

# CSPE Action Project Resource



**\*is for Action**

**AMNESTY**  
INTERNATIONAL



**Irish Aid**  
Department of Foreign Affairs  
An Roinn Gn thai Eachtracha

## Teachers advisory team

Sharon Brady, St. Mac Dara's Community College, Dublin 6.  
Gemma Tierney, St. Aidan's Community College, Dublin Hill, Cork.  
Kay Quinn, Schull Community College, Schull, Co.Cork.  
Patsy McCaughey, The High School, Dublin 6.

## Edited by

Hilary Harmon, Anne Molloy, Claire Glavey and Niamh Kinane.  
We wish to thank Conor Harrison, Cultural and Environmental  
Education National Co-ordinator, Professional Development Service  
for Teachers, for his assistance in the project.

## Published by

Amnesty International Ireland,  
Seán MacBride House,  
48 Fleet Street,  
Dublin 2,  
Ireland.

## Disclaimer

This publication was part financed by Irish Aid. The ideas, opinions  
and comments within this publication are entirely the responsibility  
of its author(s) and do not necessarily represent or reflect Irish Aid  
policy.

© 2011

Amnesty International Ireland.

**“Never doubt that  
a small group of thoughtful  
committed citizens can change  
the world; indeed it’s the only  
thing that ever has”\***

\*Margaret Mead, American anthropologist.

## Contents

|   |   |
|---|---|
| 03  | Introduction                                    |
| 04  | How to use this resource                        |
| 05  | Key skills                                      |
| <b>Section 1: Finding an action project issue</b> |   |
| 09  | Newspaper sweep                                 |
| 11  | Human rights correspondent                      |
| 15  | What do I care about? Choosing an issue         |
| 19  | Creating links: CSPE key concepts               |
| <b>Section 2: Planning your action project</b>    |   |
| 24  | Research  |
| 26  | What, why, who, how? Issue analysis             |
| 32  | Weighing it up: evaluating action project ideas |
| 34  | Identifying tasks                               |
| 37  | Creating teams                                  |
| <b>Section 3: Reflection</b>                      |   |
| 42  | How did it go?                                  |
| 44  | What skills did you use?                        |
| 46  | Universal Declaration of Human Rights           |

**‘Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.’\***

\*Preamble to the Universal Declaration of Human Rights.

## Introduction

For young people to become active citizens they have to become active students! The action project is central to the Civic, Social and Political Education (CSPE) curriculum and provides students with an exceptional opportunity to become actively involved with a human rights issue they are interested in.

This resource is designed to help teachers encourage and inspire students to develop action projects they feel passionate about. It provides a set of tools devised with teachers to help teachers and their students create, investigate, develop and organise action projects that students want to engage with. The resource offers students the practical experience of participating in human rights action projects - taking human rights out of the classroom and into the world around them.

## How to use this resource

This resource is intended to assist teachers in guiding students through the steps of deciding on and planning a human rights action project. The resource is made up of three core sections: Finding an action project issue section, Planning your action project and Reflection. Lesson plans in the resource are designed to work together, however teachers may pick and choose exercises that they feel best suit the needs of their class.

Materials that can be used to help students prepare for the Report on an Action Project (RAP) have been highlighted in worksheets throughout the resource. These can supplement the information they need to complete their RAP. Teachers can encourage students to keep these worksheets in a scrapbook or folder over the course of their action project.

## The resource contains

- Step by step lesson plans encouraging students to explore human rights in the world around them;
- Clearly outlined aims, learning outcomes and materials needed to teach each lesson;
- Worksheets which enable students to:
  - Examine the human rights issues that they are interested in;
  - Recognise the wide range of information sources available to them and summarise relevant information;
  - Evaluate and develop action project ideas and reflect on their learning outcomes and experiences.
- Materials for the Report on an Action Project (RAP).

**Interactive Whiteboards (IWB): All of the worksheets contained in this resource are available to download from <http://amnesty.ie/resources/education>.**

## Key skills

Throughout this resource lesson plans are provided to encourage students to work together to engage with the action project process. This approach includes active methodologies as outlined in the CSPE syllabus including: research/discovery activities, group-work/discussion activities, simulation activities and action activities.

Lesson plans have been developed in a way that ensures the key skills outlined in the CSPE syllabus are included. These skills are:

- Identification and awareness skills;
- Analysis and evaluation skills;
- Communication skills;
- Action skills.

At the beginning of each lesson plan, you will find an outline of the key skills that students will develop during the lesson.

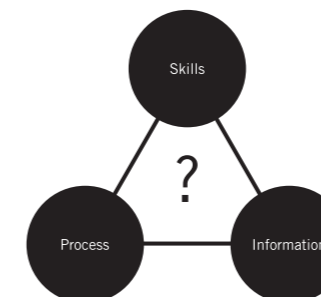
## Action project reflection

To ensure students get the most from the action project, encourage them to reflect on the following at all stages of the action project process:

- Skills - what skills have the students used or learned?
- Information - what have students learned, both in terms of information, and about themselves during the project?
- Process - what were the steps that students took in order to complete the action project?

This will help students with their overall reflection at the end of the action project.

You will find the following symbol at the end of each lesson to signpost this reflection:



# Section 1

## Finding an action project issue

- 09 Newspaper sweep
- 11 Human rights correspondent
- 15 What do I care about? Choosing an issue
- 19 Creating links: CSPE key concepts

**‘Open your newspaper any day of the week and you will find a report from somewhere in the world of someone being imprisoned, tortured or executed because his opinions or religion are unacceptable to his government.’\***

\*Peter Benenson, founder of Amnesty International

## Introduction

The aim of this section is to help students decide on an issue they feel passionate about for their action project. It explores the links between human rights and the world we live in. It also aims to inspire and empower young people to take action, through reflecting on the stories and experiences of youth activists.

### Over the course of this section students will:

- Explore human rights in the world around them;
- Analyse and reflect on the stories of other youth activists;
- Select an issue that they would like to focus on for their action project and;
- Consider how their chosen issue relates to CSPE key concepts.

## Evaluation

This section contains worksheets, which students can use to prepare for the introduction section (2) of their Report on an Action Project (RAP). The teacher's note highlights these worksheets throughout.

## Newspaper sweep

### Aim

Students will examine human rights issues in the world today.

### Learning outcomes

To examine and assess information on human rights issues from a range of sources and identify news stories which relate to human rights.

### CSPE key skills

- Identification and awareness: gathering information from a range of sources, selecting articles and opinions that relate to human rights issues.
- Analysis and evaluation: identifying different opinions and styles of reporting human rights issues.

### Materials needed

Recent newspapers and magazines, a photocopy of the Universal Declaration of Human Rights (UDHR) for each group (a copy of the UDHR is provided at the back of this resource).

### Length

40 minutes.

## Class outline

- Divide the class into groups;
- Give each group a selection of newspapers and magazines;
- In their groups, ask students to pick out two news stories which they think relate to human rights;
- For each news story that they select, ask students to:
  - Identify what human right they think the newspaper or magazine article relates to;
  - Discuss the purpose of the article e.g. to inform, to raise awareness, to shock;
  - Decide if there is a story they feel strongly about and to explain why.
- If there is enough time at the end of the class, ask the students to give feedback on the news stories they have chosen to the rest of the class.

## Newspaper sweep examples

### **'SCHOOLGIRL WILL NOT BE DEPORTED TO AFGHANISTAN'**

UDHR Article 14: Everyone has the right to seek asylum in another country, if they are being persecuted in their own country.

### **'SWAZILAND ACTIVISTS HELD IN ADVANCE OF PROTESTS'**

UDHR Article 9: No one should be arrested, imprisoned or expelled from their country without good reason.

### **'EU STATES GIVEN EIGHT MONTHS TO INTEGRATE ROMA'**

UDHR Article 29: Everyone has the responsibility to respect and uphold the rights of others in their community and in the wider world.

### **'PUBS PAY OVER €3,000 TO TRAVELLERS'**

UDHR Article 2: Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.

### **'ONE IN FIVE WOMEN WILL SUFFER DOMESTIC VIOLENCE'**

UDHR Article 7: The law is the same for everyone and should protect everyone equally.

## A great way to get students thinking about human rights is through film!

Amnesty International has a guide to the film *Hotel Rwanda* available online. The guide offers students the opportunity to engage in activities and lessons that aim to encourage a greater understanding of human rights issues that may seem difficult and complicated. This includes the importance of personal responsibility in ensuring that human rights are respected and protected for all.

For more information see <http://amnesty.ie/resources/education>

## Human rights correspondent

### **Aim**

Students will have the opportunity to relate to other young people who are taking action for human rights.

### **Learning outcomes**

To reflect on the different ways that young people can take action.

### **CSPE key skills**

- Communication skills: composing and delivering a short news broadcast to peers.
- Analysis and evaluation: identifying human rights issues in the texts using prior knowledge.

### **Materials needed**

Photocopy of the Human rights correspondent, worksheet 1.1, and a copy of each of the human rights activist stories (pages 12-13).

### **Length**

30 minutes.

## Class outline

- Divide the class into four groups;
- Give each group one young activist's story;
- In their groups, give students time to read over and discuss the story;
- Ask each group to complete the Human rights correspondent worksheet 1.1;
- Ask each group to present their news report back to the class.





#### Why did you become a human rights activist?

I got involved in human rights when I was a student in Trinity College. I wanted to use my energy, knowledge and passion to help others - my friends, my community and my world. I didn't want to be a passive supporter of human rights but to DO SOMETHING to help change the world and encourage universal respect for every human being!

#### What human rights issues have you worked on?

I've campaigned on local, national and global human rights issues. I've organised lots of creative events with my friends, such as an ethical fashion show, a gig, a same-sex mock-wedding, 'death-penalty' flash mob and letter-writing campaigns.

#### What have you learned from being an activist?

In the fight for human rights protection and promotion, no action is too small. Every action matters. It shows that there is one more person in the world that is willing to have their opinion heard. Whether it is signing your name to a petition, fundraising or raising awareness amongst your friends - it is one action closer to ending human rights violations and encouraging respect and justice for everyone.

Jane McGowan, age 22.



#### Why did you become a human rights activist?

I grew up in a family with an Irish Catholic background in a Presbyterian town in Scotland. Although I took little interest in religion, I faced regular verbal and physical abuse at my school and sports teams. This inspired in me a passion for justice and human rights. I wanted to put these beliefs into action.

#### What human rights issues have you worked on?

In June 2010 I volunteered at the New Askar refugee camp in Palestine. The camp was impoverished, dangerous and had no resources for children after the end of the school term. The children wandered the garbage-filled streets and played in rocket craters. I worked with an international team who provided daily activities, including sports, language learning and music, in a safe environment within the refugee camp.

#### What have you learned from being an activist?

The main challenge of being an activist is your own head: fear of going into the unknown. I even get nervous about asking people to sign petitions because someone might disagree and get angry with me on a busy street. But it's all worthwhile when you come back with hundreds of signatures. It's important to take joy in the victories, like a prisoner being released or somebody being taken off death row that you have been campaigning for.

Ciaran O'Carroll, age 23.



#### Why did you become a human rights activist?

Having moved from Iran to come and live in Ireland with my family, I always knew that I was very privileged and lucky to be given the opportunity to live in a safe country where I know that my rights are being protected. There are many young people my own age across the world who don't have this. We need to help them stand up for their rights. In some countries taking part in a peaceful protest or even updating your Facebook status with political information can be considered a criminal offence. I felt that I needed to use the opportunities I was given to stand up and raise my voice on behalf of those who cannot speak for themselves.

#### What human rights issues have you worked on?

I have worked on many human rights campaigns including forced evictions and female genital mutilation, but my main focus has been on the human rights situation in Iran. Recently, I helped organise a 'Die-in' to highlight the fact that over 83 people were executed in the first 6 weeks of 2011 in Iran. During the 'Die-in' activists were blind folded and dressed in black with pictures of people executed around their neck. At a signal they all fell to the ground as if they had just been killed. This action took place in a central location in Dublin and was very effective in grabbing people's attention.

#### What have you learned from being an activist?

I've learned that every voice, every signature and every initiative can make a difference if we work together as one. I suppose the main challenge any activist faces, whether it's a campaign for human rights or the environment, is getting people on board and hoping that they will be willing to take action. In my case, I've always used the fact that I'm a young activist to try and recruit other young people on board. Whether it was going to a school talk or approaching people for a signature, I've always tried to show that if I can make a difference, then so can you!

Sheelan Yousefizadeh, age 18.



#### Why did you become a human rights activist?

I had always been interested in human rights from a young age but when I was about thirteen I started listening to punk music, which influenced my opinions about politics and human rights. I got involved more as I got older and although my music taste has changed my love of human rights has not.

#### What human rights issues have you worked on?

I have worked on lots of areas of human rights, including the death penalty in the USA and women's rights in Zimbabwe. In my school, we used lunchtime and break times to do petition signings on different human rights issues.

#### What have you learned from being an activist?

Don't take your rights for granted. If you just assume that your rights are being upheld eventually people in power will take advantage. I've also learned that people power works, whether you campaign for mental health or better water services in your area, a voice can make a difference. The world is a quiet place, if you shout loud enough someone will hear.

Philip Dalton, age 19.



Read each article from the UDHR and the examples of human rights violations outlined.

**Article 10**  
Everyone has the right to a fair trial.

In 2011, 172 people were held in **Guantánamo** Bay Detention Centre without charge or due legal process.

**Article 19**  
Everyone has the right to say what they think and to share information with others.

**State censorship in China:** In 2005, Shi Tao, a Chinese journalist, was sentenced to imprisonment for 10 years for releasing a document of the Communist Party to an overseas Chinese democracy site after Yahoo! China provided his personal details to the Chinese Government.

**Article 26**  
Everyone has the right to education and to free primary education.

**Children's rights:** In sub-saharan Africa, around 45.5 million children of primary school age are out of school.

**Occupied Palestinian Territories:** The children of Jahalin used to have a dangerous 10km trip to school. In 2009 an NGO helped to build a school locally. The school is continuously threatened with demolition by the Israeli authorities.

**Article 21**  
Everyone has the right to meet with others publicly and privately and to freely form and join peaceful associations.

**Zimbabwe:** The Zimbabwean authorities arrested 83 activists during a peaceful demonstration in the capital, Harare, in September 2010. The march was organised to commemorate International Peace Day.

**Burma:** Htay Kywe and Mie Mie were each sentenced to 65 years in prison for their involvement in peaceful protests in August 2007.

**Article 25**  
Everyone has the right to a home, enough food and health care.

**Global hunger:** In 2010, the UN estimated that 925 million people worldwide were undernourished.

**Slums:** More than 1 billion people live in slums with severely limited access to water, sanitation, schools and healthcare.

**Article 3**  
Everyone has the right to life and the right to live in freedom and safety.

**Death penalty:** 58 countries worldwide still have the death penalty.

**Women's rights:** According to the World Bank, women aged between 15-44 are more at risk from rape and domestic violence than from cancer, car accidents, war and malaria.

**LGBT rights:** In January 2011, David Kato was murdered in his home in Uganda. David had been calling for the Ugandan authorities to take action to end the persecution of lesbian, gay, bisexual and transgender people.

**Female genital mutilation:** 8,000 girls a day are subjected to female genital mutilation worldwide.

**Article 2**  
Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.

**Racism:** In the USA, since 1977 the overwhelming majority of death row defendants (77 per cent) have been executed for killing white victims, even though African-Americans make up about half of all murder victims.

**Women's rights:** In 2011, only 25 of the 166 TDs in the Dáil were women.

**Article 22**  
Everyone has the right to vote in regular democratic elections and to take part in the government of their country.

**Iran:** After the disputed presidential election in 2009 over 5,000 people were detained including opposition politicians, journalists, students and lawyers, many of whom were tortured.





- Democracy
- Human Dignity
- Stewardship
- Law
- Rights and Responsibilities
- Development
- Interdependence

**Example**

Which CSPE concept does your action project issue relate to?

*Democracy*

Which area of the CSPE concept are you focusing on?

*Elections*

Which human right does your issue relate to?

*Article 23: Everyone has the right to vote in regular democratic elections and to take part in the government of their country*

Action project issue

*Research a country where elections are not democratic i.e. Burma*

**Question**

Which CSPE concept does your action project issue relate to?

---



---



---

Which area of the CSPE concept are you focusing on?

---



---



---

Which human right does your issue relate to?

---



---



---

Action project issue

---



---

# Section 2

## Planning your action project

- 24 Research
- 26 What, why, who, how? Issue analysis
- 32 Weighing it up: evaluating action project ideas
- 34 Identifying tasks
- 37 Creating teams

## Introduction

This section aims to help students develop their human rights issue into an action project. Students will examine which action project idea would be most successful in terms of its possible impact and the resources and time available to them.

### Over the course of this section students will:

- Thoroughly research their issue, examining and evaluating information from a range of different sources;
- Analyse and evaluate the issues involved in their chosen topic;
- Develop action project ideas which can encourage change;
- Critically evaluate which action project will work best in terms of time, impact and available resources;
- Pick out what tasks must be undertaken in order to successfully complete their action project and;
- Develop a time line within which to complete tasks.

### Evaluation

This section contains worksheets, which students can use to prepare for the introduction, reflection and summary of information-learned sections of their Report on an Action Project (RAP). These worksheets are highlighted by a teacher's note in the text.

**‘Commit yourself to the noble struggle for human rights. You will make a greater person of yourself, a greater nation of your country and a finer world to live in.’\***

\*Martin Luther King Jnr. American civil rights leader.





## What, why, who, how? Issue analysis

### Aim

Students will analyse and evaluate what issues, people and organisations are involved in their chosen human rights topic.

### Learning outcomes

To examine the background of the chosen human rights issue and to actively seek solutions.

### CSPE key skills

- Analysis and evaluation: analysing issues that they have encountered, developing reasoning and exploring options, outcomes and context.
- Communication: engaging in group discussion in order to critically assess problems and devise solutions.

### Materials needed

Photocopies of worksheets - Create awareness 1.6a, Lobby and persuade 1.6b and Working with others 1.6c. Photocopy of What, why, who, how? worksheet 1.7 for each group.

### Length

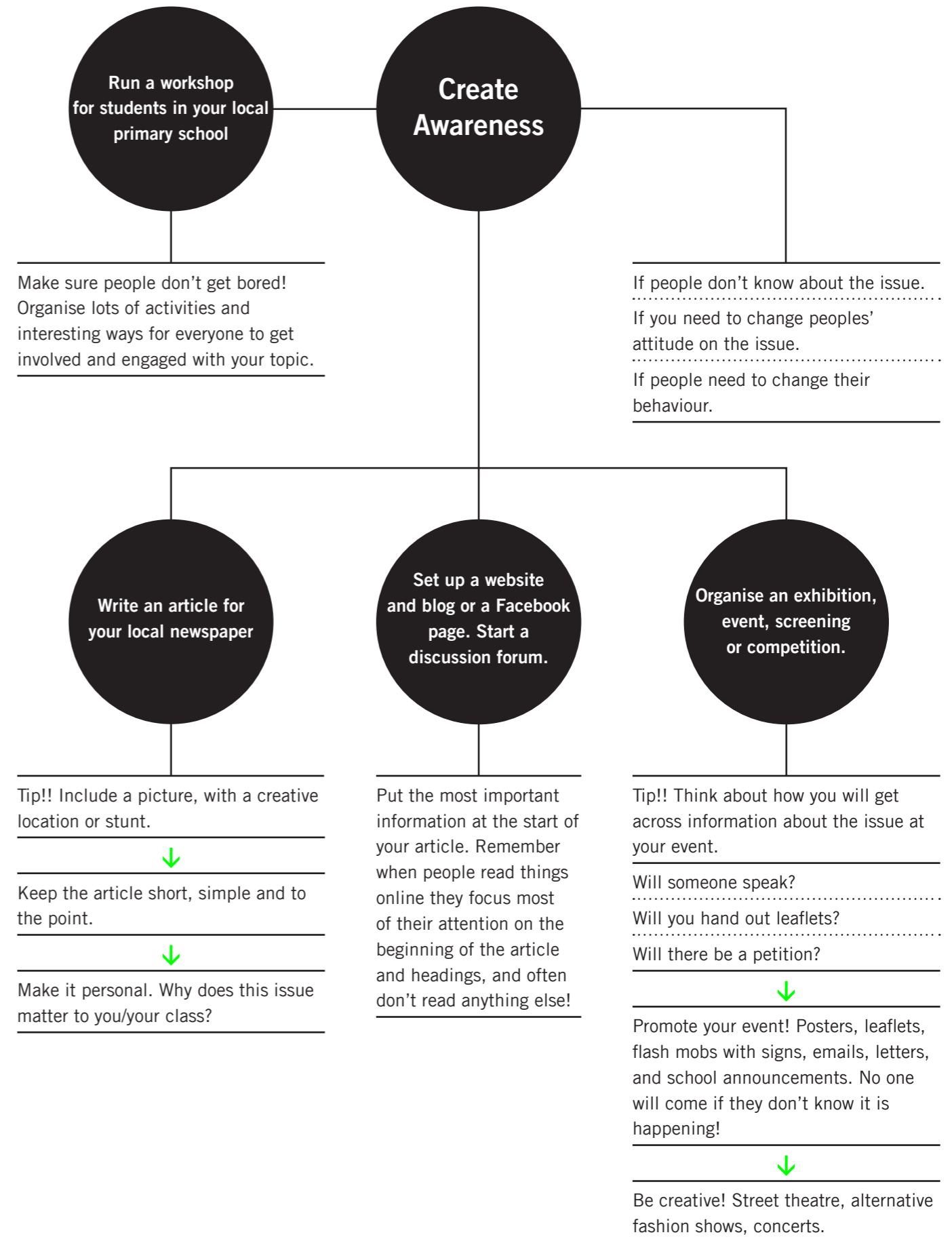
40 minutes.

## Class outline

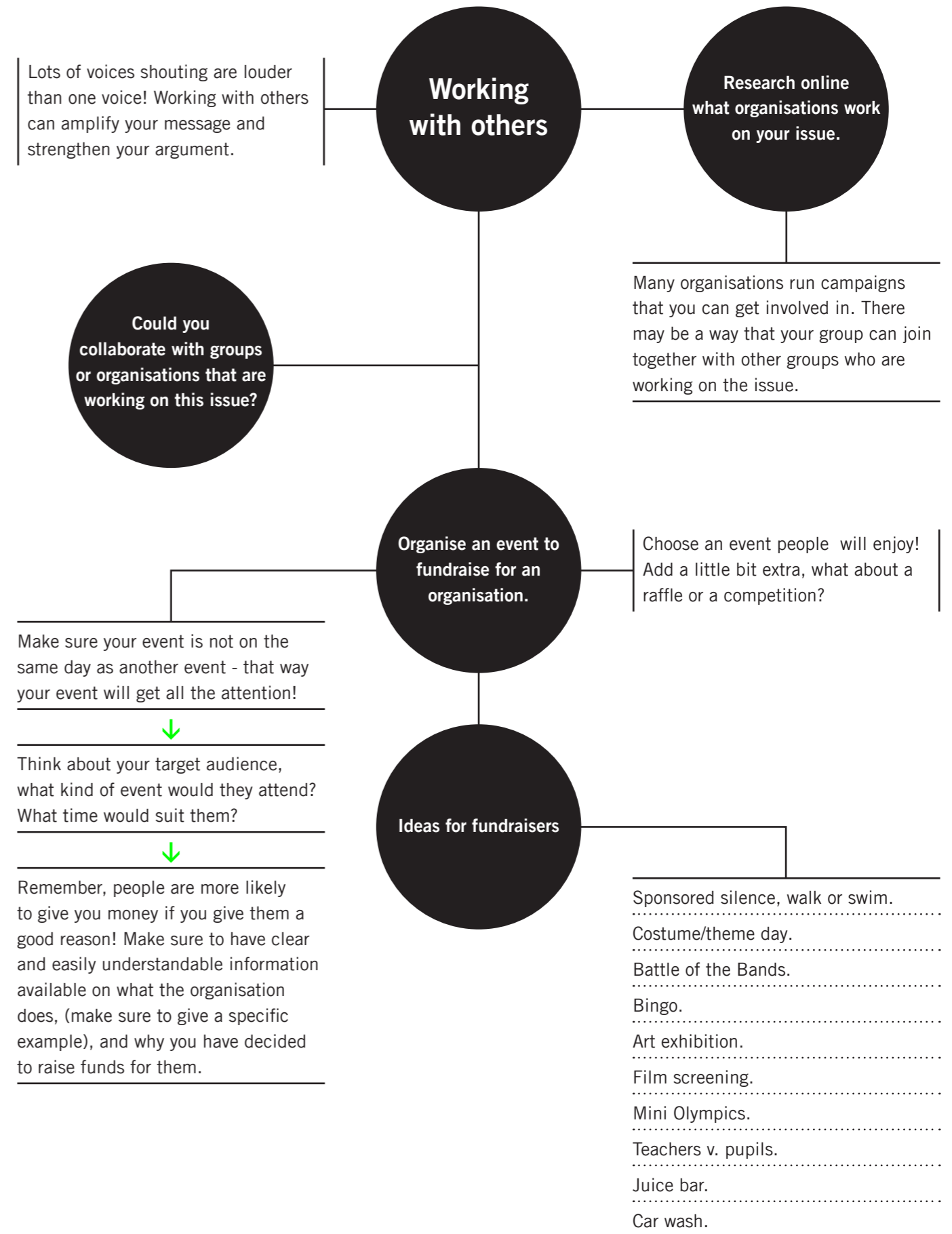
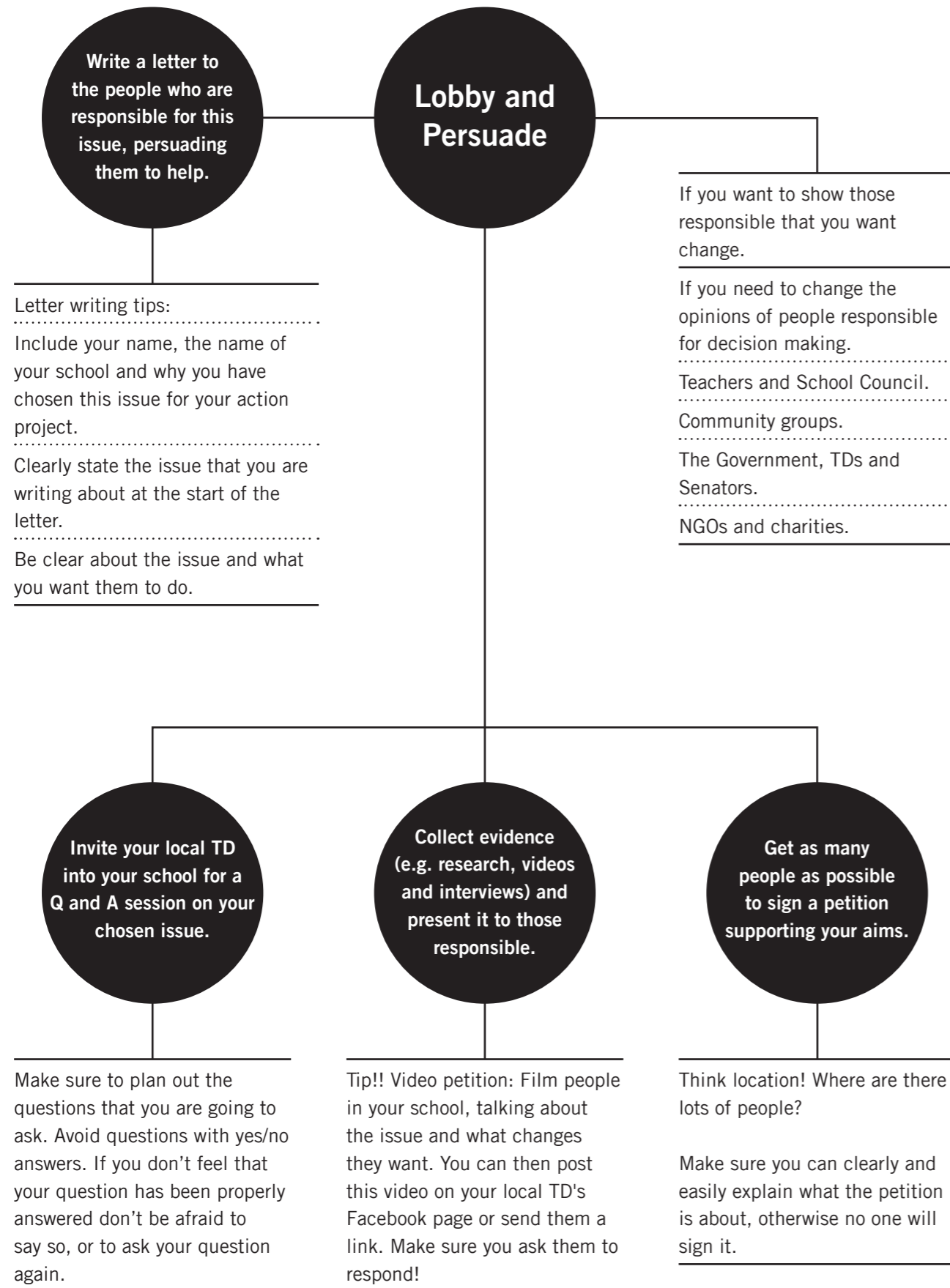
- Divide the class into groups of five people;
- Ask the students to reflect on what they have learned through their research about the human rights issue they have chosen for their action project;
- Ask students to complete the What, why, who, how? worksheet 1.7;
- When the groups reach the What action can you take? section of the worksheet, give each group photocopies of the Create awareness, Lobby and persuade and Working with others worksheets;
- Remind students that these worksheets are provided to help generate ideas but they are free to come up with their own original idea.

### Teachers Note

Students should keep this worksheet to help them prepare for the reflection section (5) of their RAP.









## Weighing it up: evaluating action project ideas

### **Aim**

Students will agree on an action project through examining the impact of possible actions and the practicality of undertaking them.

### **Learning outcomes**

To critically assess the practicality of proposed action projects and to select an action project that the whole class feels enthusiastic about.

### **CSPE key skills**

- Communication: expressing opinions and brainstorming possible causes of human rights problems, engaging in debate and discussion on different actions they can take.
- Analysis and evaluation: thinking creatively and actively seeking out solutions, identifying problems and reflecting on their knowledge of the issue.
- Identification and awareness: organising and summarising information, evaluating outcomes of possible actions.

### **Materials needed**

Enlarged photocopy of Weighing it up, worksheet 1.7 (the bigger the better!) and brightly coloured post-its.

### **Length**

40 minutes.

## Class outline

- Explain to the class that they are now going to decide on a specific action for their project.
- Ask the students to divide into the same groups that they were in for the What, why, who, how? exercise;
- Each group should have three ideas for possible actions on the bottom of their What, why, who, how? worksheet;
- Ask the groups to write each of the actions on separate post-it notes;
- Explain the Weighing it up grid to students;
- Groups should discuss where to stick their post-it action on the Weighing it up grid;
- Remind the students to consider
  - how much time they have;
  - the possible impact of the action;
  - how easy and effective they think each action is;
- Ask each group to place their three post-it actions on the Weighing it up grid, and to explain why they chose its position on the grid;
- When each group has placed their post-its on the grid the class can then select an action, which they consider effective and achievable based on the time they have available.

### **Teacher's Note!**

Students should keep this worksheet to help them prepare for the activities undertaken section (3) of their RAP.



**How easy is it to do this action project?**

**How much impact will this action have?**

**Consider the type and number of people you can influence**

**Remember!! Consider the:**

- Time
- Resources
- Skills you will need

Difficult

Average

Easy

Big impact

Average impact

Little impact

|                | Difficult | Average | Easy |
|----------------|-----------|---------|------|
| Big impact     |           |         |      |
| Average impact |           |         |      |
| Little impact  |           |         |      |

Adapted from Weighing it up in 'Taking Action', Amnesty International U.K, [www.amnesty.org](http://www.amnesty.org)

## Identifying tasks

### Aim

Students will have identified the various tasks involved in carrying out their action project, created a time line in which to complete them, and established teams.

### Learning outcomes

To prioritise and assess activities, and assign responsibility for tasks.

### CSPE key skills

- Identification and awareness: analysing tasks involved, identifying who is responsible for completing them, reflecting on one's own contribution, classifying and ordering information, analysing problems.
- Communication: engaging in group discussion and problem solving.
- Action skills: identifying and assigning tasks.

### Materials needed

A copy of the Task list worksheet 1.9b for each student, enlarged copy of the Possible teams worksheet 1.9a.

### Length

40 minutes.

## Class outline

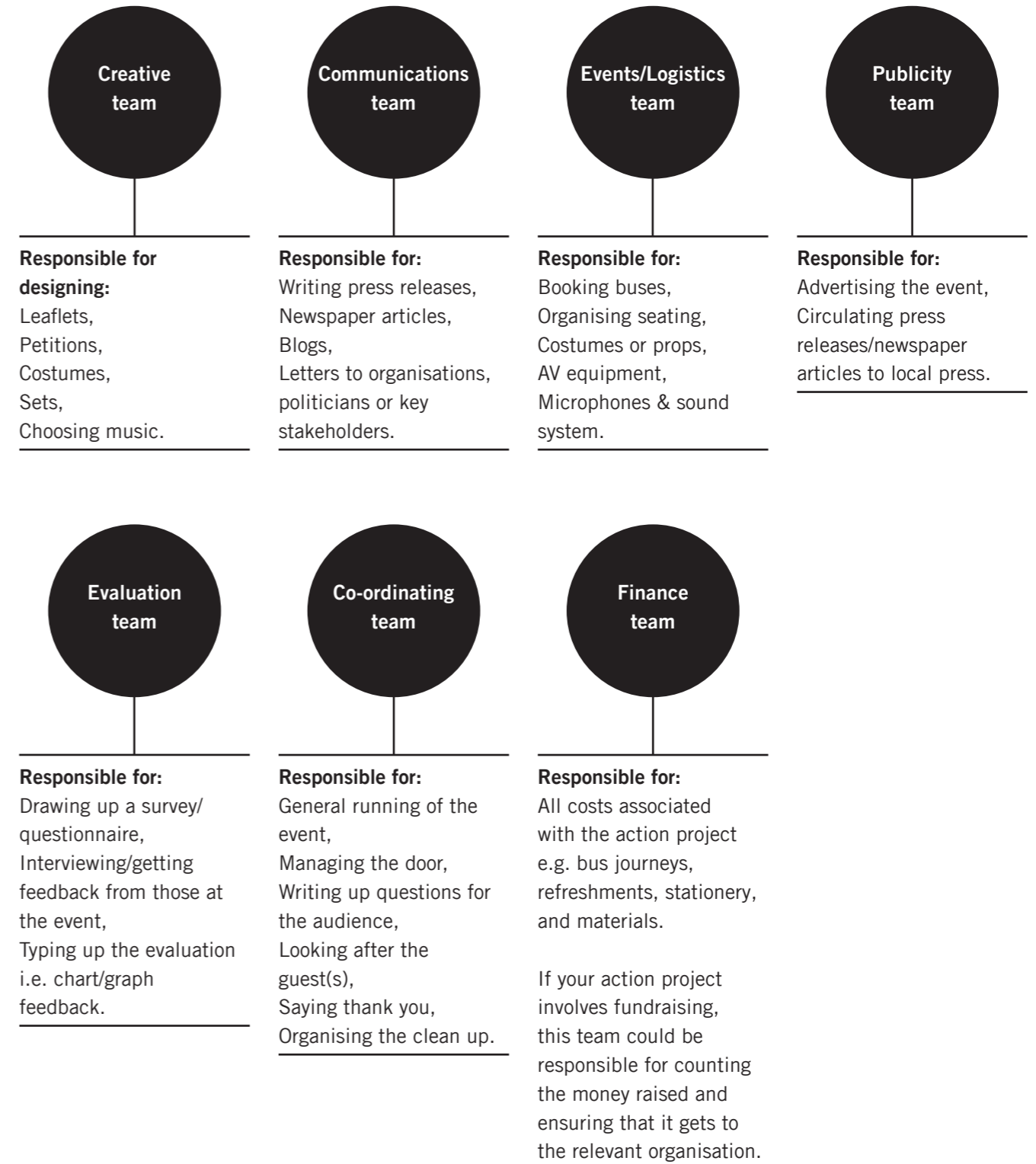
- Get the class to brainstorm which tasks will need to be carried out in order for their action project to be a success. You may wish to break it down into categories e.g. materials/equipment needed, logistics, publicity etc.;
- Write all of the tasks on the white board;
- Encourage students to maximise their project e.g. if they are doing a Q and A session with a speaker - why not film it so they can then present it to other classes in the school to raise awareness?
- When you have a complete list of tasks, give each student a copy of the Possible teams worksheet. Remind students that the teams on the worksheet are just suggestions and they should feel free to suggest their own teams;
- Ask the students to consider which teams they think should be responsible for each task, and write their suggestions next to the tasks on the white board;
- Give each student a copy of the Task list worksheet, which they can then fill in using the information on the board.

### Teacher's Note!

Students should keep this worksheet to help them prepare for the activities undertaken section (3) of their RAP



Consider which teams should be responsible for the tasks involved in your action project.





Name

Strengths

Responsibilities

Significant dates

Name

Strengths

Responsibilities

Significant dates

Name

Strengths

Responsibilities

Significant dates

Name

Strengths

Responsibilities

Significant dates

Team name

Role

Key tasks

Name

Strengths

Responsibilities

Significant dates

# Section 3 Reflection

- 42 How did it go?
- 44 What skills did you use?
- 46 Universal Declaration of Human Rights

## Introduction

The aim of this section is to help students evaluate and assess their action project. The section allows students the opportunity to reflect on their own role and the role of other classmates in completing the action project. The section also encourages students to think about the skills they have learned over the course of the project.

### Over the course of this section students will:

- Consider what they have learned in terms of skills and knowledge over the course of the action project;
- Identify areas where there was room for improvement;
- Examine their role in the action project and their experience of working as a member of a team;
- Reflect on their own experience; whether their opinion has changed, what they found difficult or challenging, what they learned about themselves.

### Evaluation

This section contains a number of worksheets, which students can use to prepare for the reflection and activities undertaken sections of their Report on an Action Project (RAP).

**‘Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.’\***

\* Winston Churchill, Prime Minister of Britain during the second world war

## How did it go?

### **Aim**

Students will describe what they have learned, critically evaluate their own role and reflect on the process of taking part in their action project.

### **Learning outcomes**

To list and describe the different activities undertaken over the course of the action project.

### **CSPE key skills**

- Analysis and evaluation: organising and summarising, evaluating the success of their action project.
- Identification and awareness: documenting their learning from the action project.

### **Materials needed**

How did it go? worksheet 2.1

### **Length**

30 minutes/homework exercise.

## Class outline

- Give each student a copy of the How did it go? worksheet 2.1;
- Ask them to fill out each section;
- Remind students that they can reflect back on the other worksheets they have completed over the course of the project to help them complete this exercise.

### **Teacher's Note!**

Students should keep this worksheet to help them prepare for the activities undertaken section (3) of their RAP.

→ TIP!! To help students remember what other teams have done why not get teams to share their Team worksheets with each other.



Name of your team:

---



---



---

Who was in your team?

---



---

Describe one of the tasks that you were involved in:

---



---



---



---

What did you enjoy about working in a team?

---



---



---



---

What did you find hard about working in a team?

---



---



---



---

What have you learned from taking part in the action project? If a friend of yours wanted to do the same project what advice would you give them?

---



---



---



---

Think about things you would do differently and things you thought worked well:

---



---



---



---



---





**01**

Everyone is born free and has dignity because they are human.

**02**

Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.

**03**

Everyone has the right to life and the right to live in freedom and safety.

**04**

No one shall be held in slavery.

**05**

Everyone has the right not to be hurt, tortured or treated cruelly.

**06**

Everyone has the right to be treated as a person under the law everywhere.

**07**

The law is the same for everyone and should protect everyone equally.

**08**

Everyone has the right to ask for legal help when their basic rights are not respected.

**09**

No one should be arrested, imprisoned or expelled from their country without good reason.

**10**

Everyone has the right to a fair trial, if accused of a crime.

**11**

Everyone has the right to be presumed innocent until proven guilty, if accused of a crime.

**12**

Everyone has the right to privacy.

**13**

Everyone has the right to travel within and outside their own country.

**14**

Everyone has the right to seek asylum in another country, if they are being persecuted in their own country.

**15**

Everyone has the right to a nationality.

**16**

Everyone has the right to marry and have a family.

**17**

Everyone has the right to own property on their own or with others.

**18**

No one should have their property taken from them without good cause.

**19**

Everyone has the right to their own free thoughts, conscience and religion including the right to practice their religion privately or in public.

**20**

Everyone has the right to say what they think and to share information with others.

**21**

Everyone has the right to meet with others publicly and privately and to freely form and join peaceful associations.

**22**

Everyone has the right to vote in regular democratic elections and to take part in the government of their country.

**23**

Every country must do its best to ensure that everyone has enough to live a life of dignity.

**24**

Everyone has the right to work for a fair wage in a safe environment and also has the right to join a trade union.

**25**

Everyone has the right to rest and leisure time.

**26**

Everyone has the right to a home, enough food and health care.

**27**

Everyone has the right to education and to free primary education.

**28**

Everyone has the right to take part in the cultural life of their community and the right to benefit from scientific and artistic learning. National and international laws and institutions must make possible the rights and freedoms set out in this declaration.

**29**

Everyone has the responsibility to respect and uphold the rights of others in their community and the wider world.

**30**

No one has the right to take away any of the rights in this declaration.

