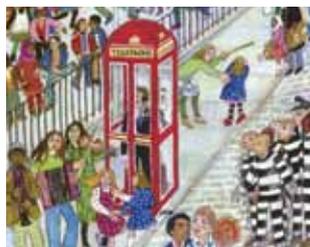


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# Activity 7

## Right up your street



See **CD RESOURCES** for illustration & UDHR sheet

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**Aim:** To investigate and understand how rights apply to everyday life, by examining a street scene showing human rights in practice. Through group and class discussion children familiarise themselves with the rights set out in the Universal Declaration of Human Rights (UDHR) and their meaning, and identify rights being enjoyed, denied and demanded. **Time:** 1 hour. **Age:** 7+. **What you need:** *Universal Declaration of Human Rights summary version* (on the CD, one per child); *Right up your street illustration* (on the CD, display on whiteboard and make a colour copy, divide into four sections, one per group); twenty small circular stickers in three colours (per group).

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### What to do

Briefly explain the origins of the Universal Declaration of Human Rights (UDHR). See Coming from history section in Activity 6.

### Right up your street

Now display the *Right up your street illustration* on the whiteboard. Explain that the picture is a scene of everyday life – and human rights. It shows people asking for their rights, enjoying and using their rights, or having their rights denied.

Tell the children that they are about to become human rights detectives.

- What do they notice in the picture?
- Where in the world might this (imaginary) street be?
- Is there anything in the picture that they would never see in this country?

Now hand out a copy of the *Universal Declaration of Human Rights summary version* to each child and ask them to look at the picture in more detail. Use prompt questions and share examples:

- 1 Look at the children in the playground. What human right are they enjoying? (Article 24, the right to rest and leisure).
- 2 What is happening outside the sweetshop? Have the police caught the real thief? Point out the boy running away with the bag of sweets in the distance. In which case, which human right is being denied to the boy being told off? (Article 11, the right to be considered innocent until proven guilty).
- 3 Look at the crowd of people gathered in the middle of the picture and their signs. What human right are they demanding? (Article 23, the right to work and fair wages).

### Group work

Organise the class into eight small groups. Allocate a section of the *Right up your street illustration* and a set of coloured stickers to each group.

Using their copies of the UDHR, explain that their task as human rights detectives is to search for examples of human rights being enjoyed, denied or demanded in their part of the picture.

### Colour code

They should mark each right they find on the illustration with a sticker of the right colour, eg:

#### Yellow sticker

– a human right being denied;

#### Pink sticker

– a human right being enjoyed or exercised;

#### Green sticker

– a human right being asked for or demanded.

On each sticker they also need to write down the number of the relevant UDHR article/s the situation relates to.

There are at least 30 different human rights situations to be found in the picture.

For younger children, or to save time, this activity can be carried out verbally.

### Discussion

Each group should report back their findings to class. Discuss possible disagreements or different interpretations, eg is the homeless man demanding his human right to food and shelter (right being asked for) or he is exercising his right to protest about homelessness (right being enjoyed) or is his homelessness a result of his human rights being denied?

**Source:** *Our World Our Rights*, Activity 5.

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