

RIGHTS IN FOCUS

ACTIVITY PACK



WORD BANK

Here are some words that might be useful when discussing the ideas and animations within this pack.

Light	DARK	Good	BAD
<i>FAST</i>	SLOW	Worrying	STRESS
Tough	Easy	Calm	Excited
Wet	DRY	HOT	Cold
QUIET	LOUD	BIG	Small
SURREAL	CURIOUS	Weak	STRONG
DANGER	Safe	Amazing	Provoking
HEAVY	Relevant	POWERFUL	NEW
SCARY	Playful	OLD	Familiar
FUNNY	PLAIN	COLOURFUL	Anger
STRANGE	DIFFICULT	Depressing	CONFUSING
SAD	Happy	Love	HATE
USEFUL	WEIRD	BEAUTIFUL	CHALLENGING

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We would love to see what you create using this pack – take photos and send them to **@KazzumArts** on social media or **hello@kazzum.org**. You could also send a picture or show your teacher who can send it to us too.



To complete the activities in this pack you will need:

- Paper (lined or plain)
- A pen or pencil
- Scissors
- Colouring pens or pencils
- Old magazines/ junk mail
- Glue/tape
- Access to the internet and a laptop or mobile

“Rights In Focus” is a creative activity pack which has been developed to support reflection, conversation and creativity in response to our shared Human Rights.

The pack features **seven activities**, with accompanying animations. In each activity you are invited to watch the animation, respond to reflective questions and complete a creative activity. The animations have been created to loop, so you can watch it as many times as you like. You can also complete the activities in any order that you choose. Remember, there are no right or wrong answers – it’s all about your own unique thoughts and opinions, so be as curious and as truthful as you feel.

Everyone will have different experiences in their lives. These experiences shape who we are, informing our perspectives on the world and making us more similar or different to other people. However, despite our differences, everyone’s thoughts, feelings and opinions matter equally.

We hope that these activities will empower you to speak out for your rights and the rights of others, and to make a positive change in the world around you.

Sound about Rights?

We created all the animations in this pack without sound so that you can imagine and create the different music, dialogue and sound effects yourself. Music can help us relax, stay focused, get energised and feel positive so perhaps you’ll have your own music you’d like to listen to when you’re completing this workbook.

If you’d like a head start just search **Kazzum Arts** at [Spotify.com](https://www.spotify.com) and search for there you will see the ‘Rights In Focus’ and sounds effects playlists.

You can play these in the background of animations and activities.

- ▶ [Human Rights Playlist](#)
- ▶ [Sound Effects Playlist](#)

WHAT ARE HUMAN RIGHTS?

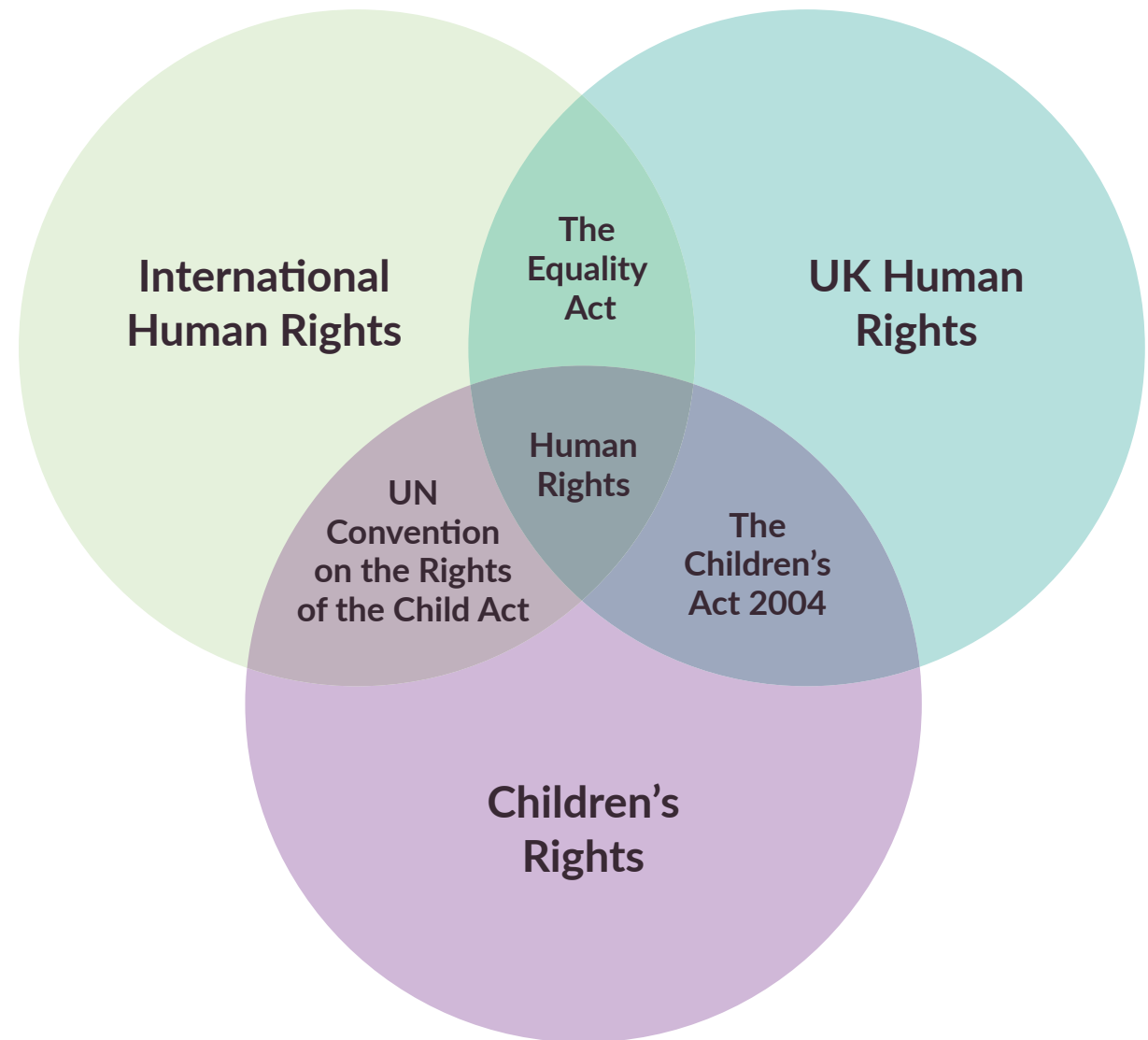
“Get up, stand up, stand up for your rights. Get up, stand up, don’t give up the fight.”

Bob Marley, Jamaican musician

Human Rights are the basic rights and freedoms 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 we looked at five important Human Rights documents, they are; the 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 Act.

At the back of this pack there is more information and the full list of all 30 Human Rights in the Universal Declaration of Human Rights.



RIGHTS & RESPONSIBILITIES

WHAT RIGHT INSPIRED THIS ANIMATION?

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

Visit www.kazzum.org/rights
Click on Rights & Responsibilities.



“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

WHAT DO YOU THINK?

What three words would you choose from the word bank (see page 3) to describe the animation?

CONSIDER THE FOLLOWING QUESTIONS...

Why do we need Human Rights?

What rights would you fight for?

Who decides your rights?

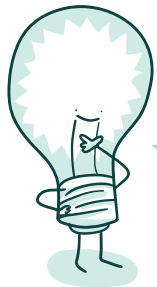
FIGHT FOR YOUR RIGHTS

Take a look at this image from the animation.

Imagine what is on the signs and placards they are holding up.

What are they protesting about? What slogans or images are they using? Are they protesting for something you believe in?

Now write ideas within the placards they are holding up.



REFLECT

How would you protest for a Human Right that you believe in?

Tick here! ↓

You have completed this activity. Well done!



FREEDOM & OPPRESSION

WHAT RIGHT INSPIRED THIS ANIMATION?

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

Visit www.kazzum.org/rights
Click on Freedom & Oppression.



“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

WHAT DO YOU THINK?

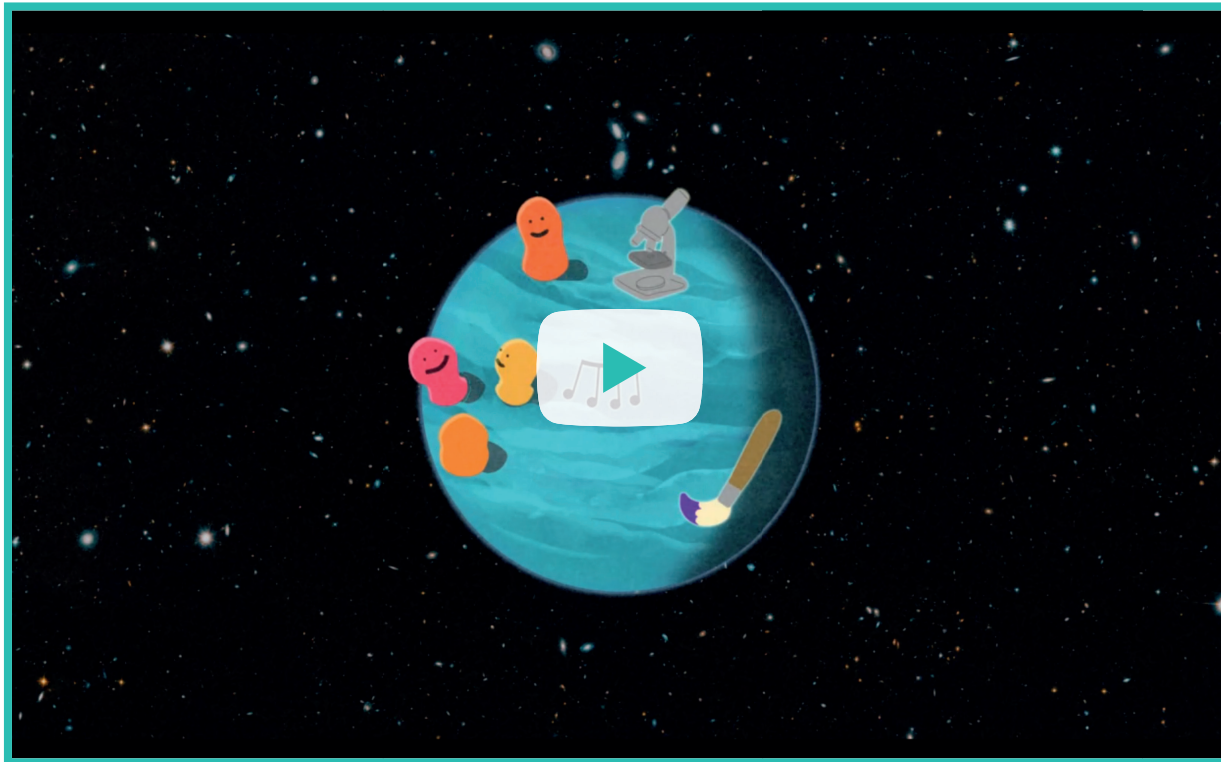
What three words would you choose from the word bank (see page 3) to describe the animation?

CREATIVITY & ISOLATION

WHAT RIGHT INSPIRED THIS ANIMATION?

Article 26: Everyone has the right to education. 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.

Visit www.kazzum.org/rights
Click on
Creativity &
Isolation.



“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

WHAT DO YOU THINK?

What three words would you choose from the word bank (see page 3) to describe the animation?

CONSIDER THE FOLLOWING QUESTIONS...

How could someone become isolated?

Do you think it's right for students to be excluded from school?

What should school be like in our society?

THE BIG DEBATE

Choose one of the following statements:

- Creativity is important in schools.
- Education should be about developing individual talents, not everyone should have to learn the same thing.
- Nobody should have to go to school after 16.
- School exclusion should be illegal.

Think of as many reasons you can why someone may agree or disagree with your chosen statement. Use the 'Agree' & 'Disagree' template to write down your ideas. These don't have to be your own personal opinions.

Set a timer for three minutes and write down your thoughts under 'Agree'. Start the timer for another 3 minutes to write some answers under 'Disagree'.

If you need more space use the note pages at the back of this book.

AGREE

DISAGREE



REFLECT

Did you find it easier to write answers under 'Agree' or 'Disagree'?

Tick here!

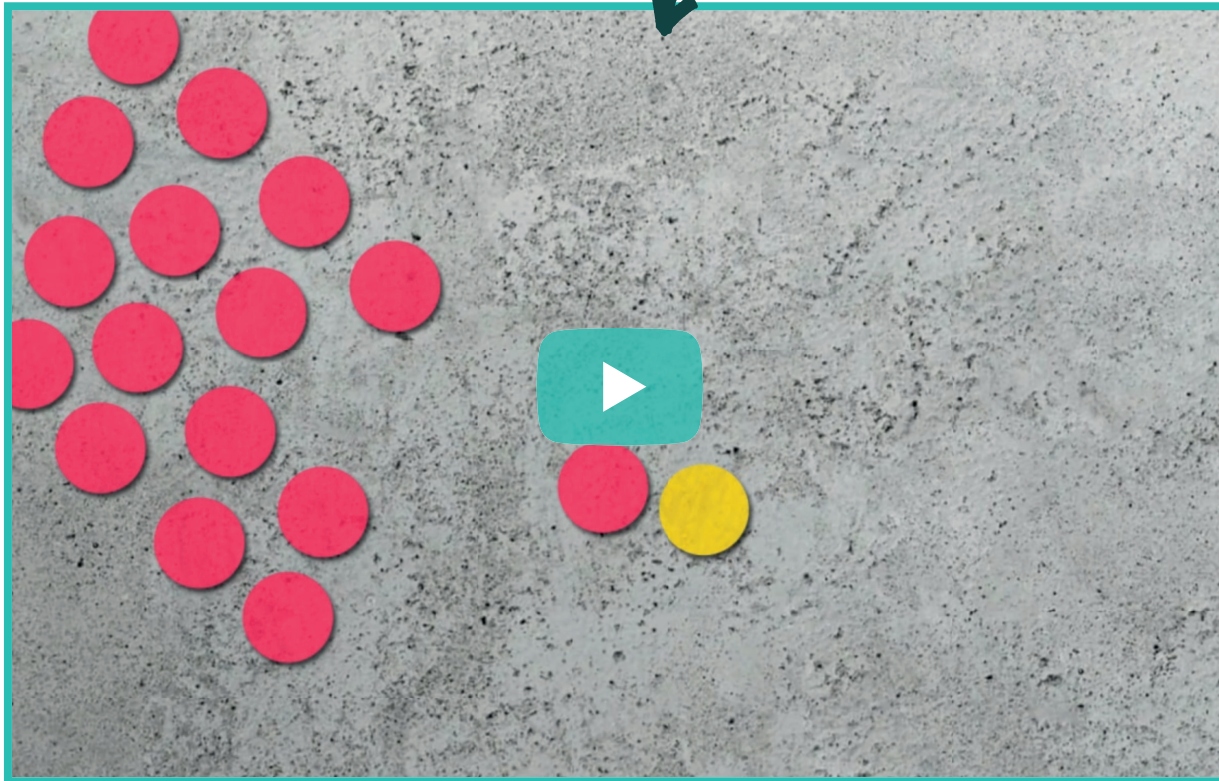
You have completed this activity. Well done!

INCLUSION & PREJUDICE

WHAT RIGHT INSPIRED THIS ANIMATION?

Article 2: The rights in the Universal Declaration of Human Rights belong to everyone, no matter who we are, where we're from.

Visit www.kazzum.org/rights
Click on Inclusion & Prejudice.



“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.”

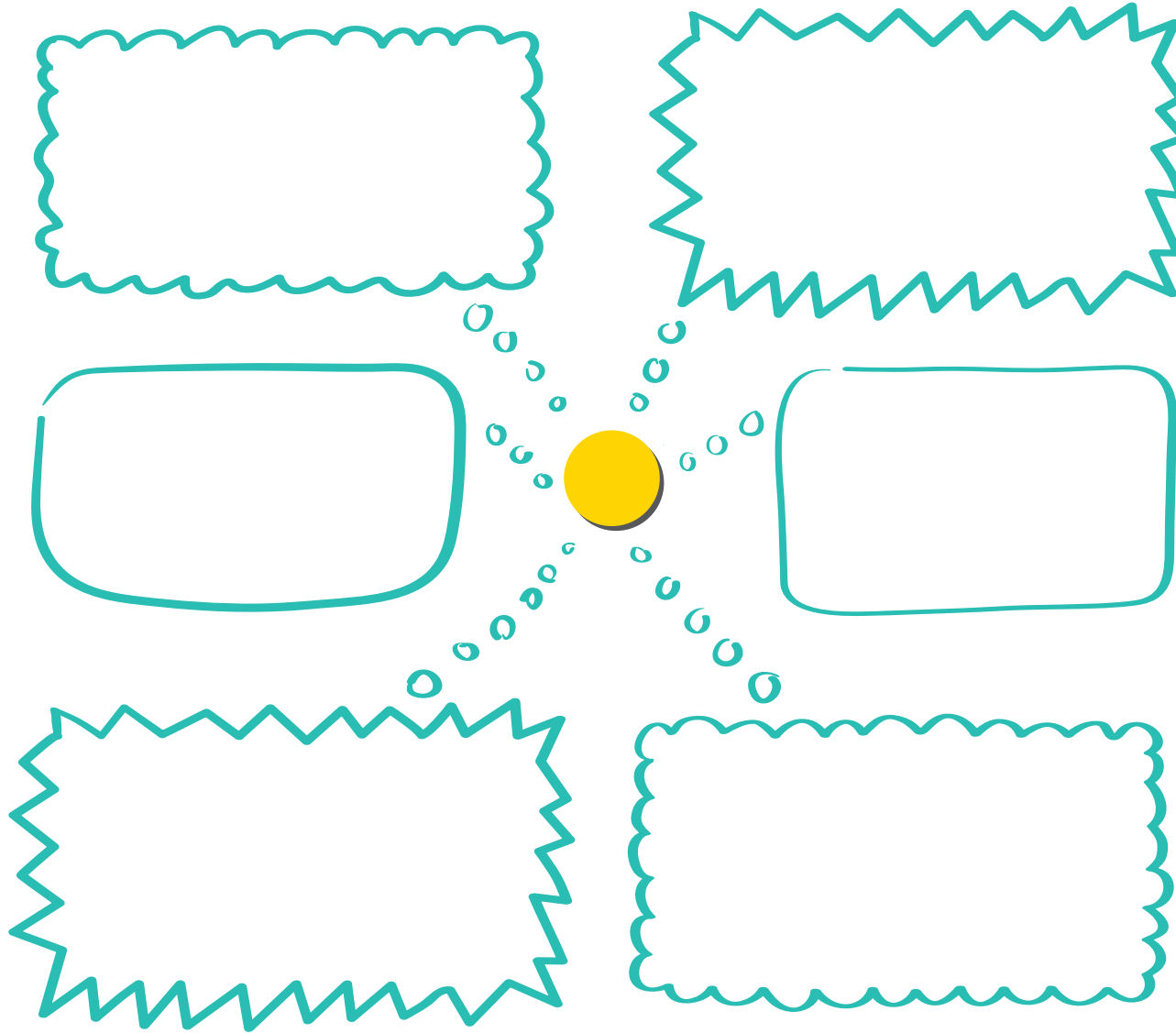
Cynthia McKinney,
American politician and activist

WHAT DO YOU THINK?

What three words would you choose from the word bank (see page 3) to describe the animation?

FOLLOW THE YELLOW DOT

Follow the character of the yellow dot in the animation.
What are some of the different emotions and concerns they might be experiencing?
Write your answers in the thought bubbles below.



CONSIDER THE FOLLOWING QUESTIONS...

Do you think different groups of people are treated differently?

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

Should all people be treated equally?



REFLECT

What advice would you give to a person who is feeling excluded?

You have completed this activity. Well done!

Tick here!



PEACE & CONFLICT

WHAT RIGHT INSPIRED THIS ANIMATION?

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

Visit www.kazzum.org/rights
Click on Peace & Conflict.



“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

WHAT DO YOU THINK?

What three words would you choose from the word bank (see page 3) to describe the animation?

SAFETY & DANGER

WHAT RIGHT INSPIRED THIS ANIMATION?

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

Visit www.kazzum.org/rights
Click on Safety & Danger.



“Injustice anywhere
is a threat to justice
everywhere.”

Martin Luther King,
African-American civil rights activist

WHAT DO YOU THINK?

What three words would you choose from the word bank (see page 3) to describe the animation?

SELF & OTHER

WHAT RIGHT INSPIRED THIS ANIMATION?

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.

Visit www.kazzum.org/rights
Click on the Self & Other.



“To deny people their Human Rights is to challenge their very humanity.”

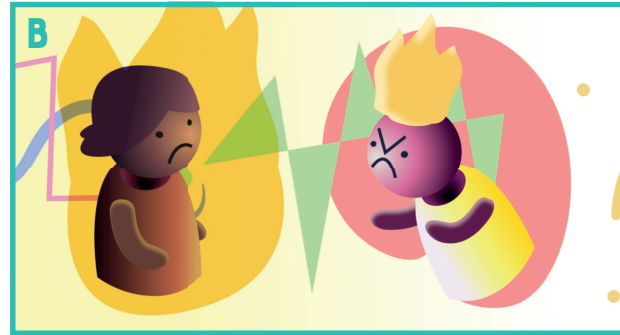
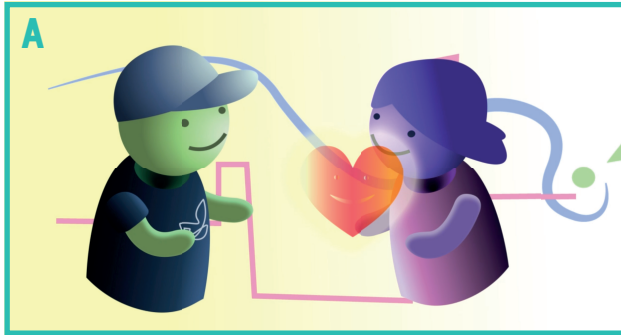
Nelson Mandela,
South African civil rights activist

WHAT DO YOU THINK?

What three words would you choose from the word bank (see page 3) to describe the animation?

POETRY

Take the two pictures from this animation, imagine what it would be like to be in picture A and experiencing what is happening.



Take the five different senses and finish these sentences:

I can see....

I hear...

I can smell...

I taste...

I can touch...

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

I can see....

I hear...

I can smell...

I taste...

I can touch...

Share your two verse poem with your teacher and Kazzum.
You could send a picture in or even record yourself reading your poem on your mobile

CONSIDER THE FOLLOWING QUESTIONS...

What makes a good relationship?

What relationships are important to you?

How do other people influence your friendships or relationships?



REFLECT

What are the top three things you look for in a friendship?

You have completed this activity. Well done!

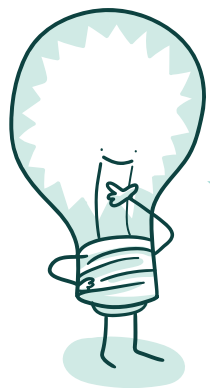
Tick here!



YOU HAVE REACHED THE END OF THIS PACK!

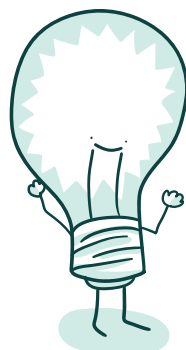
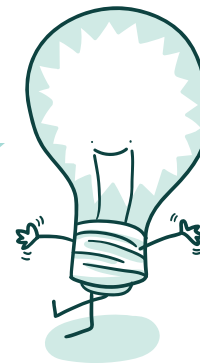
We hope that it has supported you to understand your Human Rights, the rights of the people around you and the rights of people across the world.

CONSIDER THE FOLLOWING:



What have you learnt through these activities?

How will this support you to make a change in the world?



What is going to be your next step?

Who might support you in this?



Thank you for taking the time to complete these activities.

If you would like more information about Human Rights please visit www.kazzum.org

30 ARTICLES OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Here is a summary of the 30 articles of the Universal Declaration of Human Rights:

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.

For more information on Human Rights
visit www.kazzum.org

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.

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.

30 ARTICLES OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

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.

FONTS

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
? ! " " . ,

FONTS

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 ? ! “ ” . ,

FONTS

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 ? ! " " . ,

FONTS

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
? ! " " . ,

FONTS

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 ? ! " " . *

FONTS

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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

FONTS

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

FONTS

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

INSPIRATIONAL QUOTES

“To deny people their Human Rights is to challenge their very humanity.”

Nelson Mandela,
South African 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

“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

“Get up, stand up, stand up for your rights. Get up, stand up, don’t give up the fight.”

Bob Marley, Jamaican musician

“Injustice anywhere is a threat to justice everywhere.”

Martin Luther King,
African-American civil rights activist

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

James Baldwin, American writer and activist

INSPIRATIONAL QUOTES

“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

“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

“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





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KAZZUM ARTS

 kazzum.org

 hello@kazzum.org

 [@KazzumArts](https://twitter.com/KazzumArts)

Charity Registration No: 802941



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](#)



Funded by The Mayor of London's Young Londoners Fund and Tower Hamlets Council.



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**WE'D LOVE TO SEE
YOUR WORK, PLEASE
SHARE IT WITH US:**

 [@KazzumArts](#)  [@kazzumarts](#)
or via email: hello@kazzum.org

**EQUAL RIGHTS,
FAIR PLAY, JUSTICE,
ARE LIKE THE AIR;
EITHER WE ALL
HAVE IT OR NONE
OF US HAVE IT**

**GET UP, STAND
UP, STAND UP FOR
YOUR RIGHTS. GET
UP, STAND UP,
DON'T GIVE UP
THE FIGHT.**

**KAZZUM
ARTS**

