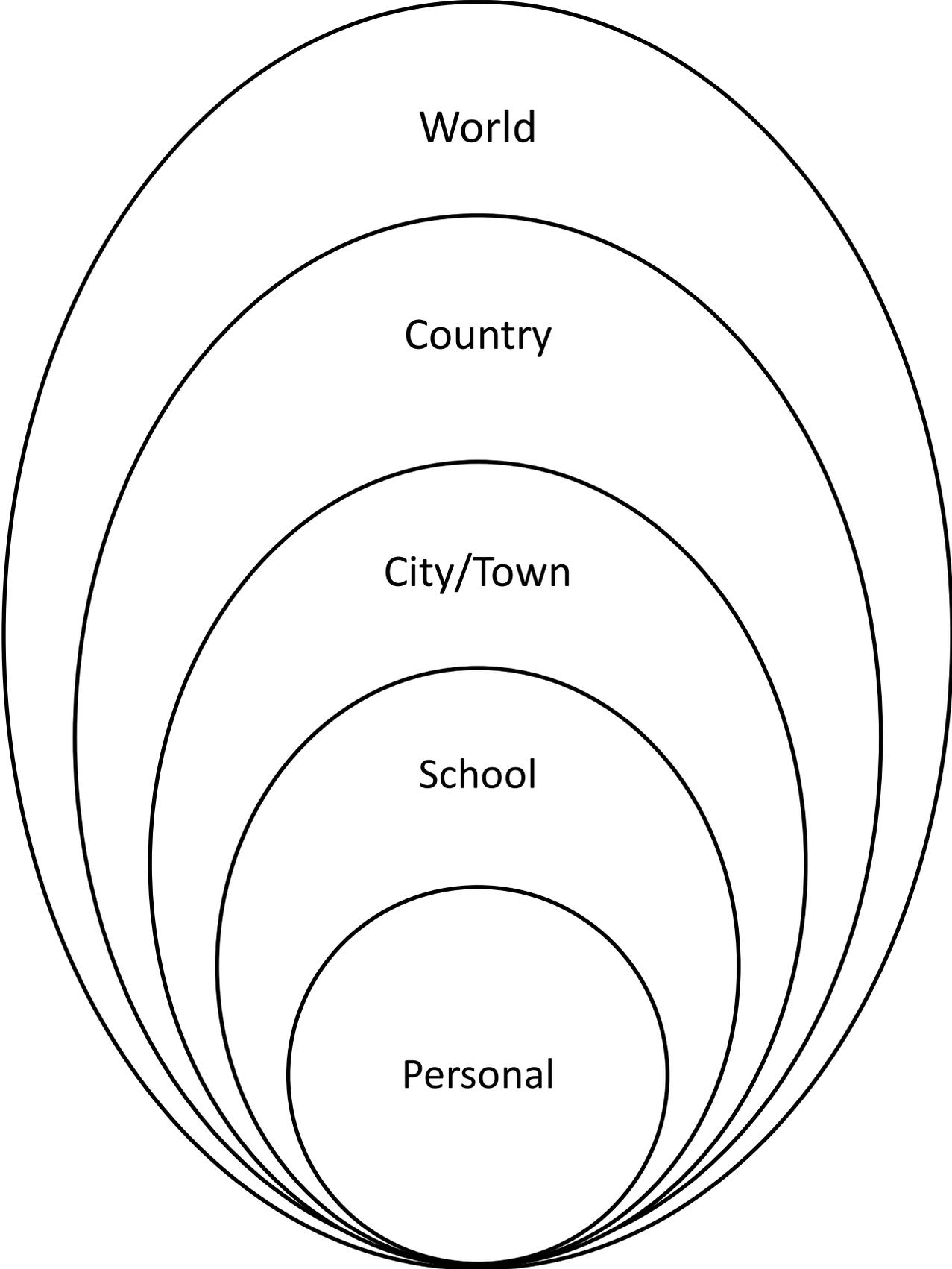
## TAKING RESPONSIBILITY FOR HUMAN RIGHTS – PART 2

What can we do to respect, protect and promote human rights at a personal, school, community, national and international level? This can be from small everyday actions to projects in our communities and national campaigns. You could ask students to think about one scenario/right specifically – or ask them to think about human rights more generally.

We all have responsibilities to respect, protect and promote human rights. But what does this mean for us personally, as a school, as a community, as a country and as a global community? Think about what individuals and organizations exist at each of these levels and what they have the power to do.

In pairs, have students complete the worksheet below. Write actions that we could do at each of these levels to respect and protect human rights in *RED* and write actions that we could do at each of these levels to promote human rights in *BLUE*. (You may want to enlarge the worksheet or draw/print on larger paper.)

Afterwards, ask students to think about one time in your life when you took responsibility for a situation that involved human rights in some way. Ask for volunteers to share what the situation was and what they did.



World

Country

City/Town

School

Personal

### FORCE THE CIRCLE

What does it feel like to be part of the majority or minority?

1. Divide the group into subgroups of 6 to 8 people.
2. Ask each group to choose one person to be the 'observer' and a second to be the 'outsider'
3. Tell the other members of the group to stand shoulder to shoulder to form as tight a circle as possible so as not to leave any space between them.
4. Explain that the 'outsider' must try to get into the circle while those who form the circle must try to keep them out.
5. Tell the observer makes notes on the strategies used both by the 'outsider' and those in the circle and also acts as timekeeper. The observer should watch for:
  - What the people in the circle say among themselves or to the outsider.
  - What the members of the circle do in order not to let the outsider in.
  - What the outsider says.
  - What the outsider does.

After two or three minutes, and regardless of whether they managed to enter the circle or not, 'outsider' joins the circle and another member has a turn. The activity is over once all the members of the group who wish to have tried to 'force the circle'.

### Debriefing and evaluation

Bring everyone together to discuss what happened, and how they felt. Ask the players:

- How did you feel when you were part of the circle?
- How did you feel when you were the 'outsider'?
- Do those who succeeded in 'forcing the circle' feel differently from those who didn't manage it?

Ask the observers:

- What strategies did the 'outsider' use?
- What strategies did the people in the circle use to prevent the others from getting in?

Then ask everybody:

- In real life situations, when do you like to feel an 'outsider' or a minority and when do you appreciate feeling part of the group or the majority?
- In our society, who are the strongest groups? And who are the weakest?
- What thing could the circle represent in our society? (In society, the circle may represent privileges, money, power, work or housing, etc.)
- What strategies do minority groups use to gain access to these resources?
- How do the majority preserve their status?

### HUMAN KNOT

Form a circle. Now, everyone stands in a circle and grabs the hands of two different people standing across from them. These two people cannot be standing directly next to you. The group then tries to unknot themselves, without letting go of the hands (you must hold hands the entire time). The ending result will be a circle again with everyone holding hands with the people next to them.

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## ALL MY FRIENDS

This activity is a good get-acquainted activity. It also is a 'recharger' for a group that has been sitting or working for a long time. You will need either enough chairs for each participant minus one, or you can play standing up and use tape or post-its on the floor to mark spaces (again, for the number of participants minus one) in a circle.

1. Each participant should sit in a chair or stand on a marked space.
2. One person stands in the center and makes a statement telling participants to move if this statement is true of you. "All my friends are wearing blue jeans." If the participant is wearing blue jeans, he/she should move.
3. Participants are not allowed move to the chair next to them. The person without a chair stands in the center and makes the next statement.
4. Example statements:
  - All my friends are boys
  - All my friends are in 9<sup>th</sup> form
  - All my friends like chocolate

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## POINTS DOWN

This energizer promotes co-operation and group decision-making skills. It involves close physical contact.

1. Explain to the group that in this game there are nine "points" of the body that can touch the floor: 2 feet, 2 hands, 2 elbows, 2 knees and 1 forehead.
2. Tell participants to spread out in the middle of the room. Call out a number between 1 and 9 and tell each player that they must touch the floor with that number of points. Repeat twice more.
3. Tell participants to find a partner. Call out a number between 2 and 18. The pairs have to work together to put the correct number of points down. Repeat twice more.
4. Repeat the rounds with participants working in groups of 4, then 8, and even 16 or until everyone is working together.

You can allow people to talk, or to allow communication only with sign language, as you wish. When four people play together the number could be as low as two if two people each stand on one leg while carrying the other two! When four people play, the lowest practical number is probably four. (The highest number will be  $4 \times 9 = 36$ ). In each round the highest number called may not be more than 9 times the number of people in the group! Get participants to work quickly. In large groups it tends to take too long for people to work out who should be putting which points down. The most fun is with a group of 8 trying to put down 6 or 8.

(Source: *Compass: A Manual for Human Rights Education*, p. 348)

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## HUMAN DOMINOES

### **Instructions**

1. Ask one person in the group to start by thinking of two personal characteristics which they then announce to the group, such as: "On my left side I am a girl, on my right side I have two brothers"
2. Then call for someone else in the group who shares one of those characteristics to hold the first person's right or left hand (according to the characteristic they have in common) and then add a characteristic of their own on the free side. For example: "On my right I am a girl, on my left I have brown eyes."
3. Get all the members of the group to take a turn so that in the end you have a circle in which everybody is linked to everybody else. 4. If a stated characteristic is not shared by someone else in the group and the domino can not be matched ask players to negotiate another feature so that the chain is continued.

### **Tips for the facilitator**

The characteristics given above are only examples, any person can choose or start with any feature they like, whether it is visible or not. It is important that the members of the group actually establish physical contact, this encourages a stronger group feeling. The way the contact is made can be to touch heads, to put arms round each other, to put feet together, etc. Players can stand up or lie down. If the suggested characteristics tend to be repetitive, you may encourage the participants to come up with new ones. It is also best if the characteristics are not very simple. You could encourage the group to say visible characteristics (colour of clothes or of hair), invisible or personal ones (hobbies, favourite food, favourite song to sing in the shower...), or others related to a topic (I think ...I feel.... about minorities, men, women, Roma people (Gypsies and travellers), Jews etc.). This game must be played quickly so people don't get bored while they are waiting to match up. Creating a circle reinforces the group feeling. One can, however, imagine other forms of playing it. If the activity is used as at the beginning of a session or as an icebreaker we suggest that you join in and take the opportunity to participate fully with the group. This can help to breakdown barriers.

### **Suggestions for follow up**

Dominoes will have shown you that there's a lot more to people than first meets the eye. Nonetheless, when we do first meet people we often make judgments about them based on what we can see.

## CLOSING ACTIVITIES

### RUCKSACK

Participants receive a paper with an outline of a backpack (or they can draw their own).

1. Ask participants to think about what they have learned during the session / meeting, and to draw themselves waving goodbye and wearing a large rucksack containing, for example, the items, ideas and hopes that they are carrying away with them.
2. They should consider everything that they have learnt and want to keep. Such things may include items such as books or pictures, feelings, people, ideas, new ways of seeing the world, strength they gained from overcoming a difficulty, and values.
3. They can also show the things that they want to leave behind in a rubbish bin. These might be things such as bad habits, old ideas, difficult moments, and bad food - whatever!
4. Reassure participants that they do not have to be great artists. Stickmen, words and symbols are all OK!

### EXIT TICKETS / COMMITMENT STATEMENTS

Hand out “exit tickets” that participants must complete before they’re allowed to leave. Ask if any participants want to share their commitments with the group. Participants hand in their tickets on the way out, or they can paste them to a poster (try different color tickets) to display after the event.

#### EXIT TICKET

Write one action you commit to take as a result of today’s session:

*I promise to :* \_\_\_\_\_

\_\_\_\_\_

What did you learn today that makes you want to take this action?

\_\_\_\_\_

\_\_\_\_\_

### YES, NO, I WANT TO SAY SOMETHING

This activity is similar to the “Yes, No, It’s a Secret” activity described above. Hang or lie on the floor three signs with “Yes” “No” and “I want to say something.” Participants move to the sign that corresponds to their response to the questions. The option “I want to say something” allows

students to comment and reflect on their participation and learning. Sample questions (feel free to add your own):

- Did you learn something new?
- Did you like the activities?
- Did you make a new friend?
- Will you change something about your behavior or daily life as a result of what you learned today?
- Would you like to have another seminar like this in the future?

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#### ART GALLERY

- See explanation in “Introduction to Human Rights Activities” section. This can also be used at the end of a session/conference. The art can be hung up so students can remember what they’ve learned after the session is over.

<p><b>Convention on the Rights of the Child (CRC) (Child-Friendly Version)</b></p> <p><b>Article 1, Definition of a child:</b> Until you are eighteen, you are considered a child and have all the rights in this convention.</p> <p><b>Article 2, Freedom from discrimination:</b> You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, religion, origin, social or economic status, disability, birth, or any other quality of your or your parents or guardian.</p> <p><b>Article 3, The child's best interest:</b> All actions and decisions that affect children should be based on what is best for you or any child.</p> <p><b>Article 4, Enjoying the rights in the Convention:</b> Governments should make these rights available to you and all children.</p> <p><b>Article 5, Parental guidance and the child's growing abilities:</b> Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.</p> <p><b>Article 6, Right to life and development:</b> You have the right to live and grow well. Governments should ensure that you survive and develop healthily.</p> <p><b>Article 7, Birth registration, name, nationality and parental care:</b> You have the right to have your birth legally</p>	<p><b>Конвенция о правах ребенка (версия для детей)</b></p> <p><b>Статья 1. Определение ребенка</b> До тех пор пока тебе не исполнится 18 лет, ты считаешься ребенком и имеешь все права, которые изложены в этой Конвенции.</p> <p><b>Статья 2. Запрещение дискриминации</b> Ты не должен подвергаться дискриминации по какой-либо причине, включая по причине расы, цвета кожи, пола, языка, религии, убеждений, происхождения, социального или имущественного положения, состояния здоровья и рождения, твоих родителей или законных опекунов или каких-либо иных обстоятельств.</p> <p><b>Статья 3. Наилучшее обеспечение прав ребенка</b> Во всех действиях в отношении детей, первоочередное внимание должно уделяться наилучшему обеспечению твоих интересов и интересов любого ребенка.</p> <p><b>Статья 4. Осуществление прав Конвенции</b> Государство должно позаботиться, чтобы права этой Конвенции были доступны тебе и всем детям.</p> <p><b>Статья 5. Воспитание в семье и развитие способностей ребенка</b> Твоя семья несет основную ответственность за твоё воспитание так, чтобы по мере того, как ты рос, ты учился правильно пользоваться своими правами. Государство должно уважать это право.</p> <p><b>Статья 6. Право на жизнь и развитие</b> Ты имеешь право жить и развиваться. Государство обязано обеспечить твоё выживание и здоровое развитие.</p> <p><b>Статья 7. Регистрация здоровья, имени, гражданство и забота родителей</b></p>
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registered, to have a name and nationality and to know and to be cared for by your parents.

**Article 8, Preservation of identity:**

Governments should respect your right to a name, a nationality and family ties.

**Article 9, Separation from parents:**

You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

**Article 10, Family reunification:**

If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

**Article 11, Protection from illegal transfer to another country:**

Governments must take steps to stop you being taken out of their own country illegally.

**Article 12, Respect for the child's opinion:**

When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

**Article 13, Freedom of expression and information:**

You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.

**Article 14, Freedom of thought, conscience and religion:**

Ты имеешь право на официальную регистрацию твоего рождения, имя и гражданство. Ты имеешь право знать своих родителей и рассчитывать на их заботу.

**Статья 8. Сохранение индивидуальности**

Государство должно соблюдать твое право на имя, гражданство и семейные связи.

**Статья 9. Разлучение с родителями**

Тебя не должны разлучать с твоими родителями за исключением тех случаев, когда это в твоих интересах (Например, когда родители не заботятся о тебе или жестоко с тобой обращаются). Если твои родители развелись, ты имеешь право регулярно встречаться с ними, кроме тех случаев, когда это может нанести тебе вред.

**Статья 10. Воссоединение семьи**

Если ты и твои родители живете в разных странах, ты должен иметь возможность пересекать границы этих стран и въезжать в собственную, чтобы поддерживать личные отношения с твоими родителями или воссоединиться семьей.

**Статья 11. Защиты от незаконного перемещения в другую страну**

Государство должно предпринять меры, чтобы предотвратить незаконный вывоз тебя из твоей страны.

**Статья 12. Уважение взглядов ребенка**

Если взрослые принимают решения, затрагивающие твои интересы, ты имеешь право свободно выражать свое мнение и твое мнение должно быть учтено при принятии таких решений.

**Статья 13. Свобода выражения и информации**

Ты имеешь право иметь, искать, получать и передавать информацию любого рода (например, при помощи письма, искусства, телевидения, радио или Интернета), если только эта информация не вредит тебе и другим людям

**Статья 14. Свобода мысли, совести и религии**

You have the right to think and believe what you want and to practise your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

**Article 15, Freedom of association and peaceful assembly:**

You have the right to meet and to join groups and organisations with other children as long as this does not stop other people from enjoying their rights.

**Article 16, Privacy, honour and reputation:**

You have a right to privacy. No-one should harm your good name, enter your house, open your letters and emails or bother you or your family without a good reason.

**Article 17, Access to information and media:**

You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.

**Article 18, Parents' joint responsibilities:**

Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

**Article 19, Protection from all forms of violence, abuse and neglect:**

Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

**Article 20, Alternative care:**

If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Ты имеешь право на убеждения и религию и можешь практиковать свою религию, если только это не нарушает права других людей. Твои родители должны разъяснить тебе эти права.

**Статья 15. Свобода ассоциаций и мирных собраний**

Ты имеешь право встречаться и объединяться в группы с другими детьми, если только это не вредит другим людям.

**Статья 16. Личная жизнь, честь и репутация**

Ты имеешь право на личную жизнь. Никто не имеет права вредить твоей репутации, а также входить в твой дом и читать твои письма или электронную почту без разрешения. Ты и твоя семья имеют право на защиту от незаконного посягательства на вашу честь и репутацию.

**Статья 17. Доступ к информации и средств массовой информации**

Ты имеешь право на достоверную информацию из разных источников, включая книги, газеты и журналы, телевидение, радио и Интернет. Информация должна быть полезной и доступной твоему пониманию.

**Статья 18. Ответственность родителей**

Родители несут равную ответственность за твое воспитание и развитие и должны всегда учитывать твои наилучшие интересы. Государство должно оказывать родителям надлежащую помощь в воспитании и развитии детей, особенно если родители работают.

**Статья 19. Защита от всех форм насилия, небрежного обращения и жестокого обращения**

Государство должно обеспечить, чтобы о тебе хорошо заботились, и защищало тебя от насилия, небрежного отношения и жестокого обращения со стороны родителей или тех, кто о тебе заботится.

**Статья 20. Защита ребенка, лишенного семьи**

Если родители и семья не могут о тебе заботиться в достаточной мере, тогда за тобой должны смотреть люди, которые уважают твою религию, традицию и язык.

**Статья 21. Усыновление**

**Article 21, Adoption:**

If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

**Article 22, Refugee children:**

If you have come to a new country because your home country was unsafe, you have a right to protection and support. You have the same rights as children born in that country.

**Article 23, Disabled children:**

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

**Article 24, Healthcare and health services:**

You have the right to good quality health-care (e.g. medicine, hospitals, health professionals). You also have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

**Article 25, Periodic review of treatment:**

If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

**Article 26, Benefit from social security:**

The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

Если тебе усыновляют, прежде всего должны неукоснительно соблюдаться твои наилучшие интересы, в независимости от того, усыновлен ли ты в стране, где родился, или тебя перевезли жить в другую страну.

**Статья 22. Дети-беженцы**

Если ты приехал в новую страну, потому что на твоей родине опасно жить, ты имеешь право на защиту и поддержку. Ты имеешь право на такие же права, как и дети, рожденные в этой стране.

**Статья 23. Дети-инвалиды**

Если у тебя особенности развития в умственном или физическом отношении, ты имеешь право на особый уход, поддержку и образование, так чтобы ты мог вести полноценную и независимую жизнь и участвовать в жизни общества, согласно своим возможностям.

**Статья 24. Здоровье и здравоохранение**

Ты имеешь право на охрану своего здоровья (например, лекарства, доступ к больницам и квалифицированным медицинским работникам). Ты имеешь право на питьевую воду, питательную еду, чистую экологию и профилактику болезней, чтобы ты оставался здоровым. Богатые страны должны помочь более бедным странам добиться таких стандартов.

**Статья 25. Периодическая оценка при попечении**

Если ты находишься на попечении, и о тебе заботятся местные власти или учреждения, а не твои родители, государство должно регулярно проверять твои условия жизни, чтобы удостовериться, что за тобой обеспечен хороший уход.

**Статья 26. Социальное обеспечение**

Общество, в котором ты живешь, должно предоставить тебе возможность пользоваться его благами, которые помогают тебе развиваться и жить в хороших условиях (например, образование, культура, питание, здоровья и социальное обеспечение). Государство должно предоставить дополнительные средства для детей

**Article 27, Adequate standard of living:**

You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

**Article 28, Right to education:**

You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

**Article 29, The aims of education:**

Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your own and other nations and cultures. You have a right to learn about your rights.

**Article 30, Children of minorities and native origin:**

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

**Article 31, Leisure, play and culture:**

You have a right to relax and play and to join in a wide range of recreational and cultural activities.

**Article 32, Child labour:**

The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take

нуждающихся семей.

**Статья 27. Уровень жизни**

Ты имеешь право на право на уровень жизни, необходимый для твоего физического, умственного, и духовного и нравственного развития. Государство должно помогать тем родителям, которые не могут обеспечить своим детям необходимые условия жизни.

**Статья 28. Право на образование**

Ты имеешь право на образование. В школах должны соблюдаться права ребенка и проявляться уважение к его человеческому достоинству. Начальное образование должно быть обязательным и бесплатным. Богатые страны должны помочь более бедным странам добиться таких стандартов.

**Статья 29. Цели образования**

Образовательные учреждения должны развивать твою личность и полностью раскрыть твои таланты, умственные и физические способности. Они должны подготовить тебя к взрослой жизни и научить уважать твоих родителей, культурные ценности и традиции, своей и других стран. Ты имеешь право учиться правильно пользоваться своими правами.

**Статья 30. Дети, принадлежащие к меньшинствам и коренному населению**

Ты имеешь право говорить на родном языке, соблюдать родные обычаи и исповедовать свою религию в независимости от того, разделяют ли их большинство людей в твоей стране.

**Статья 31. Отдых, досуг и культурная жизнь**

Ты имеешь право на отдых и игры, а также на участие в культурной и творческой жизни.

**Статья 32. Детский труд**

Государство должно защищать тебя от опасной, вредной и непосильной работы, которая мешает твоему образованию и позволяет другим тебя эксплуатировать.

**Статья 33. Дети и незаконное употребление наркотических средств**

advantage of you.

**Article 33, Children and drug abuse:**

The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

**Article 34, Protection from sexual exploitation:**

The government should protect you from sexual abuse.

**Article 35, Protection from trafficking, sale, and abduction:**

The government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.

**Article 36, Protection from other forms of exploitation:**

You should be protected from any activities that could harm your development and well-being.

**Article 37, Protection from torture, degrading treatment and loss of liberty:**

If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.

**Article 38, Protection of children affected by armed conflict:**

If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.

**Article 39, Rehabilitation of child victims:**

If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.

**Article 40, Juvenile justice:**

Государство должно сделать все возможное, чтобы уберечь тебя от незаконного употребления наркотиков, не допустить твоего участия в производстве и торговле наркотиками.

**Статья 34. Защита от сексуальной эксплуатации**

Государство должно защищать тебя от любых форм сексуального насилия.

**Статья 35. Защита от торговли детьми, контрабанды и похищения**

Государство должно всеми силами бороться против похищения, контрабанды и продажи детей в другие страны с целью эксплуатации.

**Статья 36. Защита от других форм эксплуатации**

Ты должен быть защищен от любых действий, которые могут нанести вред твоему развитию и благополучию.

**Статья 37. Защита от пыток, жестокого обращения и лишения свободы**

Если ты нарушил закон, с тобой не должны обращаться жестоко. Тебя не могут поместить в тюрьму вместе со взрослыми, у тебя должна быть возможность поддерживать контакт со своей семьей.

**Статья 38. Защита детей, затронутых вооруженными конфликтами**

Если тебе не исполнилось 15 лет (18 в большинстве европейских стран), государство не должно позволить тебе вступать в армию или напрямую участвовать в вооруженных конфликтах. Дети в зонах военных конфликтов должны получать особую защиту и уход.

**Статья 39. Восстановительный уход**

Если ты оказался жертвой жестокого обращения, конфликта, пыток, пренебрежения или эксплуатации, то государство должно сделать все возможное, чтобы восстановить твое физическое и душевное здоровье и дать тебе вернуться в ряды общества.

**Статья 40. Отправление правосудия в отношении несовершеннолетних**

If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentences for the most serious crimes.

**Article 41, Respect for higher human rights standards:**

If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.

**Article 42, Making the Convention widely known:**

The Government should make the Convention known to all parents, institutions and children.

**Articles 43-54, Duties of Governments:**

These articles explain how adults and governments should work together to make sure all children get all their rights.

**правонарушителей**

Если тебя обвинили в нарушении законов, с тобой должны обращаться так, чтобы твое человеческое достоинство было сохранено. Ты имеешь право на правовую помощь и можешь быть приговоренным к тюремному заключению только за очень серьезные преступления.

**Статья 41. Применение наивысших норм**

Если законы твоей страны защищают права ребенка лучше, чем положения этой Конвенции, то следует применять законы этой страны.

**Статья 42. Распространение информации о Конвенции**

Государство должно распространять информацию о Конвенции среди взрослых, учреждений и детей.

**Статьи 43-54. Обязательства государств**

Эти статьи объясняют, как взрослые и государства должны работать вместе, чтобы обеспечить соблюдение прав детей.

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## UNIVERSAL DECLARATION OF HUMAN RIGHTS (SIMPLIFIED)

1. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.
3. We all have the right to life, and to live in freedom and safety.
4. Nobody has any right to make us a slave. We cannot make anyone else our slave.
5. Nobody has any right to hurt us or to torture us.
6. We all have the same right to use the law.
7. The law is the same for everyone. It must treat us all fairly.
8. We can all ask for the law to help us when we are not treated fairly.
9. Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
10. If we are put on trial, this should be in public. Those who try us should not let anyone tell them what to do.
11. Nobody should be blamed for doing something until it has been proved that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.
12. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family, without a very good reason.
13. We all have the right to go where we want to in our own country and to travel abroad as we wish.
14. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. We all have the right to belong to a country.
16. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.
20. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.
22. We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our talents and skills.
23. Every grown-up has the right to a job, to get a fair wage for their work, and to join a trade union.
24. We all have the right to rest from work and relax.
25. We all have the right to a good life, with enough food, clothing, housing, and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.
26. We all have the right to education, and to finish primary school, which should be free. We should be able to learn a career, or to make use of all our skills. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.

27. We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
28. We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.
29. We have a duty to other people, and we should protect their rights and freedoms.
30. Nobody can take away these rights and freedoms from us.

(Source: *Putting Human Rights on the Map*, Amnesty International, p. 7)

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## UKRAINIAN VERSION: UNIVERSAL DECLARATION OF HUMAN RIGHTS (SIMPLIFIED)

### **Загальна декларація прав людини (Спрощений варіант)**

Генеральна Асамблея ООН 10 грудня 1948 року прийняла і проголосила Загальну декларацію прав людини.

#### **Преамбула**

Оскільки для миру й справедливості в світі важливо, щоб усі люди були шановані й поважані та щоб кожен міг думати й говорити без страху все, що хоче, ООН прийняла 10 грудня 1948 року Загальну декларацію Прав людини, проголосивши цей день Днем прав людини.

1. Гідність людини недоторкана! Під цим розуміється, що кожна людина на Землі кожному іншу повинна зустрічати з повагою, по-братерськи, з розумінням, справедливістю. Тому що кожна людина - цінність.
2. Кожна людина має однакові права! Незалежно від того, жінка вона чи чоловік. Хай навіть при цьому вона:
  - розмовляє не твоєю мовою;
  - має не твій колір шкіри;
  - не так думає, як ти;
  - сповідує іншу релігію;
  - є багатшою або біднішою за тебе;
  - походить з іншої країни.

Все одно вона має на Землі такі ж самі права, як і ти.

3. Кожна людина має право на життя
4. Ніхто не має право поводитися з тобою, як з рабом, і ти не маєш права робити це з ким-небудь.
5. Ніхто не має права мучити тебе й ти не маєш права робити це з ким-небудь.
6. Ти маєш право бути захищеним законом скрізь і в такий же спосіб, як і інші люди.
7. Закон поширюється на всіх людей, він мусить і застосовуватись однаково до всіх.
8. Коли хтось порушує твої права, гарантовані тобі законом, ти можеш перед судом домагатися поновлення їх.
9. Ніхто не має права безпідставно посадити тебе до в'язниці, тримати там або вислати із твоєї країни.
10. Коли ти станеш перед судом, то маєш право на відкритий процес перед незалежним судом, що зможе захистити твої права.
11. Тебе вважають невинним і відповідно поводяться з тобою доти, доки твоя провина не Доведена. Якщо тебе звинувачують, ти завжди маєш право на захист.
12. Ніхто не має права безпідставно втручатись у твоє сімейне життя, вдиратися до твоєї оселі, відкривати твої листи або поширювати наклепи на тебе,

13. Ти маєш право вільно пересуватися по своїй країні так, як ти цього хочеш. Ти маєш право залишити свою країну, переїхати до іншої, а також повернутись, якщо ти цього забажаєш.
14. Якщо з тобою несправедливо поводяться, ти маєш право переїхати до іншої країни й просити захисту. Ти втратиш це право, якщо когось уб'єш або сам не будеш поважати те, що записано в цих статтях.
15. Ти маєш право бути громадянином будь-якої країни, ніхто не може без підстав перешкодити тобі прийняти громадянство іншої країни, якщо ти цього забажаєш.
16. Кожен має право одружуватись і мати дітей. При цьому не може бути перешкодою колір шкіри, країна, з якої походить людина, або її релігія. Жінка чи чоловік мають однакові права в подружжі й після розірвання шлюбу. Ніхто не може бути змушений вступити в шлюб. Уряд мусить захищати твою сім'ю.
17. Ти маєш право на власність. І ніхто не може її відібрати в тебе.
18. Ти маєш право вільно вибирати релігію. Ти також маєш право змінити свою релігію й сповідувати її сам або разом з іншими.
19. Ти маєш право думати й говорити те, у що віриш, і ніхто не може тобі цього заборонити. Ти можеш обмінюватися думками з людьми інших країн, незважаючи на кордони.
20. Ніхто не може змушувати належати до якоїсь організації, але, кожен має право організувати збори або належати до якоїсь спілки, щоб мирно співпрацювати з іншими людьми.
21. Кожен має право брати участь у виборах керівництва своєї країни. Кожен має право обиратися. Голоси чоловіка й жінки рівні.
22. Суспільство, в якому ти живеш, мусить надійти тобі можливість стати й, проявити себе вільною особистістю. Це означає, що ти можеш брати участь у всіх відкритих економічних, суспільних, культурних заходах, у виставках, демонстраціях для того, щоб виробити власну думку й висловити її.
23. Ти маєш право на роботу, право вільного вибору професії та такої оплати, що дає тобі змогу жити й прогодувати свою сім'ю. Коли чоловік і жінка виконують однакову роботу, вони повинні отримувати однакову оплату. Всі люди, які працюють, мають право об'єднуватись, щоб захищати свої інтереси.
24. Щоденний робочий час не може бути задовгим, тому що людина має право на вільний час і відпочинок. Кожна людина повинна регулярно отримувати оплачувану відпустку.
25. Ти маєш право на підтримку, коли не можеш працювати, бо безробітний, хворий чи старий. Ти маєш право на підтримку, коли не із своєї вини потрапив у біду.
26. Ти маєш право навчатись у школі й це навчання повинно, бути безкоштовним. Тобі має бути надана можливість оволодіти професією або, за бажанням, продовжити навчання. У школі ти повинен мати можливість розвинути свої здібності, виробити розуміння інших людей.
27. Ким би ти не був - митцем, письменником чи науковцем - ти повинен уміти співпрацювати з іншими людьми й мати користь із того, над чим ви разом працюєте. Твої роботи повинні захищатися законом.
28. Для того, щоб твої права й твоя свобода шанувались у твоїй країні та в інших країнах світу, мусить існувати такий лад, при якому права й свободи, що про них іде тут мова, охоронялися б законом.
29. На основі всього, що сказано вище, ти маєш обов'язки й щодо людей, з якими ти живеш. Законний лад не позбавляв тебе прав і свобод, поки ти не порушуєш права й свободи іншої

людини. Такий лад дає можливість кожній людині поважати інших людей і бути шанованою ними.

30. У цілому світі жодна країна, жодне суспільство, жодна людина не можуть дозволити собі посягнути на права й свободи, про які ти, власне, тут прочитав.

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## HUMAN RIGHTS QUOTATIONS

- “We may have different religions, different languages, different colored skin, but we all belong to one human race.” -- Kofi Annan
- “If you think you’re too small to have an impact, try going to bed with a mosquito in the room.” --Anita Roddick
- “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” -- Margaret Mead
- “Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.” -- Eleanor Roosevelt
- “It has long been recognized that an essential element in protecting human rights was a widespread knowledge among the population of what their rights are and how they can be defended.”-- Boutros Boutros-Ghali, Sixth UN Secretary-General, 1992–1996
- “To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there.” -- Kofi Annan
- “No one made a greater error than he who did nothing because he could only do a little.” -- Edmund Burke
- “The only way to make sure people you agree with can speak is to support the rights of people you don’t agree with.” -- Eleanor Holmes Norton
- “Give to every human being every right that you claim for yourself.” --Robert G Ingersoll

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## REPORTING FORM

After successfully conducting your Mini Camp, the Law & Justice Working Group would appreciate you taking a few quick moments to fill out this Reporting Form. We are eager to hear how the camp was received, what worked well, and what can be improved upon. This will help us better serve future volunteers in updated editions of this guide.

Please answer these few quick questions and return this form to [pclawandjustice@gmail.com](mailto:pclawandjustice@gmail.com)

1. PCV(s) Name(s), Group, and Contact Info (email, cell phone, etc.)
2. Date of camp and location (city, oblast):
3. Number and age of Participants:
4. Lessons Used (or sample schedule used):
5. What were the successes of the camp?
6. What comments do you have regarding individual lessons, activities, or about the manual as a whole?
7. Do you have recommendations? What can be improved?
8. If you added any of your own activities, please share so we may consider adding them to this guide.
9. Other comments or feedback: