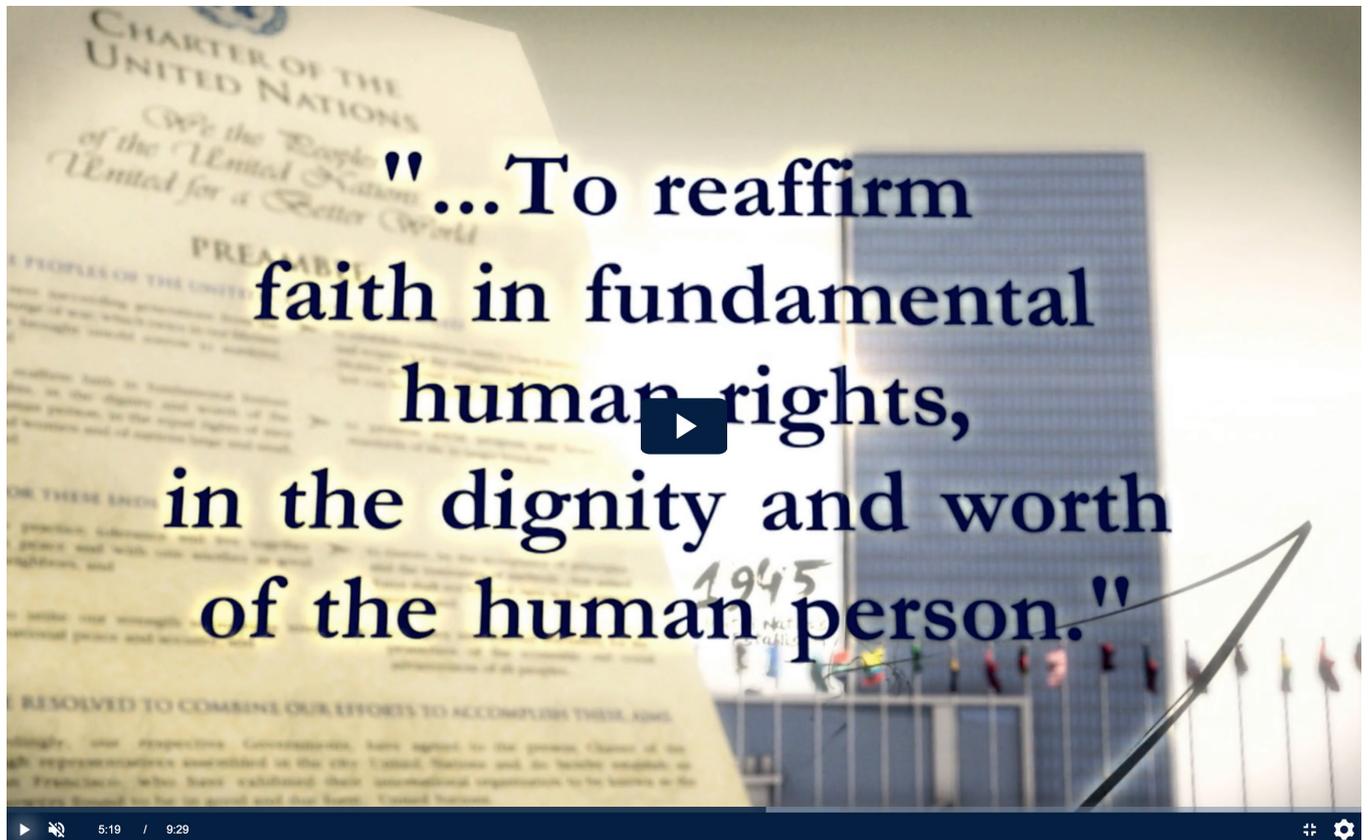


What are Human Rights?



Step 3 is to watch the video [What are human rights?](#) published by Youth for Human Rights on YouTube.

The video only lasts around 9 minutes, but it is loaded with information. It may be a good idea to watch and debate the video in plenum, and try to summarize the most important points. Or to stop it now and then to make sure everybody understands the content.

If you find it too difficult the first time, you can divide the video into for instance 4 sections as shown below, stop it after each section and help each other clarify the content. If you are interested in knowing more about for instance the history of human rights, you might split up in groups or pairs and research to learn more about some of the milestones mentioned in the video. The enclosure: The

background of Human Rights presented by Youth for Human Rights might be quite useful in this context.

When you have finished your research, present the results in plenum.

The video divided in 4 sections

The enclosures summarize or elaborate on the content of the video

- 00.00 Interviews with people in the street.
What are Human Rights?
- 02.05 Examples from the history of Human Rights:
Cyrus the Great, Rome, Magna Carta, United States Declaration of Independence,
The French Revolution and the Decla

ration of Man and Citizen, Napoleon, the Colonization, Mahatma Gandhi, World War 1 and 2, the Universal Declaration of Human Rights

Enclosure 2b: The Background of Human Rights Optional

06.16 “And all lived happily ever after except
Enclosure 2c: Facts and figures Compulsory

07.10 “So the question is who will make those words a reality?”
See the text about Eleanor Roosevelt and the quotation from her below:

Eleanor Roosevelt became chair of the U.N.’s Human Rights Commission and helped to write the Universal Declaration of Human Rights – an effort that she considered to be her greatest achievement.

The following quotation from Eleanor Roosevelt ends the video “What are human rights”? and answers the question: “who will make these words a reality.”

The quotation has probably also inspired the short videos you are going to watch in a moment.

But before you move on to next step, please read the quotation carefully and discuss it in plenum. What does the author mean? Do you agree or disagree? If she is right, what does it imply for our daily life?



“Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world.

Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seek equal justice, equal opportunity, equal dignity without discrimination.

Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

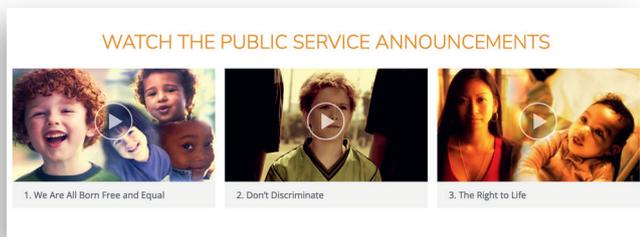


Next step

Next step is to go through each or part of the thirty human rights articles to understand their content more thoroughly. Fortunately, Youth for Human Rights has illustrated all the articles with short one-minute videos. [Click here](#) to watch the first video “We Are All Born Free and Equal.”



When the video has finished scroll a little bit down the page to read the full content of article 1.



When you want to see video number 2, “Don’t discriminate” scroll a bit further down the page until you see the picture above. Click the white arrow to watch video 2. Press Next above the picture to move to article 3 and continue like that to enjoy and debate all or part of the 30 videos.

You might want to watch the videos in plenum and debate the form and content of each video in order to get a similar/common understanding of the material.

If you find that 30 videos are too much to watch a possibility could be to leave out some of the videos for instance number 6, 8, 9, 16, 17, 18, 24 and 27.

Communication

Now the time has come to communicate with your partner class. The suggestion is of course that you now work in pairs or groups. Each pair/group illustrate one or two of the articles from The Declaration of Human Rights through a small roleplay that you create yourself (max 1 minute)

The subjects of the roleplays/videos are violations of human rights that you have experienced or heard about yourself, in your daily life.

Present the roleplays to each other in plenum, and after feedback you make a video with your roleplay + introduction on your tablets or phones and exchange the videos with those of your partner class.

Follow up with feedback, comments and questions, when you have watched the products.

It is also important to keep your products. You might be able to use the them in step 5 where it is time to take action and stand up for human rights.

Inspiration/Some examples

You can for instance work with Digital Violations, Hate Speech or Discrimination.

But you are welcome to make your role-plays about other issues that you find important.

Save the Children is an international NGO with offices all over the world also in Finland and Norway, perhaps their offices also have focus on digital violations like the Danish office. If not, you will have to find another source of information on Digital Violation.

Rights for peace is an English NGO

Amnesty International is an international NGO with offices alle over the world also in Finland and Norway

In 2021, Save the Children's Deletelt-guidance in Denmark has received close to 2,000 inquiries about digital violations. That's the highest number in a year so far and 50 per cent more than the previous year.



Red Barnet

During the corona pandemic, children and young people have been much more vulnerable to online abuse and violations, and Save the Children is therefore pleased that more people have reached out for help. At the same time, the children's rights organization stresses the urgent need to ensure a safer online life for all children

Learn more on:

[Save the children.dk](#)

[Save the children Finland](#)

[Save the children Norway](#)

Discrimination

Discrimination strikes at the very heart of being human. It is harming someone's rights simply because of who they are or what they believe. Discrimination is harmful and perpetuates inequality.

We all have the right to be treated equally, regardless of our race, ethnicity, nationality, class, caste, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, health or other status. Yet all too often we hear heartbreaking stories of people who suffer cruelty simply for belonging to a "different" group from those in positions of privilege or power.

Discrimination occurs when a person is unable to enjoy his or her human rights or other legal rights on an equal basis with others

because of an unjustified distinction made in policy, law or treatment. Amnesty International's work is rooted in the principle of non-discrimination. Working with communities across the world, we challenge discriminatory laws and practices to ensure all people can enjoy their rights on an equal basis.

Learn more on Discrimination - [Amnesty International](#)



"Only when the last prisoner of conscience has been freed, when the last torture chamber has been closed, when the United Nations Universal Declaration of Human Rights is a reality for the world's people, will our work be done."

Peter Benenson, Amnesty International founder.

Hate Speech

Upholding free speech is hugely important to open societies that respect human rights. Human Rights Treaties outlaw offensive speech when it poses a risk or threat to others. Speech that is simply offensive but poses no risk to others is generally NOT considered a human rights violation.

Hate Speech becomes a human rights violation if it incites discrimination, hostility or violence towards a person or a group defined by their race, religion, ethnicity or other factors.

Hate Speech typically targets the 'other' in societies. This is manifested through the 'othering' of minority groups such as racial,

ethnic, religious and cultural minorities, women and the LGBTQI+ community.

In 1997 the Council of Europe issued a **recommendation** on hate speech which defines it as 'all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance'.

The **2019 UN Strategy and Plan of Action on Hate Speech** defines it as communication that 'attacks or uses pejorative or discriminatory language with reference to a person

or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender, or other identity factor'.



Rights for Peace

Preventing Mass Atrocities with Human Rights

Learn more on rightsforpeace.org/hate-speech





The Pyramid of Hate

If you consider Russia's invasion of Ukraine, which level do you think the parties have reached?

Can you think of any conflicts/wars where the uppermost level was reached?

Can you explain some of the mechanisms in the pyramid of hate? What do you think can develop the biased attitudes and what makes people move to the next step in the pyramid?

If you have more time

You can find this illustrated version of the Declaration of Human Rights published by Stand up for Human Rights on their website standup4humanrights.org/en/declaration.html

If you for instance click on the first right Free and equal you will get this more thorough explanation of the first right:



Article 1

Free and equal

All human beings are born free and equal and should be treated the same way.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

