

LESSON 1

ROLE PLAY WORKSHEET

TASK

You have 10 minutes to prepare an improvised role play of no more than two minutes showing a family discussing whether they should take part in a protest for women's rights.

WHAT YOU NEED TO DO

Read through the information and choose a role.

Work as a group to use **empathy** and **imagination** to get into the role and **improvise** the types of things the family might say. You don't need to write a script.

At the end of the lesson you will give a **two-minute** performance of this as a team.

THE SITUATION

You are a family of four sitting down to an evening meal in Cairo, Egypt. Samira, the daughter, asks the family if they will join her tomorrow in Tahrir Square to protest for women's rights.

Tomorrow women from across Egypt are coming to Cairo to peacefully demonstrate to show they want to have a say in how their country is run and that they want women to be protected from violence.

The demonstrators plan to carry banners on the streets to demand change for women, even though this is dangerous because recently women protesters have been targeted with violence and sexual assaults from soldiers, police and groups of civilian men.

THE ROLES

(divide these between your group)

Adhaf (Mother): Adhaf has a university degree and is a teacher. She protested for democracy in Cairo in 2011. As a protester in Tahrir Square she felt equal to men for the first time in her life and did not feel threatened by any male protesters. But in November 2012 she saw women protesters violently attacked by men, and she couldn't believe the government blamed the women for it. She is worried that it is unsafe to protest but she also wants to show that women in Egypt have rights.

Samira (Sister): Samira is 19 and has an active Twitter account, where she has been posting messages about her frustration that women do not have equal rights in her country. The government of Egypt made her extremely angry by not supporting women's rights and not condemning violence against women. She doesn't want to let the government scare her into staying inside.

Maahes (Father): Maahes supports women's rights in Egypt and has been appalled by mobs of men attacking and assaulting women at protests. He tried to defend a woman from attack at a democracy protest in November 2012 but was hit over the head by the mob and couldn't stop the assault. He is worried that Samira or Adhaf could be badly hurt or assaulted if they go to the protest.

Adio (Brother): Adio is 17. He thinks it is too dangerous for women to protest. He doesn't think Samira should be concerned about women's rights at this moment. He has heard people saying it is a woman's own fault if she's assaulted, and he doesn't want anyone saying this about his mum or sister.

LESSON 1

PEER ASSESSMENT SHEET: ROLE PLAY

Name of student being assessed: _____

Name of assessor: _____

Please tick the appropriate box

	Needs more work	Good	Excellent
Speaks clearly			
Expresses views of their character			
Listens and responds to other performers in group			
Body language appropriate to character and setting			

The best thing about the performance was: _____

The target to improve is: _____

LESSON 1

UNIVERSAL DECLARATION OF HUMAN RIGHTS

SUMMARY VERSION

- 1 We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2 These rights belong to everybody, whatever our differences.
- 3 We all have the right to life, and to live in freedom and safety.
- 4 Nobody has any right to make us a slave. We cannot make anyone else our slave.
- 5 Nobody has any right to hurt or torture us or treat us cruelly.
- 6 Everyone has the right to be protected by the law.
- 7 The law is the same for everyone. It must treat us all fairly.
- 8 We can all ask for the law to help us when we are not treated fairly.
- 9 Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
- 10 If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.
- 11 Nobody should be blamed for doing something until it has been proved. When people say we did a bad thing we have the right to show it is not true.
- 12 Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us, or our family, without a good reason.
- 13 We all have the right to go where we want to in our own country and to travel abroad as we wish.
- 14 If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- 15 We all have the right to belong to a country.
- 16 Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17 Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18 We all have the right to believe in what we want to believe, to have a religion, or to change it if we wish.
- 19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
- 20 We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21 We all have the right to take part in the government of our country. Every grown up should be allowed to vote to choose their own leaders.
- 22 We all have the right to a home, enough money to live on and medical help if we are ill. Music, art, craft and sport are for everyone to enjoy.
- 23 Every grown up has the right to a job, to a fair wage for their work, and to join a trade union.
- 24 We all have the right to rest from work and relax.
- 25 We all have the right to enough food, clothing, housing and health care. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.
- 26 We all have the right to education, and to finish primary school, which should be free. We should be able to learn a career, or to make use of all our skills.
- 27 We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
- 28 There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29 We have a duty to other people, and we should protect their rights and freedoms.
- 30 Nobody can take away these rights and freedoms from us.

This is a simplified version of the Universal Declaration of Human Rights from Amnesty International UK. For the Declaration in full see www.amnesty.org.uk/thearticles