

# RIGHTS IN FOCUS



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## REVIEW

Throughout this guide there are plenty of opportunities to review your progress, look out for the lightbulb!

# INTRODUCTION

## About This Pack

“Rights In Focus” is an education pack comprising of lesson plans, animations and resources designed to encourage young people’s engagement in creative activities about their Human Rights. In response to sessions with young people at London East Alternative Provision, a series of 14 broad themes have been identified and related to Human Rights from both international and UK contexts.

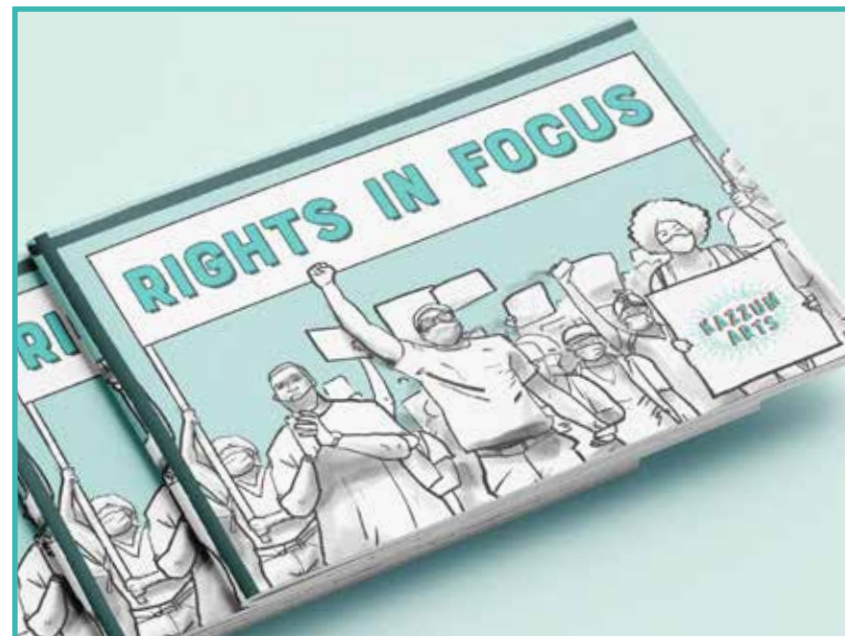
The **14 core themes** are expressed through a series of short looping animations, which illustrate the cyclical nature of our relationships and experiences of Human Rights as they flourish or are violated. They have been designed to facilitate young people’s philosophical, political and personal reflections and offer inspiration for the creativity and development of skills, agency, relationships and wellbeing.

## How To Use This Pack

In this pack you will find a wealth of resources which can be used to encourage reflection, start conversation, inspire creativity, develop skills and reflect on learning. You can navigate your way through the pack by using the tabs on the left hand side, which will take you through each stage of the learning journey. Be sure to check out the [Appendix](#) for a wealth of useful resources and templates.

The pack is designed to be modular and can be tailored for different sized groups with varying interests, abilities, ages and engagement levels. The different activities could be followed in one session or over a number of sessions. It may also be that one animation is more pertinent to one group than another, so the flexibility and freedom to adapt and develop activities is actively encouraged.

We would love to see your responses to using this pack – share with us your work on Social media [@KazzumArts](#) or [hello@kazzum.org](mailto:hello@kazzum.org)

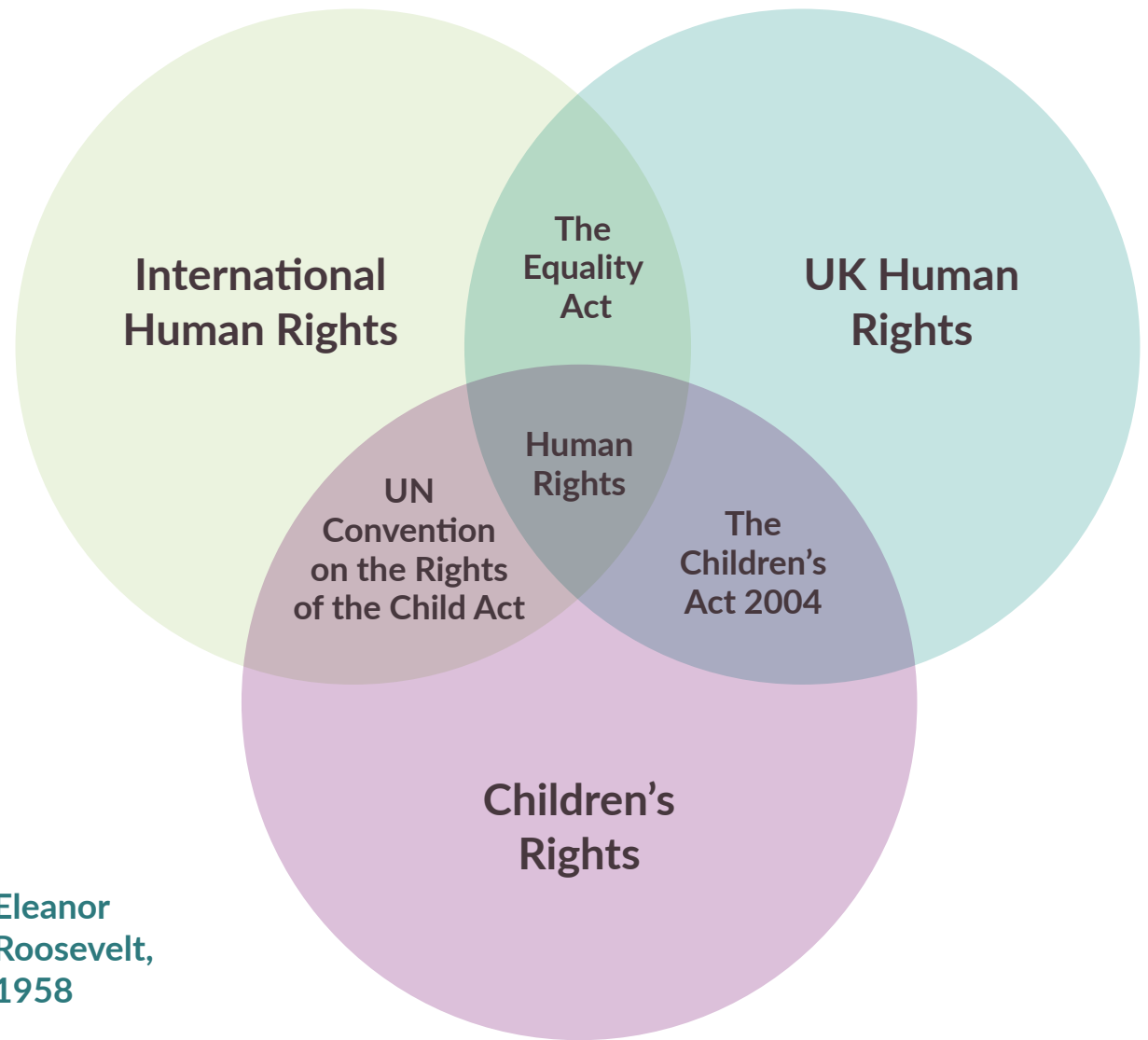


# WHAT ARE HUMAN RIGHTS?

**Human Rights are the fundamental rights and freedoms that every person has from the moment they are born.** They belong to you no matter where you are from, what you believe or the choices you make in your life. Nobody can take them away from you and they're protected by the law but they can be restricted by governments or people in authority, for example if you break the law or threaten somebody else's Human Rights.

In making this pack **five key areas** of human rights legislation have been considered, they are; Universal Declaration of Human Rights, the UK's Human Rights Act, the European Convention on Human Rights, the UN Convention on the Rights of the Child Act and The Children's Act.

For further information see [Appendix A](#).



*“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.”*

Eleanor  
Roosevelt,  
1958

# WHAT ARE HUMAN RIGHTS?

For the full list of 30 articles of the Universal Declaration of Human Rights visit [Appendix A](#)

## International Human Rights

After the Second World War, governments made a concerted effort to advance international peace and stop future conflict. This led to the formation of the United Nations in June 1945, which included the UK and later Ireland (1955). In 1948, representatives from the 50 member states of the United Nations came up with 30 rights and freedoms that belong to all of us called the **Universal Declaration of Human Rights (UDHR)**. These rights still form the basis for all international Human Rights law.

## UK Human Rights

In the United Kingdom our rights are also protected by the Human Rights Act 1998. This Act protects everyone in the UK. It doesn't matter if you're a British citizen, a foreign national or an asylum seeker. The Human Rights Act ensures that the Human Rights set out in the European Convention on Human Rights are made active and specific to the UK. These Rights are called **Convention Rights**.

The **European Convention on Human Rights** protects the human rights of people in countries that belong to the Council of Europe, which includes the UK. The Council of Europe is different from the European Union (EU). The UK remains a founding member of the Council of Europe, despite leaving the EU in 2021.

## The Equality Act - Private Sector

The Equality Act was introduced in the UK in 2010. It brings together all previous legislation (Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995) into one single Act which provides a legal framework to protect the rights of individuals to advance equality of opportunity.

## Children's Rights

The **UN Convention on the Rights of the Child Act** was signed on 20th November 1989. Here is how [UNICEF](#) defines the Convention:

*"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.*

## The Children's Act 2004

The **Children's Act** is UK legislation that tells local authorities, courts, parents, and other agencies in the United Kingdom what their duties are to ensure every child is safe, supported and cared for. It also forms the foundation for these organisations to work more effectively together.

# OUR ANIMATIONS

We have identified **14 core themes** which relate to Human Rights, arising from our conversations and interactions with young people.

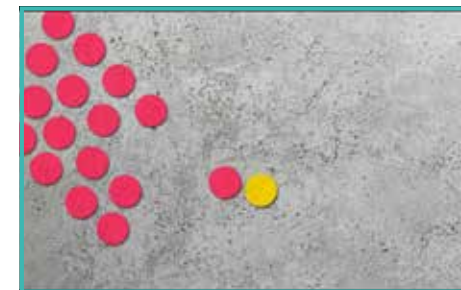
These themes have been expressed within **7 short, looping animations**, each communicating in a different style the tensions that many young people have told us they experience.

Each animation is accompanied within this pack by a descriptor, storyboard and series of questions to aid your reflections and discussions. You can view the animations by clicking directly on their image – which will relocate you to a secure Vimeo hosting page.

We have created them without sound, so that they can be played underneath discussions, or used as stimulus for music making and other creative activities.

These animations were created in collaboration with [Robin Lane-Roberts](#).

We hope that you will find them a supportive and imaginative way to open up discussion with young people about their Human Rights.



# RIGHTS & RESPONSIBILITIES

**Article 7:** The law is the same for everyone, and must treat us all equally.

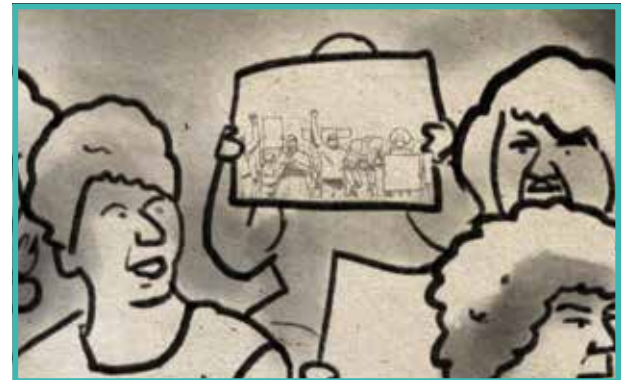
## ANIMATION DESCRIPTION

We see an image of the **protests for Racial Justice** with people wearing masks and holding placards. The camera zooms into a placard and we see protestors demanding **Equal Rights for Women**. The camera zooms into another placard and we see people protesting for **LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Queer) Rights**. We then go into one of their placards to see people sitting down protesting, an image from the **Miner's Strikes**. We zoom into a placard they're holding and back to the original image.



# RIGHTS & RESPONSIBILITIES

## STORYBOARD





# RIGHTS & RESPONSIBILITIES QUESTIONS

## CONCEPTUAL

What is the difference between rights and responsibilities?

Is it important that people are accountable for their actions?

When does it mean to be responsible for yourself?

What are Human Rights?

Do we need Human Rights?

## PERSONAL

What or who are you responsible for?

What rights would you fight for?

Who is responsible for you?

How do you react when you feel like something is unfair?

What does it feel like when your rights or responsibilities are taken away?

## SOCIETAL

Do you think the government protects your rights?

Who gets to decide your rights?

Who takes away your rights?

Can you think of someone who has fought for Human Rights?

Can you think of someone who has taken rights away from someone else?

# FREEDOM & OPPRESSION

**Article 1:** We are all born free. We all have our own thoughts and ideas and we should all be treated the same way.

## ANIMATION DESCRIPTION

A person soars upwards in the sky when a net traps them mid-air. They struggle and break free so they can soar above the clouds again.



# FREEDOM & OPPRESSION

## STORYBOARD



# FREEDOM & OPPRESSION QUESTIONS

CONCEPTUAL
How would you describe freedom?
How would you describe oppression?
How often do you think about freedom?
What colour is freedom?
Is having freedom important?

PERSONAL
Do you feel free?
Do you feel oppressed?
What does it feel like to be excluded?
When have you felt most free in your life?
Would you fight for your freedom?

SOCIETAL
Does the government take away or give you freedom?
Do men and women have equal freedoms in the UK?
Is everybody free in the UK?
Where have you seen oppression in the world?
Who has the greatest freedom in the world?

# CREATIVITY & ISOLATION

**Article 26:** Everyone has the right to education. Primary schooling should be free. We should all be able to continue our studies as far as we wish. At school we should be helped to develop our talents, and be taught an understanding and respect for everyone’s human rights. We should also be taught to get on with others whatever their ethnicity, religion, or country they come from. Our parents have the right to choose what kind of school we go to.

## ANIMATION DESCRIPTION

An orange figure is roaming a planet engaging with symbols representing creativity and education. Then a hand comes and flicks the figure off into space where it spins uncontrollably before slowing down and returning to the planet.



# CREATIVITY & ISOLATION

## STORYBOARD



# CREATIVITY & ISOLATION QUESTIONS

## CONCEPTUAL

What does isolation mean?

What does it feel like to be isolated?

Do you have to be alone to be isolated?

What is creativity?

How does creativity benefit someone?

## PERSONAL

How would you describe your experience of school?

How do you like to learn?

In what way do you prefer to learn something new?

How are you creative?

Do you think excluding people from school helps them learn?

## SOCIETAL

Who has more say in what happens at school; you, your teachers, the government or someone else?

Do we live in a creative society?

How does the government isolate people?

Does creativity benefit society?

What should school be like in our society?

# INCLUSION & PREJUDICE

**Article 2:** The rights in the UDHR belong to everyone, no matter who we are, where we're from.

## ANIMATION DESCRIPTION

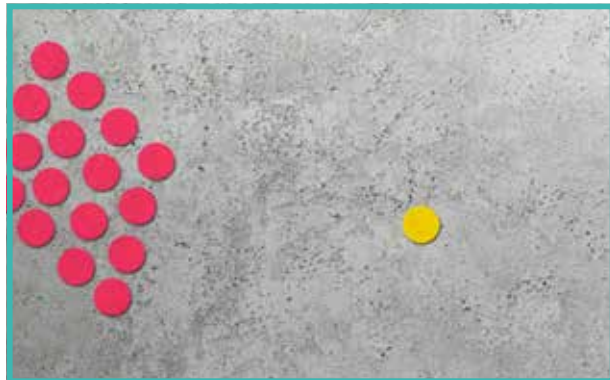
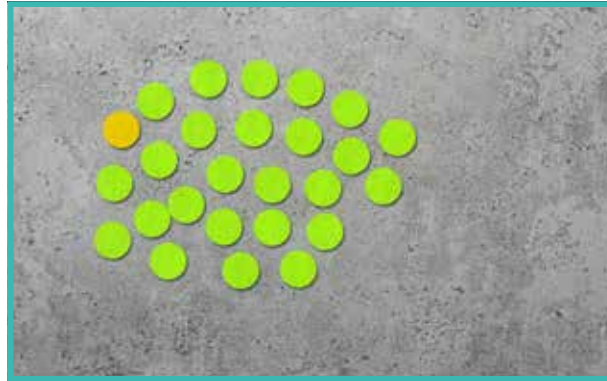
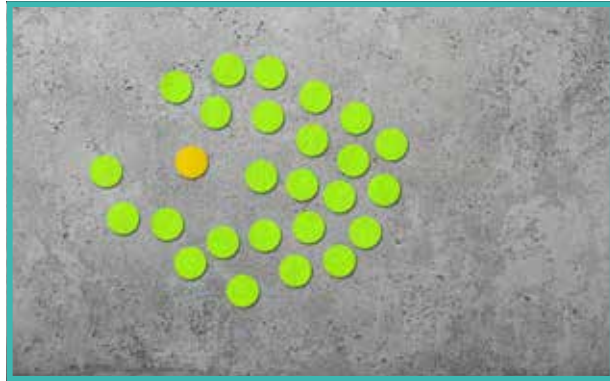
A yellow dot approaches a group of green dots. Yellow goes amongst them and is then pushed out. Yellow is then approached by a very ordered group of pink dots. One pink dot approaches and confronts Yellow. Yellow then meets a group of multi-coloured dots who appear to welcome Yellow. They interact before dispersing again.





# INCLUSION & PREJUDICE

## STORYBOARD



# INCLUSION & PREJUDICE QUESTIONS

## CONCEPTUAL

What is fairness?

Does being fair mean that you treat people equally?

Do you believe people get what they deserve?

What is racism?

Do you think different races are treated differently?

## PERSONAL

Have you ever felt that you've been treated unfairly?

Is talking about race difficult or easy?

Do you remember when you first learnt or noticed racism?

What privileges do you have that others don't?

What privileges do other people have that you don't?

## SOCIETAL

Do you think the government is fair or not?

Would you say our society includes or excludes people?

How can we help someone when they have been treated unfairly?

What if someone doesn't want to be included in society?

Can you think of a prejudice attitude in society that's changing?

# PEACE & CONFLICT

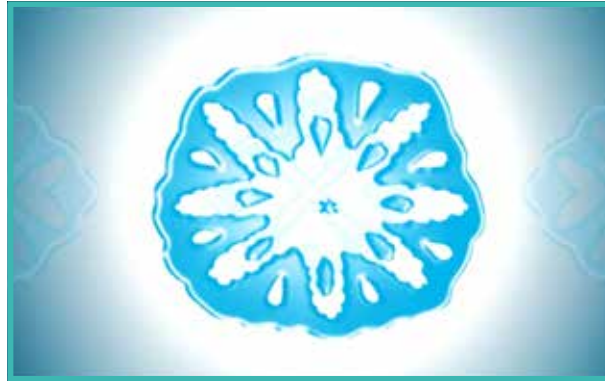
**Article 3:** We all have the right to life, and to live in freedom and safety.

A symmetrical blue shape shifts and transforms. It becomes dark and distorted before returning to its original blue form.



# PEACE & CONFLICT

## STORYBOARD



# PEACE & CONFLICT QUESTIONS

## CONCEPTUAL

How would you describe conflict?

When you think of peace, what image do you think of?

Why do conflicts between friends happen?

What does conflict sound like?

Can conflict be a good thing?

## PERSONAL

What are the different situations you experience conflict in?

Do you ever feel peaceful?

How do you handle conflict?

Who creates peace in your life?

Who creates conflict in your life?

## SOCIETAL

What would it take for the world to be more peaceful?

How does the UK government deal with conflict in our country?

Are there situations that you think a government should create conflict? If yes, when?

Do you see conflict in the UK?  
Where?

Do you see peace in the UK?  
Where?

# SAFETY & DANGER

**Article 5:** No one has the right to inflict torture, or to subject anyone else to cruel or inhuman treatment.

## ANIMATION DESCRIPTION

A warning sign morphs into a smiling face, which morphs into a skull and crossbones. The camera zooms into the skull's nose which is a heart shape that beats, spreading more hearts. The central heart is broken in two and it morphs into a peace sign, which burns and turns the whole peace sign red. We zoom out to return to discover that's the exclamation point of the warning sign.



# SAFETY & DANGER

## STORYBOARD



# SAFETY & DANGER QUESTIONS

## CONCEPTUAL

What do you think of when we say the word safety?

What do you think about when we say the word danger?

When should someone feel the most safe?

How do we learn about safety and danger?

Who might need protection?

## PERSONAL

Where do you feel most safe?

Have you ever made someone else feel safe?

Can you think of a time you felt like you were in danger – how did you react?

How can you tell if something is safe or dangerous?

Who do you protect?

## SOCIETAL

Who protects us?

Who endangers us?

Do you think the government keeps us safe or puts us in danger?

What might be dangerous about a person?

What might be dangerous about a place?



# SELF & OTHER

**Article 29:** We have duties to the community we live in that should allow us to develop as fully as possible. The law should guarantee human rights and should allow everyone to enjoy the same mutual respect.

## ANIMATION DESCRIPTION

A smiling figure in a blue cap passes a heart to a purple figure. The purple figure turns to pass the heart onto a flaming, angry yellow figure who burns the heart and sets the purple figure on fire. The now flaming purple figure angrily confronts a green figure, who seems to calm the flames of the purple figure. The green figure then goes onto pass a diamond shape to the original smiling figure in a blue cap.



# SELF & OTHER

## STORYBOARD



# SELF & OTHER QUESTIONS

CONCEPTUAL	PERSONAL	SOCIETAL
What makes a positive relationship?	Who do you surround yourself with?	Should a religious group tell you who you can be friends with or have a relationship with?
Why do we need relationships?	What relationships are important to you and why?	Should the government tell you who you can be friends with or have a relationship with?
How important is trust/loyalty/honesty/love/equality in a relationship?	How much do you friends and family influence who you are with?	Should your parents or carers tell you who you can be friends with or have a relationship with?
How does feeling anger/hatred/frustration towards someone else effect you?	What does love mean to you?	Should your friends tell you who you can be friends with or have a relationship with?
How does someone's reputation effect their relationships?	How can you repair when a relationship has broken down?	What does society tell us about how we should behave in relationships?

# CHECK IN

Checking in with the group at the start of each session is an important part of building safety in relationships and the foundations of trust and group belonging. Simple games and exercises to build attunement can support young people to feel encouraged and understood.

## One Word

Sitting in a circle ask each participant to introduce themselves and answer one of the following questions. Each sentence starts with, "In one word..."

- ...describe how you're feeling today.
- ...describe how you're feeling about today's session.
- ...what colour describes how you're feeling today?
- ...how would you describe your weekend?

## Postcard

Using the postcard template (see Appendix D) ask each participant to complete this sentence for themselves; "Something I want to get out of these sessions is...". These postcards are for each participant, they don't have to share them with anyone else if they don't want to. Make sure participants names are on each postcard and we will return to them at the end of the session/term (depending on how long you're working with the group).

## Two Truths & A Lie

Everyone sits or stands in a circle and takes turns to say three statements about themselves. Two of these statements should be facts, or "truths," and one should be a lie. The other members then try to guess which statement is the lie. You could also allow for a question each from the group but the person sharing the three statements can only answer yes or no.

For more activities to engage and focus a group download our free [GameJam guide](#).



## REVIEW

What checking-in activities work for you? Are there any activities which could be suggested or lead by young people in your setting?

# PRESENT & EXPLORE

The Present and Explore section of our activities is designed to encourage initial responses and ignite curiosity into the themes of each animation. This stage can support the inquiry and reflection skills of participants and bring concepts and ideas to the surface.

## Describe

Select two still images from the animation (See [Appendix B](#))

Begin the session by presenting picture A to the group and asking some opening questions, such as:

- Can you describe what you see?
- What could be happening in this picture?
- What words do you think of when you see this image?
- How does it make you feel?
- Where is this happening?
- What could this person be feeling/thinking in the image?

You or the group could write or draw some of the words that are shared during the discussion in a mind map that the whole group can see. Different coloured pens/pencils could be used for picture A and B. Next present still B and ask the group similar or the same questions as above.

There are some vocabulary flash cards in [Appendix C](#) to support this activity.

## What's the difference?

Explore if the group thinks there are any similarities, differences or connections between the two:

- What has changed from picture A to picture B?
- What are the similarities between picture A and picture B?
- What are the differences between picture A and picture B?
- What might be the connection between the first and second picture?

## REVIEW

Using the words or pictures from this discussion, briefly summarise some of the reflections from the group. Ask the group if they agree with your summary and if they would add or change anything before sharing the full animation.



# INTERPRET & RESPOND

Deepen your initial exploration by sharing the animations in full and encouraging participants to build their interpretation and critical thinking skills.

Play your chosen animation to the group – looping it in the background for example.

The following questions can be used for all animations. Write or draw responses to these questions individually or as a group.

- What do you think is happening?
- What do you think this person is feeling or thinking?
- How would you feel or think in that situation?
- What sounds could be added to this animation?
- Is there anything you would like to know?

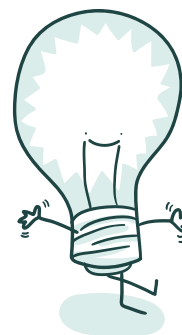
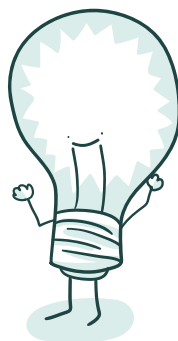
## Relate

For each animation there is a series of specific questions that can be used to explore the group's thoughts and feelings. These questions have been included with each [animation](#). They are divided into three categories; **Conceptual**, **Personal** and **Societal**. Questions can be selected depending on the previous discussions as well as the interests and engagement levels of the group.

You could also print out and place the questions on the table in front of the group and ask them to select one to discuss. Place this question in the middle of a blank piece of paper either on a table or a wall so everyone can see. Draw or write responses to the question to create a mind map.

## REVIEW

Explore the interpretations and responses of the group. Reflect if there is anything the group would change or add to these ideas.



## REVIEW

Reflect key phrases or thoughts that have been shared and offer a summary of the conversation. Ask whether the group agrees with your reflections and invite them to correct you or provide further clarification or thoughts.

Using the reflections and discussions from your 'Present & Explore' and 'Interpret & Respond' stages, these creative activities can activate some of the young people's thoughts and feelings using different art forms.

## Hotseating

Create an outline of a person on a piece of paper making sure it's big enough to write and draw inside and outside the figure. We're going to create a character together who you would be friends with. Start with the inside and work your way out, write the answers to these questions inside the outline:

- What does this person like to eat?
- What TV or shows does this person like to watch?
- What music do they listen to?
- Who are the most important people in this person's life?
- What do they do if they are feeling sad/angry/happy/?
- What really annoys them?
- What sort of thing are they looking for in a boyfriend or girlfriend?

Now, what about what they look like and what someone could see if they were walking down the street, write or draw on the outline in a different colour:

- What do they look like?
- How old are they?
- What clothes do they wear?
- What phone do they have?

Think about their surroundings remembering that this is someone who you would be friends with, so without naming anyone you might want to think about someone you know:

- Where does this person live?
- Who do they live with?
- How do they get around where they live?
- What places do they go to during the week and at the weekend?
- How do they feel about where they live?
- What do they think about their neighbours?
- What do they think about their school?

Finally, what is this person's name?

Take an empty chair in front of the group and stick the outline of your friend onto the chair. We are now going to play the animation again and think about our friend in this particular situation using what we know about the person.

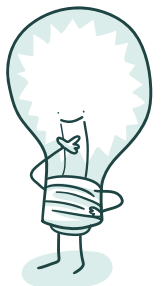
We're going to start with the middle of our drama, place this person into the animation. What is happening to them and how are they feeling?

As their friend, what advice would you say to them? Improvise a conversation between the group and the friend. If someone feels confident enough, ask them to go and sit in the chair to role play being the friend.

## REVIEW

At the end of the session, ask the group for their reflections on creating a character and if someone took on the role, ask them how it felt to be that character.

What have the group learnt about being a friend and giving advice to a friend?



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On Your Plate

Debate

Formats for Public Speaking/Debating

Reflective Activities

Using the reflections and discussions from your 'Present & Explore' and 'Interpret & Respond' stages, these creative activities can activate some of the young people's thoughts and feelings using different art forms.

### Improvisation

Ensuring the group can see some of the notes or the mind map that you have made during Present and Explore and Interpret and respond. Ask the participants to look over some of the emotions that you've shared or talked about.

Ask a participant to choose one of the words they can see and say a sentence or two to communicate that word without actually saying the specific word. Encourage the group to think of a scenario or refer to the animation and add dialogue. Participants can work in pairs or as a whole group. Have the animation looping in the background and invite pairs/group to share back the dialogue they have created.

### REVIEW

Reflect on the physical and verbal communication skills the group has shown during this activity and invite them to share how they found improvising different emotions.

What difference did it make adding dialogue to the animation?



### Storytelling

Thinking about the animation and themes we have spoken about this exercise aims to create a real life scenario and demonstrate the complexities of these situations. Imagine you are someone experiencing the animation that we've just been exploring, ask the group to think about how might they feel about that? How might that situation affect them?

Give an example and share that this is represented by the baggage. The facilitator mimes having a single piece of baggage or this could be represented by drawing a bag or suitcase on a piece of paper. Pass on the imaginary baggage and ask them to repeat back the emotional baggage example you just gave and then add their own baggage. This is repeated until the last person is having to repeat everyone's answers. If participants become stuck or uncertain about contributing some helpful prompts could be is to think about the impact on family and friends, education, health, financially etc.

### REVIEW

This activity is a memory test as well as demonstrating how someone can be emotionally weighed down in different ways.

What could they or other people do to help someone who feels weighed down by the situation?

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- Reflective Activities



Using the reflections and discussions from your 'Present & Explore' and 'Interpret & Respond' stages, these creative activities can activate some of the young people's thoughts and feelings using different art forms.

## Soundscape

The animations that you have watched don't have any sound, so we're going to create some. Bring a box of objects that you can easily find at home or even in a classroom, for example:

- Old crisp packets
- Keys
- Plastic bags
- Paper
- Metal spoons
- Tea towel
- Rubber gloves
- Rice in a plastic bottle
- Our own voices!

Give each member of the group 1 or 2 objects and get them to experiment for a while to see what noises they can create. If you have the time, individuals can take an object out of the room without showing the rest of the group and then come back in still hiding it. In turn, ask individuals to perform their sound while other people close their eyes and share what it reminds them of.

## Playlist

We have created a Spotify playlist that could be used at any point during or throughout the session. Have a listen [here](#). It could also be used to start a conversation about whether the group finds it helps them focus on the session or not and perhaps they have their own suggestions on what music they'd like to hear when they're doing different activities.

Next, we're going to watch the animation and see if any of our sounds could relate to what is happening. This can be done as a group, individually or in pairs. What sounds could you imagine hearing, are we missing any that we could find on YouTube? Ensure the animation is on loop and allow groups or individuals to rehearse and request additional sounds before performing.

During the performance ask others to listen whilst watching and then just listen without the animation. What do they think?

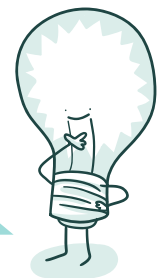
## REVIEW

How does the sound and animation make them feel? What smells would you attach to these feelings?



## REVIEW

Explore what impact music has on individuals in the group and are there other areas of their life playing music does or could benefit them?



Introduction

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Hotseating

Improvisation

Storytelling

Soundscapes

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Freewriting

Text Script

Poetry

Inspiration Art

Comic Strips

On Your Plate

Formats for Public Speaking/Debating

Reflective Activities

Debate

Sound

Creative Writing

Visual Art

# CREATIVE ACTIVITIES WRITING

Using the reflections and discussions from your 'Present & Explore' and 'Interpret & Respond' stages, these creative activities can activate some of the young people's thoughts and feelings using different art forms.

## Freewriting

Participants have three minutes to write about a "spark word" inspired by the group conversation. Encourage the group not to think too hard and not to stop writing. If possible, use a tablet or phone as a visual timer. Once the three minutes is up check in on how the group is feeling about that activity and invite them to share their writing.

## REVIEW

Ask the group how it felt to not stop a train of thought through continual writing. Invite them to keep or tear up their writing.



## Text script

Encourage group members to develop a simple script in response to a theme using a text message style (see Appendix F). Encourage participants to develop a conversation between two or more characters who may relate to the themes, animations or a specific Human Right. You could ask them to read aloud their work, or enact it in a short dramatic scene.

## Poetry

Take the two pictures from the animation (see Appendix B), imagine what it would be like to be in picture A and experiencing what is happening. You can use the template in Appendix E as a guide.

Take the five different senses and finish these sentences:

I can see....	I can taste...
I can hear...	I can touch...
I can smell...	

Now do the same exercise for picture B, completing these sentences:

I can see....	I can taste...
I can hear...	I can touch...
I can smell...	

Invite the group to share their two verse poems by reading them out loud whilst the rest of the group watch the animation playing in the background. This poem could also be recorded on a mobile phone or tablet and added to the animation.



## REVIEW

Ask the group how it felt to explore other senses and use their imaginations to place themselves somewhere else. Were they surprised by other people's poems? Did they learn something new about themselves or someone else?

Using the reflections and discussions from your 'Present & Explore' and 'Interpret & Respond' stages, these creative activities can activate some of the young people's thoughts and feelings using different art forms.

### Inspirational Art

In the centre of the group lay out all the different quotes about human rights (see [Appendix G](#)).

Ask everyone to select a quote that they respond to (which could all be the same one). Ask everyone to share why they have chosen that specific quote and what it means to them. It may be that certain phrases or words have particularly resonated with the group after exploring the animation, so you could use this rather than the quotes above.

Using various materials such as pens, crayons, magazines or printed materials ask each participant to create a card with this quote in the centre that could be displayed in the school or with someone they choose. Other words that have been shared from the mind map could also be added to the collage. Some fonts have been included in [Appendix H](#) to support this.

If some individuals are struggling to engage, everyone could vote for their favourite quotes and work on a group piece.

#### REVIEW

Ask participants where they would like this to be displayed and why they have chosen there? Perhaps it could be in the school or they want to take them home to keep for themselves.



### Comic Strip

Using the blank comic strip (see [Appendix I](#)), the young people can draw their own animation based on the human right they have just explored or choose another human right that resonates with them.



#### REVIEW

Ask the group to present their work and why they chose the specific right that they did. What do they hope other people will learn from their animation?

### On Your Plate

Using a paper plate and pens, ask the young people to think about the situation they've been exploring in the animation. What might be the different emotions, concerns or difficult situations someone might have experiencing that? Either draw or write them on the paper plate. Discuss as a group everyone's plate and the different ideas they all had.

#### REVIEW

What ways could they or other people help someone who has a lot of their plate?  
What would they do if this was their plate?



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	Comic Strips
	On Your Plate
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	Debate
	Reflective Activities

# CREATIVE ACTIVITIES DEBATE

Using the reflections and discussions from your 'Present & Explore' and 'Interpret & Respond' stages, these creative activities can activate some of the young people's thoughts and feelings using different art forms.

## Formats for Public Speaking/Debating

Ask for two volunteers and invite one of them to select a pre prepared statement to debate. Ask them to read it out loud. Flip a coin to choose whether they are 'for' or 'against' the statement. The other person takes the opposite view. They each have 1 or 2 minutes (depending on what you'd think is best for the group and the time you have).



Participants should remain quiet when the opposing argument is being shared. It should be acknowledged that it might not be the person's opinion or beliefs when they are debating. Here are some example warm up questions:

- We shouldn't have to wear school uniform
- You should be allowed your mobile phone in school
- Violent video games should be banned
- Books are better than television
- It's better to live in a city than in the countryside
- It would be a good thing to be famous
- Footballers earn too much money
- English is the best subject at school



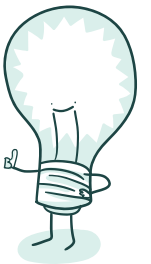
After a few rounds, move on to look at the animation you've been exploring. Reflecting on the answers the group came up with, write up some statements about human rights. Here are some examples:

- All people should have the right to own guns to protect themselves.
- All students should have an after-school job or internship.
- School exclusion should be illegal
- Testing/exams should be abolished, only coursework.
- Social media has improved human communication.
- Not everyone should have freedom of speech, it depends how intelligent you are.
- If you feel trapped in a relationship, it's your fault. You can just leave.

Following the same set up as the warm up debate, ask for two volunteers and invite one person to choose a statement and decide/flip a coin to argue 'for' or 'against'. Set a length of time to argue their point. After each debate ask the rest of the group to share whose argument they supported and why. You could also assign colours or numbers to each debater and the rest of the group could vote with corresponding coloured card or paper or holding up the number of fingers to show if they support opinion 1 or 2.

## REVIEW

Reflect on the debate topics and the most supported opinions. Explore with the group what they found interesting, what they learnt, what was challenging (especially if they were debating an opinion they don't agree with). Why might debating two completely different opinions be useful when exploring Human rights?



# REFLECTIVE ACTIVITIES

Encourage participants to routinely reflect on their learning and responses to the activities in your session. Reflection supports the learning process and offers another opportunity to embed knowledge, connect to others and share experiences.

## Reflection Cards

Ask each person in turn to answer a question on a reflection card (see [Appendix J](#)). You could choose multiple cards and go around the circle a few times or each person could choose a different card to answer.

## Hand Reflection

Ask each participant to raise their hand and using their other hand to trace around each finger giving an example using the list below. Alternatively, give participants a piece of paper and pens for them to draw around their hand, and record the following on the fingers of their hand:

- Thumb** – something they enjoyed
- Index finger** – something they would like to point out (could be good or bad)
- Middle finger** – something they did not enjoy
- Ring finger** – something they will treasure from the session
- Little finger** – something they want to add (could be good or bad)
- Palm** – A prediction for the future - What they are going to do next?

## Magic Box

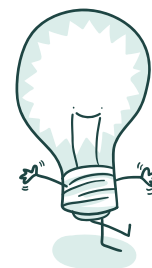
Mime holding a magic box and then open its lid. Share with the group one thing you are grateful for in this session and mime placing it in the box. Now pass the box to someone else in the group. You could also mime having a ball that you throw.

## Postcards Return

Give each participant a pen and offer them the chance to sit in a different part of the room. Bring out the postcards (see [Appendix D](#)) the participants previously wrote and ask them to reflect on their learning journey.

## Create your own Bill of Rights

Ask your participants to write or draw their own Bill of Rights, encourage them to think of as many as they can and decide which are important to them. Perhaps they are new rights or they might be influenced by the UN's Rights of the Child, such as the right to express opinions, to be listened to, to play and enjoy culture and art in safety. Share these rights or use them as stimulus for more creative activities.



## REVIEW

Are there any other forms you use to reflect and close a process or session with groups? How does your group know when the session is over?

# APPENDIX A

## More information on Human Rights

[Equality and Human Rights Commission](#)

[United Nations](#)

[The UN Convention on the Rights of the Child Act](#)

[The European Convention on Human Rights](#)

[The Childrens Act 2004 - National Society for the Prevention of Cruelty to Children \(NSPCC\)](#)

## 30 articles of the Universal Declaration of Human Rights

Here is a summary of the 30 articles of the Universal Declaration of Human Rights: ([Reference Amnesty International](#))

**Article 1:** We are all born free. We all have our own thoughts and ideas and we should all be treated the same way.

**Article 2:** The rights in the UDHR belong to everyone, no matter who we are, where we're from, or whatever we believe.

**Article 3:** We all have the right to life, and to live in freedom and safety.

**Article 4:** No one should be held as a slave, and no one has the right to treat anyone else as their slave.

**Article 5:** No one has the right to inflict torture, or to subject anyone else to cruel or inhuman treatment.

**Article 6:** We should all have the same level of legal protection whoever we are, and wherever in the world we are.

**Article 7:** The law is the same for everyone, and must treat us all equally.

**Article 8:** We should all have the right to legal support if we are treated unfairly.

**Article 9:** Nobody should be arrested, put in prison, or sent away from our country unless there is good reason to do so.

**Article 10:** Everyone accused of a crime has the right to a fair and public trial, and those that try us should be independent and not influenced by others.

**Article 11:** Everyone accused of a crime has the right to be considered innocent until they have fairly been proven to be guilty.

**Article 12:** Nobody has the right to enter our home, open our mail, or intrude on our families without good reason. We also have the right to be protected if someone tries to unfairly damage our reputation.

**Article 13:** We all have the right to move freely within our country, and to visit and leave other countries when we wish.

**Article 14:** If we are at risk of harm we have the right to go to another country to seek protection.

**Article 15:** We all have the right to be a citizen of a country and nobody should prevent us, without good reason, from being a citizen of another country if we wish.

**Article 16:** We should have the right to marry and have a family as soon as we're legally old enough. Our ethnicity, nationality and religion should not stop us from being able to do this. Men and women have the same rights when they are married and also when they're separated. We should never be forced to marry. The government has a responsibility to protect us and our family.

# APPENDIX A CONT.

**Article 17:** Everyone has the right to own property, and no one has the right to take this away from us without a fair reason.

**Article 18:** Everyone has the freedom to think or believe what they want, including the right to religious belief. We have the right to change our beliefs or religion at any time, and the right to publicly or privately practise our chosen religion, alone or with others.

**Article 19:** Everyone has the right to their own opinions, and to be able to express them freely. We should have the right to share our ideas with who we want, and in whichever way we choose.

**Article 20:** We should all have the right to form groups and organise peaceful meetings. Nobody should be forced to belong to a group if they don't want to.

**Article 21:** We all have the right to take part in our country's political affairs either by freely choosing politicians to represent us, or by belonging to the government ourselves. Governments should be voted for by the public on a regular basis, and every person's individual vote should be secret. Every individual vote should be worth the same.

**Article 22:** The society we live in should help every person develop to their best ability through access to work, involvement in cultural activity, and the right to social welfare. Every person in society should have the freedom to develop their personality with the support of the resources available in that country.

**Article 23:** We all have the right to employment, to be free to choose our work, and to be paid a fair salary that allows us to live and support our family. Everyone who does the same work should have the right to equal pay, without discrimination. We have the right to come together and form trade union groups to defend our interests as workers.

**Article 24:** Everyone has the right to rest and leisure time. There should be limits on working hours, and people should be able to take holidays with pay.

**Article 25:** We all have the right to enough food, clothing, housing and healthcare for ourselves and our families. We should have access to support if we are out of work, ill, elderly, disabled, widowed, or can't earn a living for reasons outside of our control. An expectant mother and her baby should both receive extra care and support. All children should have the same rights when they are born.

**Article 26:** Everyone has the right to education. Primary schooling should be free. We should all be able to continue our studies as far as we wish. At school we should be helped to develop our talents, and be taught an understanding and respect for everyone's human rights. We should also be taught to get on with others whatever their ethnicity, religion, or country they come from. Our parents have the right to choose what kind of school we go to.

**Article 27:** We all have the right to get involved in our community's arts, music, literature and sciences, and the benefits they bring. If we are an artist, a musician, a writer or a scientist, our works should be protected and we should be able to benefit from them.

**Article 28:** We all have the right to live in a peaceful and orderly society so that these rights and freedoms can be protected, and these rights can be enjoyed in all other countries around the world.

**Article 29:** We have duties to the community we live in that should allow us to develop as fully as possible. The law should guarantee human rights and should allow everyone to enjoy the same mutual respect.

**Article 30:** No government, group or individual should act in a way that would destroy the rights and freedoms of the Universal Declaration of Human Rights.

# APPENDIX B

## Rights & Responsibilities

A





# APPENDIX B

## Rights & Responsibilities

B



# APPENDIX B

## Freedom & Oppression

A



# APPENDIX B

## Freedom & Oppression

B



# APPENDIX B

## Creativity & Isolation

A



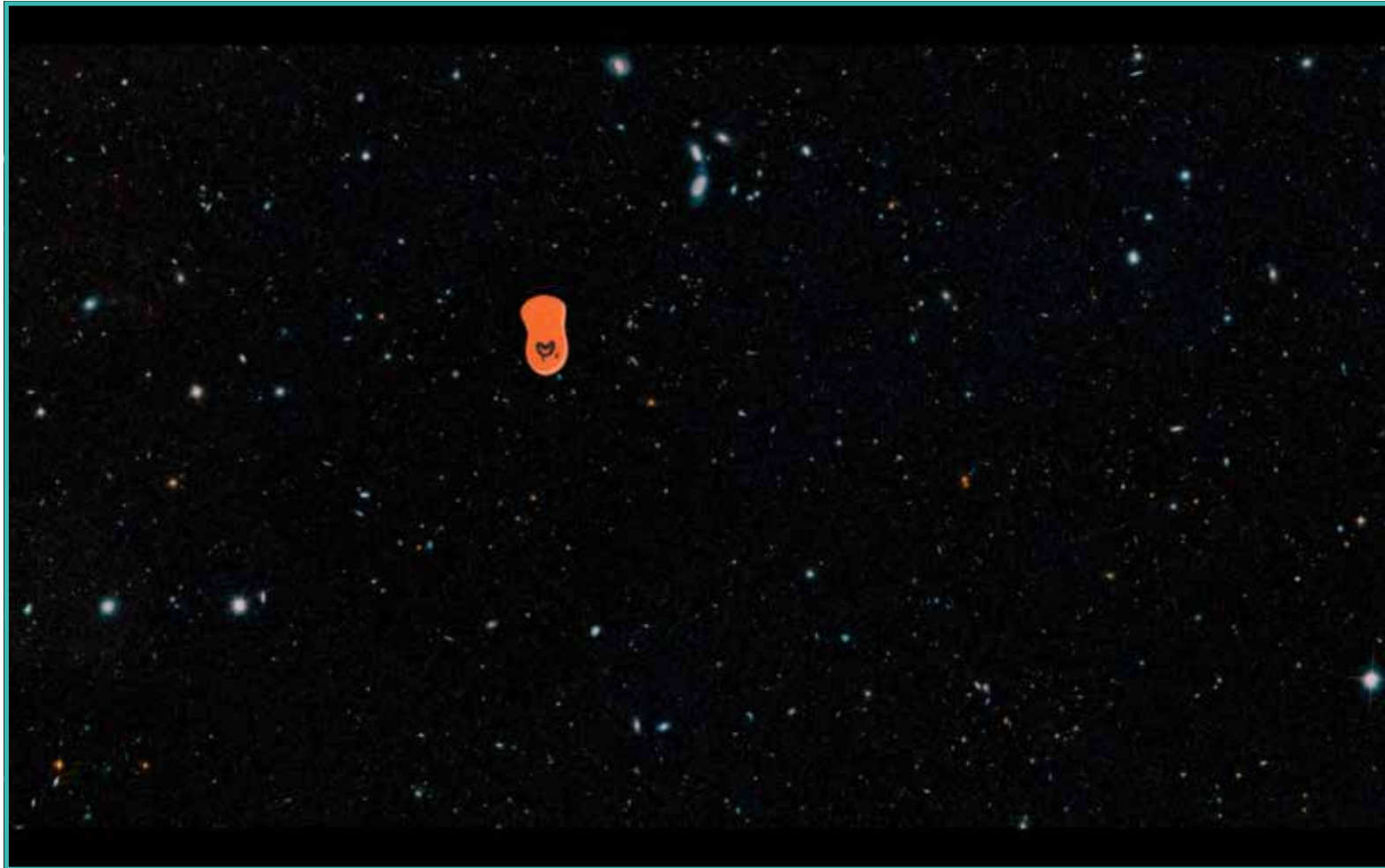
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# APPENDIX B

## Creativity & Isolation

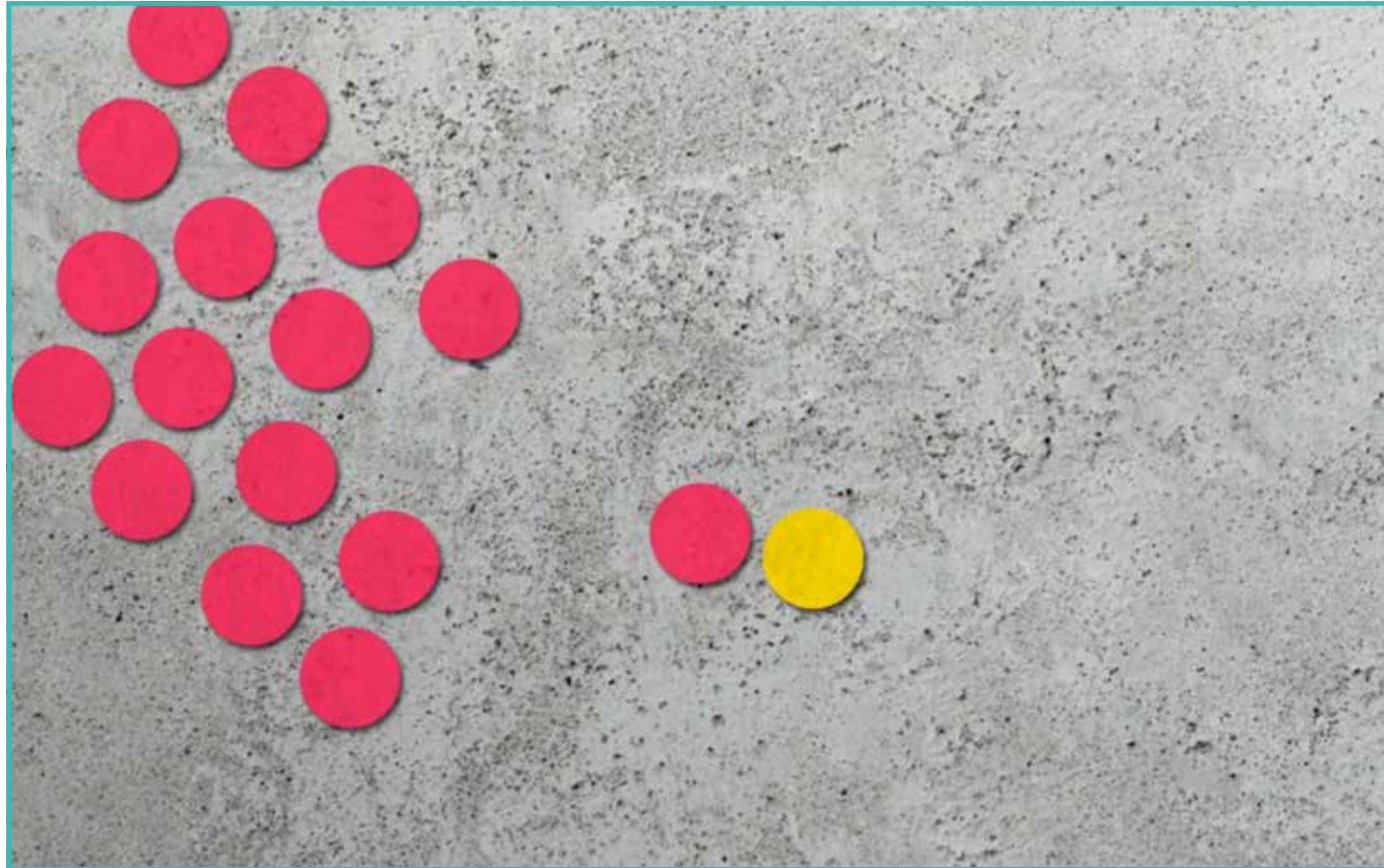
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# APPENDIX B

## Inclusion & Prejudice

A



# APPENDIX B

## Inclusion & Prejudice

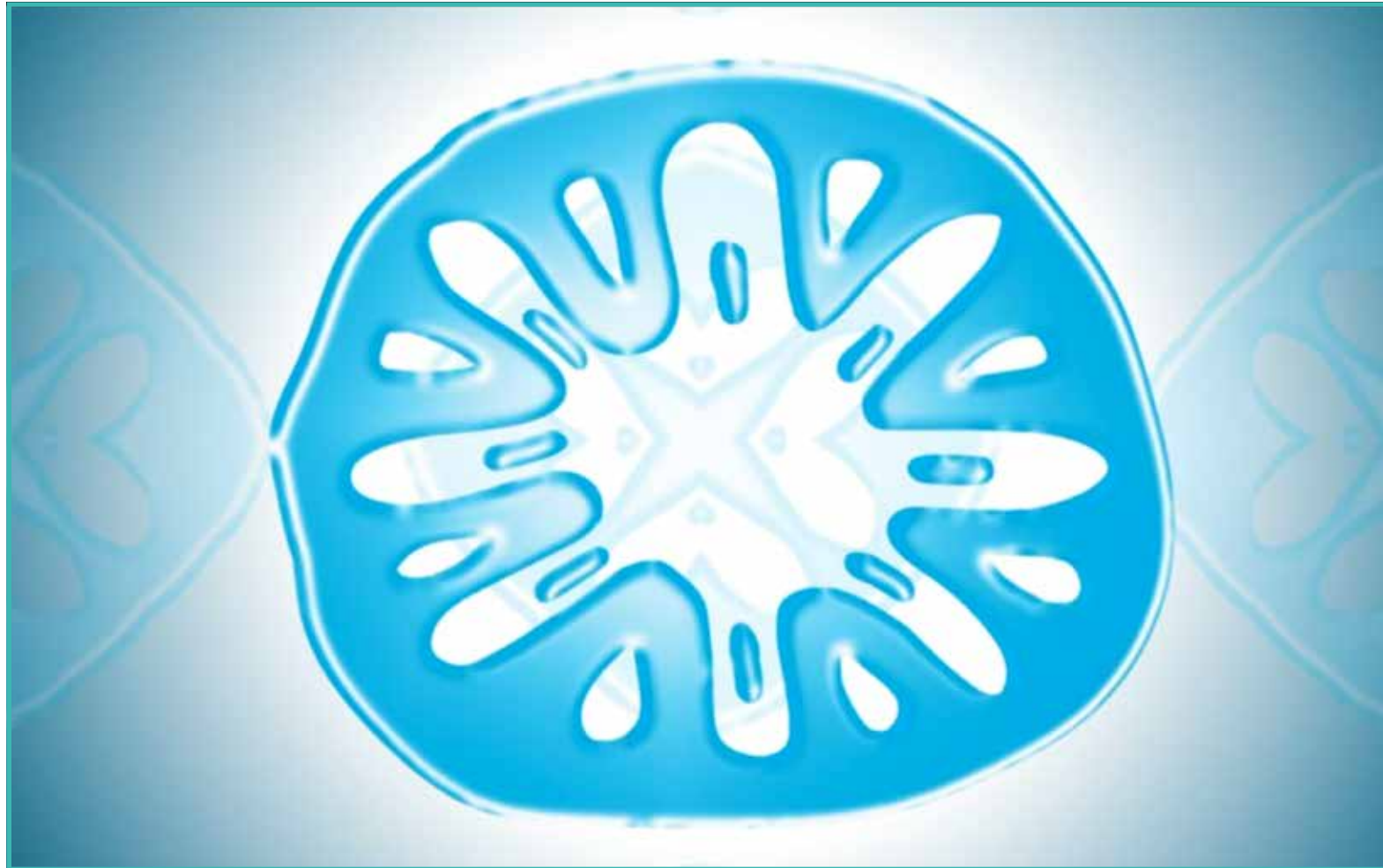
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# APPENDIX B

## Peace & Conflict

A





# APPENDIX B

## Peace & Conflict

B



# APPENDIX B

## Safety & Danger

A



# APPENDIX B

## Safety & Danger

B



# APPENDIX B

## Self & Other

A



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# APPENDIX B

## Self & Other

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# APPENDIX C

<b>LIGHT</b>	<b>DARK</b>	<b>HIGH</b>	<b>LOW</b>
<b>FAST</b>	<b>SLOW</b>	<b>HARD</b>	<b>SOFT</b>

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# APPENDIX C CONT.

<b>TOUGH</b>	<b>EASY</b>	<b>CALM</b>	<b>EXCITED</b>
<b>WET</b>	<b>DRY</b>	<b>HOT</b>	<b>COLD</b>

# APPENDIX C CONT.

<b>QUIET</b>	<b>LOUD</b>	<b>BIG</b>	<b>SMALL</b>
<b>FULL</b>	<b>EMPTY</b>	<b>WEAK</b>	<b>STRONG</b>

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# APPENDIX C CONT.

<b>DANGER</b>	<b>SAFE</b>	<b>OPEN</b>	<b>CLOSED</b>
<b>HEAVY</b>	<b>SMALL</b>	<b>BIG</b>	<b>NEW</b>

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# APPENDIX C CONT.

<b>INSIDE</b>	<b>OUTSIDE</b>	<b>OLD</b>	<b>FRESH</b>
<b>SHARP</b>	<b>PLAIN</b>	<b>COLOUR</b>	<b>FLAT</b>

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# APPENDIX D

Something I want to get out of these sessions is...

---

---

---

---

---

---

---

Something I did get out of these sessions is...

---

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---

---

# APPENDIX E

## PICTURE A

I can see....

.....  
.....

I can hear...

.....  
.....

I can taste...

.....  
.....

I can smell...

.....  
.....

I can feel...

.....  
.....

## PICTURE B

I can see....

.....  
.....

I can hear...

.....  
.....

I can taste...

.....  
.....

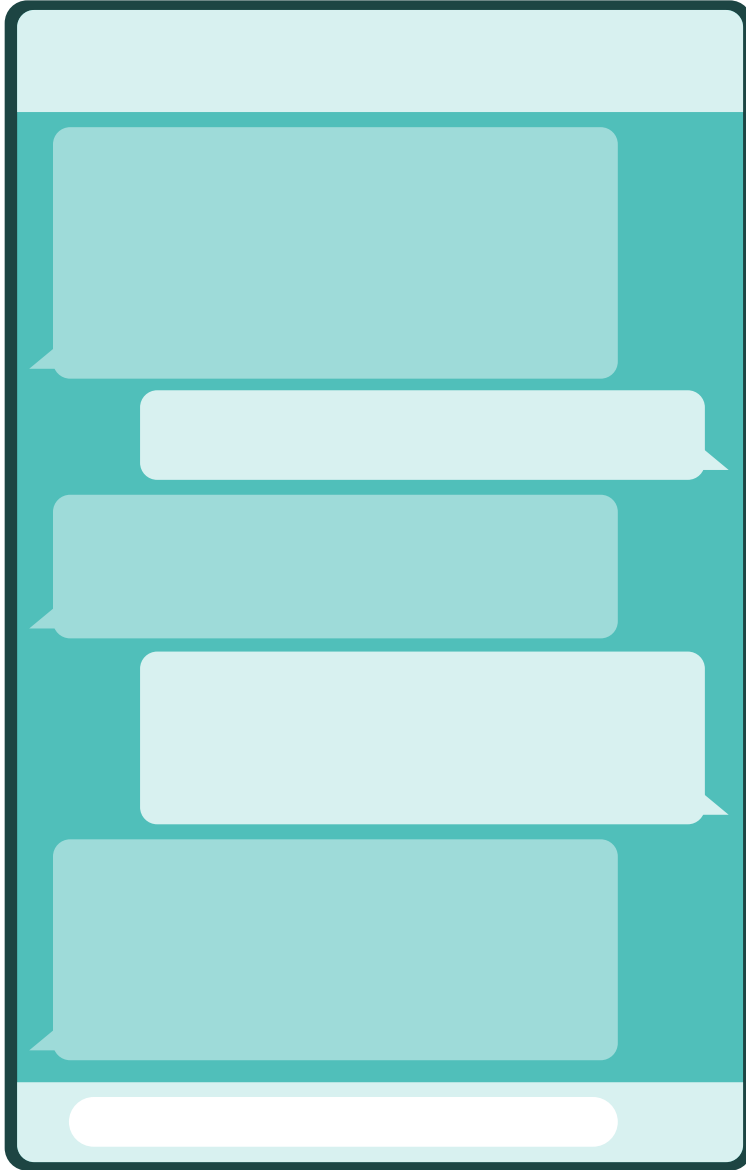
I can smell...

.....  
.....

I can feel...

.....  
.....

# APPENDIX F



# APPENDIX G

**“To deny people their human rights is to challenge their very humanity.”**

Nelson Mandela,  
South African civil rights activist

**“We are way more powerful when we turn to each other and not on each other, when we celebrate our diversity... and together tear down the mighty walls of injustice.”**

Cynthia McKinney,  
American politician and activist

**“Injustice anywhere is a threat to justice everywhere.”**

Martin Luther King,  
African-American civil rights activist

**“If someone needs to express their gender in a way that is different, that is okay. They don’t deserve to be victims of violence. If you are uncomfortable with it, then you need to look at yourself.”**

Laverne Cox, American actress

**“Get up, stand up, Stand up for your rights. Get up, stand up, Don’t give up the fight.”**

Bob Marley, Jamaican musician

**“We have to teach our boys the rules of equality and respect, so that as they grow up gender equality becomes a natural way of life. And we have to teach our girls that they can reach as high as humanly possible.”**

Beyoncé, American performer

## APPENDIX G CONT.

**“I am a strong believer that without justice, there is no peace. No lasting peace, anyway.”**

Angelina Jolie,  
Actor and UN Goodwill Ambassador

**“We need to get angry and understand what is at stake. And then we need to transform that anger into action and to stand together united and just never give up.”**

Greta Thunberg, Swedish environmental activist

**“I am no longer accepting the things I cannot change. I am changing the things I cannot accept”**

Angela Davis, American political activist, philosopher and author

**“I can’t believe what you say, because I see what you do”**

James Baldwin, American writer and activist

**“We change people through conversation, not through censorship.”**

Jay Z, American performer

**“Equal Rights, Fair Play, Justice, are like the air; either we all have it or none of us have it”**

Maya Angelou,  
American writer and civil rights activist

**“Teenagers know more about the country that we’re living in right now than anybody”**

Billie Eilish,  
American singer-songwriter

**“I would rather go down in flames than be complicit and be silent”**

Jameela Jamil, British actor, writer and activist

**“Let’s get used to other cultures. Portray the world for what it is and you will find the truth”**

John Boyega,  
British-Nigerian actor, producer and activist

# APPENDIX H

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z  
? ! " " . ,



# APPENDIX H CONT.

A B C D E F G H  
I J K L M N O P  
Q R S T U V W  
X Y Z ? ! “ ” . ,

# APPENDIX H CONT.

A B C D E F G H  
I J K L M N O P  
Q R S T U V W  
X Y Z ? ! “ ” . ,

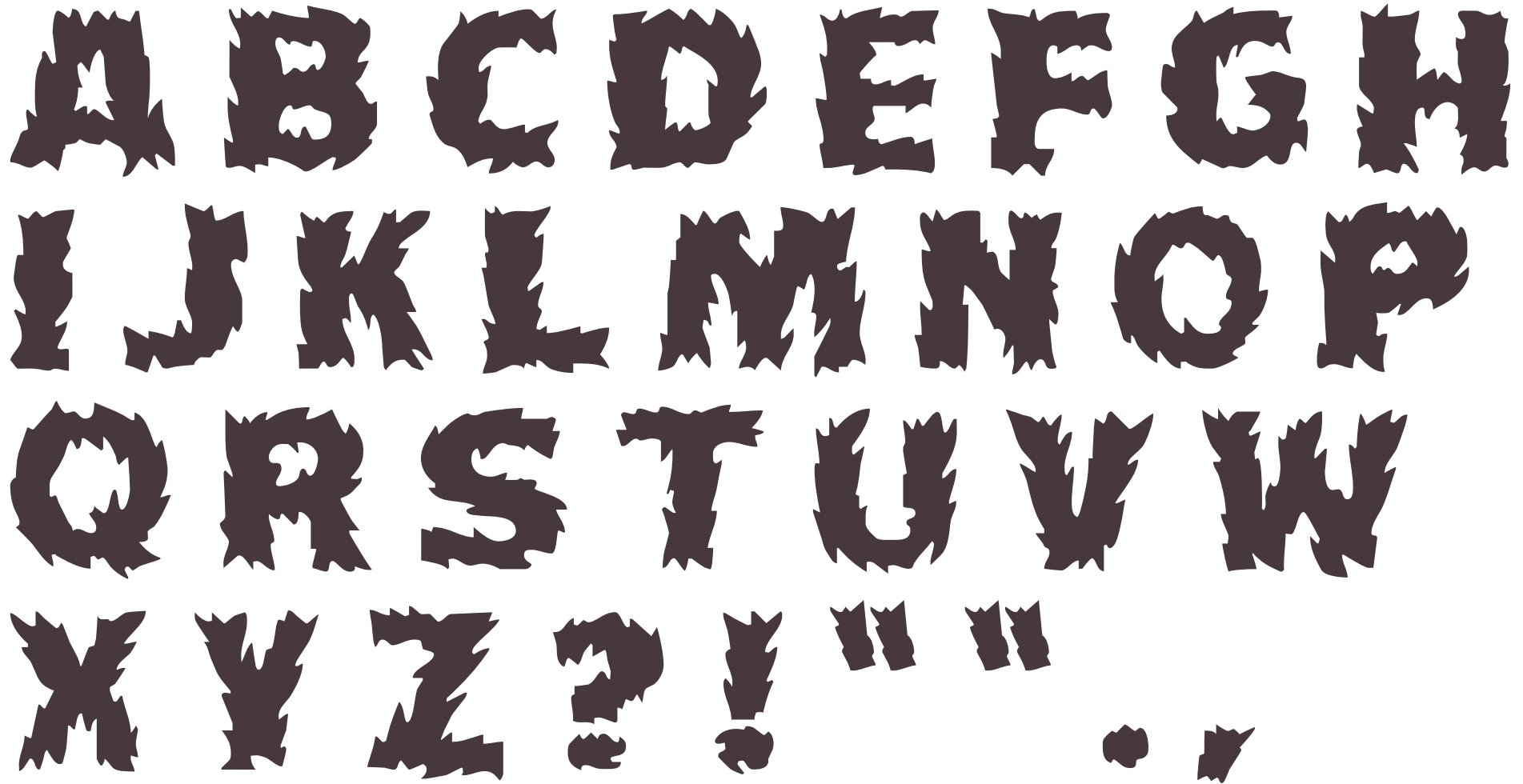
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# APPENDIX H CONT.

A B C D E F G H I  
J K L M N O P Q  
R S T U V W X Y Z  
? ! " " . ,

# APPENDIX H CONT.



## APPENDIX H CONT.

a b c d e f g h i j k l m n o p

q r s t u v w x y z ? ! “ ” . ,

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

## APPENDIX H CONT.

a b c d e f g h i j k l m n o p

q r s t u v w x y z ? ! " " . ,

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

## APPENDIX H CONT.

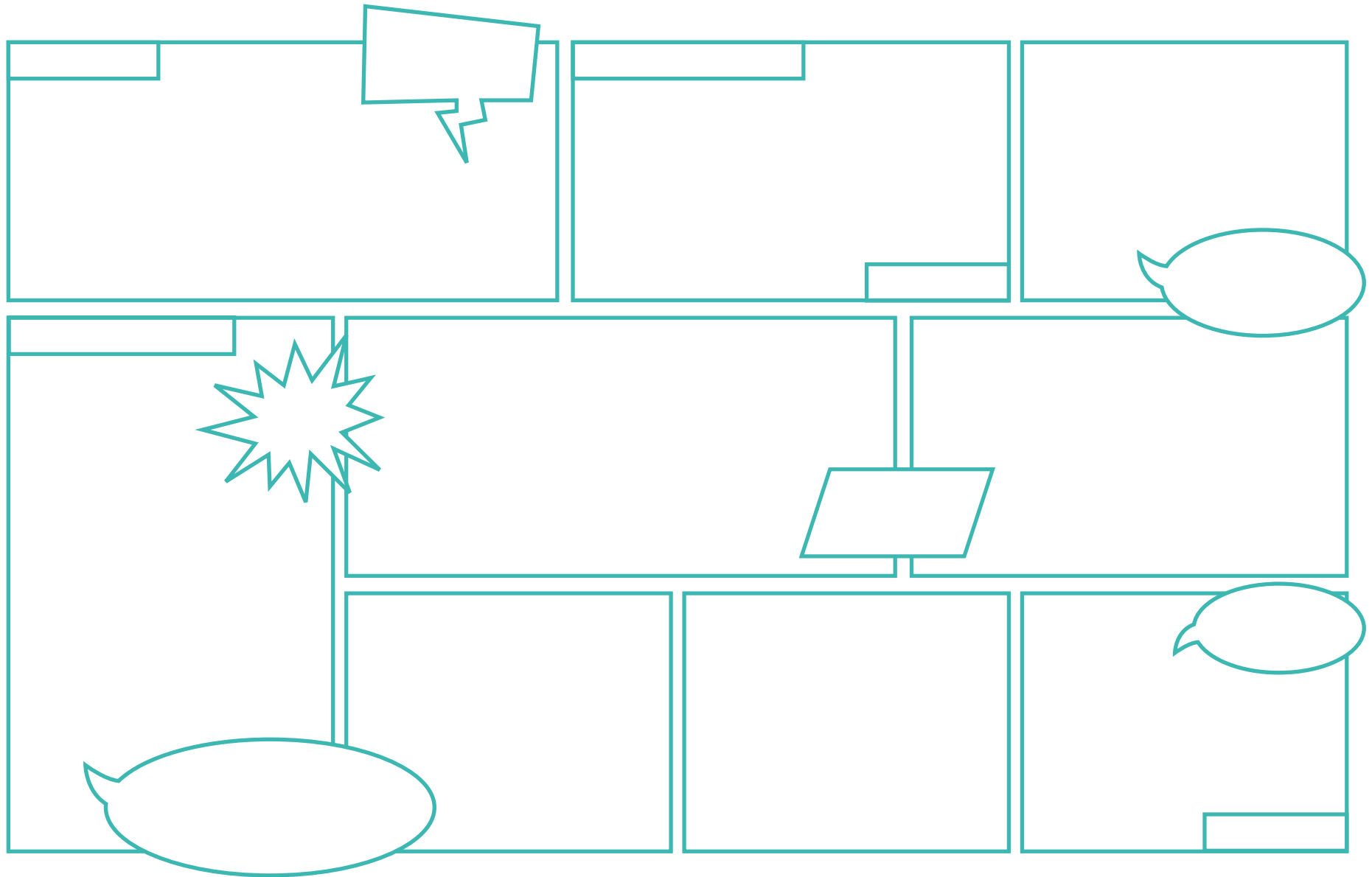
a b c d e f g h i j k l m n o p

q r s t u v w x y z ? ! " " . ,

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

# APPENDIX I



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# APPENDIX J

What surprised you today?

.....  
.....  
.....

What will you remember about today's session?

.....  
.....  
.....

What could you do with what you know now?

.....  
.....  
.....

What did you enjoy today?

.....  
.....  
.....

What one word would you use to describe today's session?

.....  
.....  
.....

What would you change about today's session?

.....  
.....  
.....

What colour would you use to describe today's session?

.....  
.....  
.....

What was challenging about today's session?

.....  
.....  
.....

Turning to the person on your right, tell them something positive about themselves.

.....  
.....  
.....

If today's session was a chocolate bar, what would it be and why?

.....  
.....  
.....

On a scale of 1 to 10 (10 being fantastic), how are you feeling about today's session?

.....  
.....  
.....

On a scale of 1 to 10 (10 being fantastic), how would you rate today's session?

.....  
.....  
.....

# FURTHER INFORMATION

## Who are Kazzum?

Kazzum Arts is a multidisciplinary arts organisation providing creative opportunities for children and young people who have been impacted by adversity. We facilitate innovative and playful projects which encourage social and reflective skills, enabling young people to foster positive relationships and experience an increased sense of wellbeing. Our projects lay the developmental and social groundwork for happier, healthier futures and are informed by an understanding of adverse childhood experiences and their impact upon child mental health.

Our diverse team of artist facilitators specialise in working with young people who have social, emotional and mental health issues, communication needs and physical impairment as well as those who are living with trauma, displacement or within areas of social deprivation. We think imaginatively and compassionately about the worlds of young people, using creativity to make memorable experiences that last beyond childhood.

We believe that creativity is a human right, access to which is never more important than in childhood and young adulthood which is why we work hard to remove the barriers that prevent young people's creative engagement.



'Rights in Focus' has been produced by Kazzum Arts.

Content created by Kazzum Arts and Marie Horner

Animations and illustrations by Robin Lane-Roberts

Designed by Kathryn Corlett

In collaboration with Staff and Students at [London East Alternative Provision](#)

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