



GGC Make A Difference Days

Human Rights Day

Dec 10, 2016

FREEDOM

SAFETY

DIGNITY

EDUCATION

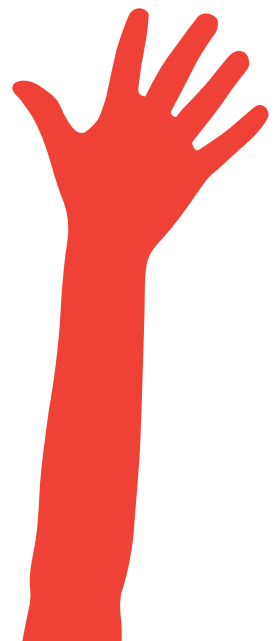
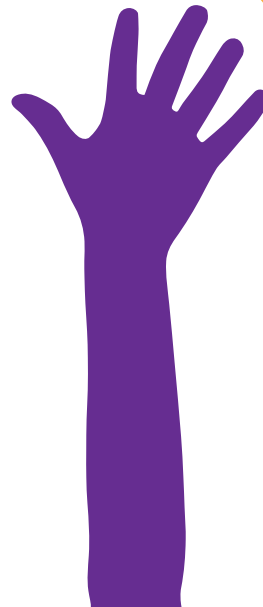
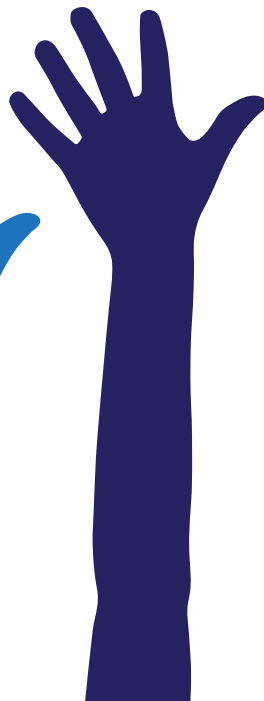
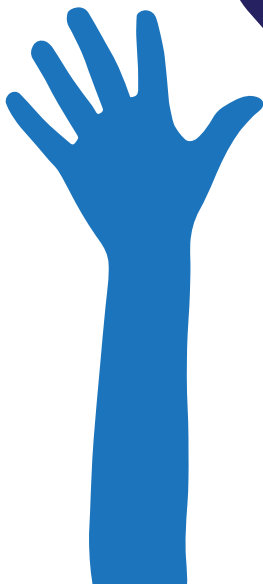
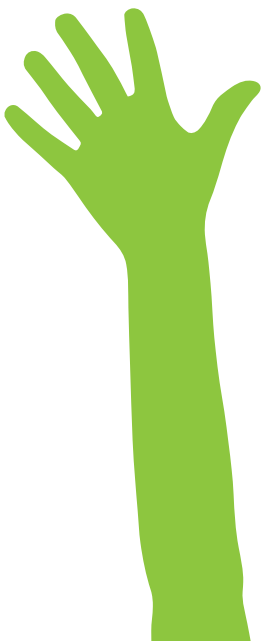
JUSTICE

HOPE

PEACE

HUMANITY

EQUALITY



HUMAN RIGHTS DAY

Human Rights Day is celebrated every year on December 10 to commemorate the day in 1948 when the United Nations General Assembly adopted the Universal Declaration of Human Rights. This Declaration was created in order to help achieve universal dignity, freedom, and equality for all. At the core of the Human Rights Declaration is the belief that we are all entitled to these rights and that no one person is less important than another. This day is all about celebrating and understanding these rights, which will help to ensure universal equality.

Human rights are rights that are inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. We are equally entitled to these rights without discrimination. In some countries these rights are guaranteed by laws, but this is not the case everywhere. Ensuring that human rights are universal is fundamental to their success.

To celebrate Human Rights Day, Girl Guides of Canada–Guides du Canada (GGC) has created an instant meeting that highlights the first article in the Declaration of Human Rights which states that: All human beings are born free and equal in dignity and rights. In this resource we have included a variety of activities that challenge units to embrace our differences and to uphold the notion that regardless of your identity we are all equal and entitled to basic human rights.



Don't forget to share what you're doing and how you're recognizing Human Rights Day with us. Tell us what activities your unit participated in and share photos with us using **#HumanRightsDay** and the following tags:



Girl Guides of Canada



@girlguidesofcan



@girlguidesofcanada

OBJECTIVES AND OUTCOMES

For Human Rights Day, units can explore the basic concepts of human rights including who has access to these rights, examples of the kinds of rights girls have in Canada, what it might feel like to have your rights denied, and why it is important to challenge discriminatory behaviour.

Complete the **STARTER ACTIVITY** and the **CLOSING ACTIVITY** as well as two or three other activities of your choice. After completing this instant meeting, Guiders can choose to present girls with the Girls Making a Difference crest available in the online store.



Look for the **OUTDOOR** icon throughout this instant meeting. This icon identifies activities that can easily be done outdoors with little or no modifications.

LEARNING OBJECTIVES

- To foster awareness of human rights
- To help girls understand the importance of respecting universal human rights
- To support the development of self-confidence and respect for others – integral components of understanding and respecting human rights
- To explore different identities and challenge discriminatory attitudes

LEARNING OUTCOMES

- Girls will become aware of the concept of human rights
- Girls will understand that all individuals are entitled to basic human rights
- Girls will learn how to identify discriminatory behaviour as well as learn how to be inclusive in the face of discrimination
- Girls will begin to celebrate diversity and respect our differences



Universal logo for Human Rights

BEGIN the instant meeting with this Starter Activity.

STARTER ACTIVITY: RIGHTS CONTRACT

TIP: As an option for older girls, they may wish to create skits to represent different parts of the document, or to highlight specific messages or characteristics that they want to see in the contract!

MATERIALS:

- Large sheet of chart paper
- Markers/crayons

Display the Declaration of Human Rights (see page 16) somewhere in your meeting area and begin the meeting with a discussion about what human rights are. Lead the discussion about human rights by asking a few basic questions, such as:

- What are human rights?
- Why do we need them?
- Does everyone have rights?
- Can someone's rights be taken away from them? In what ways? Why might that happen?
- Are some rights more important than others?

WHAT ARE HUMAN RIGHTS?

Human rights are basic, fundamental rights that belong to everyone. They are the freedoms, opportunities, and ways of treating one another that all human beings deserve. Some rights are things you experience in your daily life, like eating lunch, getting dressed, or going to school. Other rights are more about your experience in society such as the right to feel safe and protected or the right to be yourself and have your voice heard.

Use this chart to help explain what human rights are and are not:

HUMAN RIGHTS

- ✓ Going to school
- ✓ Celebrating religious or cultural holidays
- ✓ Being treated with respect
- ✓ Going to the doctor when you're sick
- ✓ Not being forced into marriage

NOT HUMAN RIGHTS

- ✗ Going to sleepaway camp
- ✗ Having good treats in your lunch
- ✗ Getting the latest tablet
- ✗ Going to an amusement park when you're bored
- ✗ Staying up as late as your older siblings

Explain that human rights belong to every single person. Our rights are based on the idea that everyone is born equal and these rights should never be taken away from a person. You can tell your girls that human rights are meant to protect our right to be treated with respect and equality, access to education, the ability to practice our religion, speak our language and live in peace. Our rights encourage people to respect one another and to not discriminate against each other. For younger girls, explain that discrimination means treating someone differently because of their religion, race, nationality, gender or other groups that they identify with. We need to protect our human rights because not everyone is given equal access to them, even though they should be. This is what the Universal Declaration of Human Rights does – it outlines all the rights humans are entitled to, to make sure that everyone has access to them.

Explain that the Declaration of Human Rights is a document that was designed to protect and guarantee our human rights. The Declaration was drafted by the **UNITED NATIONS** and made public on December 10, 1948. The document is comprised of 30 articles (statements) that are designed to outline and protect our human rights.

You can refer to the reference sheet (page 16) for additional information to guide the conversation.

The United Nations (UN) is an international organization of countries that work together to promote international peace, security, and cooperation. The UN was established in 1945 and is currently comprised of 193 countries.

Next, have girls in your unit take turns reading some of the different articles of the document. If you are doing this with younger girls you may need to help by reading the articles aloud.

Now invite the girls to create their own “rights contract” for your meeting. On a large piece of paper they should list all of the attributes, behaviours and values that are important to them and which support equal rights for all girls and Guiders in their unit. Once there is an agreed upon list of “rights” everyone should sign their name to the bottom and agree to abide by these rights, equally. Encourage your unit to follow these rights at every meeting, and not just this one.

Examples of “rights” that your unit may come up with could include:

- The right to feel safe and welcome in the unit.
- The right to share ideas and opinions.
- The right to participate in all unit activities.



≡ **CONTINUE** your meeting by selecting any two or three of the activities below. ≡

HUMAN RIGHTS WASHING MACHINE



Have your girls make two equal lines facing each other and ask them to each hold one object (e.g., a shoe, coat, toy, a chair if possible, etc.). Starting at one end, ask one girl from one of the lines to walk down between the two lines. Explain that this symbolizes going through the “human rights washing machine.” As the first girl goes through the “wash,” everyone else in the lines should place their object in her way so that she has to step over or walk around the items. It should be slightly challenging and awkward to get through the “wash.” Once she has gone through the “wash” she can join the end of the line that she started on and the next girl from the other line can go through. Continue the activity until every girl has had a chance to go through the “wash.” For larger units, two girls can go through the “wash” at a time.

Once everyone has walked through the line explain that the objects represented some of the challenges that people might face when their human rights are taken away. Have your unit brainstorm situations or reasons why or how someone might have their rights denied. Girls can draw from their knowledge of history, current events, personal experiences, or their imagination. Reasons for why rights may be denied can be on the basis of age, race, sex, gender, disability, etc. Examples of how your rights might be denied may include being denied the right to attend school, being denied the right to work, or being denied the right to vote. Ask your unit to consider what it might feel like to have your rights taken away from you.

Explain to your unit that although all people deserve these rights, not all people are being guaranteed these rights. In some places, depending on whether you are a boy or a girl, you may not be able to go to school. In other places, people are forced to do certain jobs against their will.

Once everyone has had a turn walking through the wash and has experienced challenges in accessing their human rights, try the reverse. This time, as each girl goes through the wash the others in line can provide them with happy, positive and encouraging things: pat her on the back; give her high fives, thumbs up, smiles and kind words. After the wash each girl will be a happy, safe and confident person, just like when our human rights are respected. You can explain to your unit that each positive thing that the person in the wash experiences demonstrates the

human rights that we are all entitled to, such as access to education, freedom from discrimination, freedom from slavery, right to be safe and free, etc.



MOVE FOR RIGHTS!

MATERIALS:

- Human rights cut-out (pg. 18)
- Tape
- Scenarios
- Scissors



RIGHT TO EQUALITY

You can adapt this activity to meet the specific needs of your unit. It can be as active or still as you like depending on the needs, wants and abilities of your unit. Also, you do not need to use every right that is listed below – select those that best fit the girls’ ages and abilities. .



Freedom from
Discrimination

Print and cut out the different human rights (see page 18) in advance. Tape the rights up around the room in different corners, on the wall, and on tables etc. They should be spread throughout the room as much as possible.



Right to
Education

Have all the girls come together as a group in the centre of the room. Once everyone is ready, read aloud the different scenarios that are listed below one at a time. (Do not show the scenarios to the girls because the answers are also on them). You can determine which scenarios are most appropriate for the girls in your unit, or even add your own. As you read out each scenario ask your girls to decide which right is being denied and then to move to where the corresponding human right is posted in the room.

For example, here is one scenario: *You are a young girl, you live with your parents and two older brothers. Your brothers both attend primary school, but you are unable to attend because school fees are too high and your parents can’t afford to send all of you to school.* Girls should identify that it refers to the “right to an education.” They should then look around the room for where “right to education” has been posted and move to that spot. Some girls may have different answers than what is listed on the scenarios and that’s okay. Encourage them to use their critical thinking skills to explore all the potential options. Perhaps ask a couple of girls to explain why they chose that right.

1. For younger girls, Guiders may need to help them by reading out the rights and explaining in more detail what each right means.
2. Girls can use a variety of movements to get to the human right they’ve selected such as crab walking, running, skipping, jumping, etc.

SCENARIOS:

(THE GUIDER SHOULD KEEP THESE PRIVATE AND READ EACH SCENARIO ONE AT A TIME WHILE THE GIRLS GO AROUND THE ROOM TO FIND THE CORRESPONDING RIGHT.)

1. You are a young girl and you live with your parents and two older brothers. Your brothers both attend primary school, but you are unable to because school fees are too high and your parents can't afford to send all of you to school.

Right = Right to an education.

2. You work at a computer company. You have been an employee there for four years and have demonstrated that you work hard and are good at your job. You are 30 years old and married. You have asked for a promotion which you have earned with your excellent work, but your manager tells you no because you are likely to start a family soon, and they are worried about promoting you and then you leaving to take care of your children.

Right = Right to equality.

3. You are 15 years old and you work for a wealthy family helping them with household chores (cleaning, cooking, taking care of young children, etc.). You want to leave this job because it doesn't pay very well and takes up too much of your time. The family refuses to allow you to leave and you are forced to continue working for them for as long as they choose.

Right = Freedom from slavery.

4. A university student has been struggling with their gender identity. The student, who is biologically male, begins transitioning and expressing herself as female. Now that her transition is complete and she identifies as female, she is not offered the same opportunities as other students because she is seen as "different."

Right = Freedom from discrimination.

5. Over the summer break a teacher decides she wants to visit a friend in another country. Her government won't permit her to leave and refuses to give her a passport to travel.

Right = The right to leave your country and return home, if you choose.

6. A 12-year-old girl is told by her parents that she must get married soon to help her family financially. She doesn't want to, but does what she is told.

Right = The right to get married and raise a family, if you choose, and to consent to the partner of your choice.

7. The daughter of a farmer decides she wants to start her own farm. After saving money and purchasing a piece of land she learns that as a woman she is not permitted to purchase property, and her land is taken from her by the local government.

Right = The right to own property.

8. A student decides to share her thoughts on an upcoming election by creating pieces of art that she then displays in her community centre. However, her art exhibit is removed from the community centre because her opinions are different than those of the mayor of the town.

Right = Freedom to have your own opinions and to express them however you want.

9. A small group of people of a particular faith decide to plan a festival to celebrate an important holiday in their religious community. The city tells them that they are not permitted to host the festival.

Right = The right to participate in the culture of your community such as festivals or attending religious events.

10. A group of women decide to vote in the next election for a new Prime Minister. The group gets together every two weeks to discuss political issues that affect them and their communities. One month before the election their group is told to stop meeting because individual citizens will not be participating in the election of a new Prime Minister.

Right = Right to participate in government.

MY LIFELINE

MATERIALS:

- A piece of yarn or thread for each girl (about 1.5 meters long)
- Clothes pins or paper clips (at least 5-10 for each girl)
- Construction paper
- Markers, crayons, pens, etc.

A fundamental part of teaching girls about human rights is encouraging them to reflect on their own opportunities and realities. As we begin to develop respect for ourselves, our families and friends, we start to understand why the concept of human rights is so important. After all, until we care about our own rights and opportunities, we won't be able to care about the rights of others!

Give each girl in your unit a long piece of yarn or thread (about 1.5 meters in length). They should use this yarn to create a lifeline of who they are, including important days and events in their life (such as birthdays, the first day of school, their first time camping, the start of the Guiding year, etc.) and things to look forward to in the future.

Girls can create these moments and events by drawing on construction paper, using pictures that they bring from home, pictures from magazines, etc., and then attach them with the clothes pins onto the yarn. Each item should be attached in chronological order. Once everyone is finished, invite the girls to share their lifeline and explain why they chose to include certain things and how these moments have made a difference in their life. Girls should listen to others who are sharing and think about why they chose the events that they did, and how they are different or similar to their own lifeline.

Guiders may want to create their own timelines to demonstrate what experiences were important to them, and why.

Once everyone has completed their lifeline, explain that it is important to think about the positive things that we get to experience in life because not everyone has the same opportunities. You can use simple examples to demonstrate this to younger girls such as birthday parties, going camping, having a sleepover or playing on a sports team.



COOPERATIVE MUSICAL CHAIRS

MATERIALS

- One chair per girl (or an object to act as a place holder e.g. piece of paper)
- Music

Musical chairs is a fun and active game that we have all experienced playing before. But it can end up making participants feel left out. The goal of the game is to grab a seat as fast as you can, before the chairs run out. This ultimately means someone will be left out, without a chair to sit on. This spin on that classic game doesn't exclude anyone and encourages girls to think creatively about how to engage and include everyone.

Set up each chair in a large circle that will accommodate everyone in your unit. Begin the music and ask the girls to skip or walk around the outside of the circle. Explain that they must stop and find a place to sit as soon as the music stops. Before the second round, remove one chair from the circle. When the music stops, the girl who does not have a chair is out of the game. Repeat this by removing another chair before the next round, so that a second girl will be eliminated from the game. Do this two more times so that there are four girls excluded from the game.

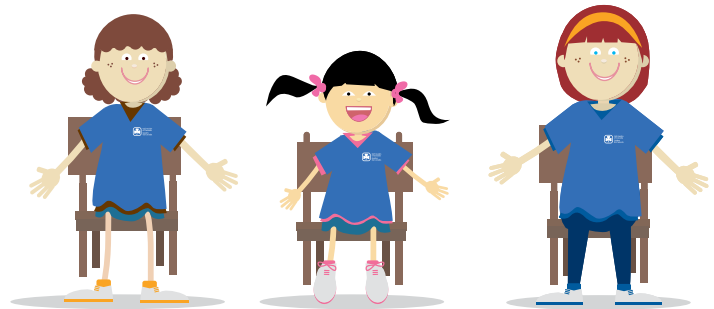
During the fifth round ask the girls who have been eliminated to join the game again. Challenge the entire group to think of ways to incorporate the extra players without adding the chairs that have been removed.

Do your best not to offer any solutions. They will quickly realize that they can share chairs by sitting on each other's laps or sharing a chair in some way or standing together on the same piece of paper.

Continue to take away the chairs at each round while encouraging girls to be creative so that no girl has to be eliminated, even if she doesn't have a seat. The game will become more difficult with each round as more chairs are removed.

Once the game is over congratulate everyone for using their creativity to include as many girls as possible up until the very end. Explain that although some things appear to be exclusive, we should try to be creative and find ways to include as many people as possible, especially when there is no need to leave anyone out.

This activity was adapted from www.equitas.org



EXPRESS YOURSELF!

Helping girls to respect themselves and their identities is central to teaching them about human rights. Understanding who they are helps to create feelings of confidence and respect for self and others. This activity is a simple and fun way for girls to express things about themselves and to learn about each other.



Have all the girls sit in a big circle on the floor. One girl is “it” and stands in the centre. The girl in the centre has to think of a statement about herself or her identity. This might include: I have two sisters, I play basketball, I am good at math, I have blue eyes, I love animals, etc. When she says a statement, anyone in the circle who shares that attribute must get up and switch places with someone else sitting in the circle. The girl in the middle will also try and switch with someone from the circle. Whoever is left without a spot in the circle must then stand in the middle and is now “it.”

Girls will quickly see how they are similar and different from one another. For older girls, an interesting way to conclude the game is to suggest something slightly more intangible, such as “I am kind,” “I am strong,” “I am confident,” and “I am resourceful.” These attributes really speak to personal identity and can be a powerful way to conclude the game!

Once the game is completed, have a brief discussion with your unit about your similarities and differences. Were there people with the same number of siblings? The same colour shoes? Similar interests? Then review what things were different. Were there a few things people said that no one stood up for? Ask if it is okay to discriminate against someone based on qualities that are not the same. Consider why some people might think discrimination is okay, and think about how we can address this together.

BEING ME

MATERIALS

- Random articles of clothing and accessories (e.g., shirts, sweaters, shoes, glasses, hats, wigs, etc.)

Imagine living every day pretending to be somebody you aren't. Imagine having to hide aspects of your identity or the things that make you who you are, because if you didn't, your friends and family might not accept you, and you might not have access to the same rights and opportunities as everyone else.

Have the girls put on the different items of clothing and accessories, and objects that have been brought to the meeting. Encourage them to wear clothes that don't fit. Have them wear their shoes on the wrong feet, glasses that they don't typically need, put their hair in different styles – anything to feel completely unlike themselves.

Once everyone is wearing odd items and even feeling a little uncomfortable, tell the girls they will need to stand up and give a brief speech on a topic of their choice. As the Guider, come to the meeting with a list of different topics prepared, such as: Guiding, pets, colours, family, school, the weather, etc. The idea is that the girls will need to speak to their unit, in their new uncomfortable identity. This way the girls can begin to see what it might feel like to do everyday things, like speaking to your friends in Guiding, while having to pretend to be somebody you aren't.

Once everyone has had a chance to present, come together as a unit. Discuss how there are many people who are forced every day to pretend to be someone they are not, and present an identity that they do not feel connected to simply to fit in. These could be people with different gender identities, cultural backgrounds, sexual orientation, etc. Ask your girls how they felt speaking to their friends dressed in a way that they weren't comfortable in, and how that might feel if you had to do it every day in order to be equal and receive the same rights as everyone else.



HELPING HANDS WREATH

MATERIALS

- Coloured construction paper
- Pencil crayons, markers etc.
- Scissors
- Glue

In order to make sure everyone's human rights are respected, we all need to help each other. Explain to your unit that we wouldn't have human rights if we didn't help one another every day – it is everyone's responsibility! To demonstrate this, create a helping hands wreath.

Have the girls trace their hands on construction paper and cut them out. They will need five to six cut outs of their hands to make their wreath. Tell them to be creative and to use lots of different colours of paper if they wish! On each hand they should write the qualities that they believe or feel are needed to help support human rights. Think: respect, inclusivity, compromise, togetherness, equality, positivity, openness, etc. Younger girls can draw images that they think represent positive ideas. Then have each girl cut out a large donut-shaped circle for the wreath. Once that is done she should glue each of her decorated hands around the wreath, making sure each hand is touching. She may need to cut out more hands to fill the wreath!

Girls and Guiders are encouraged to share their creations with GGC on Instagram, Twitter or Facebook.



≡ **CONCLUDE** your instant meeting with the following Closing Activity. ≡

CIRCLE SHUFFLE

Make sure the rights contract you made at the beginning of the meeting is nearby so that everyone can see it. Ask the girls to form a large circle and link arms. A Guider can stand in the middle of the circle or outside of it. On your mark, tell the girls in the circle to stay linked together and start shuffling to the right; the whole circle should move together in one direction. As they do this, read out the first right that is listed on the contract. Tell the girls that with each right you read they should change directions as a group if they feel they respected and followed that right throughout their meeting. For example, if your unit included “listen to others” on the contract, and your girls agree that they followed this during the meeting, they should switch directions and start shuffling to the left. If they don’t think they followed this right they should continue shuffling to the right. If some girls disagree and they begin moving in opposite directions, they should discuss how they did or didn’t follow the right. They should then come to a decision as a group about how they can do a better job of respecting that right in the future and continue shuffling in the same direction. The idea is that they need to work together to move the circle in one way or another. Ideally, each of the rights would have been followed, and the circle will switch directions every time you read out a right.





APPENDIX

Human Rights Reference Sheet 16
Human Rights Cut-Out 18

HUMAN RIGHTS REFERENCE SHEET

WHAT ARE HUMAN RIGHTS?

According to the United Nations, human rights are rights that are inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. We are equally entitled to these rights without discrimination. In some countries these rights are guaranteed by laws, but this is not the case everywhere. Ensuring that human rights are universal is fundamental to their success.

SUMMARY OF THE ARTICLES OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

- | | |
|---|--|
| Article 1. Right to equality | Article 15. Right to a nationality and freedom to change it |
| Article 2. Freedom from discrimination | Article 16. Right to marriage and family |
| Article 3. Right to life, freedom, personal security | Article 17. Right to own property |
| Article 4. Freedom from slavery | Article 18. Freedom of belief and religion |
| Article 5. Freedom from torture and degrading treatment | Article 19. Freedom of opinion and information |
| Article 6. Right to recognition as a person before the law | Article 20. Right of peaceful assembly and association |
| Article 7. Right to equality before the law | Article 21. Right to participate in government and free elections |
| Article 8. Right to remedy by competence tribunal | Article 22. Right to social security |
| Article 9. Freedom from arbitrary arrest, exile | Article 23. Right to desirable work and to join trade unions |
| Article 10. Right to a fair public hearing | Article 24. Right to rest and leisure |
| Article 11. Right to be considered innocent until proven guilty | Article 25. Right to adequate living standards |
| Article 12. Freedom from interference with privacy, family, home, and correspondence | Article 26. Right to education |
| Article 13. Right to free movement in and out of any country | Article 27. Right to participate in culture life and community |
| Article 14. Right to asylum in other countries from persecution | Article 28. Right to social order assuring human rights |
| | Article 29. Community duties essential to free and full development |
| | Article 30. Freedom from state and personal interference |

WHAT IS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

The Universal Declaration of Human Rights is a document that specifically lists all of the basic human rights that we are all entitled to. It was created by legal representatives with different cultural backgrounds from all regions of the world in order to encompass rights that should be protecting around the world. It was adopted by the UN on December 10, 1948. It is one of the most translated documents in the world

WHY IS IT IMPORTANT TO LEARN ABOUT HUMAN RIGHTS?

According to the Canadian Museum for Human Rights, knowing about your rights is the first step to promoting greater respect for those rights and will reduce incidences of them being denied. Learning about our human rights encourages the development of positive self-esteem and active participation in the protection of our rights. Human rights education also promotes critical reflection and a deeper connection to our sense of humanity.

THE RIGHT TO NON-DISCRIMINATION

Discrimination is when someone is actively excluded as an individual or group because of a particular characteristic, such as their age, sexual identity or orientation, race, cultural background, etc. The right to non-discrimination means that all people have the right to be treated equally. Everyone is entitled to basic human rights “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion...” (Universal Declaration of Human Rights).

Despite the Declaration of Human Rights and other such efforts, it is still the unfortunate reality that people are often discriminated against for various reasons, such as:

• Age	• Pregnancy	• Sexual orientation
• Race	• Disability	• Ethnic background
• Skin colour	• Language	• Religion
• Political beliefs	• Social condition (income, education, occupation, etc.)	• Gender

In Canada, the Canadian Charter of Rights and Freedoms helps to prevent discrimination by guaranteeing and protecting similar rights as those outlined by the Declaration. Examples of some of these rights include:

- freedom of religion, of thought, of expression, of the press and of peaceful assembly
- the right to participate in political activities and the right to a democratic government
- the freedom to move around and live within Canada, and to leave Canada
- legal rights such as the right to life, liberty and security
- equality rights
- language rights

To learn more about the Canadian Charter of Rights and Freedoms, go to:

<http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

HUMAN RIGHTS

(to be cut individually and displayed around the meeting space)




Right to equality.

Freedom from discrimination, for any reason (race, ethnicity, religion, sex, identity).

Freedom from slavery.

The right to leave your country and return home, if you choose.

The right to get married and raise a family, if you choose, and to consent to the partner of your choice.



The right to own property (like a house or a farm) without it being taken away from you for no reason.

Freedom to have your own opinions and to express them however you want.

Right to an education.

The right to participate in the government in your own country, such as voting when you're 18.

The right to participate in the culture of your community such as festivals or attending religious events.