

MY RIGHTS PASSPORT

THE UNIVERSAL DECLARATION
OF HUMAN RIGHTS

AMNESTY
INTERNATIONAL



ARTICLE 3

'Everyone has the right to life, liberty and security of person'
We all have the right to live, and to live in freedom and safety.

ARTICLE 4

'No one shall be held in slavery or servitude. Slavery and the slave trade shall be prohibited in all their forms'
Nobody has the right to treat anyone else as their slave, and we cannot make anyone our slave.

ARTICLE 5

...is prohibited to torture or to

ARTICLE 6

'Everyone everywhere has the right to recognition as a person before the law'
We should all be legally protected in the same way everywhere, and like everyone else.

ARTICLE 7

'All are equal before the law and are entitled without any discrimination to equal protection of the law'
The law is the same for everyone. It must treat us all fairly.

Everyone has the right to life, liberty and security of person.

A silent march in London marks the first anniversary of the Grenfell Tower fire, which took the lives of 72 people © Getty Images



HOW TO USE MY RIGHTS PASSPORT

Primary

Thought provokers and questions

- Are these rights enjoyed by everyone around the world? If not why not? Can you think of any examples where they are restricted?
- Which rights do you think are really important?
- Which rights do you enjoy that others might not have?

Activities

- Play human rights charades. Each student should act out a right (to the class or a group). The others guess what it is using the My Rights Passport.
- In groups, choose and act out a human right being enjoyed, denied or demanded. What is happening in the scene? Use it to prompt discussion.
- Draw some of the rights from the My Rights Passport and discuss them with classmates. How have you drawn the right? Is it being enjoyed, denied or demanded?

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- Use the My Rights Passport to move through different checkpoints and collect stamps. At each checkpoint listen to a case study/story and decide which right is being enjoyed or denied.
 - Download the latest Junior Urgent Action www.amnesty.org.uk/jua
 - Download our Power of the Pen resource to support a letter writing action www.amnesty.org.uk/resources/power-pen-primary-schools
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Secondary

Thought provokers and discussion starters

- If you had to make a new right, number 31, what would it be? Why?
 - And which right would you eliminate? Why?
 - Are all of these rights enjoyed by everybody in the world? What about in the UK?
 - The Universal Declaration of Human Rights was established after the atrocities of World War 2. Over the past 60 years, how far do you think we have come in the world? How can we ensure that all people enjoy their rights?
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Activities

- Choose one human right that particularly interests you and research how it varies around the world.
 - Listen to real life case studies and discuss in groups which human right is being enjoyed, denied or demanded.
 - Invent and write a narrative of a person either enjoying or being denied a particular right. Who are they? Where do they live? Why do they have or not have a particular right?
 - Each right becomes a door on the advent countdown. Everyone in class has to do an action based on the right they open, and homework is based around their right. They must explain to the class in the next lesson what they have done and present a person they researched who has defended this right.
 - Plan a campaign action for an individual or group at risk using our youth resources www.amnesty.org.uk/youth
 - Download our Power of the Pen resource to support a letter writing action www.amnesty.org.uk/resources/power-pen-secondary-schools
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