



Unit 3 Lesson 1: International Human Rights

Lesson Overview: 1-75 minute lesson

In this lesson, students will review the role of the United Nations and Canada's role in responding to human rights violations by examining its response to various refugee crises. Students will then learn about the Universal Declaration of Human Rights and how it applies to the concept of the Universe of Obligation as a framework to understanding global citizenship.

Connections to Inquiry Process (at least one)

- Gather and Organize
- Interpret and Analyze
- Evaluate and Draw Conclusions

Connections to Political Thinking Concept(s)

- Political Significance
- Objectives and Results
- Political Perspective

Curriculum Expectations

A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

A2.1 describe some ways in which political inquiry can help them develop skills, including transferable skills and skills related to the citizenship education framework, that can be applied to the world of work and/or to everyday life

B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (FOCUS ON: *Political Significance; Objectives and Results*)

B3.5 analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions

B3.6 identify examples of human rights violations around the world, and assess the effectiveness of responses to such violations

C1. Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and

Learning Goals

We are learning about **international human rights** to understand our roles as **global citizens** and to identify how we are all connected globally.

We are learning about Canada's response to **human rights violations** to understand the role of **refugees** in Canadian society.



<p>perspectives, in communities in Canada (FOCUS ON: <i>Political Significance; Stability and Change; Political Perspective</i>)</p> <p>C1.2 explain how various actions can contribute to the common good at the local, national, and/or global level</p> <p>C1.4 describe the importance of taking pride in one's country, and analyse the significance of commemorating and recognizing important events, issues, people, and/or symbols in Canada, as well as the methods by which they are recognized</p>	
<p>Readiness</p> <ul style="list-style-type: none">• Students will already be familiar with the concept of the Common Good introduced in Unit 1 and reinforced in Unit 2.• Review their understanding of the United Nations introduced Grade 6 Social Studies: B1.1• Some students may have already taken grade 10 history and will understand the history of Canada's immigration policy, the impact of WWII and the Holocaust and Canada's participation in the United Nations (CHC2P: B 3.4, C2.3, C2.4, C3.3, D2.4)• Depending on local demographics, students may be personally knowledgeable about the experience of refugees, through personal experience or in having refugees hosted in their community. <p>Terminology</p> <ul style="list-style-type: none">• Universe of Obligation• Human Rights• Common Good• Refugee• Universal Declaration of Human Rights• United Nations• Preamble	<p>Materials</p> <ul style="list-style-type: none">• Computer• Speakers• Projector• Screen• Slide Deck• Minds on: See - Feel - Think- Wonder activity page (1 per student)• Refugee Placemat Activity sheets (1 for each group)• UDHR anchor charts• Right up your street illustration (1 for each group)• Highlighters• Markers or pens• Pink, Yellow and Green dot stickers• Universe of Obligation Anchor Chart <p>Resources</p> <p>Unit 3: Lesson 1 Slide Deck</p> <p>Minds on: See - Feel - Think - Wonder activity</p> <p>Common Good Anchor chart (from Unit 1)</p> <p>"Are Refugees Good For Canada? Infographic" from United Nations High Commissioner for Refugees (UNHCR)</p> <p>Refugee Stories Profiles</p> <p>Refugee Placemat Activities 1.1 and 1.2</p> <p>UDHR summary (graphic and plain text)</p> <p>Right up Your Street illustration.</p> <p>Universe of Obligation - (Facing History) - handout/anchor chart</p>



<p>Minds On</p> <ul style="list-style-type: none"> ● Establishing a positive learning environment ● Connecting to prior learning and/or experiences ● Setting the context for learning 	<p>Connections</p>
<p>Whole class: See - Feel - Think - Wonder Minds on Individual Video response (10 minutes)</p> <ol style="list-style-type: none"> 1. Begin the Slide Deck, International Human Rights. 2. Distribute a copy of the handout, See - Feel - Think - Wonder: to each student. 3. Before playing the video on slide 2 (Vietnamese refugee family's story inspires Heritage Minute), go through the question prompts on the See-Feel-Think handout. 4. Play the video and allow for students to reflect individually on the questions in the handout, writing their responses in point form. 5. Allow 2 minutes for students to share their responses with an elbow partner in the class. 6. Conduct a short classroom discussion by asking students to share their responses. 	<p>Assessment for learning</p> <ul style="list-style-type: none"> - Read through learning goals on Slide 1 of deck. <p>Assessment as learning</p> <ul style="list-style-type: none"> - Students will check their responses with their partner or small group to ensure consistency and to clarify points - Teacher will use Socratic discussion throughout to elicit answers for understanding <p>Differentiated Instruction:</p> <p>Group students together with those that can support them (ie an English language learner can be partnered with a student who can write down the responses, and the ELL student only has to verbalize responses)</p>
<p>Action</p> <ul style="list-style-type: none"> ● Introducing new learning or extending/reinforcing prior learning ● Providing opportunities for practice and application of learning (guided > independent) 	<p>Connections</p>



Whole class with individual activities and break-out discussion groups and activities. (45 minutes)

1. Continue to slide 3 on the slide deck. If students have taken Grade 10 history, they may have a better context for these questions. Ask the questions featured on slide 4 to the whole class.

Teacher Note: Answer prompts are built into the speaker notes.

2. Tell students to get their [Common Good](#) tracker from unit 1 out.
3. Go to the next slide (slide 4) and click to reveal the prompt: **How does accepting refugees contribute to Canada's common good?** Prompt each student to brainstorm ideas on their Common Good anchor chart. Link here:
4. Click to reveal the [infographic](#) from the United Nations High Commissioner for Refugees (UNHCR) on the impact of refugees on Canada -
5. Ask students to identify what facts or statistics surprised them.
6. Reveal each of the images on Slide 5. There are 5 in total. Divide students into 5 equal groups.
7. To each group, distribute ONE of the [refugee profiles](#): Syria, Afghanistan, Ukraine, Somalia and Hungary.
8. Hand out one [Refugee Placemat](#) to each group. Provide students 5-10 minutes to work in their groups to complete their refugee placemats on their respective migrant group.
9. Have one student from each group present their findings orally to the class. (5-7 minutes).
10. Ask the whole class the question on slide 5: **What do all these people have in common?**

Teacher Note: Answers will vary - however there are FOUR common elements:

- people are fleeing from war or environmental disaster,
 - they are coming to Canada,
 - Canada is accepting these people and
 - refugees are often children since they are vulnerable.
11. Keep students in their groups. Go to the next slide (slide 6) and read out the quote on the slide. Have one student from each group write this quote on their Refugee placemats. Give students 2 minutes to brainstorm responses to the question prompt: "Why do you think Canada took the following stance in 1943?". Answers will vary depending on student readiness from grade 10 history.

Assessment FOR learning:

- Peer discussions to check for understanding in group settings
- Descriptive feedback during lessons and group work

Assessment OF learning:

- Refugee Placemat Activities to be collected and reviewed with feedback by teacher and handed back at beginning of next class
- Gallery walk in classroom of Right up Your Street sticker activity at end of class to compare group responses

Differentiated Instruction:

Pair students who have already had grade 10 history, with those who have not for the discussion in step 1.

During whole-group reading of the UDHR, select stronger readers or prompt weaker readers before-hand so they can practice.

In smaller groups, encourage struggling readers to read out loud with the assistance of other students.

Quick Tips:

Have groups pre-determined according to skill and personality to avoid wasting time during transitions.



<ol style="list-style-type: none"> 12. Ask for one volunteer in each group to provide their answer orally. 13. Go to slide 7: Have students watch the video (to provide context) and then have them write the two events: World War Two and the Holocaust under the quote they wrote on their placemats. 14. Go to slide 8. Have each student in each group answer one of the questions in question #3 of the Refugee Placemat. Answers are revealed on this slide. 15. Distribute the summary copy of the Universal Declaration of Human Rights anchor chart to EACH student in the class. 16. Read aloud each of the articles of the UDHR. Teacher Note: Assign one student to each article and have them read it out loud. 17. Go to slide 10. Review with them the purpose of a 'preamble' (from Unit 2). Distribute highlighters to each group. Have them read the preamble of the declaration on their Refugee Placemat Activity 1.2 question #4 as a group. They can only highlight FIVE words which effectively drive the meaning of the entire Declaration. 18. On slide 10, using a whiteboard marker or smartboard pen, circle or highlight the words each group highlighted - alternatively, bold or highlight using the laptop. Discuss similarities and differences in their choices of words. 19. Collect the placemats from each group. Make enough copies for each student in the group to have their own copy and redistribute so they have it as a reference page for the unit. Return these to the students on the next day. 	
<p>Consolidation (15 minutes)</p> <ul style="list-style-type: none"> ● Providing opportunities for consolidation and reflection ● Helping students demonstrate what they have learned 	<p>Connections</p>
<ol style="list-style-type: none"> 1. Keep students in their groups. Prompt students to have their UDHR anchor charts ready. To each group, provide the Right up Your Street illustration. 2. Distribute YELLOW, PINK, and GREEN dot stickers to each group. (Alternatively crayons or highlighters will work) <p>Prompt EACH student in their groups to mark ONE of each: Yellow sticker– a human right being <u>denied</u>; Pink sticker– a human right being <u>enjoyed</u> or exercised;</p>	<p>Assessment as Learning: Model the “Universe of Obligation” activity for the students before letting them complete it. They will monitor their own progress on understanding this concept by adding to the sheet throughout the unit.</p>



Green sticker– a human right being asked for or demanded.

3. Use the following prompts to get students started:
 - a. Look at the children in the playground. What human right are they **enjoying**? (Article 24, the right to rest and leisure).
 - b. What is happening outside the sweetshop? Have the police caught the real thief? Point out the boy running away with the bag of sweets in the distance. In which case, which human right is being **denied** to the boy being told off? (Article 11, the right to be considered innocent until proven guilty).
 - c. Look at the crowd of people gathered in the middle of the picture and their signs. What human right are they **demanding**? (Article 23, the right to work and fair wages).
4. On each sticker they should put the # of the article in the UDHR the situation relates to. (If using crayons or highlighters, the number can be placed adjacent)
5. Once they are done, have one student in each group put their street scenes on a bulletin or black board next to each other to create a gallery. Students can use this gallery to reference later in the unit.

Extension Activity

1. Prompt students to highlight or circle the human rights violations they will see in the video on slide 12 on their UDHR anchor pages. Do not reveal the name of the video. Warn students that there are scenes of violence and displacement as it shows various rights violations in the past and currently.

Teacher Note: There are scenes in this video which may trigger some students, depending on their sensitivity, personal experiences or mental health issues. Use professional discretion, preview the video and prepare students for scenes which may be difficult. Some scenes depict police brutality, executions, refugee displacement, poverty, child soldiers. Be cognizant of who is in your class.

2. Play the video by Amnesty International "[You are Powerful](#)" on slide 12.

Teacher Note: Consider assigning one character in the film to each student and then pair them with other students who watched the same character to check for understanding of the film.

3. Ask students to volunteer their answers for rights violations they saw. Have them refer to the article # on the UDHR.
4. Go to slide 13. Click to reveal the prompt "Consider the role of each of these individuals in the video. What made them powerful?" Prompt the students to recall the actions of the individuals on the screen. Before moving to the next slide, ask the students:
 - a. Is it realistic to expect everyday citizens to intervene in human rights violations?
 - b. Are there other ways we can take action?
 - c. What is necessary in order to be a global citizen?
5. Click to the final slide (slide 14) and distribute the [Universe of Obligation](#) PDF.



6. Tell students: "Global citizens think beyond their own communities by extending their 'universe of obligation' to others". Ask them to consider the refugee stories. Those stories of refugees coming to Canada was because people had extended their Universe of Obligation beyond their own borders.
7. Have students complete their Universe of Obligation handout and keep it in their notes as an anchor chart for the unit. Instructions are on the handout. For background on this concept and the teaching strategy, see [Facing History](#).

Additional Sources

Teaching Strategies and Thinking Routines

Facing History - Universe of Obligation -

<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-2/universe-obligation>

Project Zero: Social & Emotional Thinking Routines for Teaching in a Diverse, Complex, and Moving World -

<http://www.pz.harvard.edu/sites/default/files/SEL-THINKING-ROUTINES-FINALPM%20%282%29.pdf>

Refugee Groups

Bangarth, Stephanie. (2015). "Canada's Complicated History of Refugee Reception" Active History.

<http://activehistory.ca/2015/09/canadas-complicated-history-of-refugee-reception/>

CBC The National: "Vietnamese refugee family's story inspires Heritage Minute" video: https://youtu.be/xFkB_IIWZHY

Lambert, Maude-Emmanuelle. "Canadian Response to the "Boat People" Refugee Crisis." *The Canadian Encyclopedia*. Historica Canada. Article published May 23, 2017; Last Edited July 05, 2017.

Scherer, Steve. (2021) "Canada to resettle 5,000 Afghan refugees evacuated by U.S." Reuters.

<https://www.reuters.com/world/americas/canada-take-5000-afghan-refugees-evacuated-by-us-minister-2021-08-31/>

Silverman, Stephanie J. (2022) "The unprecedented Ukraine-to-Canada 'air bridge' could mean a brighter future for all refugees" *The Conversation Canada*.

<https://theconversation.com/the-unprecedented-ukraine-to-canada-air-bridge-could-mean-a-brighter-future-for-all-refugees-181369>

Tuck, Andrew, et al. (2019). "Do Syrian refugees perceive improved physical and mental health a year after resettling in Canada?" *Wellesley Institute*.

<https://www.wellesleyinstitute.com/publications/do-syrian-refugees-perceive-improved-physical-and-mental-health-a-year-after-resettling-in-canada/>

Amnesty International Teaching Resources and United Nations/UDHR Information

Amnesty International Teaching Resource (UK) -

<https://www.amnesty.org.uk/files/2018-09/Human%20Rights%20in%20the%20Secondary%20School.pdf?VersionId=maavcWQKVHSVq4BnxGCEeCO.qAH6qfWz>

Amnesty Youth - You are Powerful. YouTube Video: <https://youtu.be/LmiOMeRYPNY>

Right up your street activity from Amnesty International (UK) -

https://www.amnesty.org.uk/files/activity_7.pdf?VersionId=Kqqtz5p2uEg3ig_UipxG3jcYvncCLQrK

Resource sheets for Right up your street -

https://www.amnesty.org.uk/files/resource_sheet_7.pdf?VersionId=qWxDzSHuRGU5F6ajoRdstHe3lhoxwwEm



Ontario History and Social Science Teachers' Association
Association des enseignants des sciences humaines de l'Ontario

Facing History - Holocaust and Human Behaviour - chapter 11: The Universal Declaration of Human Rights.
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-11/universal-declaration-human-rights>

World War Two Statistics - the National World War Two Museum-
<https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/research-starters-worldwide-deaths-world-war>

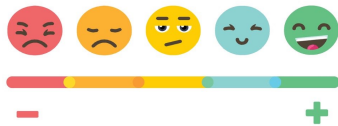
Number of Deaths in WW2 per country. YouTube video. MetaballStudios. <https://youtu.be/7cgRwDkP6vk>

History of the United Nations - <https://www.un.org/en/about-us/history-of-the-un>

Minds on: See - Feel - Think - Wonder

Directions: Watch the video on the first slide of the lesson -
“*Vietnamese refugee family's story inspires Heritage Minute*”

👁️ What did you see? Describe what event occurred and the outcome.



Variations Psychology, 2018

What feelings emerged for you as you watched the video? Circle one of the emojis and/or describe your reaction below.

🤔 What does this video make you think about Canada?

What do you wonder about this event?

The Common Good: course tracker

Individualistic

The Common Good

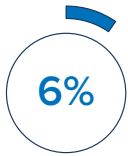




ARE REFUGEES GOOD FOR CANADA?

YES!

Statistics show that refugees not only benefit from safety in Canada, but they also embrace the opportunity to build a new life. Over time, they make important contributions to the country's economy, and to their communities.

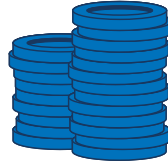


CANADIANS

Refugees are hardworking people and contribute to Canada's economy. They have an unemployment rate of 9%, close to that of Canadian citizens by birth (6%).



REFUGEES



TAXES

After 20 years in Canada, refugees contribute more to Canada in income taxes - not counting all of the other taxes they pay - than they receive in public benefits and services.



BENEFITS



Refugees embrace Canada and are committed to their communities. They have the highest citizenship rate of all immigration categories (89%).



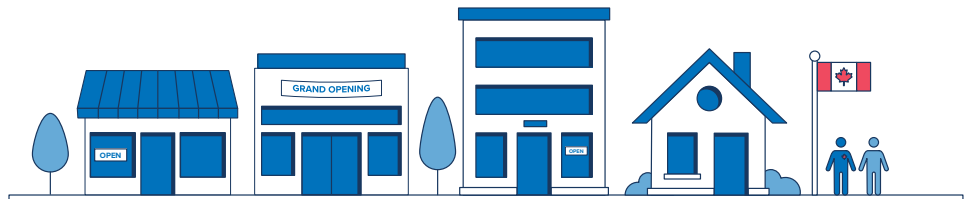
Refugees often come to Canada early in their lives, which means they have many years to work and contribute to Canada's economy. Refugees are on average 9.5 years younger than people born in Canada, which means they are more likely to be of working-age.

Refugees create jobs for both themselves and other Canadians.

14.4%

of refugees are self-employed or business owners.

Refugees work in skilled professions. Half are employed in management and professional or college and apprenticeship training jobs.



Almost half of all refugees in Canada live in smaller cities and towns.



Refugee children perform as well in school as Canadian-born children, and their knowledge and skills contribute greatly to Canada's workforce.



Refugees work hard to prosper and join Canada's middle-class. **One in four earned between \$40,000 - \$79,999 annually, similar to statistics for Canadians.**

Refugees buy houses and put down roots in Canadian communities. **Two out of three refugees in Canada become home owners after ten years.**



Refugee Crisis profiles

(from the United Nations High Commissioner for Refugees - UNHCR)

The Ukraine

Renewed tensions escalated on 24 February 2022, forcing hundreds of thousands of people in Ukraine to flee their homes. The situation in Ukraine is developing rapidly and we are now seeing the fastest growing level of displacement in Europe since World War II. Families are fleeing their homes, seeking safety in surrounding countries such as Poland and Moldova, as well as sheltering within Ukraine. The numbers are dramatic. 6.7 million people have now fled Ukraine to other countries. 15 million people are predicted to need relief and protection.

The Canadian government's stance is: "Canada is committed to supporting those affected by the Russian invasion of Ukraine. We're helping Ukrainian families get visitor visas as quickly as possible so that they can find a safe, temporary home in Canada. We're also actively working with provinces, territories and settlement organizations across the country to expand the services available to Ukrainians and their family members while in Canada."

(Government of Canada, August 2022).

Photo: Ukrainian refugees arrive at border crossing in Medyka, southeastern Poland, on March 30, 2022. (AP Photo/Sergei Grits)



Afghanistan



The newest wave of conflict – the latest in 40 years – forced over 700,000 people from their homes in 2021. Ongoing drought, economic crisis and natural disasters like earthquakes are shattering already devastated communities while fighting and bombings still wrack parts of the country. At this moment, millions of Afghans are looking to the international community for support. The Government of Canada is working hard to resettle at least 40,000 Afghan refugees in Canada as quickly and safely as possible.

Photo: Afghan refugees walk to a bus taking them to a processing center upon arrival at Dulles International Airport in Dulles, Virginia, U.S., August 29, 2021. REUTERS/Elizabeth Frantz

Syria



The decade-old Syrian Arab Republic crisis remained the world's largest displacement crisis. By the end of 2021, more than 5.7 million Syrian refugees were displaced in neighbouring countries and 13.4 million Syrians were estimated to require some form of humanitarian and protection assistance inside Syria, including some 6.9 million internally displaced people (IDPs). People's ability to meet their basic needs decreased as COVID-19 brought significant economic and social distress, on

top of the effects of the ongoing conflict, inflation, and existing sanctions. In response to this, The Government of Canada resettled 25,000 Syrian refugees between November 2015 and February 29, 2016. This included government-supported and privately sponsored refugees.

Photo: At right, Maryam, 8, holds her hand drawn sign as she and her family welcome Syrian refugees to Toronto on Dec. 10, 2015. OISE research shows Canadian immigrant and refugee families need more support. (Photo credit: Stacey Newman; Source: Shutterstock)

Somalia



Over the last 30 years, hundreds of thousands of people have fled Somalia because of political instability and a dangerous civil war that broke out in the 1990s. Today over 650,000 Somali refugees remain in neighboring countries and over 2.97 million Somalis are internally displaced (IDPs) in Somalia. In less than a decade, from 1988 to 1996, more than 55,000 Somali refugees had arrived in Canada of which more than 7,000 thousand resettled in Canada's capital, Ottawa. The Somali migration represents the largest black immigrant group ever to come to Canada in such a short time.

Photo: Here's Canadian Mounties greeting refugees from Somalia who walked across the border into Canada. THE CANADIAN PRESS photo by Paul Chiasson. February 17, 2017.

Hungary



In 1956, there was a Revolution in Hungary in which the people rose up against the government in response to government policies and control by the Soviet Union. In response the Soviet Union's army invaded and crushed the revolution with violence. 200 000 Hungarians fled the country to protect their families and start a new life. 37, 500 Hungarians fled to Canada.

Photo: Hungarian Refugees arrive in Canada, 1957. Archives of Ontario. F 1405-19-60, MSR.14500.
(Adapted from:

<https://montrealgazette.com/news/local-news/montrealers-recall-hungarian-uprising-on-60th-anniversary>)

Placemat Activity 1.1: Refugee Profiles

Country of origin: _____

Dates: _____

<p>Why are/were people fleeing their country?</p>	<p>How many people have been/were displaced?</p>
<p>What is/was Canada's response?</p>	<p>What groups or individuals are pictured in the photographs?</p>

After listening to the refugee profiles from the other groups, answer the following question using FOUR jot notes: ***What do all these people have in common?***

Placemat Activity 1.2 Responding to Crisis

1. In your group, read aloud the following quotation:

“[A]s human beings we should do our best to provide as much sanctuary as we can for those people who can get away. I say we should do that because these people are human and deserve that consideration, and because we are human and ought to act in that way.”

(Stanley Knowles, MP, House of Commons, 9 July 1943)

2. As a *group*, respond to this question: **What event(s) triggered MP Knowles to say this?**

Two events that prompted this quote were: _____ **and** _____

3. Each person in your group is responsible for answering at least ONE of the following questions from the slide deck:

a) **What** organization was established in reaction to these two world events? _____

b) **When** was it established? _____

c) **Who** was involved? _____

d) T or F: Canada was a founding member of this organization.

e) **Why** was this organization created? _____

4. Read through the ‘preamble’ of the *United Nations Declaration of Human Rights* (1948). As a group highlight FIVE(5) key words which you believe drive the meaning of the text.

If everyone can recognise the essential dignity and worth of all human beings and if everyone can recognise that all human beings have some basic, equal rights, then this will lead to freedom, justice and peace in the world.

Disrespect for human rights has led to horrific acts that have outraged people across the world. We all want a world where people can enjoy freedom of speech and belief and freedom from fear and want. If these rights are made law, then people will be protected from tyranny and oppression.

It is important that people understand these rights and freedoms as this will lead to a better, fairer standard of life for everyone. We have dedicated ourselves to promote universal respect for these rights.

We see the Universal Declaration of Human Rights as a common goal for all people and all nations. We hope that every individual and every organ of society will try by teaching and education to promote respect for these rights and freedoms. We hope that both individuals and governments will try their best to make sure that these rights are fully respected both in their own country and across the world.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states fundamental rights and freedoms to which all human beings are entitled.

You have the responsibility to respect the rights of others.

We are all born free and equal.

Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.

No one can take away any of your rights.

Everyone has the right to life, freedom, and safety.

<p>No one has the right to hold you in slavery.</p> 	<p>You have the right to seek asylum in another country if you are persecuted in your own.</p> 	<p>Every adult has the right to a job, a fair wage, and membership in a trade union.</p> 
<p>No one has the right to torture you.</p> 	<p>Everyone has the right to a nationality.</p> 	<p>You have the right to leisure and rest from work.</p> 
<p>You have a right to be recognized everywhere as a person before the law.</p> 	<p>All consenting adults have the right to marry and to raise a family.</p> 	<p>Everyone has the right to an adequate standard of living for themselves and their family.</p> 
<p>We are all equal before the law and are entitled to equal protection of the law.</p> 	<p>You have the right to own property.</p> 	<p>Everyone has the right to an education.</p> 
<p>You have the right to seek legal help if your rights are violated.</p> 	<p>Everyone has the right to belong to a religion.</p> 	<p>Everyone has the right to freely participate in the culture and scientific advancement of their community, and their intellectual property as artist or scientist should be protected.</p> 
<p>No one has the right to wrongly imprison you or force you to leave your country.</p> 	<p>You have the right to think and voice your opinions freely.</p> 	<p>We are all entitled to a social order in which we may enjoy these rights.</p> 
<p>You have a right to a fair, public trial.</p> 	<p>Everyone has the right to gather as a peaceful assembly.</p> 	<p>Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others.</p> 
<p>Everyone is innocent until proven guilty.</p> 	<p>You have the right to participate in the governance of your country, either directly or by helping to choose representatives in free and genuine elections.</p> 	<p>No State, group, or person can use this Declaration to deny the rights and freedoms of others.</p> 
<p>You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence.</p> 	<p>You have the right to social security and are entitled to economic, social, and cultural help from your government.</p> 	

This is a simplified version of the UDHR. For the complete text, visit www.un.org

Universal Declaration of Human Rights *(plain text summary version)*

1 We are born free and equal, and should treat others in the same way.

2 We have all these rights in the Declaration, no matter who we are, where we're from or what we believe in.

3 We have the right to life, and to be free and feel safe.

4 Nobody has any right to make us a slave. We cannot make anyone else our slave.

5 Nobody has any right to hurt, torture or humiliate us.

6 Everyone has the right to be protected by 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, or to send us away from our country, without good reasons.

10 If we are accused of breaking the law, we have the right to a fair and public trial.

11 Nobody should be blamed for doing something until it has been proved that they did it.

12 Nobody has the right to enter our home, open our letters or bother us or our families without a 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 someone hurts us, we have the right to go to another country and ask for protection.

15 We all have the right to belong to a country. 16 When we are legally old enough, we have the right to marry and have a family.

17 Everyone has the right to own things or share them.

18 We all have the right to our own thoughts and to believe in any religion.

19 We can all think what we like, say what we think and share ideas and information with other people.

20 We all have the right to meet our friends and work together in peace to defend our rights. It is wrong to force someone to belong to a group.

21 We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.

22 The place where we live should help us to develop and to make the most of all the advantages (culture, work, social welfare) on offer. Music, art, craft and sport are for everyone to enjoy.

23 Every grown up has the right to a job, to a fair wages and to join a trade union.

24 We all have the right to rest and free time.

25 We all have the right to a decent living standard, including enough food, clothing, housing and medical help if we are ill. Mothers and children and people who are old, out of work or disabled have the right to be cared for.

26 We all have the right to education.

27 We have the right to share in our community's arts and sciences, and any good they do.

28 There must be peace and order to protect these rights and freedoms, and we can enjoy them in our 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.

Activity 7

Resource sheet 2

Right up your street illustration



© Dan Jones

Handout

Universe of Obligation

In **Circle 1**, write your name.

In **Circle 2**, write the name of people to whom you feel the greatest obligation – for example, people for whom you’d be willing to take a great risk or put yourself in peril for (you don’t have to write actual names.)

In **Circle 3**, who are the people on the next level? That is people to whom you have some obligation, but not as great as in circle 2.

In **Circle 4**, who are the people on the next level? People to whom you have some obligation, but not as great as in circle 3.

