



# Human rights and activism

Learn about human rights under threat and how to be an activist in your community

You will need

- [Universal Declaration of Human Rights > Summary](#)
- [Right up your street > Picture](#)
- [What, why, who, how > Sheet](#)
- [Ideas for action > Sheet](#)
- [Weighing it up > Grid](#)



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**LEARN** 15 minutes

## Mutual aid

All people deserve human rights, respect and kindness.

**Watch the short clip** Five moments of hope amid Covid-19.

Write down three pieces of information you have learned from the clip.

Why is it important for people to actively look after one another?

How much do you know about human rights? Why are they so important, especially right now?

Think about things you have seen where you live or on the news that are unfair. What can be done to help? Who needs to fix it? Can you change things? How?

Protesting or taking action for causes has been an important way for people to get their voices heard throughout history.

It is a way for people to stand up to injustice and inequality, express their disapproval of or objection to something, and call for positive change.



Five moments of hope amid Covid-19 59 seconds

## TASK 1 10 minutes

### Have your say

Draw a 10cm opinion line and write the numbers 1-10 along it. For each statement, circle where your opinion falls (1 is strongly disagree, 5 is neutral and 10 is strongly agree).



- I don't think my actions or opinions are going to make a difference to the world.
- When I care about an issue I want to speak up or do something to make a change.
- Covid-19 has had very little impact on my life.
- Covid-19 is everyone's problem and it is important to find ways to help the hardest hit.

For two of your answers, write down the reasons for your response.

## TASK 2 10 minutes

### Human rights you enjoy

What human rights do you enjoy? Think about what makes you happy and what helps and protects you. List at least five rights. Use your copy of the summary of **Universal Declaration of Human Rights** to help.

Has Covid-19 affected the enjoyment of any of your rights?

Which groups of people may not enjoy certain human rights, especially during this pandemic?

Think about those on the front line in hospitals, supermarkets and caring in our communities; people in poverty; minority communities.

Does it seem fair to you?

The **Universal Declaration of Human Rights** was agreed in 1948 by the United Nations and sets out the rights that all humans are entitled to.



### TASK 3 20 minutes

## Be a human rights detective

If you have Internet access, complete the 15-minute online course [Covid-19 and Human Rights](#) on [Amnesty's Human Rights Academy](#)



It outlines the human rights implications of Covid-19 and how to take action to promote social solidarity and protect human rights.

What have you learned? Make a least 10 bullet point notes.

**Alternatively**, analyse the [Right up your street picture](#). Using your copy of the summary of [Universal Declaration of Human Rights](#), can you spot: people asking for their rights, enjoying and using their rights and having their rights denied?

What human rights do you notice in the picture?

Can you see any key workers? What human rights are they asking for?

Look at the children in the playground. What human right are they enjoying?

What is happening outside the sweetshop? Have the police caught the real thief? Hint: a boy is running away in the distance. What right is being denied to the boy being told off?

Look at the people gathered with signs. What human right are they demanding? Is there another way that they could protest?



## TASK 4 30 minutes

# Coronavirus and human rights

You are now going to protect human rights during and coming out of Covid-19.

So, how do human rights factor into the pandemic? Refer back to your notes if you took the online course.

The pandemic has affected almost all aspects of life in every part of the UK including the right to health, the right to school and the right to information.

But it is not the virus that violates human rights. Our governments have a responsibility to protect human rights. This means their responses to the virus with policies and measures must consider human rights, and they must protect us all, especially those at greatest risk.

Some people are calling on Westminster and the devolved governments to ensure this. For instance, by providing health and social care workers with the proper protective equipment (PPE) to prevent them from getting coronavirus.

Is there anything that needs to change in your area and the UK to ensure that human rights are protected? Have you seen anything unfair? Do people most affected have the support they need? If not, where are the gaps? Try to list three issues you could take action on. Would it be protecting key workers? Ensuring that all young people can get the schooling they need at home or in school? Calling for more emotional support for young people who are struggling? Demanding protection and access to services for refugees and migrants? Asking where homeless people are going for safety? Ensuring the contact-tracing app doesn't violate our right to privacy?

**THINK ABOUT:** I believe... People need...  
We need to stop... We should...  
Our governments should...

Now choose one issue/topic to focus on and work your way through the **What, why, who, how sheet** to explore it and end up with three actions you could take to make a difference.

## TIPS

With an adult, talk about topics, the people who need support now and in the months ahead, any problems and how to solve them.

Research reliable sources. Head here for a start:

[www.amnesty.org.uk/coronavirus](http://www.amnesty.org.uk/coronavirus)

[www.amnesty.org.uk/human-rights-uk/coronavirus-effect-human-rights](http://www.amnesty.org.uk/human-rights-uk/coronavirus-effect-human-rights)

<https://www.who.int/>

Read the **Ideas for taking action sheet** to help you.

Remember your action will need to follow social distancing guidelines.

I ♥  
human  
rights



## TASK 5 15 minutes

### Weighing it up

Look at your three action ideas. Use this checklist to establish which one will work best.

- How easy are my ideas to achieve? (Difficult, average, easy)
- How much impact will each one have? (Big, average, small)

You will need to consider the time and resources you have, as well as the number of people you can influence.

Draw or print out the **Weighing it up grid** and fill it in to help you.

## TASK 6 1-2 hours (depending on action)

### Ready to take action?

Plan out your chosen action (list or mind map). Keep in mind the change you'd like to see, the human rights and people you are defending, and who you can ask for help. Is it something your friends and family can get involved in? You can refer back to your notes and the ideas on the other resource sheets. Then get to work.

If it's a creative action, can you put it where people can see it?

Can you encourage more people to take part? How will you do this?

Please track the progress of your action and share what you have done and the response with your teacher and on social media [@amnestyUK](#)

## TASK 7 10 minutes

### Finally...

We have explored human rights and how to defend them, especially during a time of crisis. Write down one sentence summing up what this project has shown you and share it with your family and teacher with a photo or details of what you have achieved.

Think again about the statements you considered in the opinion line: 'I don't think my actions or opinions are really going to make a difference to the world' and 'When I care about an issue I want to speak up or do something to make a change.' Have you changed your position? Why or why not?

### LEARN MORE

Read about the positive changes people have made through action, [amnesty.org.uk/issues/good-news](https://www.amnesty.org.uk/issues/good-news)

