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# «Human rights»

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CEIPES





PROJECT « AGIR POUR UN SPORT INCLUSIF ET ECOLOGIQUE »

Agreement n°101132985 - AGISEC

## Educational process - Human Rights Workshop

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## Session 1:

duration 2h/2h30

Face-to-face activities				Web link
Duration	Title	Objectives	Activity sheet no.	
10'	Brainstorming	Get participants talking about key concepts		
	“Mission Impossible” game consisting of the 5 games below	Inform participants and raise their awareness of human rights		
30'	Human rights in photos	Give participants the opportunity to use photography to express their views on human rights	1	
15'	Connect me	Find out more about well-known campaigners and their catchphrases. Ask participants to find out who said what	2	<a href="#">Sheet no. 1 (in French)</a> <a href="#">Sheet no. 2 (in French)</a>
5-10'	Order and disorder	Discover the key phrases of the Universal Declaration of Human Rights Discover relevant phrases or quotations relating to human rights	3	<a href="#">Sentence 1 (French)</a> <a href="#">Sentence 2 (French)</a>
20'-30'	What are my rights?	Discover the 30 main human rights	4	<a href="#">In French</a>
5'-10'	Quiz	Assessing knowledge of human rights	5	<a href="#">In French</a>
~10'	Video Human Rights	Introducing people to human rights Find out who is responsible for protecting them?		<a href="#">In French</a> <a href="#">In English</a> <a href="#">In Italian</a>
~10'	Video "What are human rights?"	Learn more about the history of human rights		<a href="#">In French</a> <a href="#">In Italian</a>
10'-15'	Debriefing and evaluation of the session	Knowing what you have learned and how you feel		

## Session 2:

duration 2h/2h30

Duration	Title	Objectives	Activity sheet no.	Web link
~10'	Video " Accent Droits de l'Homme: Violations, History, First Dimension "	Raise awareness of the formal human rights framework by detailing the 1 <sup>st</sup> dimension.  Introduce students to the concepts of civil and political rights, human rights violations, and the history of human rights.		<a href="#">In French</a> <a href="#">In English</a> <a href="#">In Italian</a>
20'-30'	Rights bingo	Assess knowledge of human rights in general	6	<a href="#">In French</a> <a href="#">In English</a> <a href="#">In Italian</a>
~10'	Video " Accent Droits de l'Homme: Women's Rights, NGOs, Second Dimension "	Raise awareness of the formal human rights framework by detailing the 2 <sup>nd</sup> dimension.  Exploring the concepts of economic, social and cultural rights Learn more about women's rights. Raising awareness of NGO initiatives.		<a href="#">In French</a> <a href="#">In English</a> <a href="#">In Italian</a>
15'	One word, one mime	Use mime to help participants discover a key concept or notion related to human rights (e.g. respect, protection, peace, equality, dignity).	7	
~10'	Video " Accent Droits de l'Homme: Development, Building Sites, Third Dimension "	Raising awareness of human rights by detailing the 3 <sup>rd</sup> dimension.  Learn about collective rights and the justiciability of human rights. Increase knowledge of how the human rights system is evolving and how it can be improved.		<a href="#">In French</a> <a href="#">In English</a> <a href="#">In Italian</a>
15'-20'	Where do you stand ?	Enable participants to express their views on human rights issues	8	<a href="#">In French</a> <a href="#">In English</a> <a href="#">In Italian</a>
10'-15'	Debriefing and evaluation of the session	Knowing what you have learned and how you feel		



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## Activity sheet 1

Title : Human rights in photos

Duration : 30' (outing in the neighbourhood) and 2-3' per participant to explain the choice of photo

Material : smartphone or camera, big screen (optional)

Number of participants : 10-15 participants. Teams of 3 to 5 people are ideal.

Aim : To give participants the opportunity to use photography to express their point of view on human rights.

Instructions:

- 1) Go into the neighbourhood and each take a photo that represents/expresses a human right (it could be a right that is flouted or, on the contrary, a right that is respected).
- 2) Respect image rights. Ask the person (or persons) if they agree to be photographed.
- 3) If possible, avoid taking the same photo several times.
- 4) Back in the activity room, share your photo on the WhatsApp group

Course :

- 1) Presentation of the activity
- 2) Setting up teams
- 3) Outing in the neighbourhood
- 4) Sharing photos in a WhatsApp group
- 5) In a large group, each photo is presented on a big screen, with participants explaining what they wanted to express by taking their photo.
- 6) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ? ....



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## Activity sheet 2

Title : Connect me

Duration : 15'.

Material : Poster of human rights activists and their catchphrases (5 activists per poster).

One pencil per team

Big screen (optional)

Number of participants : 10-15 (teams of 4 to 5 people per poster)

Aims : To introduce you to famous activists and their catchphrases.

Ask participants to find out who said what

Instructions :

- 1) Look at the posters (left-hand column: well-known activists and right-hand column: their catchphrases)
- 2) Link each activist to a sentence (team discussion then validation of choice)
- 3) Explain the choices made

Course :

- 1) Presentation of the activity
- 2) Setting up teams
- 3) Distribution of one poster per team
- 4) Brainstorming in team
- 5) As a large group, each poster is presented on the big screen. Each team explains its choices. Ideally, have a different participant speak for each linked sentence.
- 6) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ? ....



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**Connect me**



**Gisèle HALIMI**



**Jean MOULIN**



**Anne FRANK**



**Martin LUTHER KING**



**Simone VEIL**

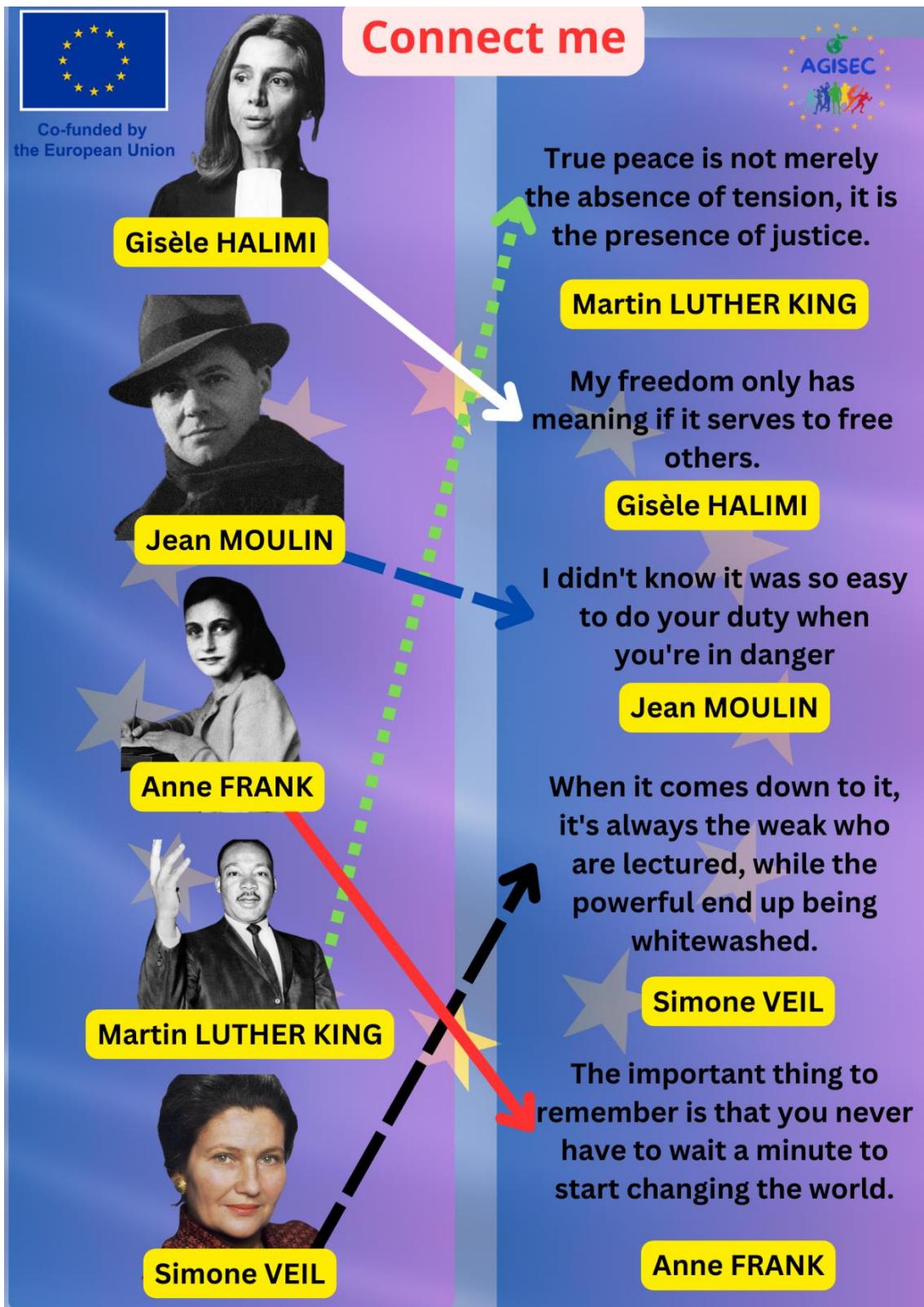
**True peace is not merely the absence of tension, it is the presence of justice.**

**My freedom only has meaning if it serves to free others.**

**I didn't know it was so easy to do your duty when you're in danger**

**When it comes down to it, it's always the weak who are lectured, while the powerful end up being whitewashed.**

**The important thing to remember is that you never have to wait a minute to start changing the world.**





**Connect me**

**Greta THUNBERG**

**Mohamed ALI**

**Rosa PARK**

**GANDHI**

**Nelson MANDELA**

**AGISEC**

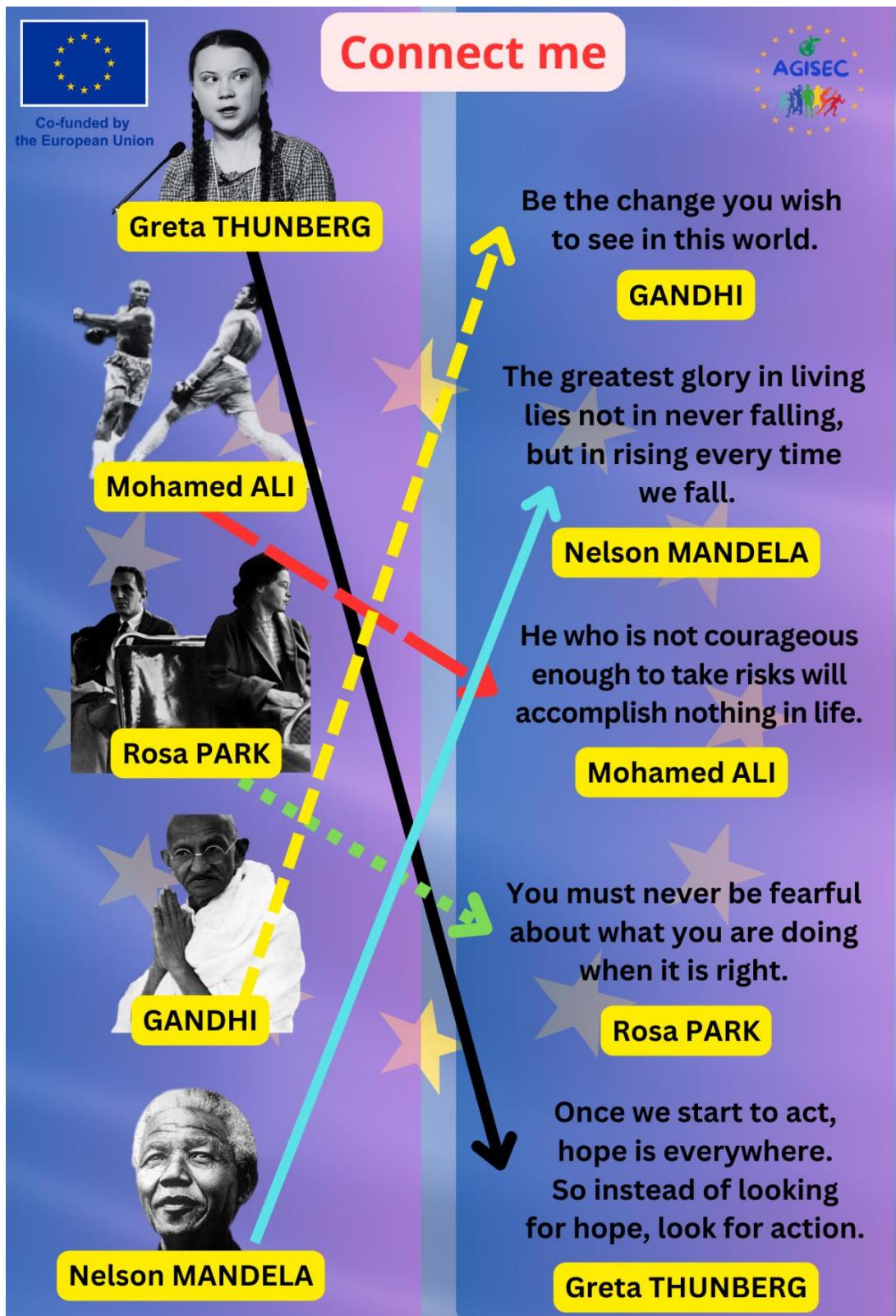
**Be the change you wish to see in this world.**

**The greatest glory in living lies not in never falling, but in rising every time we fall.**

**He who is not courageous enough to take risks will accomplish nothing in life.**

**You must never be fearful about what you are doing when it is right.**

**Once we start to act, hope is everywhere. So instead of looking for hope, look for action.**



## Activity sheet 3

Title : Order and disorder

Duration : 5'-10'.

Material : A sentence related to human rights. Each word or group of words is cut out and put in an envelope. As many different sentences as there are teams.

Number of participants : 10-15 (teams of 3 to 4 people per sentence)

Aims : To introduce students to key phrases from the Universal Declaration of Human Rights.

Discover relevant phrases or quotations relating to human rights

Instructions :

- 1) Open the envelope containing the cut-out words
- 2) In teams, discuss and put the words in order to reconstruct the sentence.

Course :

- 1) Presentation of the activity
- 2) Setting up teams
- 3) Distribution of one envelope per team
- 4) Brainstorming in team
- 5) In a large group, each team presents its sentence. Exchange and discussion to get the other teams' points of view. The supervisor closes the discussion by providing or confirming the correct answer.
- 6) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ?  
....

Sentence 1 (words or set of words to be cut out)

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

**Article 1 of the Universal Declaration of  
Human Rights.**

Sentence 2 (words or set of words to cut out)

**The State is at the service of Man, not Man  
at the service of the State.**

## Activity sheet 4

Title : What are my rights ?

Duration : 20'-30'.

Material : A poster with the 30 most important United Nations Human Rights. (one poster per team)

Photos of situations or people showing respect (or not) for human rights (4 different photos per team)

One pencil and one sheet of paper per team

Number of participants : 10-15 (group of 3 to 4 people per sentence)

Aims : To introduce the 30 main United Nations Human Rights

Discover the different rights that may be involved in a single situation

Instructions :

- 1) Read the list of 30 human rights as a team
- 2) Look at each photo.
- 3) Write on the sheet of paper the number of the right that may be affected for each photo
- 4) Note : The same photo carries several rights. Different photos may be covered by the same rights

Course :

- 1) Presentation of the activity
- 2) Setting up teams
- 3) Distribution of the poster and photos to each team
- 4) Brainstorming in team
- 5) In a large group, on a big screen, each team presents its photos and the associated rights. Discussion to get the other teams' points of view. The supervisor closes the discussion by providing or validating the correct answers.
- 6) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ? ....



## What are my rights ?

List of the 30 fundamental human rights  
Universal Declaration of Human Rights

1. All human beings are free and equal
2. No discrimination
3. Right to life
4. No slavery
5. No torture and inhuman treatment
6. Same right to use law
7. Equal before the law
8. Right to be treated fair by the court
9. No unfair detainment
10. Right to trial
11. Innocent until proved guilty
12. Right to privacy
13. Freedom to movement and residence
14. Right to asylum
15. Right to nationality
16. Rights to marry and have family
17. Right to own things
18. Freedom of thought and religion
19. Freedom of opinion and expression
20. Right to assemble
21. Right to democracy
22. Right to social security
23. Right to work
24. Right to rest and holiday
25. Right of social service
26. Right to education
27. Right of culture and art
28. Freedom around the world
29. Subject to law
30. Human rights can't be taken away



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## What are my rights ?



Rights n°8 ; 9 ; 19 ; 21 ; 28.



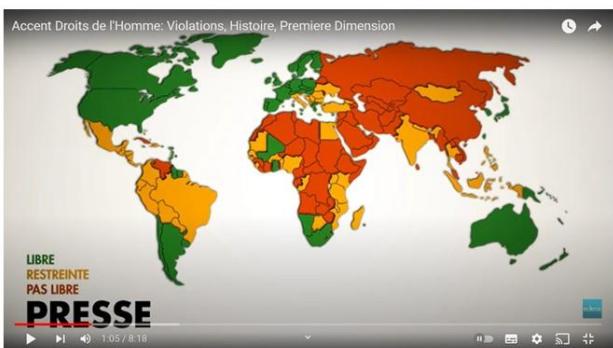
Rights n°4 ; 5 ; 24 ; 26 ; 30.



Rights n°1 ; 2 ; 12 ; 16 ; 30.



Rights n°1 ; 2 ; 6 ; 23 ; 30.



Rights n°1 ; 8 ; 19 ; 21 ; 28.



Rights n°1 ; 2 ; 19 ; 27 ; 28.

## Activity sheet 5

Title : QUIZ

Duration : 5'-10'.

Material : Game sheet containing the quiz (one sheet per team)

A pencil to mark the answers on the game sheet

Number of participants : 10-15 (teams of 3 to 4 people per quiz).

Aims : To assess knowledge of human rights

Instructions :

- 1) Distribute the quiz to each team
- 2) Complete the quiz using the information given for each question

Course :

- 1) Presentation of the activity
- 2) Setting up teams
- 3) Distribution of a quiz per team and a pencil
- 4) Small group work
- 5) In a large group, on a big screen, each team presents its photos and the associated rights. Discussion to get the other teams' points of view. The supervisor closes the discussion by providing or validating the correct answers.
- 6) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ? ...

## HUMAN RIGHTS QUIZ

**1) When were human rights created ?**

- 1789
- 1929
- 1944
- 1948
- 1966

**2) Human Rights are : (4 answers to give)**

- Universal
- Spirituals
- Contractuels
- National
- Inalienable
- Interdependent
- Factual
- Indivisible

**3) Who is working for human rights ? (3 answers to give)**

- The International Criminal Court
- The firefighters' association
- The European Court of Justice
- The associations
- North Korea
- Mbappé' s fan club

**4) Which Human Rights came first ? (1 answer to give)**

- Civic and political rights
- Economic and social rights
- Collective rights
- Commercial law
- Children's rights
- Women's rights

**5) In your opinion, who is concerned by Human Rights : (3 answers to give)**

- One person
- An animal
- A group
- A country
- A plant
- A river

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- One person
- An animal
- A group
- A country
- A plant
- A river

## Activity sheet 6

Title : [Rights Bingo](#)

Duration : 20'-30'.

Material : Game sheet with 15 questions (one sheet per person)

One pen per participant

Number of participants: 10-15

Aims : To assess knowledge of human rights

Instructions :

- 1) Distribute the game sheet to each participant
- 2) Completing the game sheet
- 3) Provide additional information if certain questions are not fully understood.
- 4) Remind people that there are no right or wrong answers

Course :

- 1) Presentation of the activity
- 2) Distribution of the game sheet to each participant
- 3) Individual work
- 4) In a large group, ask a participant to read one of the questions and give their answer (if they have one).
- 5) Ask the other participants if they have any other answers to the same question.
- 6) Continue in the same way for the other questions.
- 7) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ?....

## COMPASS

Rights Bingo!

### Handouts

#### Quiz sheet

The name of a document that proclaims human rights	A special right all children should have	A song / film / book about human rights
A right denied to some people in your country	A human right that has been denied to you personally	An organisation that fights for human rights
A duty we all have in relation to our human rights	An example of discrimination	A right sometimes denied to women
Someone who fights for human rights	A violation of the right to life	An example of how someone's right to privacy may be violated
A human right that is often denied to young people	A group or community whose freedom from discrimination is often violated in your country	An example of a violation of the right to a safe environment in your community

## Activity sheet 7

Title : One word, one mime

Duration : 20'-30'.

Material : An envelope

Written words on a scrap of paper. The words will be folded into the envelope.

Number of participants : 10-15

Aims : To use mime to introduce a key concept or notion related to human rights (e.g. respect, protection, peace, equality, dignity).

Instructions :

- 1) Invite a participant to come and take a scrap of paper and read it discreetly
- 2) Give participants one or two minutes to prepare their mime
- 3) Remind participants that they can only mime, they are not allowed to speak.
- 4) The mime can be repeated or changed if no one comes up with the right answer.

Course :

- 1) Presentation of the activity
- 2) Invitation to come and take a scrap of paper from the envelope
- 3) Doing the mime
- 4) Suggested answers from other participants
- 5) Another invitation to mime (until the words run out)
- 6) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ? ...

## List of words to discover

**Peace**  
**Respect**  
**Dignity**  
**Protection**  
**Equality**  
**Human rights**

## Activity sheet 8

Title: Where do you stand ?

Duration : 15'-20'.

Material : Two posters, one with "I agree" written on it, the other with " I disagree" written on it.

Scotch tape or Blu-tack

The posters containing the statements

Number of participants : 10-15

Aim : To enable participants to express their views on human rights issues.

Instructions :

- 1) Install the posters so that they are several metres apart
- 2) After reading a statement, ask the participants to position themselves next to one of the posters that corresponds to their answer.
- 3) Ask participants to explain their choice
- 4) Support exchange and discussion.
- 5) Managing speaking time to allow everyone to take part in the discussion

Course :

- 1) Poster installation
- 2) Presentation of the activity
- 3) Reading a statement
- 4) Physical positioning of participants next to the poster that corresponds to their point of view
- 5) Inviting participants to explain their choices - Facilitating discussion between participants
- 6) Another reading of a statement (until all the words are used up), then explanation of choices, discussion, etc.
- 7) Evaluation of the activity : was it difficult ? Why or why not ? Was there enough time ? What did you like/dislike about the activity ? ....



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# AGREE



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# DISAGREE

## Sheet of statements

- It's more important to have a home, food and basic necessities than to be able to say what you like.
- People have a duty to work, but not a right.
- The most basic responsibility of any government is to make sure that all citizens have enough to eat.
- The right to "rest and leisure" is a luxury that only rich people can afford.
- It's not the government's job to make sure that people don't starve – but the people's!
- The way we choose to treat our workers is no business of the international community.
- Poor countries should concentrate on ensuring a basic standard of living for all before worrying about the civil and political rights of their citizens.
- Extreme economic inequality is an infringement of basic rights.
- Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today.
- If rights can't be guaranteed, there is no point in having them.
- Some rights are more important than others.
- Some people have, naturally, more rights than others.
- Some people are homeless because they want to be.
- Rich people are happier than poor people.
- It's impossible to eradicate poverty totally.
- We aren't born with rights; we get them.



**THANK  
YOU!**