



RIGHT UP YOUR STREET

A human rights education exercise for students aged 10 – 15

TEACHERS NOTES

'Where, after all, do human rights begin? In small places, close to home; in the everyday world of human beings - the neighbourhoods they live in, the schools or colleges they attend, the factories, farms or offices where they work, where every man, woman, and child seeks to have equal justice and opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.'

Eleanor Roosevelt 1958

PURPOSE

This Amnesty International activity is designed to encourage children and young people to investigate and understand human rights set out in *The Universal Declaration of Human Rights*. A scene of everyday life is examined. Through group and class discussion and research the children familiarise themselves with the human rights set out in *The Universal Declaration* and their meaning.

PREPARATION

For the teacher

- An overhead transparency or Powerpoint image of the *Right Up Your Street* picture

For each group of 4 or 5 children

- A copy of the picture *Right up your Street*
- Small coloured stickers (as used on laminated year planners) or stickers made from cut up Post-It notes
- A copy of the following sheet:

A RIGHT DEMANDED Somebody who is asking for their human rights to be respected	A RIGHT EXERCISED Somebody who is using or enjoying a human right	A RIGHT DENIED Somebody who is abusing somebody else's human rights.

PROCEDURE

INTRODUCTION

Show the *Right Up Your Street* picture to the class

Tell them that they about to become human rights detectives.

- Ask what they notice in the picture.
- Ask where in the world they think this (imaginary) street might be.
- Do they notice anything in this picture that they would never see on a street in this country?

Explain that this is a picture about human rights. In the picture some people are enjoying their rights, some are demanding their rights and some people are not having their rights respected.

Get students to look very carefully at the scene outside the sweetshop.

- What is happening here?
- Is this about to become a miscarriage of justice?
- What sort of people might the family by the bus stop be?
- What human rights are involved here? (Look at the children's version of *The Universal Declaration of Human Rights*)

GROUP WORK

Give out the materials and the *Right Up your Street* picture to the groups.

- The children look for situations in the picture where a human right is being
i) demanded ii) enjoyed or iii) denied.
- They mark each human rights situation that they find with a coloured sticker, in the middle of which they write down a capital letter of the alphabet. They decide if this is a right that is being **demande**d, **enjoyed** or **denied**,?
- They write the letter that they wrote on the sticker in the correct column on the sheet and draw a circle round it.
- What right is involved here? They look through their copy of *The Universal Declaration of Human Rights* until they find an article that matches this situation. They write down the number of this Article next to their Alphabet letter.
- Then they move on to the next situation.

Each group should try to find and label 10 different rights situations.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

(Young people's version)

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. The people 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 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 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: Activity developed by Dan Jones, Nancy Flowers and Ian Pearce for Amnesty International. Picture by Dan Jones 2006